

**TRUANCY EFFECT ON ACADEMIC PERFORMANCE AMONG PUBLIC
SECONDARY SCHOOL STUDENTS IN WEST-POKOT COUNTY, KENYA**

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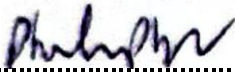
**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE
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DECLARATION

Student Declaration

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

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DEDICATION

I dedicate this research project to my family for their deep love and faith in me.

ACKNOWLEDGEMENTS

I give all the glory to the Almighty God for giving me strength, knowledge, favour, ability and sufficient grace to undertake this research study and satisfactorily complete it. I express my heartfelt gratitude to my supervisor for her invaluable assistance in completing this research project. Once again, I am indebted to you for your patience in getting me this far. I also want to take this chance to convey my gratitude to my other lecturers who helped me during my studies. They have provided me with a sense of empowerment and immense knowledge. I deeply thank my loving parents for their great support, continued prayers and interest in my study. The success of this work would not have been achieved without your relentless support and daily encouragement.

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ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MoE	Ministry of Education

ABSTRACT

Truancy is a concern in education. Teenage truancy puts their prospects of reaching their educational objectives in danger. This study looked into the effect of truancy on academic performance among secondary school students attending public schools in West-Pokot County, Kenya. The objectives of the study were to assess the effect of occasional truancy on academic performance among public secondary school students in West-Pokot county, Kenya, to assess the effect of habitual truancy on academic performance among public secondary school students in West-Pokot county, Kenya, to establish the effect of chronic truancy on academic performance among public secondary school students in West-Pokot county, Kenya and to find out the effect of casual truancy on academic performance among public secondary school students in West-Pokot county, Kenya. This study was guided by Urie Bronfenbrenner (1979) ecological theory. The study used descriptive research design. Thirty-Four secondary schools, 34 principals, and 619 teachers in West Pokot County were the subject of this study. In the study, the schools were chosen using a stratified sampling technique. Purposive selection was used to choose the head teachers for the chosen schools. To sample teachers, simple random sampling technique was utilized. There were 179 teachers in the sample which was obtained by the use of Yamane Formula. A questionnaire and an interview guide were used to gather the primary data. Expert judgments were used to determine the content's veracity. The reliability of this study was established using the tests-retest approach. Descriptive statistics such as frequencies, percentages, means, and standard deviation were used to analyze the quantitative data, which were then presented in tables and graphs. The inferential statistics employed in the study were correlational analysis. Thematic analysis was utilized to analyze the qualitative data, which was then narrated. According to the study, children who engage in truant behavior fall behind academically and eventually drop out of school. The study suggests that in order to eradicate all forms of absenteeism, the school administration should act immediately.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

This chapter discusses the background of the study the problem statement, the study's purpose, the objectives and research questions, the significance of the study, the limitations, delimitations, the conceptual and theoretical framework, and the operational definition of terms.

1.2 Background to the Study

According to Lannap (2017), truancy is defined as any deliberate, unauthorized, or unlawful absence from compulsory schooling. This negates the principle of regular attendance in classroom teaching and learning and has detrimental effects on the victim's educational development. Unusually, the phrase does not refer to legal "excused" absences, such as those caused by medical issues, but rather characterizes absences that students cause of their own free will. The precise definition of the phrase varies from school to school and is typically stated in the school's handbook of policies and procedures. Truancy refers to repeated or unapproved absences from school, frequently occurring without a parent's knowledge (Rivers, 2010). Additionally, students may skip class without permission from their instructors or administrators. It could develop into a habit, which usually leads to a persistent issue. The four forms of truancy that will be the subject of this study are habitual, chronic, occasional, and casual (Musa, 2014).

Occasional truancy is a type of truancy in which a pupil does not frequently and consistently miss school. Students' attendance is erratic or non-regular in this sort of truancy. Examples of occasional truancy is where a mother refuses to send her child

to school to be left home to look for other siblings or a case where a youngster fails to go to school due to family holiday. Habitual truancy happens when a pupil (truant) is frequently and consistently absent from school without his parents' or school administrators' knowledge or agreement. The majority of frequent truants are students who skip several full days of academic activities at school. Their regular absence has established a pattern or habit. It is vital to remember that students who are chronic truants are more likely to lag behind in their schoolwork, perform poorly academically, and possibly lose their attachment or positive attitude toward school (Richard, 2015).

Chronic truancy denotes a prolonged period of unexcused or excused absence from school. Persistent absence is defined by experts and an increasing number of states as missing 10% of the school year, or roughly 18 days. The repercussions of excessive absences are severe for parents as well as pupils. Parent-teacher conferences, warning letters, and other strategies are used by schools to address minor truancy. However, parents who allow their children to skip too much school may face fines in several areas. Casual truancy happens when a student's absence from school is unintentional. Truancy, or unexplained absence from school, does not happen on a regular and continuous basis, but rather happens by chance. For example, pupils who lingered near the school bell in order to attend classes that piqued their attention. A casual truant is a student who skips school and misses up to 10% of the total number of working days during an academic session. A casual truant is someone who skips school to avoid an unpleasant situation during the school day. He is receptive to suggestion and persuasion, making him the most

responsive. He is the marginal person who, if left alone, will slip into truancy but is receptive to correction if properly handled (Mwansa, 2021).

Due to the fact that high truancy rates can also be an early indicator of educational failure, they negatively affect all students by reducing the rate of instruction (Hoff, 2019). There is a correlation between student attendance and academic achievement, as evidenced by the fact that kids with greater truancy rates also have lower academic achievement and are more likely to drop out (Gottfried, 2019). In their research, Feniger et al. (2019) found that truants who miss school often repeat classes; even when they don't, they still feel worse about themselves since they think they aren't competent or qualified for the class. He says that because they are not interested in learning, their achievement is frequently low. While some students attend school in order to appease their parents and guardians, the bulk of truants view it as a form of punishment.

It is highly likely that absentee students won't be able to finish their coursework. Consequently, the performance and overall scores of these students are usually low. Ayinde and Olasehinde-Williams (2020) report that there is a positive correlation between truancy and academic performance among students in southern Nigeria. Robinson et al. (2018) claim that children's educational attainment suffers as a result of truancy. Similar to this, Vercellotti (2018) argues that since absentee children find it difficult to comprehend what is taught, the relationship between attendance and achievement can be understood by applying basic common sense. Per Nightingale et al. (2019), students who miss school run the chance of experiencing learning issues.

Globally, issues of truancy have been widely reported. The truancy issue has emerged as a widespread psychological and sociological one in the field of education. It has been linked to the teenage child's personality, home, school, society, and the government (Mays, 2022). Truant behavior is one of the top ten issues that American schools are dealing with, with daily absentee rates reaching 30% in some areas. According to a National Center for Justice research from 2003, there was a 58% increase in the rate of truancy between 1985 and 1998 (Gonzales et al, 2015). Heilbrunn (2017) reports that the office of juvenile justice and delinquency prevention deemed the truancy increase to be of utmost importance due to its quick rise. The US Department of Education was compelled by the alarming trend to create a guidebook that would provide schools with recommendations on how to lower it (US Department of Education, 2016). In 1995–1997, the Washington legislature allotted \$8.3 million for programs that assist at-risk kids and truants (Burley & Harding, 208). This was a legislative commitment to address the issue of truancy.

As per Rivers (2010), truancy is a societal issue that has been linked to school dropout, substance abuse, gang activity, and criminal activity. It impacts several urban schools. As children get older, the issue of truancy gets worse, according to Lehr et al. (2014). Additionally, some study suggests that the conduct may take place gradually before being recognized. According to these studies, there are a variety of reasons why students choose to skip class even when they are aware that doing so may have consequences. Academic issues like disagreements with teachers or test anxiety could be the cause. For whatever reason, a student's chances of missing that one crucial class that could significantly affect their marks are higher

when they miss a day of school. When a student starts to lag behind, it gets simpler for them to skip more classes, which creates a habit that is harmful to their performance.

