DETERMINANTS OF TRUANCY AMONG SECONDARY SCHOOL STUDENTS AND IT'S EFFECT ON KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN CENTRAL DIVISION, MACHAKOS COUNTY

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(E55/CE/22774/2011)

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULLFILLMENT FOR THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION AT KENYATTA UNIVERSITY

JULY, 2017
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This proposal 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 in accordance and in line with anti-plagiarism regulations.

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To my wife Patricia John. My three children Cyprian, Magdalene and Cornelius. To my brother Raymond, and late Martin, my sisters Mary and Christine who fully supported me during my study.
ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors Dr. Kyalo Dorothy (Ph.D), and Dr. Joseph Mungai (Ph.D), for their assistance throughout the periods of fieldwork and write-up; thanks to my colleagues for their advice, my beloved family for their moral support and understanding. I would also like to give my thanks to the Almighty being for His grace and assistance throughout the challenges I have faced in life. Mr. Antony Bojana deserves gratitude for editing the lexical setup of the final work.

May the Almighty God bless all those who assisted me in one way or the other but are unmentioned.
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<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DUF</td>
<td>Drug Use Forecasting</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>NCST</td>
<td>National Council for Science and Technology</td>
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<td>PTA</td>
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ABSTRACT

Secondary school tier of education is very essential in every student’s life as its completion ensures that they get a chance to advance academically and eventually get employed into a well-paying job or at list ensure acquisition of knowledge relevant to future advancement. However, despite the importance of this level of education, secondary school students in Machakos County continue to frequently miss school posing a greater risk to their educational development and future economic status due to the effects associated with poor academic qualifications such as crime and poor remuneration creating the need for this study to try and find out the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County of Kenya. The social control theory as advanced by Hirschi was used to guide this study. An ex-post factor study design was used in this study. The study population comprised secondary school students in Machakos County alone. Simple random sampling technique was used to select the required respondents as it eliminates the possibility of any form of bias in respondents selection. Structured questionnaire was the preferred instrument of data collection among the respondents. The collected data were analyzed using SPSS software to generate frequency of answers, percentages, tables, figures. The results showed that there were school-related, home-related and individual student-related determinants of truancy in Machakos central division. Of these schools and home-related determinants influenced truancy among male students while individual related determinants influenced truancy among female students more. These determinants were also shown by the study to affect student academic achievement with male students academic achievement being affected the most. The study concludes that in Machakos County public secondary schools, there exists numerous school, home and individual student-related determinants that influence truancy among learners. The researcher recommends that appropriate policies be developed to eliminate these determinants and measures be developed to minimize the effects of truancy on truant learners academic achievement. All the rights of the respondents and ethical issues pertaining to research were observed during this study.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Truancy is a significant problem in the United States [US] and in other countries around the world. It has been linked to serious immediate and far-reaching consequences for youth, families, and schools and communities (Stahl, 2008). Despite significant efforts, millions of dollars spent by schools, communities, states, and the US federal government to reduce truancy over the past 20 years, there is little evidence that any positive impact has been made on school attendance (Attwood & Croll, 2006; Davies & Lee, 2006). Between 1994 and 2005 in the US, the patterns of absenteeism remained relatively stable, while the number of truancy cases petitioned and handled in juvenile courts in the United States increased to 69% between 1995 and 2004 (Stahl, 2008). All these studies further revealed that truant learners in the United States of America record poor academic performance in almost all tests administered scoring below average compared to non-truant students.

Student absenteeism is also a major concern in Canada and the United Kingdom (UK) (Davies & Lee, 2006). Canada ranked 5th out of the 43 industrialized nations in the Organization for Economic Co-operation and Development study in terms of the proportion of truant high school students, with 26% of Canadian 15 year olds reporting having been late, skipping class or missing school in the two weeks prior to the survey. According to Anderson (2008), truancy is also a problem facing many secondary school students in Japan with social and economic status as well as parental education level being mentioned as contributors to truancy among students. The author further showed that in Japan, truant learners reported several
accompanying problems including poor academic achievement, dropouts and repetition of learners.

Individual risk factors predictive of truancy in Colombia include lower academic self-concepts, lower self-esteem, less competent social relations, phobia, anxiety, personality traits, race/ethnicity, learning disabilities, substance use, and externalizing behaviours (Romero & Lee, 2008). Family determinants, such as family conflict, poor or unhealthy family relationships, parental values and attitudes toward education, lack of cohesion, inconsistent and ineffective discipline, sanctioning of, or colluding in, school absences by parents, parent-child interactions, parental involvement in school, family poverty, and family structure have been implicated as causal or correlational factors associated with later truancy (Romero & Lee, 2008). School factors identified by Malcolm, Wilson, Davidson and Kirk, (2003) as determinants of truancy in England included school culture, curriculum, poor teaching, negative school environment, interpersonal conflict or poor relationships with teachers, dissatisfaction with school, school disciplinary practices, and threats to physical safety such as bullying. All these factors were shown to negatively academic achievement of truant learners by the studies as most the truants recorded low marks in set examinations.

The negative outcomes associated with truancy within schools in England have been said to include additional delinquency, poor school performance, school dropout, substance use, and other risky and problematic behaviours (Petrides, Chamorro-Premuzic, Frederickson & Furnham, 2005). The economic implications for students are also significant. Students who are chronically absent are more likely to perform poorly in school and more likely to drop out, which negatively impacts on learning
potential over their lifetimes (Attwood & Croll, 2006). The implications for schools whose students are not attending at a high rate include loss of funds and failure to meet performance requirements (Goldstein, Little & Akin-Little, 2003). Further, in England, significant costs to communities associated with truancy were found to include higher rates of criminal activity, poor academic achievement among truants, citizens not productively contributing to the community, and higher government spending for social services (Baker, Sigmon & Nugent, 2001).

In South Africa, Maynard (2006) established that the daily lifestyle for many truants is one in which they receive little or no parental support, guidance and encouragement at home or school, since their parents in many instances tend to display anti-education values. As many truants live in families in which the father or mother or both were truants themselves, it is not surprising. Maynard (2006) further asserts that after visiting homes of truants, it became clear that they have limited resources with which to do their schoolwork, have little space to do their homework and frequently live in an atmosphere where reading literature is unusual. In most cases they also form part of social environment dominated by television, alcohol and drug abuse. Maynard (2006) further found that learners who are truants said that attending school was one of their lowest priorities for their time.

To Maynard it is important for all learners to feel they fit with their peer group. However, truants tend to see themselves as outcasts and rejected at school. Most of the learners, who participated in Maynard (2006) focus discussions, said they often felt confused and did not know where to turn to for help. To Maynard truants consider social factors to why they do not attend school. Truancy has also been linked to differences in teaching and learning styles, educator’s absenteeism, and
poor learner educator relation, low educator expectations and inconsistency in
discipline (Maynard, 2006). Maynard further established that truant learners all
recorded lower academic achievements in their examinations due to the mentioned
determinants of truancy in various studied schools and at home.

In Nigeria, the independent contribution of child, family, school, and society factors
to the prediction of truant behaviour among students have been reported (Gesinde,
2005). Non-school attendance behaviour in Nigeria has also been related to
inadequacies in the family, institutional based problems. All of these determinants of
truancy according to Gesinde (2005) negatively affect the academic achievements of
truant learners in the country.

In Kenya, a study by Maina and Adero (2012) among secondary school students in
Nyandarua County and Reche, George, Kareanki, Riungu and Mbugua, (2012) in
Mwimbi Division, Kenya also proved that, truancy among students affected
academic performance and that the level of student truancy mattered in academic
performance. The study by Maina and Adero, (2012) at the same time found that the
main cause of student absenteeism was lack of school fees. The study also observed
that many student counsellors did not treat student absenteeism as a problem
requiring their intervention. The study further indicated that student age did not
affect absenteeism and self-study habits of chronic truants did not significantly
and Maina and Adero (2012) established that truancy and its related determinants
affected education of truant learners negatively as it led to academic
underachievement, dropouts and class repetition in all instances,
In Meru County, Kanga (2015) established that unsupportive school culture; family, social economic and psychological factors significantly contributed to truancy. The influence of truancy was identified as poor academic performance for the truants, their class and school, wastage of learning time, dropping out of school, poverty to the individual and family in future, involvement with delinquent behaviour, family instability, social maladjustment and insecurity in the family. For instance, 88.2% student respondents suggested that inability to finish assignment was a factor that contributed to truancy while the responses of class teachers was 37.6%, counseling teachers 50% and principals 50%. Inability to cope with academic performance had 58.3 students, 37.5 class teachers 50% counselling teachers and 100% principals’ responses. 56.4% students, 37.5%, class teachers, 37.5 counsellors and 37.5 principals responded to threats and bulling as a factor contributing to truancy. Drug and substance abuse was selected by 54.1 students, 37.5% principals. Family problems as a factor was selected by 50.3% students, 50% class teachers’ 75% counselling teachers and 100% principals. Kanga further revealed that 88.6% of students, 100% class teachers, counseling teachers and principals indicated that truancy affects academic performance. Responses on that truancy affects learning time were students (84.2), class teachers (87.5) counselling teachers 87.5 and principals (100%). On poor class and school performance responses were students (83.2%), class teachers’ (75%), counselling teachers (37.5%) and principals (100%). However, despite the prevalence of truancy among secondary school students in central Division, Machakos County Kenya, there is lack of literature on the determinants of truancy and its effects on the students academic achievement, creating the need for this study.
1.2 Problem Statement

As shown in the background to the study, truancy and its determinants has been shown to have definitive negative impact or effect on truant learners’ academic achievement. All over the world, secondary schools are tasked with the responsibility of ensuring that the enrolled students get quality education, pass their examination, complete their studies and also grow up to be responsible citizens capable of contributing to national development. During the school period, every student is normally expected to complete their studies without dropping out or missing school hours without valid reasons, but given the fact that at this stage students are normally at the adolescence stage, some of them around the world end up dropping completely out of schools while others continuously miss classes and school days (Obondo & Dhadphale, 1990). This situation is true of secondary school students in Kenya, as in many schools in the rural areas such as Machakos County, everyday and or week, several students are reported to have missed school, and this normally leads to poor performance of these students academically due to loss of school hour (DEO Report, 2012). The cases of truancy in Machakos County secondary school have been on the rise recently with cases of 20-30 students missing school being reported every day. However, the associated influence of truancy on students’ lives especially academic achievement had not been documented in Machakos County Central Division (DEO Report, 2012). There was very little information on whether school-related, home-related and individual student-related determinants influenced truancy in the study location. Less was known on whether these determinants affected truancy among one gender more than the other. Given this, the current study assessed the determinants of truancy among secondary school students and the resultant effect of truancy on truant students academic achievement.
1.3 **Purpose of the Study**

The purpose of this study was to identify the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya.

1.4 **Research Objectives**

The study sought to:

i. Establish the extent to which school-based determinants influence truancy among secondary school students in Machakos Central Division.

ii. Assess home-related determinants influencing truancy among secondary school students in Machakos Central Division.

iii. Identify individual student-related determinants influencing truancy among secondary school students in Machakos Central Division.

iv. Assess the Influence of truancy on secondary school students academic achievement in Machakos Central Division.

1.5 **Research Questions**

The study answered the following research questions:

i. To what extent does school-based determinants influence truancy among secondary school students in Machakos Central Division?

ii. What are the home-related determinants influencing truancy among secondary school students in Machakos Central Division?

iii. Which individual student-related determinants influence truancy among secondary school students in Machakos Central Division?

iv. What is the influence of truancy on secondary school students academic achievement in Machakos Central Division?
1.6 **Significance of the Study**

This study may help limit the determinants of truancy among secondary school students and thereby help reduce the prevalence of truancy among students in Machakos County. Secondary schools together with the students’ parents may be able to work together and find solutions to these determinants. The performance of secondary school students is also expected to improve with the availability of solution for truancy determinants which may lead to less or no loss of class and school hours and days. The influence of truancy on the students’ lives and the community in general may be reduced as more students may be completing this level of education and advancing in their career. The government and other stakeholders may use this study to come up with strategies to help reduce the rates of truancy among secondary school students in the country and also carry out sensitization campaigns based on the information provided in this study.

