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**SCHOOL -HOME RELATED CAUSES OF TRUANCY AND INFLUENCE ON  
PUPILS' ACADEMIC ACHIEVEMENT IN LOWER PRIMARY SCHOOLS,  
BUTERE WEST ZONE IN KAKAMEGA COUNTY, KENYA**

**BY**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any university for consideration. This research project has been complemented by referenced sources duly acknowledged where text, graphics, pictures or tables have been borrowed from other sources these are specifically credited and references cited in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This study is dedicated to my husband Arthur L. Shikanda for his moral and financial support and for the encouragement he accorded me to take up the challenges for this second degree. It is also dedicated to my children Dickson and Isaac for their patience throughout the period of study and all my friends whose constant motivation and encouragement inculcated in me the necessary attitude that has seen me through.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATIONS &amp; ACRONYMNS</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION AND CONTEXT OF THE STUDY</b> .....	<b>1</b>
1.0 Introduction.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of Study.....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.7 Delimitation and Limitations of the Study .....	8
1.7.1 Delimitation of the Study.....	8
1.7.2 Limitations of the Study .....	8
1.8 Assumptions of the Study .....	9
1.9 Theoretical Framework.....	9
1.9.1 Humanistic Theory .....	9
1.10 Conceptual Frame Work.....	11
1.11 Operational Definition of Term .....	13
<b>CHAPTER TWO</b> .....	<b>14</b>
<b>LITERATURE REVIEW</b> .....	<b>14</b>
2.0 Introduction.....	14
2.1 School Related Factors Causing Truancy in Lower Primary Schools.....	14
2.2 Home Related Factors Influencing Truancy in schools.....	16
2.3 Influence of Truancy on Pupil's Academic Achievement.....	18
2.4 Summary of Literature Reviewed.....	19

<b>CHAPTER THREE</b> .....	<b>20</b>
<b>RESEACH DESIGN AND METHODOLOGY</b> .....	<b>21</b>
3.0 Introduction.....	21
3.1 Research Design .....	21
3.2 Variables of the Study.....	21
3.2.1 Dependent Variable .....	22
3.2.2 Independent Variable.....	22
3.4 Location of the Study.....	22
3.5 Target Population.....	23
3.6 Sampling Techniques and Sample Size .....	24
3.6.2 Sample Size.....	24
3.7 Research Instruments .....	24
3.7.1 Questionnaires .....	25
3.7.2 Interview Schedules.....	25
3.8 Pilot Study.....	25
3.8.1 Validity .....	26
3.8.2 Reliability.....	26
3.9 Data Collection Procedures .....	26
3.10 Data analysis .....	27
3.11 Logistical and Ethical Considerations .....	27
3.11.1 Care and Protection of Research Participants.....	28
3.11.2 Protection of Research Participant’s Confidentiality.....	28
3.11.3 Informed consent process .....	28
3.11.4 Community Consideration.....	29
<b>CHAPTER FOUR</b> .....	<b>30</b>
<b>FINDINGS, INTERPRETATION AND DISCUSSIONS</b> .....	<b>30</b>
4.0 Introduction.....	30
4.1 Demographic Characteristics of Parents who participated in the Study.....	30
4.3 School Related Factors Causing Truancy among Lower Primary School Pupils.	32
4.3.1 Teacher-Pupil Relationship.....	32
4.3.2 Bullying .....	35

4.3.3 Nature of Curriculum.....	37
4.3.4 Availability of Physical Facilities and Teaching/Learning materials.....	39
4.4 Home Related Factors Causing Truancy among Lower Primary Pupils.....	41
4.4.1 Prevalence of truancy in relation to parent’s socio-economic status.....	41
4.4.2 Prevalence of truancy in relation to the family they come from .....	43
4.4.3 Prevalence of Truancy in Relation to Parent’s Level of Education.....	44
4.5 Findings on the Influence of Truancy on Pupils’ Academic Achievement in Lower Primary School .....	46
<b>CHAPER FIVE .....</b>	<b>48</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>48</b>
5.0 Introduction.....	48
5.1 Summary of findings .....	48
5.1.1 School Related Causes of Truancy in Lower Primary Schools .....	48
5.1.2 Home related causes of truancy among lower primary pupils.....	49
5.1.3 Influence of truancy on pupils’ academic achievement.....	50
5.2 Conclusions.....	50
5.3 Recommendations.....	51
5.4 Recommendations for Further Research.....	53
<b>References.....</b>	<b>54</b>
<b>APPENDICES.....</b>	<b>59</b>
<b>APPENDIX I: Questionnaire for Head Teachers.....</b>	<b>59</b>
<b>APPENDIX II: Questionnaire for the Class Three Teachers (CTQ) .....</b>	<b>62</b>
<b>APPENDIX III: Interview Schedule for Parents of Truant Pupils.....</b>	<b>65</b>
<b>APPENDIX IV: Research Permit .....</b>	<b>68</b>

## LIST OF TABLES

Table 4.1 Frequency distribution of parents by their characteristics.....	31
Table 4.2 Teacher – pupil relationship based on head teacher’s response.....	33
Table 4.3 Teacher- pupil relationship based head teachers response.....	33
Table 4.4 Bullying as school factor causing truancy.....	35
Table 4.5 School related factors causing truancy based on nature of curriculum as per teacher response .....	36
Table 4.6 Availability of physical facilities and T/L materials as per teacher’s response.....	38
Table 4.7 Parent socio economic activity.....	40
Table 4.8 Parent level of education in relation to pupil’s truancy.....	43
Table 4.9 Influence of truancy on pupil’s academic achievement.....	45

## LIST OF FIGURES

Figure 1.1 Maslow's Hierarchy of needs by Saul Macleod (MOE, 2013) .....	10
Figure 1.3 Conceptual framework .....	12
Figure 4.1 Prevalence of truancy in relation to the family they come from.....	42

## **LIST OF ABBREVIATIONS & ACRONYMS**

E.F.A	Education For All
E.F.E	Free Primary Education
KNEC	Kenya National Examinations Council
L D	Learning Disability
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
U P E	Universal Primary Education

## ABSTRACT

Truancy is unexcused and unlawful absence from school, typically without parental or school administration knowledge or consent. Various school personnel, parents, community and children welfare officials among others are consistently concerned with the issue of truancy in schools. Perhaps the most pertinent question then is; what is causing pupils to be truant from school? This research has therefore considered school and home related factors influencing truancy in lower primary schools in Butere West Zone of Kakamega County, Kenya and its influence on pupil's academic achievement. Truancy is costly; it costs pupils on their education resulting in reduced earning capacity. Pupils with the highest truancy rates have the lowest academic achievement rates. In addition, truants are most likely to drop out of school. Pupils in lower primary school in Butere West Zone especially in grade three have recorded most truancy rates in the past years. Parents, teachers, pupils, the community and educational officers have associated the vice with school and home related factors in the zone. The study was guided by Abraham Maslow humanistic theory which asserts that our actions are motivated in order to achieve certain needs. The study adopted descriptive research design. The target population was all standard three pupils in Butere West Zone, head teachers, class three teachers and parents of the truants. Stratified and purposive sampling was used to sample six clusters, 12 head teachers, 12 class three teachers and 24 parents from accessible population. To collect data questionnaires were administered to head teachers and class three teachers of identified schools then interviews conducted with parents of selected truant pupils. A pilot study was carried out in two schools in the zone. The collected data was coded and analyzed using descriptive statistics: frequencies, percentages and means. The results were presented using frequency distribution tables, pie -charts and percentages. The study findings revealed that teacher- pupil relationship contributed to pupil truancy where instances of teacher harassing pupil were high. There were cases of bullying in schools, curriculum which was examination oriented that influenced truancy among lower primary school pupils. Also the home factors causing truancy included poor socio-economic status of parents, the type of families the pupils came from which were large/ polygamous and parents' level of education where parents who had attained low education, had more truant cases. The physical facilities and Teaching/Learning materials did not seem to contribute much in pupil's truant behaviour. From the findings of the study, it was clear that truancy affects pupils' academic achievement where truant pupils performed poorly in their academics. The study recommended that the government intervenes in schools to stop canning and illegal punishment forms that led to pupil truancy and also step up poverty reduction programmes in order to reduce its effects on pupil truancy.

# **CHAPTER ONE**

## **INTRODUCTION AND CONTEXT OF THE STUDY**

### **1.0 Introduction**

In this chapter, the background information on the seriousness and implication of truancy are discussed. The chapter also includes the statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study, delimitations and limitations, research assumptions, theoretical and conceptual framework. The chapter ends with operational definition of terms as used in the study.

### **1.1 Background of the Study**

Primary education being the foundation of the education system has the major objective of enhancing literacy and numeracy skills which are vital for academic achievement of pupils. It also prepares the population for post-primary education (Republic of Kenya, 2005). There is a very high correlation between this level of education and improved productivity, health, nutrition and fertility awareness especially in developing countries. This presumption affirms education as the turning point from poverty for individuals and the society (Tadaro & Smith, 2006). Although there are other factors that affect performance like sickness, school location, truancy is most costly, it costs pupils on their education, resulting in reduced income levels. Pupils who miss frequently from school have low academic achievements rates (Kenya National Examinations Council, 2010). In addition, they are more likely not to continue with schooling. This therefore presents truancy as a critical factor leading to poor performance and failure to complete school as compared to other factors. The school and home environment are to be well organized to

enable young pupils develop good habits of school attendance. This study therefore evaluated how school and home environments influence truancy among standard three pupils.

Truancy is defined by different scholars in its complex nature. Republic of Kenya (2005) defined truancy as the “absence of a pupil from school without the knowledge or permission of parents and teachers” (p.9). The pupil leaves home for school but never reaches school; instead they turn to out of school activities like stealing or working as casual labourers. Causes as to why pupils truant are unique depending on each child. In most cases, it is not one factor that leads to truancy, but several factors which are associated with the school and home environment (Woolfolk, 1995; Acholla, 1988).