Research indicates that truancy has always been a widespread occurrence in schools in Sub-Saharan Africa. One of the most common types of student misconduct in South African schools, according to a study aimed at gaining teacher insights into the most common forms of student indiscipline, is truancy. According to Mashiane's (2017) report, 475 out of 1194 students missed class. However, according to Monkie (2018), precise national statistics on absentee students in South Africa are unavailable. He concluded that being absent from school caused bad grades, criminal activity, and school dropout.

In Kenya, several studies on truancy were conducted. Kanga (2015) in his study states that truancy may be caused by family background, poverty among other factors. Truancy caused poor academic performance of truants, their peers and school as well as wastage of time and school resources. The study recommended regular sensitization between school administration and teachers to discuss ways of dealing with truancy. promote the idea that students often become influential and powerful in groups. Students want to be recognized by their friends, even students who are performing well might easily be duped by their friends and start skipping classes where they are performing better. At this stage, kids may skip school. Sometimes, parents and instructors may have differing views on how their child is acting (Nyaga, 2019).

The underlying elements should be carefully considered when designing and implementing interventions to minimize truancy (Randle-Filer, 2022). However,

several studies focus on truancy and ignore the connection between student truancy and academic performance. Parts of West Pokot County's schools are reporting startling absenteeism among students who have been linked to hunger. The issue is getting worse; hundreds of students are avoiding certain schools because their families are going without food, putting them at risk of closing. Given this context, the aim of this study will be to investigate the influence of truancy on academic performance of students in secondary schools in West Pokot County, Kenya.

1.3 Statement of the Problem

Regardless of gender, truancy behavior disorder is a global issue that has been ruining children's and youth's futures. However, this conduct consistently denies kids the chance to learn anything worthwhile, and it robs nations of a vital source of stability and economic prosperity. Kenyan students in most secondary schools who are absent from school spend their days wandering, selling goods, or committing small-time crimes. When it comes to truant students, schools still employ severe tactics including corporal punishment and expulsion. This puts the students' academic success at jeopardy. Furthermore, little is known about the connection between public secondary school students' truancy and academic achievement. It is to this end that the researcher intends to fill the gap by investigating the effect of truancy on academic performance among public secondary school students in West-Pokot county, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate the effect of truancy on academic performance among public secondary school students in West-Pokot county, Kenya.

If the study is completed, it may close a gap in the existing information and add new knowledge. In addition, the outcome of this study will inform policy and practice.

1.5 Objectives of the Study

The study was guided by the following research objectives:

- i To assess the effect of occasional truancy on academic performance among public secondary school students in West-Pokot county, Kenya.
- ii To assess the effect of habitual truancy on academic performance among public secondary school students in West-Pokot county, Kenya.
- iii To establish the effect of chronic truancy on academic performance among public secondary school students in West-Pokot county, Kenya.
- iv To find out the effect of casual truancy on academic performance among public secondary school students in West-Pokot county, Kenya

1.6 Research Questions

This study answered the following research questions:

- i What is the effect of occasional truancy on academic performance among public secondary school students in West-Pokot county, Kenya?
- ii What is the effect of habitual truancy on academic performance among public secondary school students in West-Pokot county, Kenya?
- iii What is the effect of chronic truancy on academic performance among public secondary school students in West-Pokot county, Kenya?
- iv What is the effect of casual truancy on academic performance among public secondary school students in West-Pokot county, Kenya?

1.7 Significance of the Study

In addition to shedding light on the predicament of truant students, this study may provide schools and other education stakeholders with valuable information. The results of this study could influence practice and policy in education. The study might potentially add to the body of knowledge about truancy that benefits society and families. The study may provide parents with relevant knowledge about the psychological and social causes of truancy and the effects on the academic performance of their children and wards through a workshop on truancy. Students may learn about this research through individual and group therapy from the guidance counsellor utilizing the eclectic counselling method, as well as through "talks" at assemblies and during co-curricular activity periods in which the impacts of truancy will be addressed. Additionally, it may help the kids identify with positive role models rather than those who will have a negative influence on them, encouraging them to follow their ambitions.

1.8 Limitation and Delimitations

1.8.1 Limitations of the Study

The current study faced several limitations: Failure of some respondents to provide the researcher with the necessary, complete information. To overcome this limitation, the researcher informed respondents that their identity will not be disclosed. In-depth data-gathering tools were also made available by the researcher so that respondents can provide all the required information for the study without being biased in their responses. The researcher was also careful when framing questions so that respondents won't be tempted to take sides in their responses. Unavailability of specific responses due to the busy schedules of individuals in

positions of control, the school administrators. Three weeks before the study's start, the researcher informed the sampled schools' administrations so that they could plan the study's activities properly.

1.8.2 Delimitations of the Study

The study focused on the effect of truancy on academic performance among public secondary school. This study focused on the secondary school students, teachers, and school principals of public secondary schools. The study was only conducted in one county; therefore, results should be cautiously extrapolated to other areas. This investigation only concentrated on truancy among secondary school students and how it influences academic performance.

1.9 Theoretical Framework

The study was guided by Differential Association Theory. The proponent of the theory is Edwin Sutherland in 1939. It is one of learning theories of deviance. According to the theory, social interactions can teach people both bad and good behavior. Most learning occurs in small groups of individuals. The learning of aberrant behavior includes the commission tactics. These tactics could be simple or intricate. Learning impacts motivations, urges, justifications, and attitudes. Definitions from legal codes, such as those found in school disciplinary regulations, instruct and enlighten about the paths that are best and worst for motivations and desires. Students may be more prone to skip class without cause if there are more definitions that support breaking the law than those that oppose it. Different relationships may vary in terms of frequency, duration, priority, and intensity.

Deviant people define themselves by what they have experienced in the past. Students can take the experiences they had as children in the past and extrapolate the meanings from those experiences to create a framework for decision-making in the future. The study found that because students spend most of their time in school, if they are mistreated by their parents or other close relatives in this case, their parents, guardians, or teachers they will have a very different outlook on life and, consequently, behave differently. If the person, his or her family, or their surroundings are supportive, the case may be different. Depending on how their prior experiences have shaped how they view the current situation, a person's response to the same circumstance may vary.

Family and financial issues have an impact on children and can result in deviance. When families fail to provide for their children's basic wants and desires, deviance may occur (Bosiakoh & Andoh, 2010). These kids engage in a range of aberrant behaviors that eventually lead to delinquency in order to satisfy their needs and desires. According to the study, people are predisposed to acting in deviant ways if they are exposed to delinquent youngsters at a young age. Individuals who are found to be delinquent were exposed to delinquent peers as children, and as a result, they formed the mental habits that contributed to their delinquency and finally turned into delinquent individuals. This theory was crucial to the study because it addresses how peer pressure at school and social networks shape students' behavior, both positively and negatively, and how that behavior impacts their overall academic achievement.