1.7 **Limitations of the Study**

This study faced numerous challenges, for instance, some participants had negative attitude towards the study. Another limitation was the sensitive nature of the study topic which made the teachers fear that this may be an evaluation of their abilities to handle truancy and truant students while truant students felt that it was too personal. The researcher informed the respondents especially the teachers and truant learners that this is simply an academic research and its results are meant to assist schools and truant learners improve academically. The students were further assured of anonymity during and after the study. This improved their attitudes and participation in the study as teachers gained confidence also after being told that the research was not an evaluation of their effectiveness in managing truancy in their schools. Due to large number of target population and limited study timeline, the whole population
could not be studied. This was remedied by the researcher selecting a sample that was used to represent everyone in the target population. Another limitation was instrumentation where the researcher used structured questionnaires to collect data from the two categories of the respondents. The researcher ensured that this instrument was structured to have both open-ended and closed-ended questions.

1.8 Delimitations of the Study

This study was carried out in Machakos County Central Division, Kenya. It intended to identify the determinants of truancy among secondary school students as well as the Influence of truancy on KCSE achievement. The findings may only be generalized for secondary schools in this Division as well as for KCSE achievements and not other examinations. The division is found in Machakos County, Eastern Province, Kenya, one of the driest regions of the country and also not well-developed. The residents of the Division are mainly the Akamba one of the largest communities in Kenya.

1.9 Theoretical Framework of the Study

The social control theory as advanced by Hirschi (1969) was used to guide this study. The four tenets of the theory include direct control where punishment is threatened or applied for wrongful behaviour, and compliance is rewarded by parents, family, and authority figures, internal control by which a youth refrains from delinquency through the conscience or superego, indirect control by identification with those who influence behaviour, say because his or her delinquent act might cause pain and disappointment to parents and others with whom he or she has close relationships and control through needs satisfaction, i.e. if all an individual's needs are met, there is no point in criminal activity. Truancy can be
influenced by the first tent of the theory which is direct control. This is because while some students respond positively to punishments at school and home environment, others are propelled to deviant behaviours such as truancy by punishment. Through internal control or individual efforts, learners can refrain from truancy or indulgence in the vice more due to their own personal traits that are not influence by the external environment. Indirect control also can influenced truancy even though the tenet posits that by identification with those who influence behaviour, say because his or her delinquent act might cause pain and disappointment to parents and others with whom he or she has close relationships a student might refrain from deviant behaviours, however, the opposite is also true as a student might be propelled by the same factors and reasons into truancy. And lastly, control through needs satisfaction, i.e. if all an individual's needs are met, there is no point in criminal activity. Through this tenet, some learners may engage in truancy in order to earn a living or simply to fulfill their desires of maybe attending parties and engaging in delinquent behaviours on their part. All these tenets touch on personal and social environments influencing learners behaviours and how to control them.

Schools represent one of the most important ecological contexts for determining pro-social development among adolescents (Bronfenbrenner, 1998 cited in Kimberly, Henry, David & Huizinga 2007). A great deal of empirical evidence suggests that student's lack of commitment and attachment to school are important predictors of involvement in delinquency and other undesirable behaviours. In this way, it is expected that students who are disengaged from school are more likely to be involved in truancy. At least in part, this relationship may be described by Hirschi's social control theory (1969) as in Kimberly. Henry, David and Huizinga (2007),
which proposes that adolescents who lack strong bonds to pro-social people and institutions (including school) are less constrained by pro-social norms and are more likely to engage in problem behaviour. Involvement or engrossment is one of the four central elements of Hirishi's concept of bonding, and students who are poorly bonded to school may choose to skip school. This core assertion of control theory is also embedded in several current developmental theories of problem behaviour. For example, the social development theory (Hawkins & Weis, 1985) stresses the importance of school bonding as a critical component in the etiology of problem behaviour. They suggest that students with weak home and school bonds, including low involvement in conventional academic and social endeavors, are more likely to follow an antisocial path such as truancy through adolescence. The two theories were adopted as they both recognized the significant roles truant students social environment plays in increasing truancy and academic disengagement among the truant learners. Their recognition that individual, home and school-related factors can determine truancy therefore informed their choice by the researcher to help guide the current study.

1.10 Conceptual Framework of the Study

Truancy is a problem facing many secondary school students and with it are severe effects to individual students, their families, schools, communities and the development of the nation. However, truancy as a problem have several causal determinants and among them are individual student-related determinants, socio-economic factors, drugs and substance abuse, peer pressure, home and school-related factors. The causal relationship between truancy and these determinants is as shown in the figure below.
Information provided in the above figure showed that there are various determinants of truancy, however, truancy by itself has the ability to affect truant learners. According to the provided information in the figure, individual student-related determinants of students such as lower academic achievements, self-esteem and substance abuse can affect truancy among students, home-related determinants such as chores, family structure and parents who were truants also influence truancy while school-related determinants such as teacher characteristics, strict rules and severe punishments also affect truancy among learners. However, truancy by itself
can further affect academic achievement of truant learners as the figure shows. Therefore, the independent variables investigated which included individual student-related; home-related and school-related determinants can negatively affect the independent variable of the study which was truancy which eventually negatively affects academic achievement of truant learners in KCSE.

1.11 Operational Definitions of Terms

**Academic achievement:** This is the achievement of students academically measured by their overall test scores in exams.

**Determinants:** These are the drivers of truancy or factors within students social environment that force learners to become truants.

**Home related determinants:** These are variables within the family setup or home environment that force learners to frequently without authorization skip school.

**Individual student-related determinants:** These are individual traits or characters of learners themselves that predispose them to becoming truants that are not influenced by home or school environment.

**School-related determinants:** These are variables within the school environment that force learners to frequently without authorization skip school.

**Truancy:** This is the tendency of students to frequently skip school without permission.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed related literature to the study topic. The researcher therefore reviewed other works from across the world related to the current area of interest. The review was guided by the stated objectives and was arranged as follows, school based determinants influencing truancy among secondary school students, home-related determinants influencing truancy among secondary school students, and individual student-related determinants influencing truancy among secondary school students and ends with a review on the influence of truancy on secondary school students’ academic achievement.

2.2 School-Based Determinants of Truancy Among Secondary School Students

Secondary school environment on its own has been known to influence truancy among students. Noguera (2003) believes that school factors play a more important role than others in causing truancy and contributes to large numbers of young people dropping out from schools. In the United States of America, educational functioning (e.g., low grades, high rates of being retained in grade or placed in remedial or special programmes) were found to be determinants of truancy amongst students. Due to limited resources, schools tend to have an episodic concern about truant youth. Most often schools treat as a management and disciplinary problem serious attention to the underlying causes of truancy is usually given after the youth's absence from school becomes frequent or chronic. At that point, the youth has often developed more serious difficulties in school and other areas of psychosocial
functioning in addition to not attending classes (Gendron & Pieper, 2005; Halpern, 2007).

Academic performance and involvement with delinquent peers are also determinants of truancy and these two variables form a synergistic relationship in which the relationship between delinquent peer association and truancy is mitigated among students who perform well in school (Kimberly et al., 2007). Other school components such as feelings of social isolation, participation in school sports and extracurricular activities are a recent change from one school to another, and educational aspirations impact on a student's decision to skip school. Kimberly et al., (2007), and Gottfredson et al., (2005), noted that student's perception of his/her school environment including school safety, gang activity at school, positive teaching practices, positive student-teacher relationships, and a caring school climate affect truancy amongst students. A hostile school environment can also cause truancy. Students who lack friends or are being bullied are likely to skip school. This factor is especially applicable to students who look, act or dress differently. In addition, some kids may face peer pressure to skip class. High truancy rates are seen in schools that have antagonistic relationships between staff and students and a poor attendance policy (Jarrett, 2007).

Kimberly et al., observed that students who performed better in school were truant less often and students who associated with delinquent peers were truant more often. They also noted that, girls skipped more school days than boys (Kimberly et al., 2007). According to Reid (2005), truancy increases with each grade level and students gradually become more disengaged from school. As Reid opined, truancy is influenced by the setup of the curriculum and bullying (Horn & Jansen, 2009; Credé
et al., 2010). Students that have poor or conflicting relationships with teachers will avoid school in order to avoid their teacher. Often the curriculum can be too easy or too challenging for individuals, in the latter it creates a mindset for students that they cannot achieve success. If a student does not feel he/she can succeed, there will be no desire for one to attend school (Teasley, 2004). Those who are bullied at school will not let parents or teachers know they are being bullied in fear of further consequences from the bully and will stay away from the bully (Reid, 2005).

In Africa, students are also faced with the problem of truancy as well. Truants, in this continent tend to feel insecure and see themselves as ‘outcasts and rejected at schools’ as learners often feel confused and lost and do not know where to turn for help (Van Breda, 2006). It was further found that the primary cause of truancy was the school system itself. Keys concluded that the contributing factors of truant behaviour were school policies, rules, and curriculum and educator characteristics. The author also showed that classrooms that rated high in competitiveness and educator control, and relatively low on educator support had higher truancy rates. Britten (2002) found that educator unpleasantness and antipathy towards certain learners were significant factors in truant behaviour. Ryan (2001) found that institutional factors such as teachers, boring subjects, gang affiliation, and detention contributed to truancy among secondary students in South Africa.

Additional reasons for truancy included the negative impact of bullying from other learners, disillusionment with school and the desire to leave school permanently. Capps (2003) investigated the structure of junior high schools in South Africa and Zimbabwe and found that those with the highest rate of truancy had most inflexible attendance policies. Learners in these schools were reportedly more
likely to believe that educators and administrators did not care about them and their attendance (Van Breda, 2006).

A study in Zambia showed that while pupils in grade 7 were more likely to be truant than those in grades 9 or 10, those in grade 8 were less likely to be truant (Muula, Emmanuel, Olusegun, Peter & Seter, 2012). In a study of school-related risk and protective factors associated with truancy among urban youth placed at risk, Henry and Huizinga (2007a; 2007b) found that having delinquent peers was a strong predictor of truancy. Muula et al., (2012) also found that victims of bullying were more likely to have been truant. Adolescents who are bullied may miss school in order to escape further victimization (Vreeman, 2007, Kim & Hubbard, 2006).

These findings in Africa and the rest of the world are in agreement with those of Moriasi (2012) in Nyamira District, Kenya. Another study in Kenya by Maina et al., (2012) indicated that the main cause of student absenteeism in Nyandarua was lack of school fees. The study also observed that many student counsellors did not treat student absenteeism as a problem requiring their intervention. However, the association between level of education and truancy had not been adequately researched neither had the influence of school-related determinants on truancy amongst students been clearly addressed as most of the studies only listed the determinants. The studies also did not show the extent to which the mentioned school-related determinants influence truancy among learners. These were some of the issues addressed by the current study.
2.3 Home-Related Determinants Truancy among Secondary School Students

Outside the school environment, there are various variables at home and the surrounding that determine whether a student can skip school or not. The home-related determinants of truancy are several. Available studies in the USA involving selected samples of truant youths indicate truant youths are often experiencing serious interrelated problems in regard to a stressed family life (Baker, Sigmon & Nugent, 2001). In America, many of these truants’ difficulties can be traced to troubled families (e.g., parental educational problems, parental history of alcohol/other drug abuse or mental health problems or involvement in crime) and troubled family relationships, which began at an early age (Baker, et al., 2001).

Inclement weather while at home and transportation problems are also truancy determinants that are often not recognized. Severe weather issues contribute to students not being able to leave their home, transportation issues such as the bus not coming to the home, or the car not starting or flooded roads impact a student’s ability to get to school (Teasley, 2004). Other factors such as an unsupportive family environment or lack of community help contribute to truancy. Family factors such as “parentally condoned absence, not valuing education, domestic problems, inconsistent to inadequate parenting, and economic deprivation” (Reid, 2005) play a large role in truancy. Community attitudes and socio-economic factors put pressures on students which in turn do not encourage the attendance of school each day.