Truancy is influenced by various school and home environment. School consists of so many factors that influence attendance; these factors include teacher- pupil relationship, nature of curriculum and bullying among others (Woolfolk, 1995). Home factors consist of socio economic status of parents (Reid, 1999), parents’ level of education and other family related issues. In this study, school and home environments are defined as all materials, facilities, activities and relationships that are found both at school and home which do not facilitate smooth learning so as to motivate pupils’ school attendance.

The government policy on education was to achieve Universal Primary Education (UPE) by the year 2015, which was a key strategy towards attaining Education For All (EFA) by 2015. This was to enable all Kenyan children of school going age have an opportunity to

be in school, learn and get quality basic education and skills. Despite the progress made towards achieving UPE and EFA goals in basic education, there are still disparities in some regions and primary education continues to experience many challenges relating to school attendance and completion. According to KNEC (2010), children from rural areas are prone to missing school than their urban counterparts. The survey also noted that pupils who come from families of low income parents are likely to miss school than pupils from high income families. The study therefore ascertained if poverty contributed to pupils' truancy especially in rural areas and poor families.

Globally, studies conducted in developed and developing countries have confirmed that there are high truancy rates at primary level. In the United States of America the study by Naver, White and Yemeni (2008), reported that persistence absenteeism starts early. It further found out that 20% of lower primary school pupils did not attend school in the year 2007-2008. This was due to parent's nature of living where most of them shifted from place to place.

In Africa, another study carried out in Zambia by Psacharopoulos and Woodhall (1985) found out that the number of pupils who played truancy in lower grades was 58%. This rate was seen to be higher than what was found in Swaziland of 21%. The report recommended that measures aimed at reducing truancy be developed and implemented putting in mind all the associated factors in schools and homes. For this reason, the study aimed at investigating school and home factors leading to pupil truancy.

Kombo and Tromp (2006) observed that despite the importance which is attached to education all over the world, there are a number of pupils who regard going to school as a burden to be tolerated rather than an opportunity to be grasped. In Kenya, one of the biggest constraints which hinder realization of Universal Basic Education (Millennium Development Goal -2) is education wastage (Tyerman, 1968a). There are two main forms of education wastage: drop out and repetition. Gall and Borg (1996) in Tanzania showed that there was a significant relationship between education wastage and truancy. He found out that an early indicator of school dropout was a pupil's persistent absenteeism from school. This has a negative and profound impact on pupil's academic achievement, as pupils who miss school have low education achievement resulting in repetition and eventually drop out of school. This study therefore investigated why some pupils especially in standard three were not consistently in school.

According to the Uwezo (2012) analysis, school attendance of pupils is averaged 84%. According to the report, children attendance in Western region indicates that absenteeism is high. Sixteen percent of the grade 1 to 8 pupils were absent on the day the Uwezo survey team visited schools. The report further showed that standard 4-8 pupils attended school more than their counterparts in 1-3 classes. The report recommended need to find out causes of absenteeism in lower classes in the region as it has affected both their reading and numeracy skills. This study therefore established factors influencing truancy in public lower primary schools and how truancy affected pupils' academic achievement.

Education is a form of investment that contributes to economic and social empowerment. To justify this investment, education is considered to be not only a primary component of human need but also fundamental for social and economic growth (Smith, 1978). The Kenya Government has placed certain measures to give basic education to its citizens for instance introduction of free primary education since the year 2003. However, these efforts are undermined by internal inefficiencies which find expression in wastage in form of drop out due to truancy. It has been observed that despite increased expenditure on education and introduction of FPE, millions of children still have limited or no access to education and majority of those who join primary school fail to complete the basic education programme (Uwezo, 2010). It was therefore necessary to carry out a study on internal inefficacy of the home- school system in order to establish causes of truancy especially in lower primary schools.

## **1.2 Statement of the Problem**

Primary education cycle is the basic and arguably the most vital stage in the Kenyan education system. Most pupils who enrolled in lower primary school did not complete their course within the stipulated time and a large percentage even did not complete primary cycle at all. It was observed that pupils' truancy was a possible reason which accounted for high rate of education wastage in Kenya primary schools. Research done in other places has shown that persistent absentees were less likely to succeed in their academic performance and most of them did not attain acceptable literacy levels. Despite the rationale for attaining universal primary education, some sub counties in Kenya still had extremely high truancy rates among them Butere West Zone. The major problem was

that factors influencing truancy in lower classes had not been well understood and as such the problem in lower primary classes persisted with its adverse consequences in rural schools of poor sub counties.

Several studies carried out in Butere revealed truancy as a casual factor for poor performance especially among standard three pupils. A study carried out by Wafula on Learning Disability (LD) noted truancy as one of the causes of low performance; Uwezo survey team also indicated that truancy had caused pupils to have low literacy level and numeracy skills.

The causes behind truancy among lower primary school pupils in Butere Sub County had not been well established despite research conducted. This study therefore aimed at finding out the school and home related factors causing truancy in lower primary school classes in the area and its influence on academic performance among lower primary school pupils in Butere West so as to help pupils attend and graduate from schools with requisite skills needed in the job market.

### **1.3 Purpose of Study**

The purpose of the study was to examine school and home related factors causing truancy and their influence on lower primary pupils' academic achievement in the public primary schools in Butere Sub County, Butere west zone.

### **1.4 Objectives of the Study**

The objectives of the study were to:-

- i. Establish school related factors causing truancy among lower primary school pupils in Butere West.
- ii. Find out home related factors causing truancy among lower primary school pupils in Butere West.
- iii. Investigate the influence of truancy on pupil's academic achievement in lower primary schools in Butere West.

### **1.5 Research Questions**

The research was guided by the following questions.

- i. What are the school related factors which cause truancy among lower primary school pupils in Butere West?
- ii. What are the home related factors that cause truancy among lower primary school pupils in Butere West?
- iii. How does truancy affect pupils' academic achievement in lower primary schools in Butere West?

### **1.6 Significance of the Study**

This study investigated school and home related factors causing truancy among standard three pupils in Butere West Zone, Kakamega County, Kenya. Parents and teachers especially those teaching lower primary classes may find it useful in addressing truancy. It may help to create awareness and understanding among teachers and parents on some of the issues making pupils to play truancy.

Secondly the findings of this study may guide MOEST and teachers on how to deal with the problem of truancy in primary schools so as to improve on pupils' academic achievement. This study may be of great help to the school board of management (BOM) as it may be used to ensure availability of adequate physical facilities to ensure good learning environment for pupils so as to improve their school attendance.

## **1.7 Delimitation and Limitations of the Study**

### **1.7.1 Delimitation of the Study**

The delimitations of this study is that it only focused on truancy in public primary schools in Butere West Zone and not private schools because it was observed that truancy was highly observed in public schools than private schools.

It was also delimited to pupils in standard three, their teachers and parents in Butere West Zone and not in other classes. Although there could be several factors that influence truancy among standard three pupils such as individual and community related factors only school and home environment factors were investigated.

### **1.7.2 Limitations of the Study**

The following were the limitations of the study.

- i. It was not be possible to cover the opinion of both parents because getting men in homes was not easy, from the findings men were least interviewed. So, the researcher utilized well information from the parent/guardian who was available.
- ii. Some schools were lacking records. So the researcher used reconstructed cohort methods to calculate the truancy rates.

- iii. Due to the government policy on corporal punishment which prohibits teachers from canning pupils, some teachers were unwilling to disclose information on truancy in fear of disciplinary measures by the government. So the researcher consulted parents of truants to establish teacher harassment.

### **1.8 Assumptions of the Study**

The study was carried out on the basis of the following assumptions.

- i. School and home environment influences truancy in all sampled public primary schools.
- ii. Truancy affects pupils' academic performance.

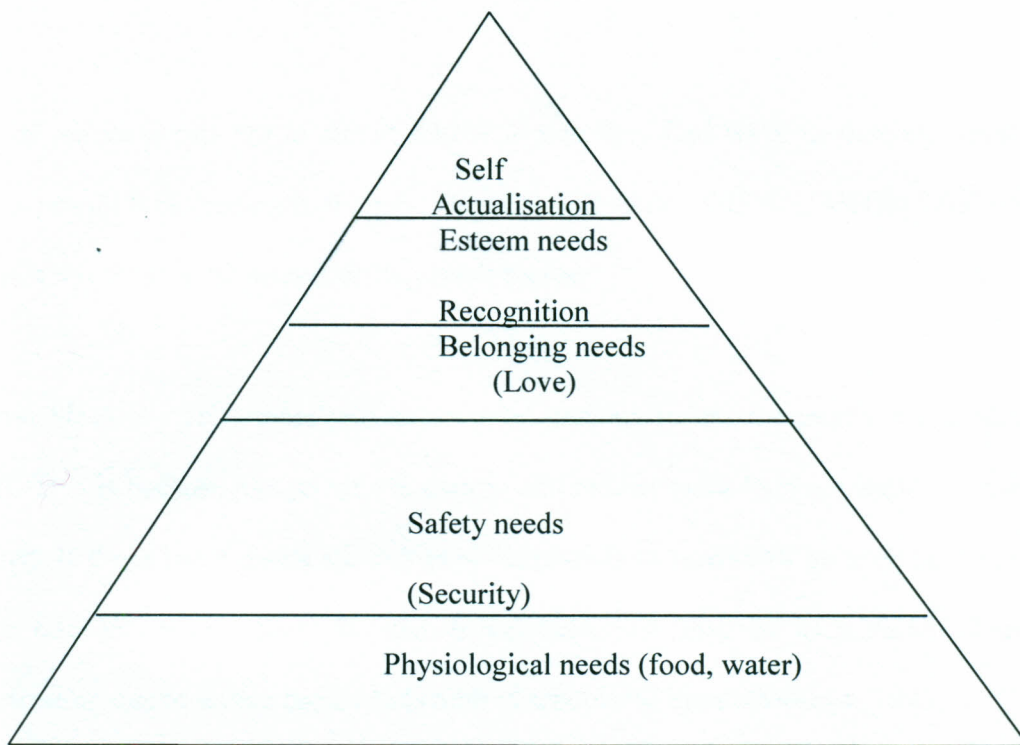
### **1.9 Theoretical Framework**

The study was guided by humanistic theory of Abraham Maslow (1943).