1.10 Conceptual Framework

The conceptual framework depicts the link between variables. A change in the independent variables had a direct change in the dependent variable. The relationship is shown in the figure below:

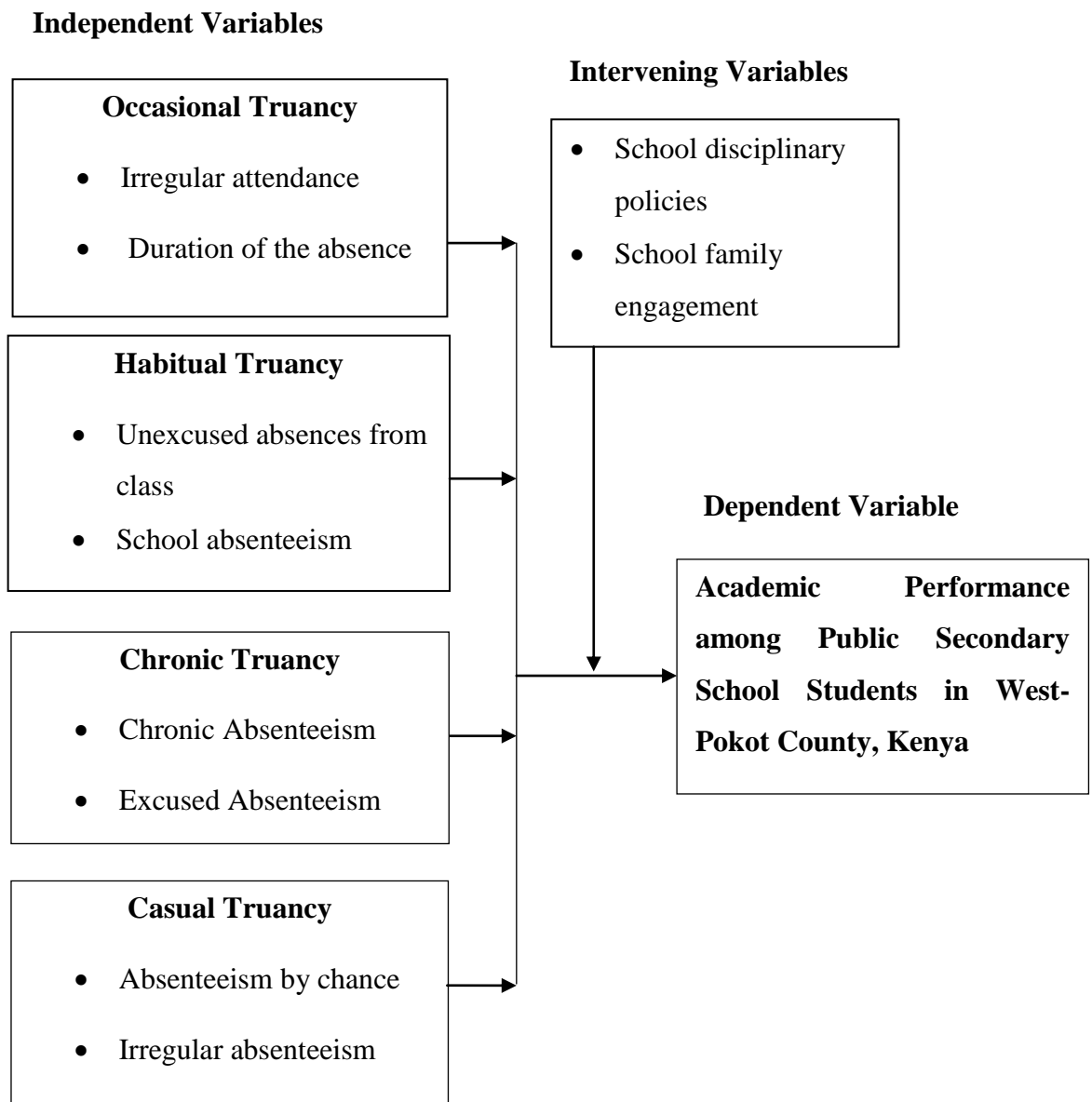


Figure 1.1: Conceptual Framework

Source: Author, (2023)

From the diagram above the independent variables are the various types of truancy which include Occasional Truancy, Habitual Truancy, Chronic Truancy and Casual Truancy. The dependent variable is Academic Performance among Public Secondary School Students in West-Pokot County, Kenya. The relationship between the independent and dependent variables is a direct one where a change in the independent variable will have an equal change in the dependent variable. This relationship is affected by the intervening variable which are school disciplinary policies and school family engagement

1.11 Definition of Significant Terms

Absenteeism: in relation to this study it refers to staying away from school without good reason

Academic Performance: according to the study it is the measure to which a student, instructor, or institution has met their immediate or long-term learning objectives.

Adolescents: according to the study it is teenage age of most students between age 13 to 19 years

Determinants of truancy: according to the study it is factors that contribute to student's truancy

Dropout: according to the study it is a student who abandoned school before graduating

Learner: according to the study it is a person who is learning a subject or skill.

Truancy: according to the study it is any deliberate, unjustifiable, unapproved, or illegal absence from school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature reviewed in this chapter comes from academic publications, research papers, books, and websites. This will be done in the subsection which include; academic performance in secondary schools, occasional truancy, habitual truancy, chronic truancy and casual truancy and how they influence academic performance among public secondary school students, and summary of literature review.

2.2 Academic Performance

Academic performance is undeniably a study priority for various education stakeholders. They have more questions than answers as they try to figure out what factors influence students' academic results (Aremu and Joka 2013). The goal of national governments' efforts to expand educational access and quality in both secondary and primary schools is to invest heavily in education. But they haven't made higher education a priority. Several scholars have identified a variety of factors that affect secondary school students' academic achievement. The relative effects of aspects associated to the home and school, such as family history, which is a strong regulator of academic achievement but where a school is believed to have less influence, have received a lot of attention in research on the factors determining academic success (Brooks-Gunn & Duncan, 2014).

Falling academic standards have been seen, and important variables including the socioeconomic status of the parents (Ingvarson, & Kleinhenz, 2014). Many poor parents are forced to burden their kids with errands like hawking goods, cleaning the house, and doing other household chores before and after school hours because of

the nation's current economic situation. These kinds of household chores surely aid in the upbringing of children and instill in them a sense that they can and should contribute to the happiness of the family as a whole (Leithwood, & Riehl, 2013). When parents and guardians overwork their kids and give them little to no time to study, it is inevitable that their academics will suffer. The studies done on student's performance in secondary schools have focused on other countries and areas whose findings cannot be applicable to West Pokot County creating a knowledge gap.

2.3 Occasional Truancy and Academic Performance

Yahaya et al. (2010) looked into how occasionally missing class affected secondary school students' academic performance. The population for the study was 80 students. The study found that truancy is a barrier to students' academic success and degree completion because those who miss class lag behind their peers, which causes low self-worth and ultimately results in school dropout.

Ukanga, (2015) examined the relationship between sporadic absenteeism and academic achievement in secondary schools using a survey research approach. 360 college students made up the target audience for the researcher. Using a stratified random sampling technique, the researcher selected 162 junior secondary school students from this group. A questionnaire was used in the study to collect data. Correlation analysis was applied to the data collected. The researcher found that truancy occasionally hinders students' academic success. Truancy has an impact on society as well because of the illegal behavior that truants engage in, including drug and alcohol addiction, property damage, and other vices. Additionally, the researcher did not include school completion when examining the association between occasional absenteeism and academic success.

Henry and Yelkpiri (2017) looked into the impact of occasional truancy and how it affected education. The survey was designed in a descriptive manner. A sample of 135 respondents to the study was assembled using simple random and purposeful sampling approaches. Data that contained means and standard deviation were collected, and descriptive statistics were utilized to examine them. The study found that absenteeism affects students' academic performance in the long run and adds to school dropouts.

Crouch (2018) conducted research on factors that affect students' decisions to graduate from high school or not by interviewing 21 graduates and 6 dropouts in Kentucky. According to the study, the 21 graduates and 6 dropouts faced comparable difficulties in school, and employment, attendance, the value of education, and their relationships with their teachers all had an impact on their decisions. From the studies there has not be a comprehensive explanation of how well occasional truancy affects student's academic performance. In addition, the study methodology differs from the current study and thus may not be applicable in the current study.