Although truancy stems from a lack of parental knowledge, parents are usually the contributors to student truancy by not ensuring that their child attends school each day (Teasley, 2004). In Australia, truants and persistent absentees are most likely to
come from disadvantaged home backgrounds and unfavourable social circumstances (Reid, 2005). As Reid, (2005) observed, truant individuals are usually involved with promiscuous activities outside of the home while not in school and these activities encourage the likelihood that the students may miss school in order to engage in them.

It was found that in Zambia, students who reported that their parents or guardians checked their homework or reported that they received parental supervision were less likely to be truant. In a randomized controlled trial, Stanton, Cole, Galbraith, Li, Pendleton, Cottrel, Marshall, Wu, and Kaljee (2004) found that parental involvement with and support of the adolescent was associated with less truancy and other problem behaviours. Henry (2007) also found that a large amount of unsupervised time was associated with truancy. Parental supervision is an important determinant of truancy in many settings (Siziya, Muula & Rudatsikira, 2007, Stanton et al., 2005). In another study by Miller and Plant (1999), however, contradictory results were found where parental caring and control were not significantly associated with truancy. In urban areas, truancy was found to result from students skipping school to work as daladala boys, sell second hand clothes, while away time on the internet, visiting facebook and twitter as well as play computer games. The effect of such habit is that young people miss the opportunity to get education at the right age, while learning bad ethics and ignoring academic work at school (Jarrett, 2007). Jarrett mentioned that the popular music galas known as fiesta were a constant determinant of truancy amongst students who sought entertainment from such galas.
Henry and Huizinga (2007) argued that the unsupervised and unmonitored time with peers may facilitate exposure to potentially harmful lifestyles such as illicit drug use. Younger learners are more likely to be under parental supervision than older learner’s and may thus be less likely to be truant than older pupils (Muula, et al., 2012). Van Breda, (2006) reported that the principal, assistant principal and teachers in a South African schools attributed truancy to individual, family and community factors outside their control. In most cases, learners who are truant reveal that attending school is the last thing in their mind or one of the last priorities of their time (Ward, 2004; Van Breda, 2006).

Olley (2006) found that 46% of street youth (who lacked parental supervision) in Ibadan, Nigeria reported history of truancy. These youths also lacked parental control or parental interest in their education leading them to lose interest in education and start skipping school without any repercussion from the parents. Parental choices regarding family structure have long been seen as important environmental influences on child development. Such choices include the number and spacing of children, as well as choices regarding divorce and remarriage and the age at which to have the first child. Furthermore, they include the extent to which “family” refers to more than merely parents and siblings to include grandparents, aunts and uncles, and other extended family members (Van Breda, 2006).

Though many educationalists would argue that truancy is more likely to occur among children of working class parents (Van Breda, 2006), this is particularly the case among children from large families who have to confront poor living conditions or parents who show little interest in the young person’s education.
Other factors that are found to be common among the families of the truant include alcoholism, physical and mental illness, and violence and family disorganization. Van Breda (2006) has suggested that 55% of truants or escapees from school in South Africa have histories of abuse or maltreatment. Families who are “under stress” have difficulty staying together. Students who are likely to be truant come from families with solo parents or broken families (Monobe, et al., 2012).

A study by Moriasi (2012) in Nyamira district revealed that lack of food at home, long distances to school, drunkenness of parents, family conflicts were some of the factors that contributed to students missing school in this district. The home environment has so many factors that may influence truancy among students. This is because there are differences in socio-economic backgrounds of the students and families they come from. They get different upbringing and attention from their parents and coupled with their living conditions, it is therefore very impossible to dispute the findings of these studies. However, the reviewed studies failed to show the extent to which the mentioned home-related determinants influenced truancy. The authors also failed to show any form of association between home-related determinants and truancy among learners, that is whether home-related determinants had a strong or weak negative or positive association with truancy among students an area addressed by the current study.

2.4 **Individual Student-Related Determinants Influencing Truancy among Secondary School Students**

Individual students have certain attributes that compel them to engage in deviant behaviours such as truancy. Studies show that males were at increased likelihood of being truant than females as Siziya et al., (2007) reported that, in Swaziland, male
adolescents were more likely to be truant than females. Likewise in United States, Weden and Zabin (2005) reported that males were more likely to engage in problem behaviours, including being truant among adolescents. Siziya et al., (2007) at the same time found that learners who were of ages less than 14 years were less likely to be truant than older learners. An earlier study by Baker et al., (2001) gave similar findings, while Egger, Costello and Angold, (2003) noted that emotional/ psychological functioning influenced truancy amongst secondary school students in the America.

Alcohol consumption is significantly associated with truancy among students. This finding was similar to that previously reported from Swaziland (Siziya et al., 2007). Best et al., (2006) have also reported among 14-16 year olds in the United Kingdom that excessive alcohol drinking was associated with frequent truancy. In that study, excessive drinking was defined as drinking 10 or more units of alcohol on one occasion. Health problems are also identified as a major contributor to student absenteeism, whether it is the student’s health issues that are in consideration or family health issues, they prohibit students from attending school. Although students should not come to school when severely sick, often students do not attend school even if they have a small ailment although it would not prohibit the student from learning in the classroom (DeSocio et al., 2007). Monobe and Khangela (2012) suggested that poor attendance is related to poor motivation and that truancy is consequently an indication of more serious problems. Monobe et al., (2012) work who found that falling behind in classwork often following an illness, a dislike or fear of certain lessons, such as physical education, tests or examinations, boredom or inactivity at school contribute to truancy. Truancy is seen among students who lack confidence in their mental abilities or have learning disabilities; it is also common
among students with negative views of their own ability and lacked perseverance (Jarrett, 2007; Junger-Tas, 2008).

Moriasi (2012) in his study in Nyamira district Kenya found similar results where individual students’ dislike of school and education and joining bad groups led to truancy among such students. There isn’t much literature on the individual attributes of a student that may be a cause of truancy. Though these studies provided several explanations for truancy among students, individual factors such as self-esteem or academic self-concept were oddly ignored. The studies also did not link these determinants with truancy among students by gender. Association between individual student-related determinants mentioned by the studies and truancy among learners was also ignored. The current study therefore addressed these issues in Machakos County public secondary schools.

2.5 The Influence of Truancy on Academic Performance

Educational attainment is an important determinant of diverse health outcomes. Truancy among adolescents jeopardizes chances of achieving their educational goals. Educational attainment is a crucial predictor of several health-related lifestyles and premature mortality. However, truant behaviours have potential to curtail possibilities of meaningful academic achievement (Azizi et al., 2010). Absenteeism is detrimental to students achievement, promotion, graduation, self-esteem, and employment potential. Clearly, students who miss school fall behind their peers in the classroom. In a longitudinal study of African-American males, Azizi et al. (2010) found that of those students who were often truant in elementary school and truant in high school, 75 per cent failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor
outcomes. A study by Whitney also proved that truancy negatively affects students’ academic achievement (Whitney, 2006; Azizi et al., 2010).

The paucity of research on school practices to improve attendance and reduce absenteeism is striking because truancy is associated with several important indicators of student failure and poor adjustment to school. Studies of dropouts show that leaving school is merely the culminating act of a long withdrawal process from school forecast by absenteeism in the early grades (Hallfors, et al., 2002; National Center for Education Statistics, 2003). Finally, research indicates that students with better attendance score higher on achievement tests and that school with better rates of student attendance tend to have higher passing rates on standardized achievement tests (Hallfors et al., 2002).

Other study indicate that among the negative outcomes associated with truancy such as additional delinquency, school expulsion and dropout, substance use, and other risky and problematic behaviours, poor school performance is also associated with this phenomenon (National Center for School Engagement, 2007). The economic implications for students are also significant. Students who are chronically absent are more likely to perform poorly in school and more likely to drop out, which negatively impacts earning potential over their lifetimes (Attwood & Croll, 2006). The implications for schools whose students are not attending at a high rate include loss of funds and failure to meet performance requirements (Goldstein, Little & Akin-Little, 2003).

Being away from class decreases a student’s ability to learn (Junger-Tas, 2008; Welsh, 2008). It is difficult to succeed if a student misses too much work, because it is hard to catch up. In addition, absent students lose interest in school, which results
in low academic performance. Although truancy has known effects on individuals, truancy has negative effects on the overall learning environment (Welsh, 2008). Truancy creates problems beyond high school. For example, since truant students are more likely to drop out of school, they have decreased opportunities for career advancement. The lack of opportunity to go to college due to poor grades limits employment options and increases the likelihood of lower salaries and unemployment. A study by Astrid and Stephen (2011) among college students in South Africa showed that there is a correlation between attendance and academic achievement. Students who missed school/classes were shown to be performing poorly as compared to their counterparts who always attended their lessons.

A 1990 study by Obondo and Dhadphale (1990) showed that about 10% of school non-attendance by children in Kenya was due to truancy. A study by Maina et al., (2012) among secondary school students in Nyandarua County Kenya showed that, student absenteeism affected academic performance and that the level of student absenteeism mattered in academic performance. The study further indicated that student age did not affect absenteeism and self-study habits of chronic absentees did not significantly affect their academic performance (Maina et al., 2012). Another study in Kenya was also carried out by Reche et al., (2012) in Mwimbi Division, Mara District. This study showed that why there was poor academic achievement by learners was because of truancy by the learners.

Truancy is a very dangerous delinquent behaviour among students. This is because it can have negative impacts on their lives. Truancy interferes with students education as it interferes with their concentration, ability to catch up, on and off learning which may result in difficulty in improving their academic achievement. He researcher
believes that views held by the above authors were very accurate and helpful in supporting the findings of the current study. The geographical location of the reviewed literature with that of the current study greatly differed hence the gaps that exist in geographical location of the cited literature and that of the current study as well as the lack of clear association between truancy and academic achievement of students were some of the areas the current study addressed among secondary school students in central Division Machakos County Kenya.

2.6 Summary of Literature Review

The reviewed studies showed that there were numerous school-related, home-related and individual student-related determinants of truancy among students around the world. However, all these studies failed to indicate the extent to which the mentioned determinants influenced truancy, the studies further failed to indicate which gender was affected most with regard to truancy as a result of the mentioned determinants and lastly, none of the reviewed studies presented any form of a relationship or association between the determinants and truancy among learners addressed in this research.

Second, the researcher reviewed literature on the impact of truancy on academic achievement. Various authors’ works were consulted in this process and they all mentioned that truancy affects learners academic achievement. However, the reviewed studies did not focus on how truancy affects academic achievement of truant learners alone, most of the reviews focused on the general impact of truancy on students education such as repetition and dropouts in areas the current study did not focus on. This may have affected the accuracy of results on the effects of truancy on learners academic achievement as it was one among various outcomes studied hence there were no focus on academic achievement specifically in relation to truancy in the area of this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter shows the employed study design, study and target population, inclusion and exclusion criteria, sample size determination technique, sampling technique, research instruments, a pilot study, validity and reliability of the instruments, data collection procedure, data analysis procedure and the ethical issues to be observed during fieldwork. These are discussed as follows.

3.2 Research Design

This study used an ex-post facto research design which involved studying the relationship between variables that could not be manipulated by the researcher because their manifestation had already occurred (Franknel & Warren, 2000). This study endeavored to find out the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County Kenya as the design enabled the researcher to collect both qualitative and quantitative data during fieldwork.

3.2.1 Description of Study Variables

The study variables included both the independent and dependent variables.

The independent variables included school-related determinants, home-related determinants and individual-related determinants of truancy among students.

The dependent variable under investigation included truancy among learners and its effects on truant learners academic achievement.
3.3 Target Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query (Mugenda & Mugenda, 2003). It is for the benefit of the population that researches are done. It is also known as a well-defined collection of individuals or objects known to have similar characteristics. Therefore, the population for this study consisted of all the secondary school students and teachers in Central Division, Machakos County Kenya which according to the DEOs 2013 report stood at 2000 and to this population the results of the study was generalized. Parents were excluded from the study as the students were more capable of providing first-hand information on all the studied variables including home-related determinants and how truancy influences and their academic achievement. Same also applied to the teachers selection to participate in the study as they were able to provide all the required data for the study to be successful.