#### **1.9.1 Humanistic Theory**

According to Maslow (1943) our actions are motivated in order to fulfil some needs. When one need is satisfied a person will therefore go for higher needs. Maslow (1968) illustrated motivation through a hierarchy of human needs model.

In this case therefore, if pupils' physiological needs are not properly fulfilled, safety needs not also properly met, the pupil will not be motivated to learn thus truants.



**Figure 1.1 Maslow's Hierarchy of needs by Saul Macleod (MOE, 2013a)**

According to Maslow (1943) physiological needs are the most important of all needs. This means that if a pupil is missing everything in life the major motivation would be physiological needs like food, shelter, clothing rather than safety needs, love, belonging and self esteem needs. Safety needs come after physiological needs are relatively gratified (Mitha, 1995). The thwarting of the physiological needs will commonly lead to maladjustment.

It is common that most needs of various children have not been met at school or at home. This means they seek to satisfy their needs elsewhere. Absenteeism may therefore be one way of meeting these needs that have not been catered for either at school or home. These pupils may be retreating from the environment that has failed to meet their needs. In this case, the needs referred to are food, clothes rather than education. Lack of these basic

needs makes pupils not to attend school so that they find ways of meeting them away from school thus leading to truancy. Butere police station OB. No. 33/15/10/09, reported pupils loitering in the market selling illicit brews.

From Maslow's view there will be no good learning unless the pupils' basic needs are met. This is because a pupil who is hungry will neither work hard nor pupils who are not loved. If those basic needs are met then motivation to learn will be present. The theory was relevant in this study because truant behaviour may be as a result of lack of motivation due to unmet basic needs both at school and home (Maslow, 1943).

### **1.10 Conceptual Frame Work**

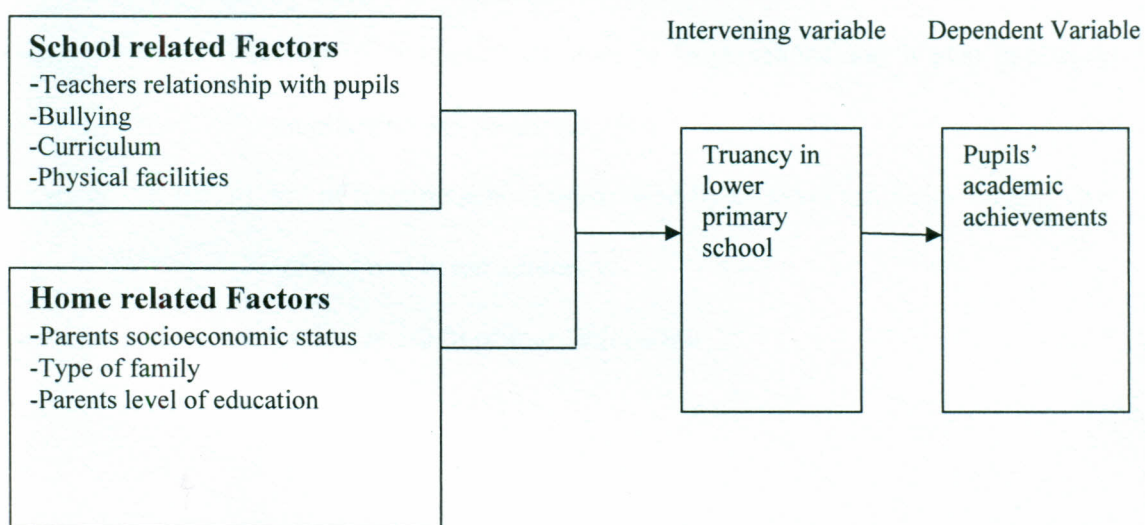
The conceptual frame work used in this study was adopted from Woolfork (1995). The components of an education system were presented in an input-output model. This study therefore terms school and home environment factors as input while pupils' achievement as output. The study aimed at investigating how school and home related factors influence the attendance of pupils in lower primary school. Pupil's truancy which negatively impact on their academic achievement was produced by several inputs from the school such as teacher pupil relationship, bullying, nature of curriculum and poor facilities. Home factors like socio-economic status of parents, type of family and parents level of education also contributed.

The outputs were the pupils and their academic achievement. It was expected that pupils who enrol in the primary level of education would remain in school and be present at all

times until completion of schooling. When pupils absent themselves from school with no good reason or permission, there were underlying causes that needed to be identified and addressed.

UNESCO (2000) observed that these factors could be organized in three categories namely; school, home and individual factors. They are interrelated in the sense that each category of factors influenced a pupil to make a decision either to truant or to stay in school. The study therefore sought to find out various school and home factors causing truancy among standard three pupils and their influence on academic achievement in Butere West Zone. The variables of the study are illustrated in the figure below;

Independent variable



*Figure 1.3 Conceptual framework*

The above figure indicates that various school and home related factors were the independent variables that influenced truancy which in turn impacted negatively on pupils' academic achievement which was dependent variable.

### **1.11 Operational Definition of Term**

Academic achievement : Successfully, typically after working hard, courage or skill.

Home factors : Refers to factors related to the general family background. Example  
Socio economic status of parents, type of family and parents education.

School factors : Refer to the operational school variables in the school system. For  
example teacher-pupil relationship, nature of curriculum and  
bullying.

Truant : Refers to as unexcused absence from school and it also applies to  
pupils who are chronically late.

Truancy : Act of missing school unexcused by relevant authority for this case  
school and home authority.

Lower primary school: Classes 1-3 in primary education

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section of literature review dwelled on the school and home causes of truancy, influence of truancy on pupils academic achievement and summary of literature reviewed.

#### **2.1 School Related Factors Causing Truancy in Lower Primary Schools**

Several writers reported that the school system sometimes could be a contributing factor to pupil's truancy. The school may not appear to be offering what the child wants. Ndaharutse (2008) noted the same adding that most children work as casual labourers after school because they got very little economic benefit from schooling. Woolfork (1995) also identified teacher-pupil relationship, delivery of the curriculum and bullying as some of the main causes of truancy. The study therefore sought to address these factors but in Butere west zone.

Teachers' attitude towards pupils would either encourage or discourage a pupil from attending school. The function of the school is to educate, rehabilitate as well as inculcate the right knowledge, skills and attitudes. Teacher's negative attitude towards the pupils, for example arbitrary punishment, scolding or even labelling may lead to negative attitude towards school and absenting themselves from such unfavourable school environment (Woolfork, 1995). Ackers and Hardman (2001) also noted that when pupils develop a habit of hating certain subjects, this might be as a result of poor teacher

response. This creates a poor relationship between the two parties leading to pupil truancy. It was also noted that teachers were not interesting and creative; instead they were unfriendly and used poor approaches in the content delivery. They were disinterested with learners and did not motivate them and exhibit harsh, dictatorial and self – centred behaviours. Learners in return absconded from school (Woolfork, 1995). This study therefore investigated the teacher-pupil relationship and its influence on pupil attendance in Butere west zone.

According to this study bullying is defined as the behaviour that occurs when one or more individuals hurts or frightens another who seems weak (Woolfork, 1995). When one feels safe and well cared for he or she feels encouraged to attend school. Bullying had not been taken in with seriousness as a cause of truancy. Children developed fears and anxieties about bullies leading them to avoid school. Cheserek and Mugalavai (2012) stated that pupils needed a good learning environment. A study carried out in Colorado also showed that over 17,000 students in the Pikes Peak region developed anxieties and fear of harm which made them play truancy. This study therefore aimed at investigating if bullying in lower primary schools would make pupils to play truancy in Butere west zone.

Lack of curriculum harmony and relevance to the needs of children, rigid system of education and unavailability of teaching-learning materials partly explained the problem of truancy (UNESCO, 2010). Reid (1999) noted the same adding that most children worked as casual labourers in agriculture after school because they got very little

economic benefit from schooling. The curriculum content with poor teaching methods may not help the child acquire the necessary skills and knowledge for self-reliance and be effective in life. This study also addressed the influence of these variables as relates to Butere West zone.

Reid (1985) states that school environment which is not well kept with poor facilities made pupils to hate school. This indicated that pupils liked being in a good and attractive atmosphere which was aesthetically appealing. To come up with ways of preventing truancy, Reid (1999) investigated effective schools and came up with other factors like good school buildings, clean and well maintained environment attracts learners to the school. The study sought to establish the link between poor facilities in school and truancy in the study area.

## **2.2 Home Related Factors Influencing Truancy in schools**

Studies found out that there was a relationship between truancy and home risk factors, like socio-economic status (SES), type of family and parents level of education (Reid, 1999). SES is defined as “individual’s relative standing in the society based on income, power, background and prestige” (Woolfork, 1995, p.160). Some children from families with low SES developed low self-esteem because of their economic situation, this led them to believe that they were not “good at school work” (Woolfork, 1995, p.162), becoming “victims of learned helplessness” (Woolfork, 1995, p.163). They felt despite their family members working hard, they were barely successful; they later despaired and dropped out of school which was a normal pattern. Orodho (2003), states that the major

factor that led to low access and truancy in school was poverty. Poor families had been forced not to take and sustain their children in school.

Opolot (1994) showed that economic status of parents affected pupils' involvement in education. This was common in third world countries where children from poor families were not given enough education materials, noted Orodho (2003). This study therefore discussed how socio economic status of parents contributed to pupils' truancy in standard three. More so, the study would guide the government to develop clear rules of ensuring that all pupils attend school uninterrupted through provision of necessary materials needed at school.