2.4 Habitual Truancy and Academic Performance

Oluremi (2013) did study on chronic absenteeism and secondary school performance in South Western Nigeria. 80 respondents were chosen by the researcher using basic stratified and random selection approaches as a population sample. The researcher used three study tools to gather data, including a questionnaire survey regarding the educational environment, a record of student academic achievement, and an attendance register. Chi-Square and T-test results were used to determine the viability of various hypotheses. The study discovered that persistent absenteeism

does, in fact, contribute to poor academic performance, which has both immediate and long-term effects on pupils as well as on society at large.

Musa, (2014) did a study on habitual truancy on academic performance of secondary school students in Ogun State, Nigeria. Respondents were 200 SSS2 students chosen using simple random sampling. All hypotheses were evaluated at the 0.05 level of significance. According to the findings peer group effects, students' socioeconomic origins, and poor academic achievement are all contributing factors to absenteeism and truancy in our secondary schools. It was suggested that parents should guide and model their children, as well as pay special attention to their children's financial and material needs.

Richard (2015) looked on the effects of chronic absenteeism on secondary school grades in Nyandarua County. The research's target group consisted of 869 students from three grade levels from 11 schools, and it found 72 respondents by using stratified, simple, and purposive sampling procedures. Of these, 54 students, 9 teachers of classes, and 9 guidance and counseling staff members made up the respondents. Both inferential and misleading statistics were taken into account in the analysis. The study's findings indicated that persistent absenteeism among students affected their academic performance.

Mwansa (2021) conducted research on the consequences of persistent absenteeism and academic performance in secondary schools in Zambia. The study employed a mixed method design. The sample consisted of fifty-five (55) respondents comprised of forty-nine (49) teachers, three (3) Deputy Head teachers and three (3) Head teachers from three selected boarding secondary schools in Namwala District. From the key findings, it was established that truancy levels were high in the selected

schools under study. Furthermore, the study found out that teachers faced challenges in the face of truancy in various ways such as poor curriculum coverage, challenges on executing lesson plans, poor understanding of subject contents and challenges in fostering a culture of discipline.

2.5 Chronic Truancy and Academic Performance

London, Sanchez and Castrechini (2016) did a study on the relationship between chronic absenteeism and students' academic success. The study included information from a primary school and a secondary school, two separate institutions. The data that was examined included the years 2008 through 2011. 21 schools in total participated. According to the study, kids who have poor attendance typically miss essential instructional components and are at a higher risk of suffering unfavorable consequences. Poor academic performance was a result of repeated absences and their consequences.

John, (2017) did a study to establish the various factors that causes chronic truancy and their influence on student academic performance in Machakos County. This study employed an ex-post factor study design. The study population was limited to Machakos County secondary school pupils. To choose the required respondents, a simple random sampling technique was utilized because it avoids the chance of bias in respondent selection. The structured questionnaire was the respondents' favorite data gathering instrument. SPSS software was used to generate frequency of answers, percentages, tables, and figures from the acquired data. The findings revealed that chronic truancy in Machakos was influenced by individual, home and school related factors.

Bassey, (2020) did a study on chronic truancy and secondary school students' academic performance in English language. Descriptive study design was utilized in this study. simple random sampling was utilized to select a sample of 200 respondents. Face and content validity were performed on these instruments by experts. The instrument's reliability was estimated using the test-re-test reliability method. The findings revealed that chronic truancy had a considerable impact on secondary school pupils' academic performance in English.

Ampofo et. al. (2022) did a study on chronic truancy as predictor of poor academic performance in Ghana. The information was gathered by descriptive and correlational research methods, as well as a questionnaire. The sample size of 331 was determined using a multi-stage sampling technique, which includes 206 students and 25 teachers. The results of the study show that among junior high school students, peer pressure, a broken home environment, physical punishment/bullying, teachers' attitudes, and poverty are the main predictors of chronic absenteeism. This study also found a positive correlation between truancy and the school environment. Once again, the results of this study show a strong correlation between chronic truancy and parental socioeconomic position.

2.6 Casual Truancy and Academic Performance

Aden et. al. (2013) did a study on the effect of casual truancy on academic performance in Mogadishu. SIMAD University students, particularly students from the Faculty of Business and Accountancy, were chosen as the sample size. Both primary and secondary data were utilized. As a research tool, a questionnaire and content analysis were employed. The findings show a marginally positive relationship between casual absenteeism and academic achievement. The researchers

urge that all students, especially prospective students and students who are not as academically strong, be informed about the influence of class attendance on academic success.

Umar, Sabo, and Dahuwa (2015) in a study conducted in Nigeria, argued that students are frequently absent from school without good reason these days, truancy is a significant problem that negatively impacts student's performance in schools in Nigeria. The researcher also indicated that learner behaviors like peer pressure, poor comprehension, physical difficulties, social and emotional imbalances, and maladjustments all contribute to casual absenteeism. Truancy can also result from problematic school conditions like unkind and unsupportive teachers, an unfriendly learning atmosphere, inadequate administration, a lax environment, and a dull curriculum.

According to Henry and Yelkperi (2017), teachers, parents, and community elders have all expressed concern over pupils not attending school in Ghana, where attendance at school is expected of all children in order for them to learn and contribute to the nation's human resource base. Students wandering around during school hours has become commonplace in certain schools, leading their parents to believe that their children are in class. Many kids leave school without the proper documentation, which has detrimental effects on both the individual and the rest of society.

Ahmad et. al. (2018) did a study on the impact of casual truancy on student's academic performance using regression models. This study included 98 diploma in engineering students who enrolled in a Calculus course. During the 2016 session, two crucial data points were recorded: student attendance for 14 weeks and final

student results. The findings indicated that there are considerable variations between casual truancy and academic achievement. The study also discovered a negative relationship between casual absenteeism and academic achievement.

2.7 Summary of Related Literature Review and Isolation of Gaps

The literature review discussed how occasional truancy, habitual truancy, chronic truancy and casual truancy influence academic performance among public secondary school students. Various studies have been conducted however there exist gaps in relation to the subject of the study. Henry and Yelkpiri (2017) looked into how learning is impacted by infrequent truancy. The study found that truancy affects students' academic performance in the long run and is a contributing factor to school dropouts. Academically, those who attended class more frequently performed better than those who missed a lot of it. The study ignored how learning leads to a knowledge gap and instead examined absenteeism in comparison to learning. In addition, the study was done in a country which has a different education structure with that of Kenya and thus the findings cannot be applicable to the Kenyan situation. The current study will fill the gap by determining the effect of occasional truancy and academic performance among public secondary school students in West-Pokot County, Kenya.

Musa, (2014) conducted a study on the effects of chronic absenteeism on secondary school pupils' academic performance. The results showed that factors related to peer groups, students' socioeconomic backgrounds, and their subpar academic performance all contribute to truancy and absenteeism in our secondary schools. It was recommended that parents should mentor their kids and provide a good example

for them. They should also give their kids' material and financial demands their full attention.

John (2017) conducted research in the central division of Machakos County on the factors that contribute to chronic absenteeism in secondary school students and how it affects their performance on the Kenya Certificate of Secondary Education. The findings indicated that the Machakos Central Division had factors associated with chronic truancy that were related to the school, the home, and the individual student. Male students were more affected by school and home-related factors than female students were, but female students were more affected by individual-related factors when it came to chronic truancy. The study also demonstrated that these factors had an impact on students' academic achievement, with male students experiencing the greatest effects. The study's main focus was on secondary school students' chronic truancy factors and how they affected their performance on the Kenya Certificate of Secondary Education. Because the study did not thoroughly examine the relationship between various factors and students' academic achievement, there is a knowledge gap. This study will fill the gap by establishing the relationship between chronic truancy and academic performance among public secondary school students in West-Pokot county, Kenya.