3.3.1 Inclusion Criteria

In this research, only the mentioned study population were allowed to participate and most specifically those selected through simple random sampling were given research instruments to fill. Apart from this, only respondents that willingly accepted to participate in the study were included. The respondents within the study population sampled took part in the study.

3.3.2 Exclusion Criteria

All respondents who were not part of the study population were excluded from the study as well as those whose informed consent were not received as well as those who were left out through the sampling procedure.
3.4 Sampling Techniques

Stratified and simple random sampling techniques were used in respondents selection. As the number of schools required for the study as indicated by their calculated sample in section 3.5 is 11, the researcher used stratified sampling technique to select them. First, the schools were stratified as per sub-county where 2 schools were selected in each sub-county but in 1 sub-county, 3 schools were selected giving a total of 11 schools. The schools were further stratified by gender where equal number of schools was selected from each sub-county. This technique ensured there was no bias in the representation of participants by regions and gender.

After stratification, simple random sampling was used to select the required study participants where, out of 382 students required, 35 students were selected from each school where the researcher visited, tore pieces equal to number of learners in the visited classes per school, wrote numbers 1 to 35 on 35 pieces of papers living others blank. All the papers were folded and placed in a bucket, shuffled and each learner was made to pick one. Only learners who picked papers with numbers 1 to 35 were given research instruments while those who picked blank papers were excluded. Similarly, from the selected 11 schools per sub-county, 6 teachers were selected per school following the same procedure used while sampling students until the 66 teachers were selected. The use of simple random sampling was because it gave each respondent an equal chance of participating in the study and also eliminated any form of bias on the researcher’s part while selecting respondents.
3.5 Sample Size Calculations

From the target population, an adequate sample size was calculated in order to represent the population under investigation. Therefore for this study, a sample size calculation formula proposed by Mugenda and Mugenda, (2003) who argued that a good representative sample should constitute at least 20% of the entire population where a population is small and 10% where the population is large was used. The proposed sample size for the study was computed as shown in Table 3.1.

Table 3.1: Sampling frame

<table>
<thead>
<tr>
<th>Categories</th>
<th>Target population</th>
<th>Percentage (%)</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>50</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Teachers</td>
<td>660</td>
<td>10</td>
<td>66</td>
</tr>
<tr>
<td>Form three students</td>
<td>2000</td>
<td>19</td>
<td>382</td>
</tr>
<tr>
<td>Total</td>
<td>2660</td>
<td>17</td>
<td>448</td>
</tr>
</tbody>
</table>

Source: Researcher, 2017

As shown in the table above, the study used a sample size of 448 participants, which constituted 17% of the total number of respondents in the target population.

3.6 Data Collection Instruments

The following research instrument was used to collect information from respondents. A structured questionnaire for teachers and a structured questionnaire for students were used in data collection. The use of questionnaires for these groups of respondents was informed by the fact that they are literate enough and able to answer without assistance. Most teachers also did not have time for interviews. The instrument was appropriate for the study as it had both open-ended questions for qualitative data and closed-ended questions for collecting quantitative data.
3.6.1 Structured Questionnaires for Teachers

This instrument had both open-ended and close-ended questions. With open-ended questions, no pre-coded answers, that is, response categories were not provided as these questions were useful in avoiding influencing respondents by providing a list of possible answers to choose from. In closed-ended questions, response categories were provided and respondents only needed to select a particular answer or answers. This instrument addressed each objective under study and was handed to the students and teachers.

3.6.2 Structured Questionnaires for Students

This instrument was structured similar to teachers questionnaires. It had both open-ended and close-ended questions. With open-ended questions, no pre-coded answers were provided while in closed ended questions, response categories were provided and respondents only needed to select a particular answer or answers. This instrument captured each objective under study and was handed to the students and teachers.

3.7 Pilot Study

Pilot testing of the instruments was done by administering the instruments to a selected sample of respondents in one public secondary school in Machakos County which was not included in the sample of the actual research study. From the target population, 10% of respondents were randomly selected for piloting but were not included in the final study. This helped the researcher to investigate on the feasibility of the research study and detected possible deficiencies in the data collecting instruments. Through the pilot testing, the validity and reliability of the
research instrument were ascertained. Pitfalls and errors that may prove costly in the actual study were identified and avoided with assistance from the supervisor.

3.7.1 Validity of the Instruments

Validity is the degree to which a test measures what it purports to measure or it is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation. Content validity of the instruments was determined by expert judgments. The instrument was scrutinized by the project supervisors to judge the items on their appropriateness of content, and need modification so as to achieve the objectives of study. The supervisors determined whether the items in the research instruments adequately represent all the areas that need to be investigated.

In addition, the researcher also ensured validity of the data collected by administering the instrument personally as well as with the assistance of well-trained field staffs. For triangulation purposes, more time was spent by the researcher on the field with the participants and each category of participants had their own tool for data collection. Field assistants were also used in the process. Different categories of respondents was used to triangulate information gathered in order to enhance the validity of gathered data. Lastly, the researcher ensured the validity of the collected information by administering the instruments personally and with the assistance of qualified field staff.

3.7.2 Reliability of the Instruments

Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials.
There are three methods of testing reliability: tests re-test equivalent form and internal consistency. Reliability of the instruments was tested by use of test-re-test method. The questionnaire was administered to 2% of the students sampled and 1 teacher. The same questionnaires were administered after two weeks to the same group. The answered questionnaires were scored manually again and a comparison of the results made. Pearson’s correlation coefficient was computed to establish the extent of reliability. Gay (1992) notes that, a correlation coefficient of 0.7 and above is acceptable. After computing the data using SPSS version 17 for windows, the researcher got a correlation coefficient of 0.8 which was considered acceptable as it was closer to +1.

3.8 Data Collection Technique

Both quantitative and qualitative data were collected in this study using structured questionnaires. Before data collection, the researcher first sought permission for conducting this study from School of Postgraduate Kenyatta University, NACOSTI and lastly the selected school administrations. Then, after construction and testing for validity and reliability of research instruments, data collection process began. Data collection helped the researcher to capture quality evidence for data analysis and allowed for the building of a convincing and credible answer to questions that had been posed.

Before actual data collection, the researcher employed assistants who had knowledge in research fieldwork in order to assist in data collection. A two days training of the research assistants was conducted at Machakos Mixed Secondary School. The researcher personally offered the training to the assistants using questionnaires for students and teachers that were used in data collection as shown
in appendices ii and iii. Sampling of respondents and issuing of research instruments by the assistants was practised in actual field situation on 10% of the respondents by each data collector during the training process. Afterwards, discussions followed to find out the experiences gained from the practice. After training, actual sampling of the respondents was done following procedures laid out in section 3.5. This started with schools where stratified random sampling was conducted, followed by teachers where simple random sampling was carried out and ended with students who were also sampled using simple random sampling. Those sampled were asked to sign an informed consent before engaging in the study and only those who did this were issued with the study instruments. This process took a maximum of one month after which the instruments were collected and prepared for data analysis.

3.9 Data Analysis

To analyse the quantitative data, the study used descriptive data analysis techniques to determine the relationship between the independent variables and the dependent variable. An editing of all collected data was conducted so as to enhance the worth and excellence of data for coding. The collected data in this study was processed whereby they were entered into the scientific package for social sciences [SPSS] software version 21.0 to generate table format for further analysis. Once the data were processed, in order to remove the remaining or possible errors, tabulated data were matched with information in the instruments to ascertain accuracy representation of the collected data. The analysis was done to answer the questions and objectives that guided this study.

The analyzed results were in the form of frequency and percentages which were presented using tables generated using SPSS version 21.0 and figures produced
using Microsoft Excel 2013. To test for association between variables at 5% significance level, Pearson Product Moment Correlation ($r$) was used. This helped in testing the association between the independent variables in each objective and the dependent variable.

Thematic analysis was used while analyzing qualitative data. This was done by pinpointing, examining, and recording patterns within data. The themes used were derived from each study objective and questions addressing each objective were analyzed and presented under the same themes or sub-headings. Thematic analysis helped in establishing meaningful patterns in the analyzed data. In order to generate meaningful patterns in data collected, qualitative data were quantified to create a single comprehensive data set. This enabled the generation of frequencies and percentages of similar responses. Quantitizing data included enumerating the frequency of themes within a sample, the percentage of themes associated with a given category of respondents, or the percentage of people selecting specific themes. The quantified data were thematically presented as already discussed.

3.10 Ethical Considerations

First permission for conducting this study was sought from the Ministry of Education, department of Science and Technology and the granted permission was shown to every principal to gain their confidence and trust in the research as well as their authorization to carry out this study within their schools. Permission was also sought from Kenyatta University while the last one was sought from the local authority in Machakos County, Kenya. Then, the study subjects were informed of their rights to participate or refuse to participate in the study and their biodata to remain anonymous in this research. All other issues pertaining to research and the rights of the respondents were adhered to by the researcher and the field assistants.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

The purpose of this study was to identify the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya. This chapter presents analyzed data in the form of descriptive statistics such as frequencies and percentages as well as inferential statistics in the form of correlations. These are presented using tables and figures. Results in this section are arranged as follows;

i. Extent to which school-based determinants influence truancy among secondary school students

ii. Home-related determinants influencing truancy among secondary school students

iii. Individual student-related determinants influencing truancy among secondary school students

iv. Impacts of truancy on secondary school students academic achievement

The groups for this study were the teachers and students from public secondary schools in Central Division Machakos County. Data were collected through the use of structured questionnaires. To assess the strength of the association between the independent and dependent variables within each study objective at 95% confidence level, Pearson Product Moment Coefficient Correlation $r$ was used. There was a 100% questionnaire return rate as all the 66 teachers and 382 students returned their instruments dully filled. The theoretical framework and conceptual framework
indicated that the independent variables such as school-related, individual students related and home related determinants could influence truancy and academic achievement of learners. Results in section 4.3, 4.4, 4.5 and 4.6 have proven the suggested association between the independent and dependent variables as the two frameworks suggested.

4.2 Distribution of Respondents by Demographic Characteristics

In this section, the researcher presents reportage of findings on the respondents biodata information starting with distribution of respondents by gender and ending with the distribution of respondents by teaching experience. Data presented here are in the form of percentages and frequencies in figures.

Information was collected from teachers and students on their gender and results are as presented in figure 4.1.

![Figure 4.1: Distribution of respondents by gender](image)

Results presented in figure 4.1 shows that a similar number of students and teachers of both gender participated in the study. This is because 50% n=191 male and 50%
n=191 female students participated in the study while 50% n=33 male and 50% n=33 female teachers also participated in the study as the results presented indicate. These results show that both gender were equally represented in the study and the results gathered are representative of everyone in the target groups views.

Results on the age of the respondents based on the data collected are as presented in figure 4.2 that follows.

![Figure 4.2: Distribution of respondents by age](image)

Findings in the above figure show that majority of the students 90% n=345 were aged between 15-20 years while 10% n=37 were aged below 14 years. However, majority of 49% n=32 of the teachers were aged over 36 years, 33% n=22 were aged between 31-35 years, 15% n=10 were aged between 26-30 years while the remaining 3% n=2 were aged between 21-25 years as indicated in figure 4.2. Figure 4.3 presents findings based on data gathered from the teachers experience.
Based on results presented above, majority of the teachers 56% \( n=37 \) who participated in this study had worked for a period of 6-10 years in public secondary schools in the study area, 17% \( n=11 \) had worked for 2-5 years, 17% \( n=11 \) had worked for 11-15 years while the remaining 10% \( n=7 \) had worked for over 16 years. These results show that majority of the teachers in Central Division of Machakos County had wide working experience in the study locale and therefore knowledgeable of the subject matter under investigation.