Studies had shown that families of single parents had a likely hood of pupils becoming truants same to large families. This was because large families tend to spend more of their resources on meeting basic needs such as food unlike education of the children which may result in repetition and truancy. According to West cited by Tyerman (1968b) families with many children and limited resources results to congestion in homes which may negatively impact upon behaviour. West further adds that parents from poor tenements failed to protect or control their young children as required. Parents with large families may not fully be involved in the academic well being of each child. This therefore limited the child from taking part in school activities hence becomes truant. It was therefore in this regard that the study investigated the influence of the type of family on pupil's school attendance in Butere west, Kakamega County, Kenya.

UNESCO (2000) observed that parents with limited education tend to have lower aspirations for their children leading to repetition and truancy. In Africa, just as in most developing countries, illiteracy to lowly educated parents together with low income greatly influenced educational wastage. This was in line with Dumila (1984) as quoted by Ngome (2006). Dumila (1984) also observed that the home location, family size and parent's level of education influenced pupils' performance and may lead to truancy. Clyne (1996) revealed that truancy was more pronounced among pupils' whose parents had primary level of education and below. According to Kenya Institute of Education (2004), parents who were well educated value education of their children more than the illiterate ones. This was because educated parents provide assistance to their children so that they could progress holistically. This study sought to establish if parent's level of education influences pupils' truancy in lower primary school, Butere west zone.

### **2.3 Influence of Truancy on Pupil's Academic Achievement**

According to Fantuzzo, Grim and Hazan (2005), truancy was a big concern with many adverse effects. Pupils, who truant from school, not only hurt themselves but also their families, their school and their communities (McCray, 2006).

Clyne (1996) says that absence from school can lead to the loss of educational benefits which pupils intelligence might have entitle him/her to. Truancy made many pupils not succeed in both internal and external examination (KNEC, 2010). Pupils' ability to learn decreased when they missed classes. Such pupils found it hard to succeed because much

work had been missed leading to poor performance and thus making them hate school (Dumila, 1984).

Although truancy affects individuals, truancy also affected the overall learning environment. It was a concern in education when pupils were not performing well in class or when they disrupt others in class. Truant pupils interfered with others in the classroom and also their teachers who were forced to slow down and help them. Dumila (1984) noted that most truants were below average in intelligence and therefore it was to be expected that their work was below the normal level for their age. This study aimed at proving the above information right if truancy real affected pupils' academic achievement in Butere west zone.

#### **2.4 Summary of Literature Reviewed**

While each individual case of pupil truancy had unique circumstances, research identified several key causes of truancy. There were school based factors such as pupil bullying, the curriculum, teacher-pupil relationship and poor school facilities that increased the likelihood of truancy. The importance of school attendance to achievement, engagement, and educational success had been neglected in most education reforms. The study therefore endeavoured to focus on this school issue that lead to lower primary truancy.

Another significant factor identified affecting truancy was home related factors, here we had; socio economic status of parents, type of family and parent's level of education. Parents' involvement in education of their pupil resulted in better attendance rates. On

the other hand, pupils whose parent(s) believed that it is acceptable for their children to miss school in order to meet family needs, such as caring for young siblings or working to support the family income had an obviously higher tendency of truancy.

Research findings showed that pupil truancy affects the child's performance in school work; in addition absence from school led to loss of such educational benefits as the pupils' intelligence had entitled him/her to, as most truant pupils perform below average. The researcher felt that the above school and home environment factors greatly influenced truancy among standard three pupils which later negatively impacted on their academic achievement. Further this research identified truancy as a subject of study because it had been ignored by both teachers and parents while its impact on academic achievement is great. Therefore discussing the above school and home environment factors would help improve truancy in lower primary school.

## **CHAPTER THREE**

### **RESEACH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter explains research methodology that guided this study. The chapter has the following sub-sections: research design, variables, location of the study, target population, sample and sampling procedures, research instruments, pilot study, reliability and validity of the research instruments, data collection procedures and data analysis techniques and ethical considerations.

#### **3.1 Research Design**

The research adopted a Descriptive Research Design using survey method to establish the causes of truancy in lower primary schools in Butere West zone. The major purpose of the descriptive research was to give description of how things were on the ground and the researchers' report of findings (Orodho, 2004). It also determines and describes how things were at the point in time. It also attempts to describe such things as possible behaviour, attitudes, values and characteristics (Mugenda & Mugenda, 2003;Glenester, Mbiti, & Tarasha, 2011). Descriptive survey was suitable for the study as the researcher was able to gather more information from members of the study population on what they thought were possible factors influencing truancy in lower primary schools in Butere West zone.

#### **3.2 Variables of the Study**

These are identities subjected to change. They are capable of changing or being changed.

### **3.2.1 Dependent Variable**

The dependent variable for this study was pupil's academic achievement. It was measured by finding out from head teachers and class teachers the academic achievement of truant pupils through filling of prepared questionnaires, guided by the prepared class mark list.

### **3.2.2 Independent Variable**

The independent variables were school and home related factors causing truancy among standard three pupils in Butere west zone. They were the main factors to be manipulated.

The study took the components of the school and home environments as follows:

#### **i) School Related Factors**

The school factors, these are teacher-pupil relationship, bullying, curriculum were measured by finding out from head teachers and standard three teachers through questionnaires on the possible causes of truancy in the school.

#### **ii) Home Related Factors**

Home factors which are parent's socio-economic status, level of education and nature of family were measured through face to face interviews with parents of truant pupils on what they thought were possible causes of truancy.

### **3.4 Location of the Study**

The study was done in Butere sub-county, Butere West zone. The sub-county is in Kakamega County in the Western region. Administratively, the sub-county is made up of two educational divisions namely; Butere East and Butere. Butere west has six clusters

namely- Muyundi , Butere, Shiatsala, Shitsitswi, Mukoye and Shianda West, Sub County education report (2016). The sub-county experiences rains ranging between 1597-2873mm per year with a mean temperature of 29 degrees Celsius, Metrological report (2015). The area has a population density of 246 persons per kilometre square. Due to high population density and poor soils that cannot support a variety of crops, several pockets of poverty have sprung up in the sub-county. The area also grows sugarcane as its cash crop which has employed children as labourers impacting negatively on their school attendance, Researcher (2015).

The study was conducted in Butere sub-county because an earlier study such as one conducted by Wafula (2009) indicated that 24% of children in public schools of Butere had Learning disabilities which was one of the probable causes for truancy but did not indicate other factors causing truancy. Another study by Uwezo (2012) noted that in the area, truancy was at 48.5%. However, all the studies neither established the causes of truancy in lower primary schools nor sought to find out the effects of truancy on academic performance. It is on this basis that Butere West was selected for this study.

### **3.5 Target Population**

The target population for this study comprised of all grade three pupils enrolled in public primary schools in Butere West Zone which has 36 public primary schools, all head teachers, class three teachers and parents of the truants.

## **3.6 Sampling Techniques and Sample Size**

### **3.6.1. Sampling Techniques**

Purposive sampling was used to select Butere west zone, standard three pupils, teachers and their parents. Cluster and simple random sampling was used to select 12 schools to participate out of 36 public primary schools in Butere west zone which are grouped in various clusters of sub-zones; Butere (6 schools), Muyundi (6 schools), Mukoye (6 schools), Shiatsala (6 schools) Shianda(6 schools) and Shitsitswi (6 schools). To select two truants for the study, Simple random sampling was applied. For fairness in selection, lottery method was used.

### **3.6.2 Sample Size**

Out of 36 schools, 36 head teachers and 36 teachers, 12 (33%) of each were samples for study. Parents of all selected 24 truant pupils participated in the study. This means that a total sample of 48 respondents forms the sample size. Based on Mugenda and Mugenda (2003) it is not necessary to study all the people in the **group in order** to provide an accurate and reliable description of the characteristics, attitudes or behaviour of its member, but just a sample of the population is sufficient to be studied.

## **3.7 Research Instruments**

To **collect data**, questionnaires and interview schedules were used. Both were divided into three parts; background information, factors causing truancy and influence of truancy on pupil's academic achievement.

### **3.7.1 Questionnaires**

They were used to get vital information about the population. Each item in the questionnaire was used to discuss a specific objective of the study Mugenda and Mugenda (2003) and Orodho (2004) states that questionnaires give room to anonymity which enhances honest responses and they are also appropriate for a sample that is literate.

### **3.7.2 Interview Schedules**

There were well structured questions administered orally to parents through face to face encounter on what they thought were possible causes of truancy. It was used to give background information and also capture variables as stated in the objectives. The interview schedule was divided into three parts, background/demographic information, causes of truancy and its' influence on pupil's academic achievement.

### **3.8 Pilot Study**

The researcher carried out a pilot study in two public schools in Shitsitswi and Muyundi. The head teacher, one class three teacher and at least two truant pupils' parents in lower primary classes were sampled from each school. This study was to help the researcher ascertain validity and reliability of the research instruments and also familiarization with data collection processes.

### **3.8.1 Validity**

Content Validity was used to test validity of the instruments. According to Kenya Institute of Education (2004), it is a measure of the degree which data collected represents a specific content of a particular concept. According to Pontefract and Hurdman (2005), content validity can be improved by use of professionals or experts in the particular field. Therefore content validity of this study was ensured through the help of lecturers in the department and supervisors who checked and ascertain their validity, the corrections made were taken in and adjustments to the instruments done accordingly, this is because they are experts in the field of study.

### **3.8.2 Reliability**

The reliability of the instruments was tested using test-retest technique for reliability. This involved administering the same instrument twice to the same group of head teachers, teachers and parents of truants. A manual computation was done to determine the level of consistency. Pearson product moment correlation co-efficient was used. A correlation of 0.7 was obtained and the data collection tool was considered reliable.

## **3.9 Data Collection Procedures**

It was done in two stages;

### **Stage One: Questionnaires**

At this stage, the researcher personally administered questionnaires to the head teachers and class three teachers of the selected schools. The questionnaires aimed at gathering

information on the various school and home factors causing truancy and how truancy influenced pupil's academic achievement.