Aden et al. (2013) conducted a case study at Simad University Mogadishu to examine the impact of casual absenteeism on academic performance. According to the study, there is a somewhat positive correlation between academic achievement and casual absenteeism. The researchers recommend that all students, especially those who are not as academically strong or who are prospective students, be made aware of the significance of the relationship between class attendance and academic

achievement in light of the findings. The impact of casual absenteeism on academic achievement was the main focus of the study. There is a knowledge gap since the previous study's setting was distinct from the context of the current investigation, making it unable to generalize the findings. In addition, the study population was small and thus the findings cannot be generalized to other case studies. The study filled the gap by finding out the relationship between casual truancy and academic performance among public secondary school students in West-Pokot county, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology employed for the study is covered in this chapter. This chapter presents the research design, target population, sample size and sampling strategy, research instrument, data collection procedures, data analysis techniques, and ethical considerations.

3.2 Research Design

This study utilized descriptive research design. Descriptive research design measures several variables where many respondents account experiences (Neumann, 2000). Descriptive design focuses on determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2007). A descriptive design, according to Bryman and Bell (2007), aims to gather data that depicts current phenomena by posing questions about people's perceptions and attitudes

3.2.1 Study Variables

The dependent variable was academic performance among public secondary school students in West-Pokot county, Kenya while the independent variables were occasional truancy, habitual truancy, chronic truancy, and casual truancy. The intervening variable was school disciplinary policies and school family engagement.

3.3 Location of the Study

West Pokot County was the site of the study. Because of the strong devotion to traditional culture and the pervasive socio-cultural behaviors that have been shown to impair educational attainment, West Pokot County was selected as the study

location. The county has low enrolment and retention rates generally but experience high dropout rates of boys increased truancy.

3.4 Target Population

The target population for this study was drawn from public secondary schools in West Pokot County. This study targeted 34 public secondary schools, 34 principals, and 619 teachers in West Pokot County (West Pokot County Education Office, 2023). The target for the head teachers and teachers was because they are resourceful regarding the information on truancy and academic performance among public secondary school. The target population is shown in table 3.1.

Table 3.1: Target Population

Target Population	Population size
Secondary school	34
Head teachers	34
Teachers	619

Source: West Pokot County director of Education Office (2023)

3.5 Sampling Procedure

3.5.1 Secondary Schools

Stratified sampling technique was utilized in the study for selecting the schools which included national schools, extra county schools, county schools as well as sub county schools. The reason for using the stratified sampling method was because it enabled the researcher to even sample the population which may be inaccessible (Aldi, 2016). In contrast to alternative sampling methods, the stratified sampling process ensures that the sample fairly represents every demographic sector.

Consequently, the population was more accurately represented by stratified random sampling since the researcher was able to oversee the subgroups and ensure that each was included in the sampling (Dunne, 2012). The population was divided into strata that is the head teacher's strata and the teacher's strata. This enabled the researcher to be able to pick the population equally from the various groups.

3.5.2 Principals

The head teachers in the selected schools were selected using purposive technique. In using purposive sample technique to pick head teachers, the researcher assumed that the respondents provided the information needed as they are in charge of curriculum supervision (Rai, & Thapa, 2015). The choice of their schools predetermined their inclusion. The researcher employed purposive sampling to extract as much information as possible from the data that was collected. This enabled the researcher to convey the major impact of the findings on the population (Etikan et al. 2016).

3.5.3 Teachers

Teachers were sampled using stratified sampling where the stratas was by gender that is male and female teachers. The reason for using the stratified sampling method was because it enabled the researcher to even sample the population which may be inaccessible (Aldi, 2016).

3.6 Sample Size

3.6.1 Secondary Schools

A sample size of 10 schools was chosen from the 34 target secondary schools. This represented 30% of the target population. The justification for this sample size was

based on Mugenda and Mugenda's (2003) claim that a descriptive survey requires a sample size of between 10% and 30%.

3.6.2 Head Teachers

A sample of 10 head teachers was chosen for this study. This represented 30% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey.

3.6.3 Teachers

The study used the Yamane (1967) formula to determine the sample size of the teachers. The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = the required sample size

N = is the Target Population (619 teachers)

e = accuracy level required.

Standard error = 5%

Sample calculation for households

$$n = \frac{619}{1 + 619(0.05)^2}$$

$$n = \frac{619}{3.46} \quad n = 178.9$$

A sample of 179 teachers was used.

The distribution is as shown in table 3.2

Table 3.2: Sample Size

Target Population	Population Size	Sample Ratio	Sample Size
Secondary school	34	0.3	10
Head teachers	34	0.3	10
Teachers	619	0.289	179

Source: West Pokot County director of Education Office (2023)

3.7 Research Instruments

The data was collected by the use of a questionnaire and an interview guide. The instruments were as discussed below.

3.7.1 Teachers Questionnaire

The teacher's questionnaires comprised of two sections. The first section included information on bio data. The second section included information on study objectives which included the occasional truancy, habitual truancy, chronic truancy, and casual truancy on academic performance.

3.7.2 Interview Guide for Head Teachers

An interview, as defined by Nachmias and Nachmias (2016), refers to a structured conversation where one participant asks questions, and the other provides answers. The researcher conducted in-depth interviews with the head teachers. The interview was used to gather data on relationship between truancy and academic performance among public secondary school students.

3.7.3 Document Analysis

Document analysis is one technique used by researchers in qualitative inquiry. The process comprises evaluating written documents, both electronic and physical, to determine their meaning, amplify the information they provide, and interpret them. Document analysis was used to collect data on performance from the schools, county offices as well as the KNEC.

3.8 Pilot Study

The research instruments for this study were pilot tested before any data was collected. According to Dillman (1978), researchers can maximize their findings by identifying clear, unambiguous pretest goals. Piloting research instruments served a variety of purposes. The accuracy of the instruments and the clarity of the questions was evaluated in a pilot study. Similar objectives guided the pretest for the ongoing study. The pilot study was conducted in the Kacheliba Constituency in West Pokot County. The school where pilot study was done did not participate in the main study.

3.8.1 Validity of Research Instruments

The study used content validity. Expert verdicts were used to determine the content validity (Siddiek, 2018). The experts from Kenyatta University's department of educational management assessed the suitability of the tools' content and evaluate whether any changes to part or all of the tool are required to ensure the attainment of the study objectives.

3.8.2 Reliability of Research Instruments

Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α). Test-retest method was used to establish the reliability in this study. To be considered reliable, the items should have Cronbach's alpha of 0.7 or above.

Items with Cronbach alpha of below 0.7 were reworded (Mugenda & Mugenda, 2003). However, those with negative alphas were eliminated.

3.9 Data Collection Technique

After receiving an introduction letter from the Post Graduate School at Kenyatta University and a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI), the process of gathering data began. In addition, approval was sought from the West Pokot County Director of Education Office and the respective school heads. The respondents were then self-administered the research questionnaires after which they were collected for data processing.

3.10 Data Analysis

Both quantitative and qualitative data were gathered for the study. The raw data was analyzed using SPSS Version 24 to provide results. The quantitative data was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviation and presented in form of tables and graphs. The inferential statistics that was utilized in this study was a correlational analysis. Pearson Moment Using correlation analysis, assessed for correlation between independent and dependent variables, and plotted on interval and ratio scales. Thematic analysis was employed to examine qualitative data. This technique involves relating messages and information to trends by accurately and analytically identifying certain elements of each. Content analysis gives a qualitative picture of the respondents' concerns, ideas, perspectives, and methods. Additionally, it offers priceless historical and cultural insights through text analysis.