### 4.3 Extent to which School Based Determinants Influence Truancy among Secondary School Students

Here, the results on the first objective of the study which was to establish the extent to which school-based determinants influence truancy among secondary school students in Machakos Central Division are presented. Frequencies and percentages are used to present the data which Pearson Product Moment Correlation \( (r) \) is also used to test for association between the independent and dependent variables at 95% confidence level as well.
Information gathered from students and teachers indicated that all the students 100% n=382 and all teachers 100% n=66 who participated in this study agreed that truancy was common among students in the study area. These results are not in isolation as other studies have established the same. It was also observed that truancy was also a major concern in Canada and the United Kingdom (UK) (Davies & Lee, 2006). Canada ranked 5th out of the 43 industrialized nations in the Organization for Economic Co-operation and Development study in terms of the proportion of truant high school students, with 26% of Canadian 15 year olds reporting having been late, skipping class or missing school in two weeks prior to the survey.

In separate results, the study established that there were school-related determinants of truancy within public secondary schools of Machakos County Kenya. From the results, 100% n=382 students and 100% n=66 teachers agreed that school-related determinants contributed to truancy in the study area. Noguera (2003) supports these results by observing that school factors play a more important role than others in causing truancy. Information was also collected school-related determinants of truancy in central division and results are presented in the below figure in the form of frequencies and percentages.
The study reveals that there were numerous school-related determinants of truancy with the main one being severe punishments as 20% n=78 students mentioned while 24% n=16 of the teachers mentioned lack of guidance and counselling as the main school-related determinants. Other school-related determinants of truancy were found to be bullying as mentioned by 16% n=60 students and 21% n=14 teachers, lack of class attendance record as mentioned by 14% n=55 students and 9% n=6 teachers. More of these results are as presented in figure 4.4 above. Other studies around the world have also shown that there are school-related determinants of truancy. School factors identified by Malcolm et al., (2003) as determinants of truancy in England included school culture, curriculum, poor teaching, negative school environment, interpersonal conflict or poor relationships with teachers, dissatisfaction with school, school disciplinary practices, and threats to physical safety such as bullying.

**Figure 4.4: School-related determinants of truancy**

The study reveals that there were numerous school-related determinants of truancy with the main one being severe punishments as 20% n=78 students mentioned while 24% n=16 of the teachers mentioned lack of guidance and counselling as the main school-related determinants. Other school-related determinants of truancy were found to be bullying as mentioned by 16% n=60 students and 21% n=14 teachers, lack of class attendance record as mentioned by 14% n=55 students and 9% n=6 teachers. More of these results are as presented in figure 4.4 above. Other studies around the world have also shown that there are school-related determinants of truancy. School factors identified by Malcolm et al., (2003) as determinants of truancy in England included school culture, curriculum, poor teaching, negative school environment, interpersonal conflict or poor relationships with teachers, dissatisfaction with school, school disciplinary practices, and threats to physical safety such as bullying.
Results on extent to which school-related determinants influence truancy among students are presented in figure 4.5.

![Figure 4.5: Extent to which school-related determinants influence truancy among students](image)

As to the extent to which school-related determinants influence truancy among students, results in figure 4.5 revealed that these determinants generally have high influence of truancy among students as a majority of students 59% n=227 and teachers 58% n=38 stated. These and other findings are presented in the above figure. Other studies also agree that school-related determinants are responsible for truancy among learners. However, Kimberly et al., (2007), noted that student perception of his/her school environment, including school safety, gang activity at school, positive teaching practices, positive student-teacher relationships, and a caring school climate affect truancy amongst students. The study however failed to show the extent to which the mentioned school-related determinants influenced truancy among learners as the current study has done.
The obtained results further revealed that school-related determinants affected truancy in one gender more than the other as majority of students 76% n=290 and 82% n=54 teachers mentioned while only 24% n=92 students and 18% n=12 teachers felt otherwise. Further, the study established that the male gender is the most affected by school-related determinants with regard to truancy as a majority of 69% n=265 students and 74% n=49 teachers mentioned with only 31% n=117 students and 26% n=17 teachers mentioned that female students were the most affected. Given the results, even though both genders of students are affected by the school-related determinants, the male gender is more predisposed to truancy as a result of the mentioned school-related determinants. Though the current study established that school-related determinants affect truancy among male learners than female learners, the reviewed studies failed to address this despite acknowledging that school-related determinants (SRDs) influence truancy across the student population.

Information was gathered through the use of questionnaires on the influence of school-related determinants on truancy among students. A composite score of 1-5 was used in rating the findings where a composite score of 1 (SD) and 2 (D) meant little effect, 3 (N) meant moderate effect, 4 (A) meant affects while a score of 5 (SA) meant the school-related determinants strongly affect truancy among students. Findings from teachers and students are presented in Table 4.1.
Table 4.1: Influence of school-related determinants on truancy

<table>
<thead>
<tr>
<th>Determinant</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tough school rules increase truancy rates among truants</td>
<td>Students</td>
<td>263</td>
<td>119</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>36</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Lack of interest in truants by teachers leads to truancy among these learners</td>
<td>Students</td>
<td>273</td>
<td>109</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>50</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Severe punishment for truancy at school increases truancy</td>
<td>Students</td>
<td>288</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>40</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Poor class attendance record keeping by class teachers presents excuses for truant students to miss class increased levels of truancy</td>
<td>Students</td>
<td>306</td>
<td>76</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>56</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Bullying in school increases truancy</td>
<td>Students</td>
<td>294</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>45</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Lack of guidance and counselling for truant increases truancy among learners</td>
<td>Students</td>
<td>285</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>50</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Teacher characteristics and teaching methods used greatly influence truancy among learners</td>
<td>Students</td>
<td>312</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>55</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the results presented in table 4/1, most teachers 55% n=36 and students 69% n=263 strongly agreed that tough school rules increase truancy rates, majority of students 72% n=273 and teachers 76% n=50 also strongly agreed with the statement that lack of interest in truants by teachers influences truancy tendencies, majority of students 75% n=288 and teachers 61% n=40 students also strongly agreed that severe punishment for truancy at school makes truant learners skip school more. These findings generally show that school-related determinants in Machakos County public secondary schools have a strong effect on truancy among the students. More results are as presented in table 4.1 above. In a rejoinder, other studies have offered these and other SRDs for truancy. For example, a hostile school environment has been shown to cause truancy. Students who lack friends or are being bullied are likely to skip school. This factor is especially applicable to students who look, act or dress differently. In addition, some kids may face peer pressure to skip class. High truancy rates are seen in schools that have antagonistic relationships between staff and students and a poor attendance policy (Jarrett, 2007).

Similarly, to test for correlations between the independent variable which is the school-related determinants and the dependent variable of truancy, Pearson Product Moment Correlation Coefficient ($r$) was used to test for the strength of relationship at 95% confidence level. The Pearson Correlation Coefficient ($r$) was chosen since the collected data met the main assumptions underlying Pearson Product Moment Correlation. Such assumptions include the fact that the two variables under investigation must be quantitative and relevant to scores acquired from each variable. The variables much further be in interval or ratio measurement and be linear related. The results obtained are as presented in tables 4.2 and 4.3 that follow.
Table 4.2: Correlations between school-related determinants and truancy among students

<table>
<thead>
<tr>
<th>School-related determinants</th>
<th>Tough school rules increase truancy rates</th>
<th>Lack of interest in truants by teachers leads to increased truancy</th>
<th>Severe punishment for truancy at school makes truant learners skip school more</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-related determinants</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tough school rules increase truancy rates</td>
<td>.126</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lack of interest in truants by teachers leads to increased truancy</td>
<td>.120</td>
<td>-.048</td>
<td>1</td>
</tr>
<tr>
<td>Severe punishment for truancy at school makes truant learners skip school more</td>
<td>.154</td>
<td>.108</td>
<td>-.208</td>
</tr>
</tbody>
</table>

N 448 448 448 448

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

The results presented in table 4.2 reveal that there is association between school-related determinants and truancy among learners at 95% confidence level. However, the association presented in the table between the independent and dependent variables are weak as none is over 0.5. For instance, there was a positive and weak association \( r = 0.126 \) between school-related determinants and truancy, a weak association \( r = 0.120 \) between school-related determinants and truancy and also a weak association \( r = 0.154 \) between school-related determinants (SRD) and truancy as findings in table 4.3 indicates.
Table 4.3: Correlations between school-related determinants and truancy among students

<table>
<thead>
<tr>
<th>School-related determinants</th>
<th>Poor class attendance record keeping by class teachers presents excuses for truant students to miss class</th>
<th>Bullying in school increases truancy rates</th>
<th>Lack of guidance and counselling for truant learners leads to increased truancy rates</th>
<th>Teacher characteristics and teaching methods increases truancy among learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-related determinants</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Poor class attendance record keeping by class teachers presents excuses for truant students to miss class</td>
<td>.046</td>
<td>1</td>
<td>.033</td>
<td>.158</td>
</tr>
<tr>
<td>Bullying in school increases truancy rates</td>
<td>.033</td>
<td>.158</td>
<td>1</td>
<td>.089</td>
</tr>
<tr>
<td>Lack of guidance and counselling for truant learners leads to increased truancy rates</td>
<td>.210</td>
<td>-.010</td>
<td>.089</td>
<td>1</td>
</tr>
<tr>
<td>Teacher characteristics and teaching methods increases truancy among learners</td>
<td>-.141</td>
<td>.008</td>
<td>.256</td>
<td>.054</td>
</tr>
<tr>
<td>N</td>
<td>448</td>
<td>448</td>
<td>448</td>
<td>448</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
The further correlations results presented in the table 4.3, there was a positive but weak association between the studied variables for instance school-related determinants were weakly associated $r=0.046$ with truancy, a weak association $r=0.033$ between SRD and truancy, a weak association $r=0.210$ between SRD and truancy and a weak negative association $r=-0.141$ between SRD and truancy among learners. Therefore, SRD has been found to be mainly positively associated with truancy among learners even though the association is weak by nature as shown in table 4.3 above.

4.4 Home-Related Determinants Influencing Truancy among Secondary School Students

The other objective of this study was to ascertain home-related determinants influencing truancy among secondary school students in Machakos Central Division. Questionnaires were used to collect data and the data presented in frequencies and percentages. To test for the degree of association between the independent and dependent variables, Pearson Product Moment Correlation Coefficient ($r$) was used to test for the strength of relationship at 95% confidence level. The Pearson Correlation Coefficient ($r$) was chosen since the collected data met the main assumptions underlying Pearson Product Moment Correlation. Such assumptions include the fact that the two variables under investigation must be quantitative and relevant to scores acquired from each variable. The variables much further be in interval or ratio measurement and be linear related.

The collected data revealed that there were home-related determinants of truancy in the study area. For instance, all the students 100% $n=382$ and teachers 100% $n=66$ agreed that home-related determinants influenced truancy among learners in public
secondary schools of Machakos County, Kenya. In South Africa, Maynard (2006) agreed that the home environment and or family related determinants influenced truancy among many learners. This is in agreement with the current study in Machakos as the results revealed.

Information was also collected from the teachers and students on specific home-related determinants (HRD) of truancy and findings are as presented in figure 4.6 that follows.

![Home related determinants of truancy](image)

**Figure 4.6: Home related determinants of truancy**

Based on the results presented in figure 4.6, a slight majority of students 19% n=70 and teachers 33% n=22 mentioned that coming from abusive families and homes was the main home-related determinant of truancy, 13% n=51 students and 8% n=5 teachers mentioned family poverty, 16% n=61 students and 9% n=6 teachers mentioned parental attitude towards education while 11% n=41 students and 6% n=4 teachers mentioned coming from a polygamous family as home-related predictors of truancy within schools in Machakos County Kenya. More findings are presented in figure 4.6 above. These findings are supported by Romero and Lee (2008) who
observed that family determinants, such as family conflict, poor or unhealthy family relationships, parental values and attitudes toward education, lack of cohesion, inconsistent and ineffective discipline, sanctioning of, or colluding in, school absences by parents, parent-child interactions, parental involvement in school, family poverty, and family structure have been implicated as causal or correlational factors associated with later truancy. Further support for the current findings come from Maynard (2006) who revealed that truants in South Africa lacked adequate resources and space to do their homework and often lived in an environment where reading was unusual and alcohol and drug abuse is common among the adults. Further, family factors such as parentally condoned absence, not valuing education, domestic problems, inadequate parenting, and economic deprivation have also been shown to play a large role in truancy (Reid, 2005).