### **Stage Two: Interval Schedules**

The researcher conducted face to face interviews with parents of truant pupils to establish causes of truancy and its influence on academic achievement of pupils. This was aimed at gathering information on the various home and school factors;

### **3.10 Data analysis**

Data obtained from the field in raw form was cleaned, coded and analysed. Cleaning involved identifying and correcting incomplete or inaccurate responses. Since the research yielded both qualitative and quantitative data, qualitative data was analyzed using content analysis based on analysis of meanings and implications obtained from responses and information (McElroy 2005). On the other hand, quantitative data was analyzed using simple descriptive statistics. This was tabulated and presented using frequency distribution tables, pie charts and text.

### **3.11 Logistical and Ethical Considerations**

The researcher was issued with introductory letter from the Graduate School Kenyatta University introducing her to sub-county director of education and any other relevant authorities who needs to be notified before commencing data collection. A research permit was obtained from NACOST. The head teachers, teachers of selected schools were conducted by the researcher to request for data collection and notification of other

respondents who include parents of truant pupils. The researcher explained to all respondents the reasons why she was carrying out the study; this was to allow the participants accept voluntarily to participate in the study. They were then being asked to sign an informed consent form to show that they have accepted to take part in the study. Their confidentiality was assured through anonymity principal of not requiring them to write their names on the questionnaires. The information given was to be kept limited to only the researcher and the relevant authorities.

### **3.11.1 Care and Protection of Research Participants**

The researcher being an expert in early childhood education and a teacher of young children for several years had knowledge on physical and psychological harm that can occur to the subjects. The participants were notified that participation was voluntary and one can withdraw at will. To collect data the researcher visited the sampled primary schools and homes of truant pupils observing respondents in their homes and issuing a questionnaire/ interviewing them.

### **3.11.2 Protection of Research Participant's Confidentiality**

Confidentiality of the participants was guaranteed by asking them not to write their names. They were then assured that information they give will not be shared by unauthorised persons but given the confidentiality it deserves.

### **3.11.3 Informed consent process**

The researcher asked participants their consent to participate voluntarily in the study. This was censured by asking them to sign a consent form.

#### **3.11.4 Community Consideration**

The researcher sought permission to carry out the study from the Sub county director of education and many other relevant authorities in Butere west. The study purpose and its significance were to be used by various stakeholders in education to improve the school and home environments. This was to ensure that all pupils remain in school at all times so as to achieve good grades in their academic. The findings of the study was to be used by relevant authorities in the zone to help them understand causes of truancy in lower primary schools and its influence on academic achievement so as to be able to combat the vice in the study zone.

## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATION AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter begins with a demographic description of the participants involved in the study. It also presents study findings, interpretations and discussions. The study sought to investigate school-home related causes of truancy among standard three pupils and its influence on pupil's academic achievement in Butere West Zone, Kakamega County, Kenya. The study findings are presented according to the research objectives stated. Data is presented using frequency tables and pie-charts. The study was based on the following objectives:

- i) Establish school related factors causing truancy among lower primary pupils in Butere West.
- ii) Find out home related factors causing truancy among lower primary pupils in Butere West.
- iii) Investigate the influence of truancy on pupil's academic achievement in lower primary school in Butere West.

#### **4.1 Demographic Characteristics of Parents who participated in the Study.**

Truancy among lower primary school pupils is significant. Children play truancy due to various parental factors which needed to be investigated to find out their influence on pupil's truancy. Parent's demographic characteristics collected consisted of gender, age, level of education and their profession. A total of 24 parents were interviewed. The table below presents demographic characteristics of parents who participated in the study.

**Table 4.1: distribution of parents by their characteristics**

N=24

<b>Description</b>	<b>Parent demographic</b>	<b>Frequency</b>
Gender	Male	5
	Female	19
Age bracket in years	Below 35	3
	36-44	7
	Above 45	14
Relationship with child	Father	5
	Mother	12
	Others	7
Occupation	House wife	1
	Farmer	9
	Business	12
	Teacher	1
	Nurse	1
Level of education	Primary	12
	Secondary	4
	College	4
	University	2
	None	2
Type of family	Polygamous	10
	Single parent	8
	Monogamous	6

Table 4.1, indicates that out of 24 parents that were interviewed, 5 were male and the remaining 19 were female. This shows that most of the parents who responded were female. On the relationship with the child, 5 of the respondents were their fathers, 12

were their mothers and remaining 7 were their guardians. This also indicates that mothers were the most interviewed with 12 followed by guardians, thus less fathers were present at home to be interviewed.

The data on parents' age indicates that the bulk of parents (14) were above 45 years of age, the least number was below 35 years and the remaining 7 were between 36-44 years.

The findings show that most truant pupils come from families whose parents are above 45 years of age; this partly explains that such parents do not value education as compared to young parents. Also, mother's presence in homes imply that they are the ones who take day to day care of children and fathers take care of their family needs away from home.

#### **4.3 School Related Factors Causing Truancy among Lower Primary School Pupils.**

School as a variable was seen to have various factors which led to pupils playing truancy. To address the first objective, teachers were first asked to indicate what they thought were school related factors causing truancy among lower primary pupils. Their responses are discussed below:-

##### **4.3.1 Teacher-Pupil Relationship**

The study sought to establish the teacher pupil relationship. This relationship between teachers and pupils was crucial because it made some pupils to like or hate schooling.

The results are as shown on the table below:-

**Table 4.2 teacher-pupil relationship based on head teachers' response**

Type of relationship between teachers and pupils	Strongly agree	Agree	Disagree	Strongly disagree
Very good	1	3	3	2
Good	3	8	0	1
Fair	0	6	0	3
Poor	0	4	1	3

Of the 12 head teachers who participated in the study, only one (8.33%) head teacher agreed that teachers and pupils had a good relationship. Another three (25%) of the head teachers agreed that there was a good teacher-pupil relationship. Three (25%) and eight (66.67%) of the head teachers strongly agreed and agreed respectively with the statement that teachers and pupils had a good relationship. Half of the head teachers agreed that teachers and pupils had a fair relationship. 33.33% of the head teachers agreed that teachers and pupils had a poor relationship. The findings of the study therefore imply that some teacher's attitude towards pupils made them to play truancy.

Still on the head teachers responses on school related factors causing truancy among lower primary pupil, 6 (50%) of those who participated in the study thought that teacher absenteeism influenced truancy among lower primary pupils. Results further indicate that there were 83.33% incidents of indiscipline among pupils in the school. Table 4.3 below provides a summary of these findings.

**Table 4.3 teacher-pupil relationship based in head teachers responses**

School Factors	Yes(f)	Percent	No(f)	Percent (%)	Total (%)
Teacher-pupil harassment	9	75.00	3	25.00	100.00
Teacher absenteeism	6	50.00	6	50.00	100.00
Indiscipline cases	10	83.33	2	16.67	100.00
Parents consulting school authorities	9	75.00	3	25.00	100.00

The result reveals that teacher pupil relationship highly attributes to pupils truancy, 75% of the head teachers thought that teacher-pupil harassment contributed to pupil truant behaviour. From the analysis 50% of the head teachers mentioned teacher absenteeism as also a cause of pupil truancy, while 9 (75%) of the head teachers reported that parents consulted school authorities on issues related to their children's life in school. The findings therefore showed that there was a poor relationship among teachers and pupils which made them to play truancy.

The study findings are similar to those of Woolfork (1995), who identified curriculum as some of the main causes of truancy. He further noted that teachers attitude towards pupils will either encourage or discourage a pupil from attending school. Negative teachers' attitude towards the pupils, for example arbitrary punishment, scolding or even labelling may lead to negative attitude towards school (Tadaro, 1994). The study is also similar to

that done by Elicker and Fortner-Wood (2005) which noted that pupils who have unsecure relationship with their teachers demonstrate higher level challenging behaviours in school; this is because most pupils played truancy due to poor teacher-pupil relationship meaning they were not secure with their teachers.

In addition to these findings, at school teachers are role models in a child's learning process. If teachers have the habit of absenting themselves from school as noted in the study, then pupils will also absent themselves from school. The global monitoring report in Daily Nation (2015) and Uwezo (2012) report. Linking to the studies cited above, this study affirms poor teacher-pupil relationship as one of the causes of truancy among lower primary school pupils.

#### 4.3.2 Bullying

This refers to the relationship between the pupils in class and at school in general. It is an important variable which is valuably affected by any child in school. The teachers were asked to list any cases of bullying noted in school. The following table 4.3 summarises the results:-

**Table 4.4: Bullying as school factor causing truancy.**

Cases of bullying	Yes(f)	Percent %	No (f)	Percent (F)	Total
Fighting	10	83.33	2	16.67	100.00
Poor relationship between pupils	12	100.00	0	0.00	100.00
Pupils use abusive language	2	16.67	10	83.33	100.00
theft	9	75	3	25.00	100.00

Out of 12 teachers who completed the questionnaire, 4 indicated that there were cases of indiscipline among children in the school they taught. The rest of the teachers indicated that there were no incidents of indiscipline among the pupils they taught.

From the results presented above it is evident that teachers thought that fighting was the primary cause of truancy among pupils in class three at 83.33%. All the teachers thought that pupils in their classrooms had a poor relationship. The findings also suggest that most teachers did not hear their pupils use abusive language in the school/class. Three quarters (n=9, 75%) of the teachers who participated in the study reported that pupils in their schools engaged in thieving incidents.

These findings revealed that bullying in school is a reality that cannot be ignored. Closely related to this study is that of Colorado which showed that over 17,000 pupils in the pikes peak region developed anxieties and fear of harm which made them play truancy. Cheserek and Mugalavai (2012) also stated that pupils needed a good learning environment otherwise they develop fear anxiety about bullies leading them to avoid school.

The majority 10(83.33%) of teachers agreed that fighting was high in the schools they taught and this might have lead to pupils truant behaviour. Also most of the parents interviewed for this study conquered that fighting was the most prevalent at 87.5%. It is the position of this report that perceived bullying to scare children to normally attend school, hence resort to truancy.