3.11 Ethical and Logistical Consideration

To properly and completely execute a research project, the study should handle logistical, ethical, and interpersonal difficulties. Participants were provided a summary of the study and given the choice of participating or not after receiving this information. The respondents were guaranteed that their identities would be treated with the highest discretion and privacy in order to maintain their anonymity. On the data gathering tools, they won't have to sign their names or the names of their schools. A copy of the introduction letter was obtained from the Post Graduate School at Kenyatta University and a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI), the process of gathering data began. In addition, approval was sought from the West Pokot County Director of Education Office and the respective school heads.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The results of the truancy effect on academic performance among students attending public secondary schools in West-Pokot County, Kenya, are presented in this chapter. To arrive to this conclusion, the chapter will first examine the response rate and present a demographic breakdown of the respondents. Furthermore, the chapter provides the results derived from the study's objectives.

4.2 Response Rate

Out of the 189 respondents sampled for this study, 160 returned the questionnaire representing 84.7% return rate. According to Jack Fincham, a response rate of 84.7% is deemed adequate. Table 4.1.

Table 4.1: Response Rate

Respondents	Questionnaires/Interviews Returned	Response Rate
Headteachers	11	6.9%
Teachers	149	93.1%
Total	160	100%

Source: Field Data, (2023)

4.3 Demographic Characteristics

4.3.1 Gender of the Respondents

The study sought to ascertain the respondents' gender. The distribution is shown in table 4.2.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Male	96	64.3%
Female	53	35.7%
Total	149	100.0

Source: Field Data, (2023)

The findings in table 4.2 indicate that 96 (64.4%) of the respondents were male while 53 (35.7%) were female. This was a clear indication that views from both genders were represented in the study.

4.3.2 Academic Qualification of the Respondents

The respondents were requested to indicate their highest level of education. Table 4.2 presents the findings.

Table 4.3: Academic Qualification of the Respondents

Academic Qualification	F	P
Diploma	54	36.3%
Degree	60	40.2%
Masters	35	23.5%
Total	149	100.0

Source: Field Data, (2023)

According to the results in Table 4.3, the majority of respondents, 60 (40.2%), had degree as the highest level of education, followed by diplomas (36.3%), master's degrees (23.5%), and diplomas (36.3%). This depicts that all the respondents have the adequate academic qualifications and so were in a position to explain the truancy effect on academic performance among public secondary school students.

4.3.3 Length of Teaching in the School

The study sought to find out how long the respondents have been teaching in the current school. The distribution by length of teaching in the school is presented in table 4.4.

Table 4.4: Length of Teaching in the School

Length of Teaching in the School	Frequency	Percentage
Less than a Year	42	28.2%
1-5 years	58	39.0%
6-10 years	24	16.3%
11-15 years	16	10.6%
Over 15 years	9	5.9%
Total	149	100.0

Source: Field Data, (2023)

From the findings in table 4.4 most 58 (39.0%) of the respondents had taught in the current school for a period between 1-5 years, 42 (28.2%) indicated less than a year, 24 (16.3%) indicated 6-10 years, 16 (10.6%) indicated 11-15 years, and that 9 (5.9%) indicated over 15 years. This was important as they could offer adequate information with regard to effect of truancy on academic performance.

4.4 Occasional Truancy

The first objective of the study was to determine the effect of occasional truancy on academic performance among public secondary school students in West-Pokot county, Kenya. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on occasional truancy. The findings are as shown in the following subsection.

4.4.1 Extent of Agreement on Occasional Truancy

The respondents were asked to rate their agreement with statements regarding occasional truancy. The responses were placed on a five Likert scale where 0-1.49=strongly disagree, 1.5-2.49-disagree, 2.5-3.49-moderate, 3.5-4.49=agree, while 4.5-5=strongly agree. The findings are as shown in table 4.5.

Table 4.5: Extent of Agreement on Occasional Truancy

Extent of Agreement on Staff Development	N	Mean	Std. Dev
Absentee students lag behind their peers, which results in low self-esteem and ultimately, school dropout	149	4.179	0.670
Periodic absences impede academic performance, advancement, school-to-work completion rates, and career prospects.	149	3.607	1.031
Students that engage in truant behavior fall behind academically and finally leave out.	149	4.500	0.509
Occasional truancy leads to strained interactions between teachers and students	149	3.714	0.854
The occasional truant has an impact on society because they commit crimes like causing property damage.	149	4.036	0.744
Composite mean		4.007	0.762

Source: Field Data, (2023)

From the findings in table 4.5, the respondents agreed that students that engage in truant behavior fall behind academically and finally drop out (mean=4.5), followed by absentee students lag behind their peers, which results in low self-esteem and ultimately, school dropout (mean=4.179), the occasional truant has an impact on

society because they commit crimes like causing property damage (mean=4.036), occasional truancy leads to strained interactions between teachers and students (mean=3.714), and that periodic absences impede academic performance, advancement, school-to-work completion rates, and career prospects (mean=3.607). This depicts that students that engage in truant behavior fall behind academically and finally drop out. The findings agree with a study by Geo-opah's (2013) who stated that truants who miss school frequently have to repeat classes. Despite this, they do not feel any better since they believe they are too capable or qualified for the first class. Even while a small percentage of truants succeed in school, most of them eventually leave if interventions are not implemented. Their general lack of enthusiasm in learning results in their low success level. Some students attend courses only to appease their parents and guardians, while the majority of truants see education as a kind of punishment.

4.5 Habitual Truancy

The second objective of the study was to assess the effect of habitual truancy on academic performance among public secondary school students in West-Pokot county, Kenya. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on habitual truancy. The findings are as shown in the in table 4.6.

4.5.1 Extent of Agreement on Habitual Truancy

The respondents were requested to indicate the extent to which they agreed with statements on habitual truancy. The responses were placed on a five Likert scale where 0-1.49=strongly disagree, 1.5-2.49-disagree, 2.5-3.49-moderate, 3.5-4.49=agree, while 4.5-5=strongly agree. The findings are as shown in table 4.6.

Table 4.6: Extent of Agreement on Habitual Truancy

Extent of Agreement on Habitual Truancy	N	Mean	Std. Dev
Frequent absences from school lead to poor academic outcomes, which have short- and long-term effects on society as a whole as well as the pupils	149	3.929	0.766
Peer group dynamics, students socioeconomic backgrounds, and subpar academic achievement all contribute to habitual absenteeism	149	4.643	0.488
Student habitual truancy leads to challenges on executing lesson plans	149	3.821	0.772
Student habitual truancy leads to poor understanding of subject contents in class	149	3.929	0.716
Habitual truancy affects the level of fostering a culture of discipline	149	4.143	0.591
Composite mean		4.093	0.667

Source: Field Data, (2023)

According to the results in table 4.6, the respondents agreed that peer group dynamics, students socioeconomic backgrounds, and subpar academic achievement all contribute to habitual absenteeism (mean=4.643), followed by habitual truancy affects the level of fostering a culture of discipline (mean=4.143), frequent absences from school lead to poor academic outcomes, which have short- and long-term effects on society as a whole as well as the pupils (mean=3.929), habitual truancy contributes to dismal academic performances which not only affect the students but also the society at large in both short and long term (mean=3.929), and that student

habitual truancy leads to challenges on executing lesson plans (mean=3.821). This depicts that peer group dynamics, students socioeconomic backgrounds, and subpar academic achievement all contribute to habitual absenteeism. The findings agree with a study by Oluremi (2013) who discovered that persistent absenteeism does, in fact, contribute to poor academic performance, which has both immediate and long-term effects on pupils as well as on society at large.