The study further revealed that HRDs influenced truancy among learners to a very high extent as majority of students 72% n=276 and teachers 77% n=51 teachers mentioned, the remaining 28% n=106 students and 23% n=15 teachers stated that HRDs influenced truancy among learners to a high extent. However, the study revealed that home-related determinants of truancy mostly affect truancy among female learners more than males. This is because the results revealed that majority of the students 69% n=264 and teachers 74% n=49 mentioned that HRDs affected truancy among female students most while 31% n=118 students and 26% n=17 teachers stated that male students are the ones most affected by these determinants. All the studies including Maynard (2006) and Reid (2005) despite revealing that home-related determinants influenced truancy among learners, they failed to interrogate further in which gender were the mentioned home-related determinants influencing the most an issue addressed in the current study.
Information was gathered through the use of questionnaires on the effect of HRDs on truancy among students. A composite score of 1-5 was used in rating the findings where a composite score of 1 (SD) and 2 (D) meant little effect, 3 (N) meant moderate effect, 4 (A) meant affects while a score of 5 (SA) meant the school-related determinants strongly affect truancy among students. Findings from teachers and students are presented in Table 4.4.

<table>
<thead>
<tr>
<th>Home-related Determinants</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying with a single parent encourages truancy</td>
<td>Students</td>
<td>52</td>
<td>115</td>
<td>36</td>
<td>80</td>
</tr>
<tr>
<td>Parental attitude towards education influences truancy</td>
<td>Teachers</td>
<td>8</td>
<td>17</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Having chores at home during school days increases truancy</td>
<td>Students</td>
<td>283</td>
<td>19</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>Coming from a polygamous family increases truancy rates</td>
<td>Teachers</td>
<td>48</td>
<td>0</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Poor income forces learners to be truants</td>
<td>Students</td>
<td>315</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family poverty forces learners to skip school to look for work</td>
<td>Teachers</td>
<td>57</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>296</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor income forces learners to be truants</td>
<td>Teachers</td>
<td>60</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>280</td>
<td>67</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>60</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>48</td>
<td>73</td>
<td>21</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
As shown in the above table, majority of students 30% n=115 strongly agreed while majority of teachers 40% n=26 strongly disagreed that staying with a single parent encourages truancy, majority of students 74% n=283 and teachers 73% n=48 strongly agreed that parental attitude towards education influences truancy, a majority of students 83% n=315 and teachers 86% n=57 strongly agreed that having chores at home during school days increases truancy. More results are as presented in the table above. On the other hand, as Reid, (2005) observed, truant individuals are usually involved with promiscuous activities outside the home while not in school and these activities encourage the likelihood that the students may miss school in order to engage in them. It was also found that in Zambia, students who reported that their parents or guardians checked their homework or reported that they received parental supervision were less likely to be truant. Stanton et al., (2004) found that parental involvement with and support of the adolescent was associated with less truancy and other problem behaviours.

To test for correlations between the independent variable of HRDs and the dependent variable of truancy among students, Pearson Product Moment Correlation Coefficient (r) was used to test for the strength of relationship at 95% confidence level. Results are as presented in tables 4.5 and 4.6 that follow.
Table 4.5: Correlations between home-related determinants and truancy among students

<table>
<thead>
<tr>
<th>Home-related determinants</th>
<th>Staying with a single parent increases truancy</th>
<th>Parental attitude towards education influences truancy</th>
<th>Staying with both parents discourages truancy</th>
<th>Having chores at home during school days increases truancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying with a single parent</td>
<td>.043</td>
<td>1</td>
<td>- .023</td>
<td>.475</td>
</tr>
<tr>
<td>Parental attitude towards education influences truancy</td>
<td>.192</td>
<td>.141</td>
<td>-.044</td>
<td>1</td>
</tr>
<tr>
<td>Staying with both parents discourages truancy</td>
<td>.086</td>
<td>-.091</td>
<td>-.024</td>
<td>.113</td>
</tr>
</tbody>
</table>

N = 448

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).
Pearson product moment correlation results also showed that there was association between HRDs and truancy among students at 95% confidence level in the study area. The association was mainly found to be weak and positive. According to the data presented above, there was a weak positive association $r=0.043$ between HRDs and truancy, there was a weak negative association $r=0.023$ between HRDs and truancy among learners, there was a weak positive association $r=0.192$ between HRDs and truancy among learners and there was also a weak positive association $r=0.086$ between HRDs and truancy among learners.

Table 4.6: Correlations between home related determinants of truancy among students

<table>
<thead>
<tr>
<th>Home-related determinants</th>
<th>Coming from a polygamous family increases truancy rates</th>
<th>Poor income forces learners to be truants</th>
<th>Family poverty forces learners to skip school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming from a polygamous family increases truancy rates</td>
<td>.077</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poor income forces learners to be truants</td>
<td>.069</td>
<td>.028</td>
<td>1</td>
</tr>
<tr>
<td>Family poverty forces learners to skip school</td>
<td>.197</td>
<td>-.016</td>
<td>.272</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
The study further established a weak positive association $r=0.077$ between HRDs and truancy among students, there was also a weak positive association $r=0.069$ between HRDs and truancy among students and a weak positive association $r=0.197$ between HRDs and truancy among students in central division public secondary schools in Machakos County, Kenya.

4.5 Individual Student-related Determinants of Truancy among Secondary School Students

Another objective of the study was to identify individual student-related determinants influencing truancy among secondary school students in Machakos Central Division. Questionnaires were also used to collect data and the data presented in frequencies and percentages. To test for the degree of association between the independent and dependent variables, Pearson Product Moment Correlation Coefficient ($r$) was used to test for the strength of relationship at 95% confidence level. Based on the results, there were individual student-related determinants of truancy as all the students 100% n=382 and teachers 100% n=66 agreed that there existed individual-related determinants of truancy among students in public secondary schools of Central Division of Machakos County.

In figure 4.6, results on individual student-related determinants of truancy are presented based on information collected from teachers and students.
Results presented in figure 4.7, majority of learners 25% n=96 mentioned being a bread winner as the main individual student-related determinant of truancy in the study area while 9% n=6 teachers held similar views, 21% n=82 students and 18% n=12 teachers mentioned engaging in deviant behaviours, 19% n=73 students and 20% n=13 teachers mentioned abusing drugs, 11% n=42 students and 20% n=13 teachers mentioned lower self-esteem as a individual student-related determinants of truancy among public secondary school students in the study area as these and more results in the above figure indicate. These findings are also similar and different from those of Romero and Lee (2008) as they observed that individual risk factors determining truancy in Colombia included lower academic self-concepts, lower self-esteem, less competent social relations, phobia, anxiety, personality traits, race/ethnicity, learning disabilities, substance use, and externalizing behaviours. However, the study slightly differed in results with the current study as determinants such as less competent social relations, phobia, anxiety, personality traits, race/ethnicity and learning disabilities were not found to influence truancy among
learners in the study area as no respondent mentioned them. It has also been shown that males were at increased likelihood of being truant than females as Siziya et al., (2007) reported that, in Swaziland, male adolescents were more likely to be truant than females. Likewise in United States, Weden and Zabin (2005) reported that males were more likely to engage in problem behaviours, including being truant among adolescents.

Information was further collected from teachers and students on the extent to which individual students-related determinants influence the learners academic achievement and results presented in figure 4.8.

**Figure 4.8: Extent to which individual student-related determinants influence truancy**

Individual student-related determinants were further found to influence truancy among students greatly as a majority of students 64% n=244 and teachers 86% n=57 mentioned that it influenced truancy among students to a very high extent, 29% n=112 student and 14% n=9 teachers mentioned it influenced truancy to a high extent while 7% n=26 students mentioned it had a moderate influence as findings in
the above figure show. Other studies have shown that individual student-related student determinants influence truancy. For instance, Moriasi (2012) in his study in Nyamira District, Kenya found similar results where individual students’ dislike of school and education and joining bad groups led to truancy among such students. Unlike the current study, Moriasi (2012) failed to show the extent to which individual student-related determinants influence truancy an area addressed by the current study in Machakos County, Kenya.

The collected data also indicate that truancy among male learners as opposed to female students is mostly affected by the individual student-related determinants as a majority of students 60% \( n=230 \) and teachers 73% \( n=48 \) mentioned while 40% \( n=152 \) students and 27% \( n=18 \) teachers felt that female students suffers more from these determinants with regards to truancy. Moriasi (2012) also acknowledged that individual students related factors influence truancy, however, he did not show in which gender truancy is most influenced by these determinants.

Data were also gathered through the use of questionnaires on the effect of ISRDs on truancy among students. A composite score of 1-5 was used in rating the findings where a composite score of 1 (SD) and 2 (D) meant little effect, 3 (N) meant moderate effect, 4 (A) meant affects while a score of 5 (SA) meant the school-related determinants strongly affect truancy among students. Findings from teachers and students are presented in Table 4.7.
Table 4.7: Influence of individual student-related determinants on truancy among students

<table>
<thead>
<tr>
<th>Determinant</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of students influences truancy the most</td>
<td>184</td>
<td>153</td>
<td>5</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Students</td>
<td>18</td>
<td>40</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Students low academic self-concept increases truancy</td>
<td>293</td>
<td>64</td>
<td>4</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Students</td>
<td>60</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>310</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>43</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>302</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>49</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>256</td>
<td>126</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>64</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>298</td>
<td>63</td>
<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Teachers</td>
<td>64</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>64</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

59
As in table 4.7, the results reveal that a majority of 48% n=184 students strongly agreed that gender of students influences truancy with 61% n=40 teachers feeling the same, 77% n=293 students and 91% n=60 teachers strongly agreed that students low academic self-concept influences truancy, 82% n=310 students and 65% n=43 teachers strongly agreed that learners with low self-esteem are truants and 79% n=302 students and 74% n=49 teachers strongly agreed that learners abusing drugs and substances are truants. These and more findings from the respondents on the influence of individual students related determinants (ISRDs) on truancy among students are as presented in the table above. Best et al., (2006) have also reported among 14-16 year olds in the United Kingdom that excessive alcohol drinking was associated with frequent truancy. In that study, excessive drinking was defined as drinking 10 or more units of alcohol on one occasion. Health problems are also identified as a major contributor to student absenteeism, whether it is the student’s health issues that are in consideration or family health issues, they prohibit students from attending school. Although students should not come to school when severely sick, often students do not attend school even if they have a small ailment although it would not prohibit the student from learning in the classroom (DeSocio et al., 2007). Monobe and Khangela (2012) suggested that poor attendance is related to poor motivation and that truancy is consequently an indication of more serious problems.

Similarly, to test for correlations between the independent variable on ISRDs and the dependent variable of truancy among learners, Pearson Product Moment Correlation Coefficient (r) was used to test for the strength of relationship at 95% confidence level. The variables much further be in interval or ratio measurement and be linear related. Results are as presented in tables 4.8 and 4.9 that follow.
Table 4.8: Correlations between individual student-related determinants and truancy among students

<table>
<thead>
<tr>
<th>Individual student-related determinant</th>
<th>Gender of learners influences truancy</th>
<th>Lower academic self concept increases truancy</th>
<th>Learners with low self-esteem are truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual student-related determinant</td>
<td>1</td>
<td>.206</td>
<td>.050</td>
</tr>
<tr>
<td>Gender of learners influences truancy</td>
<td>.206</td>
<td>1</td>
<td>.141</td>
</tr>
<tr>
<td>Lower academic self concept increases truancy</td>
<td>-.157</td>
<td>-.036</td>
<td>-.016</td>
</tr>
<tr>
<td>Learners with low self-esteem are truants</td>
<td>-.050</td>
<td>.141</td>
<td>.016</td>
</tr>
<tr>
<td>N</td>
<td>448</td>
<td>448</td>
<td>448</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

While testing for association at 95% confidence level, the study established that individual student-related determinants were weakly associated with truancy among students as the individual students-related (ISRDs) had a weak but positive association $r=0.206$ with truancy among students, ISRDs also had a weak but negative association $r=-0.157$ with truancy among students while ISRDs also had a weak negative association $r=-0.050$ with truancy among students as shown in the above table.
Correlation results further showed that there was a positive but weak association $r=0.040$ between ISRDs and truancy among students, a weak but positive association $r=0.097$ between ISRDs and truancy among students and also a weak but positive association $r=0.185$ between ISRDs and truancy among students as shown in table 4.9 above.
4.6 Impacts of Truancy on Secondary School Students Academic Achievement

The last objective of the study was to assess the impacts of truancy on secondary school students academic achievement in Machakos Central Division. Here, frequencies and percentages were also used to present the results in tables and figures while Pearson Product Moment Correlation (r) was used to test the strength of association between the independent variable of truancy and dependent variable of academic achievement at 95% confidence level.