### 4.3.3 Nature of Curriculum

This refers to the number and type of subjects taught in school. This is important because it arouses pupils' interest to learn. The table below shows activity areas taught in school:-

**Table 4.5 school related factors causing truancy based on nature of curriculum as per teacher's response.**

Subjects taught	yes(F)	Percent%	No(F)	Percent%	Total
Examinable subjects					
Mathematics	12	100	0	00	100
English	12	100	0	00	100
Kiswahili	12	100	0	00	100
Science	12	100	0	00	100
Social studies	12	100	0	00	100
C.R.E	12	100	0	00	100
Non-examinable subjects					
P.E	3	25	9	75	100
Creative arts	2	16.66	10	83.66	100
Life skills	3	25	9	75	100
HIV	1	8.33	11	91.66	100
Teaching methods					
Teacher centred	0	00	00	00	00
Child centred	7	58	5	42	100
Both	5	42	7	58	100

All teachers (100%) taught examinable subjects, only 3 teachers taught physical education, 2 teachers taught creative arts, 3 teachers taught life skills and one teacher taught HIV/AIDS.

From the table above, 12(100%) of the teachers that participated in this study noted that they taught examinable subjects in their school, these are mathematics, English, Kiswahili, Science, Social studies and C.R.E. only 7.22 teachers agreed that they taught non examinable subjects like physical education, Creative arts and life skills in their schools. From the study findings, it implies that most teachers put more emphasis on examinable subjects than non-examinable subjects. In other words they are exam oriented than practical skills. On the method of teaching used majority of the teachers n=7 (58%) used child cantered method, 42% both child and teacher cantered, none of the teachers used teacher cantered. This implies that pupils were involved in the learning activities during the lesson.

From the findings of the study it is clear that all teachers concentrate on pupils passing exams and not acquisition of life skills that are essential in day to day life. The findings of this study are similar to those of Reid (2005) which noted that most children worked as casual labourers in agricultural farms after school because they got very little economic benefit from schooling. He also added that the curriculum content with poor teaching methods may not help the child acquire the necessary skills and knowledge for self-reliance and be effective in life. Based on the research findings, the results showed that teachers concentrate on pupils passing exam, rigid curriculum that does not meet the needs of various children thus making pupils to play truancy.

#### 4.3.4 Availability of Physical Facilities and Teaching/Learning materials

The study aimed at establishing the availability of physical facilities in school. This information is useful in understanding the environment of the school in terms of the facilities that enhances learning. The results were as presented on table 4.6

**Table 4.6 availability of physical facilities and T/L materials as per teacher's responses**

Availability of physical facilities and T/L materials	Yes(f)	Percent%	No(F)	Percent%	Total
Furniture	5	42	7	58	100
Toilet	6	50	6	50	100
Classroom	9	75	3	25	100
Playground	9	75	3	25	100
T/L materials					
Text book	7	58	5	42	100
Exercise book	10	83	2	17	100
Charts	4	33	8	67	100

Tables 4.6 indicates that 42% of the teachers who participated noted enough furniture, 50% enough toilets, 75% enough classrooms, equally 75% noted enough play ground. On T/L materials 58% had enough textbooks, 83% had enough exercise books and 33% had

charts. The results also indicate that few schools had enough furniture and, on the other hand there were also very few charts available for teachers in schools.

Results revealed that none of the schools completely lacked necessary physical facilities or T/L materials. All the schools had at least enough facilities and materials. A study by Elinor, Synl-An, Edward, Christine and Shao (2010) on school building condition survey of Upstate New York Schools had found that there was a relationship between student absenteeism and unfavourable school building conditions.

However the result did not agree with the study by Reid (1999) which established that enough school buildings, clean and well maintained environment attract learners to the school. This suggests that whether pupils had enough facilities and materials they still engaged in truant behaviour. Orodho (2002) in his study on access and participation in secondary education in Kenya found out that physical facilities and instructional material are quite crucial to students learning. F. P.E has stretched facilities to the limit affecting quality of learning and at the same time discouraging learning (Mbillinyi and Omar, 1998). However, results don't agree with other studies thus in-depth research on physical facilities and T/L materials as factors causing truancy among class 3 pupils in Butere west zone needs to be carried out.

Truancy among lower primary pupils is most significant. Children play truancy due to various factors deriving from school and home, having looked at some of the school factors contributing to pupils truancy, the researcher found it necessary to check at home factors that make pupils play truancy.

#### 4.4 Home Related Factors Causing Truancy among Lower Primary Pupils

To answer this second research objective, the researcher asked the parents to give their opinion on what they thought were causes of truancy among the pupils in lower primary schools. The home factors presumed to cause truancy among class three pupils included social economic status of parents, type of family and parents level of education. An investigation of the relationship between each of these factors and the prevalence on truancy yielded results as presented in the following sub-section;

##### 4.4.1 Prevalence of truancy in relation to parent's socio-economic status

Economic power of parents enable them to provide necessary school materials which enhances smooth learning by pupils, in other words, if parents lack money, the required materials may not be provided thus hindering good learning environment for their pupils which necessitates truancy. The researcher sought to establish whether parents level of income influence school truancy. Results are presented as follows on table 4.7

**Table 4.7 Parent socio economic activity**

Parent's occupation	Frequency(F)	Percent(%)
Small scale farming	9	37.50
Business	8	33.33
House-wife	2	8.33
Salons/hair dressing	1	4.17
Carpenter	1	4.17
Nurse	1	4.17
Teacher	1	4,17
Tailor	1	4.17
Total	24	100.00

Majority (n=9, 37.5%) of the parents engaged in small-scale farming as an economic activity to help provide for their families. Another 33.33 % ( n=8) involved in different businesses. Two (8.33%) of the parents who participated in the study were house-wives, the remaining five parent participants were; salons (1), carpenter (1), nurse (1), teacher (1) and tailor (1).

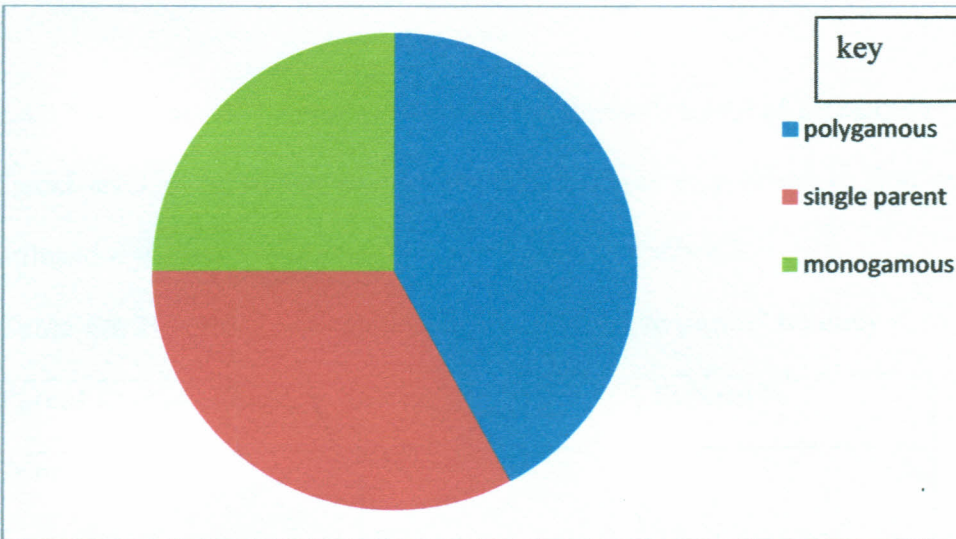
In addition to the parent's socio-economic activities, parent participants were asked to provide their views on whether they experienced difficulties in supporting their children educational needs. 15 parents an equivalent of 62.5% of participating parents admitted that they had difficulties providing educational support to children .It also looked like some parents in Butere-sub County have unstable income. Parents seem to be buying basic necessities like food if confronted with financial crisis. Pupils seem to be lacking basic school materials. This likely led to truancy.

The results agreed with the study done by Hadley which found out that parents source of income is linked directly to the affordability of education and has an impact on children school attendance. Kinyanjui, (1974) Showed that parental socio-economic background influenced the children's participation in education. This is especially so for the developing countries where children of the poor families are not provided with adequate educational materials and opt not to enrol in school. In line with the cited literature the study found out that majority of parents have very little income which might have affected their provision of essential needs even at home that may lead to their children to play truant, this is because all the needs of children are not well met at home nor at

school so children try to meet their unmet needs elsewhere leading to truancy (Maslow 1943).

#### 4.4.2 Prevalence of truancy in relation to the family they come from

The research sought to establish whether the type of family children came from affected their school attendance. Results are presented as follows in figure 4.1



**Figure 4.1: prevalence of truancy in relation to the family they come from**

Result indicates that 10(42%) of parents who participated in the study had polygamous family, 8(33%) single parent and 6 (25%) were monogamous. This shows that most truant children came from polygamous and single parent families respectively. On the size of family when the parents were asked, majority of them 62% (n=15) had children above 4 and the remaining 38% (n=9) had children below 3. This indicates that pupils who play truancy came from large families of more than 4 children in their household.

The findings of the study concurs with those of Reid (2005) which found that large numbers of children in a family of limited income result in overcrowding in the home and

this may in turn have a deleterious effect upon behaviour. West further adds that parents in poor homes cannot protect or supervise their young children as they might wish. According to Reid (2005) large family size limits parental participation in the academic welfare of each child. These studies are in line with this study's in that it revealed type of family as a key factor making pupils to play truancy because parents are not keen on their children's educational needs due to their large families.

#### 4.4.3 Prevalence of Truancy in Relation to Parent's Level of Education

Parent level of education among truant pupils was established to find out whether it influenced truancy and the results are presented in Table 4.8

**Table 4.8: Parent's level of education in relation to pupils' truancy.**

Parent level of education	Frequency(F)	Percent%
Primary	14	58.34
Secondary	6	25
College	4	16.66
	24	100

The results indicate that 14(58.34%) of those who participated in the study had primary education only, 6(25%) had secondary education and 4(16.66%) college level. The findings therefore imply that most truants come from parents who had primary education only.