4.6 Chronic Truancy

The third objective of the study was to establish the effect of chronic truancy on academic performance among public secondary school students in West-Pokot county, Kenya. The researcher asked the respondents to indicate if they agreed with the various statements regarding habitual truancy in order to address the objective. The findings are as shown in the following subsection.

4.6.1 Extent of Agreement on Chronic Truancy

The respondents were asked to rate their level of agreement with statements regarding chronic truancy. The responses were placed on a five Likert scale where 0-1.49=strongly disagree, 1.5-2.49-disagree, 2.5-3.49-moderate, 3.5-4.49=agree, while 4.5-5=strongly agree. The findings are as shown in table 4.7.

Table 4.7: Extent of Agreement on Chronic Truancy

Extent of Agreement on Chronic Truancy	N	Mean	Std. Dev
Students chronic truancy makes students miss important educational aspects and they are at high risk experiencing negative outcomes	149	3.893	0.737
Chronic truancy among male students is contributed greatly by schools and home-related determinants	149	3.964	0.744
Student chronic truancy leads to wastage of learning time and poor school and class performance	149	4.071	0.716
Students who consistently miss school have low focus or short attention spans, frequent disobedience, and a tendency to deceive	149	4.071	0.766
Pupils from polygamous families have higher chronic absenteeism rates since their parents don't prioritize their education, which results in subpar academic performance	149	3.857	0.803
Composite mean		3.971	0.753

Source: Field Data, (2023)

From the findings in table 4.7, the respondents agreed that student chronic truancy leads to wastage of learning time and poor school and class performance (mean=4.071) and that students who consistently miss school have low focus or short attention spans, frequent disobedience, and a tendency to deceive (mean=4.071), followed by chronic truancy among male students is contributed greatly by schools and home-related determinants (mean=3.964), students chronic truancy makes students miss important educational aspects and they are at high risk experiencing negative outcomes (mean=3.893), and that pupils from polygamous

families have higher chronic absenteeism rates since their parents don't prioritize their education, which results in subpar academic performance (mean=3.857). This depicts that student chronic truancy leads to wastage of learning time and poor school and class performance and that students who consistently miss school have low focus or short attention spans, frequent disobedience, and a tendency to deceive. This result also appears to support claims made by the US Department of Education (2016), Wheat (2018), and Boga (2013), among others, that truancy tends to have a detrimental impact on kids' academic progress. The aforementioned results might possibly have supported Merton's Anomie hypothesis, which postulated that success could be fueled by socially acceptable ideals like diligence (Merton 1957). Thus, students who put in a lot of effort in their studies and attend courses are more likely to succeed in their academic endeavours, whereas those who are indolent are more likely to fail.

4.7 Casual Truancy

The fourth objective of the study was to find out the effect of casual truancy on academic performance among public secondary school students in West-Pokot county, Kenya. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on casual truancy. The findings are as shown in the following subsection.

4.7.1 Extent of Agreement on Casual Truancy

The respondents were requested to indicate the extent to which they agreed with statements on casual truancy. The responses were placed on a five Likert scale where 0-1.49=strongly disagree, 1.5-2.49-disagree, 2.5-3.49-moderate, 3.5-4.49=agree, while 4.5-5=strongly agree. The findings are as shown in table 4.8.

Table 4.8: Extent of Agreement on Casual Truancy

Extent of Agreement on Casual Truancy	N	Mean	Std. Dev
Learner behaviors such as peer pressure, poor comprehension, physical difficulties, emotional and social imbalances, and maladjustments are the root causes of casual truancy	149	4.179	0.612
Students who engage in casual truancy leave school without the proper paperwork, which can have detrimental effects on both the individual and society as a whole	149	4.321	0.670
Poor income forces learners to be casual truants leading to their poor academic achievement	149	4.036	0.576
Parental attitude towards education influences student's casual truancy	149	4.000	0.720
Doing housework during the school day raises the likelihood of casual absenteeism and low academic performance	149	3.964	0.793
Composite mean		4.1	0.674

Source: Field Data, (2023)

From the findings in table 4.8, the respondents agreed that students who engage in casual truancy leave school without the proper paperwork, which can have detrimental effects on both the individual and society as a whole (mean=4.321), followed by learner behaviors such as peer pressure, poor comprehension, physical difficulties, emotional and social imbalances, and maladjustments are the root causes of casual truancy (mean=4.179), poor income forces learners to be casual truants

leading to their poor academic achievement (mean=4.036), parental attitude towards education influences student's casual truancy (mean=4.000), and doing housework during the school day raises the likelihood of casual absenteeism and low academic performance (mean=3.964). This depicts that students who engage in casual truancy leave school without the proper paperwork, which can have detrimental effects on both the individual and society as a whole. This research supports the claims made by Geo-Opah (2013) that truant pupils are more likely to drop out of school because they don't see the value in learning. For the pupils, attending school is a form of punishment and something they must do for their parents' benefit rather than their own. According to Heilbrunn's (2017) study, there appears to be a correlation between truancy and dropout. He seems to be making the case that truancy has a significant impact on dropout rates and that, if it were to decline, so would public spending on social services throughout his examination of the cost of truancy on spending. Boga (2013) demonstrates in her research that student truancy has an impact on secondary school dropout rates in Uganda.

4.8 Academic Performance

This section presents findings on academic performance. To respond to this, the researcher requested the respondents to indicate the agreement on the various statements on academic performance. The responses were placed on a five Likert scale where 0-1.49=strongly disagree, 1.5-2.49-disagree, 2.5-3.49-moderate, 3.5-4.49=agree, while 4.5-5=strongly agree. The findings are as shown in table 4.9.

Table 4.9: Extent of Agreement on Academic Performance

Extent of Agreement on Academic Performance	N	Mean	Std. Dev
Truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement	149	4.202	0.611
Truant students exhibit aberrant behaviors that undermine their motivation to learn and result in subpar academic performance	149	4.292	0.642
Truant students frequently fail CATs and end-of-term exams, which further exacerbates their academic shortcomings	149	4.041	0.539
Truants perform poorly academically because they have no ambitions for their future	149	4.043	0.677
Truant students don't have time for revision which affects their academic performance	149	3.990	0.792
Composite mean		4.114	0.652

Source: Field Data, (2023)

From the findings in table 4.9, the respondents agreed that truant students exhibit aberrant behaviors that undermine their motivation to learn and result in subpar academic performance (mean=4.292), followed by truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement (mean=4.202), truants perform poorly academically because they have no ambitions for their future (mean=4.043), truant students frequently fail CATs and end-of-term exams, which further exacerbates their academic shortcomings (mean=4.041), and that truant students don't have time for revision

which affects their academic performance (mean=3.99). This depicts that truant students exhibit aberrant behaviors that undermine their motivation to learn and result in subpar academic performance.

4.9 Correlation Analysis

The researcher used a Pearson moment correlation to determine the relationship between the study variables. The findings are shown in table 4.10.