Information was collected on whether truancy has an impact on truant students academic achievement and findings indicate that it does. For instance, all the students 100% n=382 and all the teachers 100% n=66 mentioned that truancy had an impact on truant learners academic achievement. This shows that truancy impacts on academic achievement of truant learners in Machakos County public secondary schools. In Meru County, Kanga (2015) indicated that truancy in studied schools affected learners academic achievement.

Based on collected data, truancy mainly impacted academic achievement of learners negatively. Majority of the respondents 98% n=376 students and 94% n=62 teachers mentioned that truancy has a severe negative impact on academic achievement of truant learners while only 2% n=6 students and 6% n=4 teachers mentioning that it had a moderate negative impact. The impact of truancy on academic achievement was therefore found to be negative within Machakos County public secondary schools. Similarly, Azizi et al., (2010) also established truant behaviours had potential to curtail possibilities of meaningful academic achievement. Azizi et al.,
(2010) further found that of those students who were often truant in elementary school and truant in high school, 75 per cent failed to graduate.

Most importantly, the results of the study further reveals that more male than female learners academic achievement is mainly impacted negatively by truancy as a majority of students 67% \( n=257 \) and teachers 83% \( n=55 \) mentioned while only 33% \( n=125 \) students and 17% \( n=11 \) teachers observed that female learners academic achievement is the one negatively impacted most by truancy. From the findings, it is clear that academic achievement of male students in the study area is the one most affected negatively by truancy while female learners academic achievement also being affected by truancy but to a lower degree compared to their male counterparts.

Information was further collected by using questionnaires on the effect of truancy on academic achievement of truant students. A composite score of 1-5 was used in rating the findings where a composite score of 1 (SD) and 2 (D) meant little effect, 3 (N) meant moderate effect, 4 (A) meant affects while a score of 5 (SA) meant the school-related determinants strongly affect truant students academic achievement. Findings from teachers and students are presented in Table 4.10.
Table 4.10: Impact of truancy on students academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy causes one to lack notes needed for revision leading to poor academic achievement</td>
<td>338</td>
<td>44</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement</td>
<td>290</td>
<td>73</td>
<td>19</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Truant learners do not have time for revision which leads to poor academic achievement</td>
<td>65</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Truant learners have very little interest in education which leads to poor academic achievement</td>
<td>59</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Truant learners engage in deviant behaviours which interfere with their interest in education leading to poor academic achievement</td>
<td>219</td>
<td>75</td>
<td>10</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>Truants have no future academic aspirations leading to poor academic achievement</td>
<td>63</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Truant learners often miss CATs and End Term exams which also contribute to their academic failures</td>
<td>322</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>338</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>60</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>290</td>
<td>73</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>65</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>356</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>59</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>219</td>
<td>75</td>
<td>10</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>322</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Study results revealed that a majority of students 89% n=338 and teachers 91% n=60 strongly agreed that truancy causes one to lack notes needed for revision leading to poor academic achievement, a majority of 76% n=290 students and 99% n=65 teachers strongly agreed that truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement, majority of 93% n=356 students and 89% n=59 teachers strongly agreed that truant learners do not have time for revision which leads to poor academic achievement. These and other results presented in the above table show that truancy generally has poor or negative effect on academic achievement of truant students. Similarly, study by Kanga (2015) also revealed that truancy affected academic achievement of truant learners in various ways. For instance, his study showed that 88.6% of students, 100% class teachers, counseling teachers and principals in Meru indicated that truancy affects academic performance. Further, truancy was also found to affect learning time most students 84.2%, class teachers 87.5% counselling teachers 87.5% and principals 100% mentioned. Being away from class decreases a student's ability to learn (Junger-Tas, 2008; Welsh, 2008). It is difficult to succeed if a student misses too much work, because it is hard to catch up. In addition, absent students lose interest in school, which results in low academic performance (Welsh, 2008).

Lastly, to test for correlations between the independent variable of truancy and the dependent variable of truant students academic achievement, Pearson Product Moment Correlation Coefficient ($r$) was used to test for the strength of relationship at 95% confidence level. Findings from teachers and students are presented in Table 4.11 and 4.12.
Table 4.11: Correlations between truancy and students' academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Truancy causes one to lack notes needed for revision leading to poor academic achievement</th>
<th>Truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement</th>
<th>Truant learners do not have time for revision which leads to poor academic achievement</th>
<th>Truant learners have very little interest in education which leads to poor academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy causes one to</td>
<td>1</td>
<td>.054</td>
<td>1</td>
<td>.094</td>
</tr>
<tr>
<td>lack notes needed for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revision leading to poor</td>
<td></td>
<td>.072</td>
<td>.129</td>
<td>.414</td>
</tr>
<tr>
<td>academic achievement</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Truant learners lack</td>
<td>.043</td>
<td>.063</td>
<td>-.135</td>
<td>-.043</td>
</tr>
<tr>
<td>the aid of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussions which affect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their understanding of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>content leading to poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truant learners do not</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have time for revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>which leads to poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truant learners have</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very little interest in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education which leads to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>448</td>
<td>448</td>
<td>448</td>
<td>448</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).
Pearson product moment correlation results presented in table 4.11 revealed that there is a positive weak correlation between truancy and academic achievement of truant learners. The results revealed a weak positive correlation $r=0.054$ between truancy and academic achievement of truant learners, a weak positive correlation $r=0.072$ between truancy and academic achievement, a weak and positive association $r=0.043$ between truancy and academic achievement and also a weak and positive association $r=0.094$ between truancy and academic achievement of truant learners.

**Table 4.12: Correlations between truancy and students academic achievement**

<table>
<thead>
<tr>
<th>Truancy</th>
<th>Truant learners engage in deviant behaviours which interfere with their interest in education leading to poor academic achievement</th>
<th>Truants have no future academic aspirations leading to poor academic achievement</th>
<th>Truant learners often miss CATs and End Term exams which also contribute to their academic failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>1</td>
<td>.073</td>
<td>1</td>
</tr>
<tr>
<td>Truant learners engage in deviant behaviours which interfere with their interest in education leading to poor academic achievement</td>
<td>.073</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Truants have no future academic aspirations leading to poor academic achievement</td>
<td>.062</td>
<td>.027</td>
<td>1</td>
</tr>
<tr>
<td>Truant learners often miss CATs and End Term exams which also contribute to their academic failures</td>
<td>.043</td>
<td>-.105</td>
<td>-.116</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
The results further revealed a weak and positive association $r=0.073$ between truancy and academic achievement of truant learners, a weak and positive association $r=0.062$ between truancy and academic achievement and lastly a weak positive association $r=0.043$ between truancy and academic achievement among truant learners in the study area as results in table 4.12 indicates.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to identify the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya. This chapter presents a summary of findings based on the study objectives, conclusions and recommendations as follows:

5.2 Summary of Findings

5.2.1 Extent to Which School-Based Determinants Influence Truancy among Secondary School Students

Here, a summary of results on the first objective of the study which was to establish the extent to which school-based determinants influence truancy among secondary school students in Machakos Central Division are presented. First, the study established that truancy was common within the studied schools. All the respondents who included students and teachers agreed that truancy was a problem facing secondary schools in Machakos County Kenya. Second, the main school-related determinant of truancy was found to be severe punishments. Others included low self-esteem, strict rules, lack of guidance and counselling, lack of proper class attendance record, bullying and lack of interest on truant students by teachers.

Third, the study established that the influence of school-related determinants on truancy was generally very high. Forth, the obtained results revealed that school-related determinants affected truant male students 69% n=265 students and 74%
n=49 teachers mentioned indicating that more male learners are affected by school-related determinants of truancy than female students.

Fifth, it was further shown that school-related determinants influence truancy in various ways for instance, most teachers 55% n=36 and students 69% n=263 strongly agreed that tough school rules increases truancy rates, majority of students 72% n=273 and teachers 76% n=50 also strongly agreed with the statement that lack of interest on truants by teachers influences truancy tendencies, majority of students 75% n=288 and teachers 61% n=40 students also strongly agreed that severe punishment for truancy at school makes truant learners skip school more. Lastly, it was revealed that there was a weak positive association between school-related determinants and truancy in public secondary schools in Machakos County, Kenya.

5.2.2 Home-Related Determinants Influencing Truancy among Secondary School Students

The other objective of this study was to ascertain home-related determinants influencing truancy among secondary school students in Machakos Central Division. First, the findings revealed that there were home related determinants of truancy in the study area with the main home related determinant of truancy being coming from abusive families and homes, others were family poverty, n parental attitude towards education and coming from a polygamous family.

Second, HRDs were found to influence truancy among secondary school learners in central division. This was supported by the results which showed that majority of students n=115 strongly agreed while a majority of teachers n=99 strongly disagreed that staying with a single parent encourages truancy, majority of students n=283 and
teachers n=48 strongly agreed that parental attitude towards education influences truancy, majority of students n=315 and teachers n=57 strongly agreed that having chores at home during school days increases truancy. Lastly, the study revealed a weak but positive association between HRDs and truancy among students in the study area.

5.2.3 Individual Student-related Determinants of Truancy among Secondary School Students

Another objective for that study was to identify individual student-related determinants influencing truancy among secondary school students in Machakos Central Division. First, the main individual student-related determinant of truancy was revealed to be being a bread winner, others included engaging in deviant behaviours, abusing drugs and substances, lower self-esteem, lower academic self-concepts and students gender. Second, the study showed that individual student-related determinant influenced truancy among female students’ more than male students.

Third, it was established that several individual-related determinants influencing truancy among learners, for instance a majority of n=184 students strongly agreed that gender of students influences truancy with n=40 teachers feeling the same, n=293 students and n=60 teachers strongly agreed that students low academic self-concept influences truancy, n=310 students and n=43 teachers strongly agreed that learners with low self-esteem are truants and n=302 students and n=49 teachers strongly agreed that learners abusing drugs and substances are truants.
5.2.4 Impacts of Truancy on Secondary School Students Academic Achievement

The last objective of the study was to assess the impact of truancy on secondary school student’s academic achievement in Machakos Central Division. First, it was revealed that truancy mainly impacted on academic achievement of learners negatively. Majority of the respondents n=376 students and n=62 teachers mentioned that truancy has a severe negative impact on academic achievement on truant learners. Second, results of the study further revealed that more male than female learners academic achievement is impacted negatively by truancy as majority of students n=257 and teachers n=55 mentioned.

Third, it was established that truancy affects academic achievement of truant learners in various ways. According to the results, majority of students n=338 and teachers n=60 strongly agreed that truancy causes one to lack notes needed for revision leading to poor academic achievement, majority of n=290 students and n=65 teachers strongly agreed that truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement, majority of n=356 students and n=59 teachers strongly agreed that Truant learners do not have time for revision which leads to poor academic achievement. There was further a weak and positive association between truancy and academic achievement among truants in Machakos County public secondary schools.

5.3 Conclusions of the Study

Given the results, on the first objective of the study which was to establish the extent to which school-based determinants influence truancy among secondary school students in Machakos Central Division, the researcher concludes that there are
various school-related determinants influencing truancy among students. The researcher also concludes that these determinants influence truancy to a high extent with male students being majorly affected.