The findings of this study concurs with those that were carried out by Juneja (2001), Kinyanjui (1974) which pointed out that parents who are not well educated do not

appreciate the benefit of schooling. Parents with little education in most cases tend not to encourage their children to learn. Children who have parents or siblings who dropped out of school ultimately engaging in other factors such as work, are at a high risk of not attending school regularly (Republic of Kenya, 2010). In addition according to Pat, Glenson and Wardhaugh (1999), better educated parents appreciate the value of education more than illiterate or semi-illiterate ones. In this case, educated parents are able to assist their children progress both materially and morally. Clyne (1996) revealed that truancy was more pronounced among pupils whose parents had primary level of education and below. Similar to this study is that which was done in seven local education authorities in Scotland by Heather, Valerie, Julia and Susan (2013) which found out that a magnitude of sampled parents did not value or understand the importance of pupil school attendance.

This is also true in the current study which reveals that parent level of education influences truancy among pupils as most truant's parents had primary level of education. Several researches have shown that parent's level of education directly or indirectly affected pupil's school attendance. For instance UNESCO (2000) observes that parents with limited education tend to have lower aspiration for their children thus repetition and truancy cases reported. However results don't agree 100% with other studies since 16.66% of parents who participated had attained higher education but still their children played truancy, thus an in-depth research on parent's level of education needs to be carried out.

Having discussed school and home factors influencing truancy among lower primary school pupils, the researcher found it necessary to investigate the effect of truancy on the pupil's academic achievement. This was to ascertain clearly that truancy affected pupils educational entitlement that later affects their future life.

#### **4.5 Findings on the Influence of Truancy on Pupils' Academic Achievement in Lower Primary School**

To establish whether truancy affected pupil's academic achievement, it was necessary to answer the third objective which was to investigate the influence of truancy on pupils' academic achievement in lower primary school in Butere west.

Data in relation to pupils' academic performance was analyzed and their frequencies presented. The researcher wanted to establish whether truant pupils were above average, average or below average performance in class. Table 4.9 presents the findings results.

**Table 4.9: Influence of truancy on pupils' academic achievement.**

<b>Academic achievement of truant pupils</b>	<b>frequency</b>	<b>Percent%</b>
Above average	0	00.0
Average	3	25.0
Below average	9	75.0
Total	12	100.00

Out of the 12 class teachers who participated in this study, 9(75%) revealed that most truant pupils in their schools had below average academic achievement. Only 3(25%) class teachers reported that truant pupils in their classrooms attained average academic performance. It would seem, therefore, that truant pupils perform dismay in academics. Majority 18 (75%) of parents also showed that truant children achieved below average in academics. In general, however, it is evident that truant children perform poorly in academics compared to regular school going children.

In line with these findings is that of Dumila (1984) which states that most truants are below average in intelligence and therefore it is to be expected that their work is below the normal level for their age. With a close observation to the findings, it is clear that truancy has affected pupil's academic achievement dearly that no student has attained above average mark. Clyne (1996) further says that absence from school can lead to the loss of such educational benefits as the pupil's intelligence might have entitled him/her.

According to the highlighted literature, truancy affects children intellectual ability and more so if started in early years of lower primary school education. Thus this study has confirmed clearly that truancy is practiced in public lower primary schools and has profound effects on the pupil's academic achievement. This finding is significant because it is a warning to all educational stakeholders that though truancy has been overlooked, truancy is costly, it costs pupils' on their education resulting in reduced earning capacity.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter summary of the data findings are represented together with conclusions made based on study objectives and recommendations of the study. The chapter also has suggestions for further studies.

#### **5.1 Summary of findings**

The summary in this study are based on the findings presented in chapter four. These are based on the objectives of the study. The sections are under the sub-titles which are School-related causes of truancy in lower primary schools, Home related causes of truancy in lower primary schools and Influence of truancy on pupils' academic achievement.

##### **5.1.1 School Related Causes of Truancy in Lower Primary Schools**

From the study, it was noted by head teachers and parents that teacher-pupil relationship was not good. Majority of parents reported harassment of their children by teachers; they also noted that some teachers name called their children which dramatized them making them to hate school thus playing truancy. This was confirmed true by head teachers who agreed that most parents consulted school on children welfare and discipline matters in school. The study also revealed that bullying of children by others was prevalent, the major indicator of bullying were fighting cases which was very high, it was followed by theft cases and lastly use of abusive language by pupils in school.

The study further established that the curriculum used in most schools was geared to exam passing and not acquisition of life skills that are essential in life. Most teachers concentrated on teaching of examinable subjects and not other subjects like physical education or creative arts. This has made pupils not to enjoy school hence truancy.

Physical facilities in most schools were enough apart from a few schools that lacked other materials like charts which made learning teacher oriented rather than child oriented. Otherwise the findings show that almost all schools in the zone have enough physical and other materials.

### **5.1.2 Home related causes of truancy among lower primary pupils**

The findings of the study revealed socio economic status of the parents as the major factor making pupils to play truancy. Most parents do not have stable income thus are employed as casual labourers. Also majority of them reported that they had difficulties in providing for education needs of their children.

With regard to parents' level of education most of the pupils who play truant came from families whose parents had primary level of education only. This means that parents with low educational qualification have more truant pupils and those of high education level had less children who play truancy. Majority of truant children also come from large families and single parent families. Most parents had more than 4 children with little income which made it hard to supervise their children's education. In this case the parents had no time for their children and school matters had not their major concern.

The study showed that monogamous families and small sized families had very little cases of children playing truancy.

### **5.1.3 Influence of truancy on pupils' academic achievement**

The study revealed that majority of the pupils who played truancy were below average performance in their academics. Only 3 teachers out of 12 reported that truant pupils in their class were average. The study findings therefore confirmed that truancy affected the academic achievement of pupils; this is because truant pupils were always rated among the poor performers in their classes.

## **5.2 Conclusions**

Based on the findings of the study it is clear that lower primary pupils in public schools played truancy due to school and home related factors. The school factors that made pupils to play truant were; poor teacher-pupil relationship, this is where it was reported that most teachers harassed pupils by name calling them, corporal punishment and other punishments like sending them out of class. Another school factor was bullying where cases of fighting were highly reported, nature of curriculum that was exam oriented with a lot of work and physical facilities/other materials.

Home factors which caused truancy included; socio-economic status of parents where most parents commented that they had problems meeting their children's school needs , parents level of education and the type of family that made it hard for parents to supervise their children in school work. Truancy was found to affect pupil's academic

achievement where all the pupils that played truancy were below average in academic performance.

### **5.3 Recommendations**

From the study, school-home related factors emerged as strong factors that made pupils to play truancy. This later impacted negatively on their academic achievement. The study therefore made several recommendations to various educational stakeholders as listed below.

#### **5.3.1 Teachers**

- i. Teachers should create an interesting environment which is stimulating enough to retain pupils in schools.
- ii. Teachers should be encouraged to attend school regularly as they are the role models to pupils in school.

#### **5.3.2 School board of management**

- i. School management should provide conducive school environment: Unconducive school environment contributes to pupils' truancy. This is due to lack of adequate T/L materials and poor classrooms.
- ii. School management to ensure good relationship between teachers and pupils. Poor relationship with teachers or peers was contributing to pupils' truancy.

### **5.3.3 Parents**

- i. Parents should ensure that their children attend school every day. The findings revealed that pupils were not attending school and their parents were not concerned.
- ii. Parents should provide their children with basic needs. Lack of basic needs such as food, clothing and learning resources made pupils to play truancy.
- iii. Parents should ensure that there are no domestic problems that make children run away from home in case of fighting; this leads to separation of parents, drug abuse and single parenthood which makes it hard to supervise the children's education.

### **5.4.4 Policy makers/government**

- i. Supervision of primary education should be invigorated in order to ensure that the MOE (2013b) policies are adhered to by the school administration. Such supervision would ensure that the school administration did not use corporal punishment or other forms of punishment to pupils which make them hate school thus play truancy. Also on supervision, it will ensure that the curriculum is well covered and teachers are not exam oriented but whole child oriented.
- ii. The study also realized that poverty appeared high in Butere west zone given the fairly low income of most of the households and the large sizes of their family. The government should reinforce its efforts on poverty reduction in order to reduce its effects on education.

- iii. Primary education is fundamental hence there is need to sensitize all the stakeholders on the need to ensure that all pupils who enrol primary school attend school regularly and complete the cycle with requisite skills that is needed for life. It is observed that truant pupils do not perform well in their academics and also get involved in out of school activities that make them not to fit well into the community/society.

#### **5.4 Recommendations for Further Research**

A study needs to be done to find out the relationship between truancy and introduction of free primary education. This is because truancy has increased in this era of FPE than before. There is need to conduct a study on the intervention measures to be put In place so as to control truancy among lower primary school pupils. The current study was just limited to a small sample; further research needs to be done to include large populations so as to validate the conclusions from the study. Studies should be done at regional and county levels for better understanding of the different dimensions of this problem. This will help to know the prevalence of truancy and identify other factors that cause truancy.

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## APPENDICES

### APPENDIX I: Questionnaire for Head Teachers

#### INTRODUCTION

Answer the following questions to the best of your knowledge. Your answers will be very useful for the improvement of education in the country. Only the researcher will know the answers you provide and your name or that of the school is not required in this sheet. Supply explanations, tick as required.

#### PART ONE: BACKGROUND INFORMATION

Please, explain or tick the column that suits your views in the following statements

1. What is the number of the pupils enrolled in lower primary classes?  
 STD ONE.....[B].....[G].....TOTAL.....[ ]  
 STD TWO.....[B].....[G].....TOTAL.....[ ]  
 STD THREE.....[B].....[G].....TOTAL.....[ ]
2. How many teachers do you have in lower primary? .....