Table 4.3: Correlations

		Academic performance	Occasional truancy	Habitual truancy	Chronic truancy	Casual truancy
Academic performance	Correlation					
	Coefficient	1.000	.612	.598	.644	.678
	Sig. (1-tailed)	.	.425	.541	.225	.968
	N	149	149	149	149	149
Occasional truancy	Correlation					
	Coefficient	.612	1.000	.033	.435	.001
	Sig. (1-tailed)	.002	.	.000	.003	.002
	N	149	149	149	149	149
Habitual truancy	Correlation					
	Coefficient	.598	.122	1.000	.026	.008
	Sig. (1-tailed)	.004	.001	.	.000	.000
	N	149	149	149	149	149
Chronic truancy	Correlation					
	Coefficient	.644	.037	.026	1.000	.124
	Sig. (1-tailed)	.002	.000	.001	.	.002
	N	149	149	149	149	149
Casual truancy	Correlation					
	Coefficient	.678	.001	.008	.114	1.000
	Sig. (1-tailed)	.003	.001	.003	.000	.
	N	149	149	149	149	149

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

Source: Field Data, (2023)

According to the findings shown in table 4.10, occasional truancy has a positive correlation with academic performance ($r=0.612$, $p=0.02$). In addition, the study found a significant positive relationship between habitual truancy and academic performance ($r=0.598$, $p=0.04$). Additionally, the study discovered a significant positive association ($r=0.644$, $p=0.02$) between chronic truancy and academic performance. Finally, the study found that casual truancy has a positive correlation with academic performance ($r=0.678$, $p=0.03$). The results corroborate research by Oluremi (2013), who discovered a favorable correlation between absenteeism and academic achievement in secondary school students in southwest Nigeria. The results of the study demonstrated that truancy did, in fact, have a major impact on local pupils' academic performance. There is a correlation between student attendance and accomplishment since students with greater truancy rates also have lower academic achievement rates and are more likely to drop out of school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings, draws conclusions, and offers recommendations regarding the truancy effect on academic performance among public secondary school students in West-Pokot County, Kenya.

5.2 Summary of Findings

5.2.1 Occasional Truancy

The first objective of the study was to determine the effect of occasional truancy on academic performance among public secondary school students in West-Pokot county, Kenya. According to the study, student truant behaviors make them fall behind in their studies and ultimately drop out of school.

5.2.2 Habitual Truancy

The second objective of the study was to assess the effect of habitual truancy on academic performance among public secondary school students in West-Pokot county, Kenya. The study found that peer pressure, pupils' socioeconomic status, and low academic achievement all contribute to persistent truancy.

5.2.3 Chronic Truancy

The third objective of the study was to establish the effect of chronic truancy on academic performance among public secondary school students in West-Pokot county, Kenya. According to the study, students who miss school frequently waste time and perform poorly in school and in class. They also have trouble focusing and paying attention, are frequently rebellious, and frequently tell lies.

5.2.4 Casual Truancy

The fourth objective of the study was to find out the effect of casual truancy on academic performance among public secondary school students in West-Pokot county, Kenya. The study claims that students who engage in casual truancy leave class without the proper documentation, which has detrimental effects on both the individual and society as a whole.

5.3 Conclusion of the Study

The study concluded that students who engage in truant behavior fall behind academically and eventually drop out of school. It also concluded that peer pressure, students' socioeconomic backgrounds, and subpar academic performance all contribute to habitual truancy. The study also concluded that chronic truant children have low concentration or short attention spans, are frequently disobedient, and frequently tell lies. These findings contribute to poor school and class performance and the waste of learning time. The study also concluded that students who engage in casual truancy leave class without the proper documentation, which has detrimental effects on both the individual and society as a whole.

5.4 Recommendations of The Study

From the results of the study, the following recommendations were made;

1. It is imperative that the school administration move quickly to end all forms of truancy. Peer counselling, in addition to providing students with professional assistance and counselling services, can help achieve this.
2. In order to effectively address the various forms of truancies, school policies must also be reinforced. This is due to the fact that every school has internal truancy policies in addition to Ministry of Education policies. Therefore, a

review of current policies is required to ensure that only those are adopted that help minimize truancy and that those that appear to increase it are eliminated.

3. The researcher suggests that parents should become more involved in their children's schooling. This is due to research demonstrating that parental participation is a successful strategy for reducing student absenteeism. To increase pupils' attendance in school, parents must keep an eye on them and have a favorable outlook on their education.
4. The government and schools must work together to develop a policy that would boost parental participation and assist in removing factors from families and homes that affect students' truancy rates.
5. The researcher recommends that in order to raise truant students' academic performance, remedial instruction be made available to them.

5.5 Suggestions for Further Research

The researcher recommends a study in order to effectively address the factors that contribute to truancy in public secondary schools in West Pokot County. A study is required to evaluate the strategies that can be employed to lessen the detrimental impact of truancy on students' academic performance.

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APPENDICES

APPENDIX I: TEACHER'S QUESTIONNAIRE

Kindly provide correct and useful data and fill appropriately as logically guided.

This questionnaire has been provided as a word document that can be filled out in soft copy and returned via e-mail; or printed, filled out and mailed

School Profile

1. What position do you hold in school.....

2. How long have you been in the teaching profession?Years

3. Please indicate your gender
Male []
Female []

4. Please indicate your highest academic qualification
Doctorate []
Masters []
Degree []
Diploma []

5. For how long have you taught in this school (in years)
Less than a year []
1-5 []
6-10 []
11-15 []
Over 15 []

Occasional Truancy

6. Using a scale of 1-5, where 1= strongly disagree; 3=Neutral; 4=agree; 5 = strongly agree; Please indicate the extent to which you agree with the following statement on occasional truancy

Statement	S.D	D	N	A	S.A
students who miss classes fall behind their colleagues which leads to low self-worth and which in turn leads to school dropout					
Occasional truancy hampers achievements of students, progress, school completion and employment opportunities					
The truant behaviours of the students cause them to lag behind in schools and eventually dropout					
Occasional truancy leads to strained interactions between teachers and students					
occasional truancy affects the society as the truants engage in criminal activities such as property damages					

Habitual Truancy

7. Using a scale of 1-5, where 1= strongly disagree; 2 disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on habitual truancy

Statement	S.D	D	N	A	S.A
Habitual truancy contributes to dismal academic performance which not only affect the students but also the society at large in both short and long term					
Habitual truancy is brought about by peer group factors, socio economic background of the students, and poor academic performance of students					
Student habitual truancy leads to poor understanding of subject contents in class					
Habitual truancy affects the level of fostering a culture of discipline					

Chronic Truancy

8. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree;, 5=strongly agree; Please indicate the extent to which you agree with the following statement on chronic truancy.

Statement	S.D	D	N	A	S.A
Students chronic truancy makes students miss important educational aspects and they are at high risk experiencing negative outcomes					
Chronic truancy among male students is contributed greatly by schools and home-related determinants					
Student chronic truancy leads to wastage of learning time and poor school and class performance					
Chronic truant students have poor concentration or short attention span, are often disobedient and often tell lies					
Students who come from a polygamous family increases chronic truancy rates as parents don't pay attention to learners education leading to poor academic achievement					

Casual Truancy

9. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on casual truancy.

Statement	S.D	D	N	A	S.A
Casual truancy emanates from the learner's behavior like peer influences, weak grasping level, physical challenges, social and emotional imbalances, and maladjustments					
Casual truancy makes students leave school without having the right papers and this has serious repercussions for the individual and the rest of the society					
Poor income forces learners to be casual truants leading to their poor academic achievement					
Parental attitude towards education influences students casual truancy					
Having chores at home during school days increases casual truancy and poor academic achievement					

Academic Performance

10. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on academic performance.


Statement	S.D	D	N	A	S.A
Truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement					
Truant learners engage in deviant behaviours which interfere with their interest in education leading to poor academic achievement					
Truants learners often miss CATs and End Term exams which also contribute to their academic failures					
Truants have no future academic aspirations leading to poor academic achievement					
Truant learners do not have time for revision which leads to poor academic achievement					


THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

1. Explain how truancy has affected learning in your school
2. Describe the influence of occasional truancy on students' academic performance
3. Explain the extent to which habitual, chronic and casual influence students school attendance and their overall academic performance
4. Explain the effect of truancy on academic performance of learners in your school
5. What are the challenges experienced in your school as a result of increased levels of truancy?
6. Describe the remedies that are applied in your school to reduce the increased levels of truancy in your school.


APPENDIX III: RESEARCH PERMIT


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