With respect to the second objective of the study which was to ascertain home-related determinants influencing truancy among secondary school students in Machakos Central Division, the researcher concludes that numerous home-related determinants exist that influence truancy among students in the study area. Third, the researcher concludes that a dearth of individual-related determinants exist among secondary school students in public secondary schools studied and these greatly influence truancy among learners. However, these determinants mainly influenced truancy among female students more. Lastly, the researcher concludes that truancy have a general negative impact on academic achievement of truant students in the study area with male students academic achievement mostly affected by the vice.

5.4 **Recommendations of the Study**

The researcher therefore recommends that;

There is a need for the school administration to take urgent measures to eliminate all the school-related determinants of truancy. This can be done by peer counselling as well as professional guidance and counselling services being offered to learners.

School policies must also be strengthened if the school-related determinants are to be successfully dealt with. This is because each school has policies from the Ministry of Education as well as internal policies on dealing with truancy. A review of existing policies is therefore necessary in order to adopt only those policies that help in minimizing truancy while eliminating those that seem to increase it
The researcher also recommends that there is need for increased parental involvement in their children’s education. This is because studies show that parental involvement is an effective way of eliminating truancy among learners. Parents need to monitor students school attendance and have positive attitude towards their education in order to improve school attendance.

There is therefore a great need to have a concerted effort by schools and the government to formulate a policy on how to increase parental involvement and help eliminate variables within home and family environments influencing truancy among learners.

The researcher further recommends remedial lessons should be offered to truant learners in order to improve their academic achievement.

### 5.5 Suggestions for Further Research

The researcher recommends that;

i. There is a need for a study to assess measures taken to eliminate school-related determinants in Machakos County, Kenya.

ii. The researcher also recommends that a study be conducted on strategies in place to eliminate home-related determinants of truancy in Machakos County.

iii. A study is necessary to address effective ways to address individual student-related determinants of truancy in public secondary schools in Machakos County.

iv. There is a need for a study to assess measures that can be used to mitigate the negative influence of truancy on academic achievement of learners.
REFERENCES


National Center for School Engagement (2007). *Blueprints for violence prevention. Programs that reduce truancy and/or improve school attendance.*

http://www.schoolengagement.org/


Roderick, M., Arney, M., Axelman, M., DaCosta, K., Steiger, C., Stone, S., Villearreal-Sosa,


APPENDICE

APPENDIX I: Introductory Letter

Dear Principal

I am currently undertaking my master degree in education. In order to complete this degree I am conducting a research on the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya. The aim of the study is to explore the relationship between the two variables. Specific areas of focus are your view, your teachers views and your students views on the extent to which school based determinants influence truancy among secondary school students in Machakos Central Division, home related determinants influencing truancy among secondary school students in Machakos Central Division, individual student-related determinants influencing truancy among secondary school students in Machakos Central Division and impacts of truancy on secondary school students academic achievement in Machakos Central Division. Your co-operation and that of the other study subjects will assist me in reaching my aims. Furthermore, the information gained will help make recommendations towards the reducing truancy if academic achievement of students is to be realized. In completing this instrument, the confidentiality of all the participants and the school is assured, as they will remain anonymous.

Your cooperation will be greatly appreciated!

Yours sincerely

Kiendi John
E55/CE/22774/2011
MED in Education
Kenyatta University
APPENDIX II: Consent Form

Form No....................

TITLE: To identify the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya

Researcher:  KIENDI JOHN

Master Student at Kenyatta University

Reg No:  E55/CE/22774/2011

Cell:  0723592849

Mark in the Box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. [ ]

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. [ ]

3. I agree to take part in the above study. [ ]

------------------------------------------  ------------------------------------------  
Name of Participant                      Date                                            Signature

------------------------------------------  ------------------------------------------  
Name of Researcher                       Date                                            Signature
APPENDIX III: Questionnaires for Teachers

This instrument is meant to collect data from the respondents on the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya. Kindly answer the following questions to the best of your ability by marking where necessary and responding to questions with no choices in the provided spaces. Thank you.

PART A: DEMOGRAPHIC INFORMATION
1. What is your gender? .................................................................
2. What is your age? ......................................................................
3. How long have you been teaching in Machakos County? (Please state)......
...........................................................................................................
...........................................................................................................

PART B: EXTENT TO WHICH SCHOOL BASED DETERMINANTS INFLUENCE TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION
1. Is truancy a common phenomenon in secondary schools in this region?
   Yes [ ] No [ ]

2. If yes, are there school-related determinants that contribute to truancy in this County?
   Yes [ ] No [ ]

3. If yes, which are the school-related determinants of truancy? (State one)........
...........................................................................................................
...........................................................................................................

4. To what extent do the mentioned school-related determinants influence truancy?
   To a very high extent [ ]
   To a moderate extent [ ]
   To a low extent [ ]
   To a very low extent [ ]
5. Do the school-related determinants influence truancy in one gender more than the other?
   Yes [ ] No [ ]

6. If yes, which gender is the most affected?
   Male [ ] Female [ ]

7. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how school-related determinants affects truancy among students.

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PART C: HOME RELATED DETERMINANTS INFLUENCING TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION

8. Are there home related determinants of truancy in this County?
   Yes [ ] No [ ]
9. If yes, which are these home related determinants of truancy? (Kindly state the main one)

10. To what extent does the mentioned home related determinant influence truancy?
   - To a very high extent [ ]
   - To a moderate extent [ ]
   - To a low extent [ ]
   - To a very low extent [ ]

11. Do the home related determinants influence truancy in one gender more than the other?
   - Yes [ ]
   - No [ ]

12. If yes, which gender is the most affected?
   - Male [ ]
   - Female [ ]

13. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how home related determinants affects truancy among students.

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PART D: INDIVIDUAL STUDENT-RELATED DETERMINANTS INFLUENCING TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION

14. Are there individual students’ individual student-related determinants influencing truancy within secondary schools?
   Yes [ ] No [ ]

15. Which are these individual related determinants? (State one) .................................................................
...........................................................................................................................
...........................................................................................................................

16. To what extent do the mentioned determinants influence truancy?
   To a very high extent [ ] To a moderate extent [ ]
   To a low extent [ ] To a very low extent [ ]

17. Do the individual students’ related determinants influence truancy in one gender more than the other?
   Yes [ ] No [ ]

18. If yes, which gender is the most affected?
   Male [ ] Female [ ]

19. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how individual student-related determinants influencing truancy among students.

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20. Does truancy have any impact on students’ academic achievement?
   Yes [ ]     No [ ]

21. In what way does truancy affect students’ academic achievements?
   - It improves academic achievement greatly [ ]
   - It moderately improves achievement [ ]
   - Has little impact [ ]
   - Has very little impact [ ]

22. Which gender suffers the most academically due to truancy?
   Male [ ]    Female [ ]

23. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how truancy affects academic achievement of students.

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Thank you for your participation and God bless you
APPENDIX IV: Questionnaires for Students

This instrument is meant to collect data from the respondents on the determinants of truancy among secondary school students and its effect on KCSE performance in Central Division, Machakos County, Kenya. Kindly answer the following questions to the best of your ability by marking where necessary and responding to questions with no choices in the provided spaces. Thank you.

PART A: DEMOGRAPHIC INFORMATION
1. What is your gender? .................................................................
2. What is your age? .................................................................
3. In which of the following category do you fall in if a student?
   - Form one [ ]
   - Form two [ ]
   - Form three [ ]
   - Form four [ ]

PART B: EXTENT TO WHICH SCHOOL BASED DETERMINANTS INFLUENCE TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION
4. Can you rate yourself as a truant?
   - Yes [ ]
   - No [ ]
5. If yes, are there school-related determinants that contribute to your truancy?
   - Yes [ ]
   - No [ ]
6. If yes, which are the school-related determinants of truancy? (State one)...........

7. To what extent do the mentioned school-related determinants influence truancy?
   - To a very high extent [ ]
   - To a moderate extent [ ]
   - To a low extent [ ]
   - To a very low extent [ ]
8. Do the school-related determinants influence truancy in one gender more than the other?
   Yes [ ]      No [ ]

9. If yes, which gender is the most affected?
   Male [ ]      Female [ ]

10. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how school-related determinants affects truancy among students.

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PART C: HOME RELATED DETERMINANTS INFLUENCING TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION

11. Are there home related factors that determine truancy?
   Yes [ ]      No [ ]
12. If yes, which are these home related determinants of truancy? (Kindly state the main one)...........................................................................................................................................................................
........................................................................................................................................................................................................................................

13. To what extent does the mentioned home related determinant influence truancy?
   To a very high extent [ ]
   To a moderate extent [ ]
   To a low extent [ ]
   To a very low extent [ ]

14. Do the home related determinants influence truancy in one gender more than the other?
   Yes [ ]  No [ ]

15. If yes, which gender is the most affected?
   Male [ ]  Female [ ]

16. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how home related determinants affects truancy among students.

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PART D: INDIVIDUAL STUDENT-RELATED DETERMINANTS INFLUENCING TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN MACHAKOS CENTRAL DIVISION

17. Are there individual student-related determinants influencing truancy?
   Yes [ ]  No [ ]

18. Which are these determinants? (State one) ..........................................................
    ..........................................................................................................................
    ..........................................................................................................................

19. To what extent do the mentioned determinants influence truancy?
   To a very high extent [ ]
   To a moderate extent [ ]
   To a low extent [ ]
   To a very low extent [ ]

20. Do the individual students’ related determinants influence truancy in one gender more than the other?
   Yes [ ]  No [ ]

21. If yes, which gender is the most affected?
   Male [ ]  Female [ ]

22. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how individual student-related determinants influencing truancy among students.

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PART E: IMPACTS OF TRUANCY ON SECONDARY SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN MACHAKOS CENTRAL DIVISION

23. Does truancy have any impact on your academic achievement?
   Yes [ ]       No [ ]

24. In what way does truancy affect your academic achievements?
   It improves academic achievement greatly [ ]
   It moderately improves achievement [ ]
   Has little impact [ ]
   Has very little impact [ ]

25. Which gender suffers the most academically due to truancy?
   Male [ ]       Female [ ]

26. Kindly rate as strongly agree [SA], agree [A], neutral [N], disagree [D] and strongly disagree [SD] with respect to how truancy affects academic achievement of students.

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Thank you for your participation and God bless you
APPENDIX V: Research authorization from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: NACOSTI/P/16/20397/9778

John Munywoki Kiendi
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of truancy among secondary school students and its effect on Kenya Certificate of Secondary Education performance in Central Division Machakos County,” I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 2nd April, 2017.

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

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Machakos County.
The County Director of Education
Machakos County.
APPENDIX VI: Research Permit

THIS IS TO CERTIFY THAT:
MR. JOHN MUNYIKO KIENDI
of KENYATTA UNIVERSITY, 943-901100
machakos, has been permitted to
conduct research in Machakos County
on the topic: DETERMINANTS OF
TRUANCY AMONG SECONDARY SCHOOL
STUDENTS AND ITS EFFECT ON KENYA
CERTIFICATE OF SECONDARY
EDUCATION PERFORMANCE IN CENTRAL
DIVISION MACHAKOS COUNTY

for the period ending:
2nd April, 2017

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

Republic of Kenya

CONDITIONS:
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Condition:

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APPENDIX VII: Research Authorization from County Commissioner

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

Telephone: 21009 and 21983 – 90100
Email Address: countycommasaku@gmail.com
Fax No. 044-21999

When replying please quote

REF NO: CC ADM 5/9 VOL I /206

Deputy County Commissioner
MACHAKOS

RE: RESEARCH AUTHORIZATION

This is to inform you that John Munywoki Kiendi of Kenyatta University has been authorized to carry out a research on “Determinants of truancy among secondary school students and its effect on Kenya Certificate of Secondary Education performance in Central Division, Machakos County” for a period ending 2nd April 2017.

Kindly accord him the necessary support.

George Onyango
For: County Commissioner
MACHAKOS