#### PART TWO: SCHOOL RELATED CAUSES OF TRUANCY

Please, explain or tick the column that suits your views in the following statement

##### Section A: Teacher- pupil relationship

1. Do you have any pupil indiscipline cases in lower classes? Yes ( ) No ( )
2. What is the relationship between teachers and lower primary school pupils?

Responses	Strongly agree	Agree	Disagree	Strongly disagree
Very good				
Good				
Fair				
Poor				

3. Do you have cases of lower primary teacher absenteeism?  
 Yes  No
4. Do most parents consult school authorities on matters related to their children's school life?  
 Yes ( ) No ( )
5. Have you received cases of teacher pupil harassment from parents?  
 Yes ( ) No ( )

**Section B: Bullying**

- 1. Do you have cases of fighting among pupils in school? Yes ( ) No ( )
- 2. What is the relationship of pupils in school? Good ( ) Bad ( )

**Section C: Nature of curriculum**

- 1. What are the subjects offered in lower primary?.....
  - a).....
  - b).....
  - c).....
  - d).....
  - e).....
  - f).....
  - g).....
- 2. Which method do teachers use in lower classes for teaching?  
Teacher centred ( )  
Child centred ( )  
Both ( )
- 3. Do you engage pupils in co-curriculum activities in school?  
Yes ( ) No ( )
- 4. If no, give reason .....  
.....  
.....
- 5. Do you have enough T/L materials in lower primary school?
  - a. Text book Yes ( ) No ( )
  - b. Exercise books Yes ( ) No ( )
  - c. Charts Yes ( ) No ( )

**Section D: Physical facilities**

- 1. Do you have enough physical facilities in your school?
  - a. Furniture Yes ( ) No ( )
  - b. Toilet Yes ( ) No ( )
  - c. Classroom Yes ( ) No ( )

d. Playground Yes ( ) No ( )  
Others  
(specify).....

**PART FOUR: INFLUENCE OF TRUANCY ON PUPIL'S ACADEMIC ACHIEVEMENT**

5. What is the general performance of truant pupils in your school?

- a. Below average ( )
- b. Average ( )
- c. Above average ( )

6. How do you handle poor performance in your school?

- a. Promote Yes ( ) No ( )
- b. Force to repeat Yes ( ) No ( )
- c. Sent them away Yes ( ) No ( )

## APPENDIX II: Questionnaire for the Class Three Teachers (CTQ)

### INTRODUCTION

Answer the following questions to the best of your knowledge. Your answers will be very useful for the improvement of education in the country. Only the researcher will know the answers you provide and your name or that of the school is not required in this sheet. Supply explanations, tick as required.

### PART ONE: BACKGROUND INFORMATION

Please, explain or tick the column that suits your views in the following statements

3. What is the number of the pupils enrolled in your class?    B (    )    G (    )
4. How many absent from school?
- |         |          |          |
|---------|----------|----------|
| Daily   | B (    ) | G (    ) |
| Weekly  | B (    ) | G (    ) |
| Monthly | B (    ) | G (    ) |

### PART TWO: SCHOOL RELATED CAUSES OF TRUANCY

Please, explain or tick the column that suits your views in the following statements

#### Section A: Teacher- pupil relationship

2. Do you have any indiscipline cases in your class?    Yes (    )    No (    )
3. Averagely how many pupils attend school regularly?    B (    )    G (    )
4. Do pupils ask questions in class?    Yes (    )    No (    )
5. If yes, how do you respond to their questions?    Promptly (    )    Ignore (    )

#### Section B: Bullying

3. Do you have cases of fighting in class?    Yes (    )    No (    )
4. What is the relationship of pupils in class?    Good (    )    Bad (    )
5. Do pupils use abusive language in class?    Yes (    )    No (    )
6. Do you have cases of theft in your class?    Yes (    )    No (    )

**Section C: Nature of curriculum**

6. What are the subjects offered in lower primary?

- a).....
- b).....
- c).....
- d).....
- e).....
- f).....
- g).....

7. Which method do you use in your class for teaching?

- Teacher centred ( )
- Child centred ( )
- Both ( )

8. Do you engage pupils in co-curriculum/physical activities?

Yes ( ) No ( )

9. If no, give reasons

.....

.....

.....

10. Do you have enough T/L materials?

- a. Text book Yes ( ) No ( )
- b. Exercise books Yes ( ) No ( )
- c. Charts Yes ( ) No ( )

**Section D: Physical facilities**

1. Do you have enough physical facilities in your school?

- a. Furniture Yes ( ) No ( )
- b. Toilet Yes ( ) No ( )
- c. Classroom Yes ( ) No ( )
- d. Playground Yes ( ) No ( )

other causes of truancy (specify)

.....

.....

**PART FOUR: INFLUENCE OF TRUANCY ON PUPIL'S ACADEMIC ACHIEVEMENT**

1. How many pupils are of average performance in class?  
Boys ( )                      Girls ( )
2. How many truant pupils are of average performance?  
Boys ( )                      Girls ( )
3. How many pupils are below average performance?  
Boys ( )                      Girls ( )
4. How many pupils above average performance play truancy?  
Boys ( )                      Girls ( )
  
5. What is the general performance of truant pupils in your class?
  - a. Below average                      ( )
  - b. Average                              ( )
  - c. Above average                      ( )
  
6. How do you handle poor performance in your class?
  - a) Promote                              Yes ( )                      No ( )
  - b) Force to repeat                      Yes ( )                      No ( )
  - c) Sent them away                      Yes ( )                      No ( )

**APPENDIX III: Interview Schedule for Parents of Truant Pupils**

**INTRODUCTION**

Answer each question to the best of your understanding. The answers you provide will be very useful on the improvement of primary education in Butere Sub-County and in Kenya. Your answers will be treated with confidentiality and will be used only for the purpose of this research.

**PART ONE: BACKGROUND INFORMATION**

Please, explain or tick the column that suits your views in the following statements

1. Relationship with child

- a. Father ( )
- b. Mother ( )
- c. Others (specify)

.....

2. How old are you?

..... years old.

**PART TWO: SCHOOL RELATED CAUSES OF TRUANCY**

Please, explain or tick the column that suits your views in the following statements

**Section A: Teacher- pupil relationship**

1. Has your child complained of being harassed by teachers? Yes ( ) No ( )

If yes, how

.....  
.....  
.....

**Section B: Bullying**

1. Has your child ever reported the following case from school?

- a. Fighting Yes ( ) No ( )
- b. Name calling Yes ( ) No ( )
- c. Isolation Yes ( ) No ( )

**Section C: Nature of curriculum**

1. Does your child engage in co-curriculum activities in school?

Yes ( ) No ( )

If no, give reasons

.....  
.....  
.....

2. Do you provide learning materials needed for your child?

Yes ( ) No ( )

**Section D: Physical facilities**

1. Does the school have enough physical facilities?

- a. Desks                      Yes ( )              No ( )
- b. Toilet                      Yes ( )              No ( )
- c. Classroom                Yes ( )              No ( )
- d. Playground               Yes ( )              No ( )

**PART THREE: HOME RELATED CAUSES OF TRUANCY**

**Section A: Socio economic status of parents**

1. What is your occupation?

.....  
.....

2. Do you have difficulty in supporting your child's education?

Yes ( )              No ( )

If yes, how

.....  
.....  
.....

**Section B: Type of family**

1. What type of family do you have?

- a. Polygamous                Yes ( )              No ( )
- b. Single parent              Yes ( )              No ( )
- c. Monogamous               Yes ( )              No ( )

2. How many children do you have?

.....

3. Do you have difficulty in providing for the children's basic needs (food, clothes ,shelter)?

Yes ( ) No ( )

**Section C: Parents level of education**

1. What is your level of education?

- a. Primary ( )
- b. Secondary ( )
- c. College ( )
- d. University ( )

2. What aspirations do you have for your truant child?

- a. Primary ( )
- b. Secondary ( )
- c. College ( )
- d. University ( )

others, ( specify)

.....

.....

.....

**PART FOUR: INFLUENCE OF TRUANCY ON PUPIL'S ACADEMIC ACHIEVEMENT**

1. What is the general performance of your child in school?

- a. Below average ( )
- b. Average ( )
- c. Above average ( )

2. Has your child been forced to repeat any class?

Yes ( ) No ( )

Which other reasons do you think makes your child to play truancy?.....

.....

.....

## APPENDIX IV: Research Permit



### KENYATTA UNIVERSITY GRADUATE SCHOOL

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Our Ref: E55/CE/24393/2012

DATE: 4<sup>th</sup> February, 2016

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

Dear Sir/Madam,

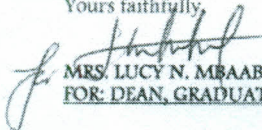
**RE: RESEARCH AUTHORIZATION FOR GRACE Omutinyu- REG. NO. E55/CE/24393/2012**

I write to introduce Ms. Grace Omutinyu who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Mr. Omutinyu intends to conduct research for a M.Ed thesis Project Proposal entitled, "School-Home Related Causes of Truancy and Influence on Pupils' Academic Achievement in Lower Primary Schools, Kakamega County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

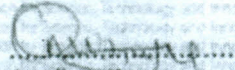
  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

10/2/2016

**THIS IS TO CERTIFY THAT:**  
**MS. GRACE OMUTINYU**  
**of KENYATTA UNIVERSITY, 0-50200**  
**bungoma, has been permitted to**  
**conduct research in kakamega County**

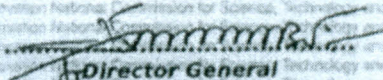
**on the topic: SCHOOL-HOME RELATED**  
**FACTORS CAUSING TRUANCY AMONG**  
**LOWER PRIMARY PUPILS IN PUBLIC**  
**SCHOOL AND INFLUENCE ON ACADEMIC**  
**ACHIEVEMENT IN BUTERE WEST ZONE**  
**KAKAMEGA COUNTY**

**for the period ending:**  
**2nd April, 2017**

  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/16/35972/9917**  
**Date Of Issue : 25th April, 2016**  
**Fee Received :Ksh 1000**



  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

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