

**SOCIAL ECONOMIC FACTORS INFLUENCING LEARNERS' ABSENTEEISM IN
PRIMARY SCHOOLS OF OLDONYIRO DIVISION, ISIOLO COUNTY**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL
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DECLARATION AND APPROVAL

I declare that this research thesis is my original work and has not been presented in any other University.

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DEDICATION

I dedicate this work to my beloved wife Lucy Lematango, my children; Saidimu Lematango, Naitemu Lematango, Ntabauwa Lematango, Melau Lematango and Ltulusua Lematango.

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ABSTRACT

Education is considered as a prime driver of the financial improvement of countries and societies to the extent of 20% of the Domestic Gross Product. This is particularly so, when the learners consistently attend classes, as well as, families give them the necessary push. However, learners' absenteeism adversely influences their scholarly accomplishments. This has been observed to be so in Isiolo County. The purpose of this study was to examine the social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. Specifically, the study determined effects of students, parental, school and community factors on learners' absenteeism in primary schools in the division. The target population was 3,016, comprising of 16 head teachers, 105 teachers and 2,895 pupils. Out of the target population, a sample size of 112 subjects were drawn comprising of five head teachers, 32 teachers and 75 class seven pupils. Class seven pupils were selected using purposive sampling to take part in the study as the researcher believed that pupils in that class would provide relevant, consistent and accurate information in relation to the study. The study utilized a descriptive survey research design since a sample out of a target population was used. Questionnaires were employed to draw information from teachers and pupils while, an interview schedule was employed to gather data from the school head teachers. The three instruments were pretested for validity and reliability before being used in the field. The questionnaires were delivered and administered to the subjects by the researcher and conducted interviews by himself. The data collected was analyzed using descriptive statistics such as frequencies, means and standard deviations. The qualitative data was summarized and analyzed using themes and categories derived from the responses. The data analysis was done using the SPSS Version 22 Computer Software. The analysis of the results indicated that all the four variables influenced the learners' absenteeism from school. In relation to absenteeism the study concludes that all the factors investigated have a contribution to make towards pupils' absenteeism. It was recommended that the parents and the community should be encouraged to understand the value of their children's education. The head-teachers, the local education officers and the teachers should ensure that all the needed teaching and learning facilities are adequately and well utilized so as to improve on the school performance, as well as, practice effective school management principles and look for ways and measures to encourage participation of parents with limited resources to participate in school activities. However, the study suggests that a further study be done to investigate other factors that influence pupils' absenteeism in primary schools apart from the ones discussed above. Further, a study also should be done to investigate the effects of political instability, as well as, insecurity on the pupils' absenteeism.

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ACRONYMS AND ABBREVIATIONS

ASALs	Arid and Semi-Arid Lands
ASCA	American School Counsellor Association
BEFA	Basic Education for All
CSO	Curriculum Support Officer
GDP	Gross Domestic Product
GNP	Gross National Product
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non- Governmental Organizations
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is considered as a prime driver of the financial enhancement of countries and records for as much as 20% of the yearly Gross Domestic Product of developing nations (Kearney, 2007). This is considered so because education has been found to improve the profitable estimation of people by abilities, giving information, states of mind and conduct qualities suggested to as social and human capital which is required in ventures and delivering merchandise (King et al., 2015). Nevertheless, the beneficial esteem education advances amicable concurrence, populace control, sound living, powerful citizenship, dietary sufficiency and childhood (Mueller et al., 2006). It is by large coincidence that training is a major human right and furthermore an impetus for financial and human development. Internationally, education has achieved high social rates of return which is evaluated to be 27% for completed essential training (Alraee, 2018).

Correspondingly, private returns of education have been observed to be altogether higher than social returns, assessed at 49% for essential training. Remarkably, training remains a beneficial occupation, for instance, a report by (UNESCO, 2005) emphasizes this impression by showing that education is a standout amongst the best methods to give individuals chances to enhance their lives and raise their voices, diminish neediness, enhance their wellbeing, efficiency and encourage interest in the society. There is therefore, acknowledgment that education is critical for the accomplishment of national advancement and fundamental human right (Dube & Orpinas, 2009).

Absenteeism interferes with the learning procedure of the learners. The educational framework is based on the view that learners will always get instruction from class (Balfanz & Byrnes, 2012).

Immediate and irregular expenses of absenteeism are high, to a great extent, to the families, people, and schools. Most importantly, school absenteeism adversely influences learners' studying background and academic accomplishment. It reduces the success since learners neglect their schooling time. This eventually causes loss of learners' chances of excelling in future since teachers will spend extra time to adjust for the time loss (Miriti & Mutua, 2019). This impact is observed fundamentally more in dynamic interrelated courses, for example, sciences. Learners who miss certain classes experience difficulty in learning a number of subjects and therefore, forced to use more effort in order to catch up with other learners. At the point when students lag behind in their learning, they lose the best performance and come up short of knowledge (Nkanatha, 2013). Consequently, absenteeism among the learners leads them to experience an escalating feeling of separation toward their cohorts, teachers and their schools (Lannegrand-Willems, Cosnefroy, & Lecigne, 2012).

Learners' absenteeism is not just a pointer of low academic accomplishment but additionally a solid marker of reduced social life achievement (Williams, 2010). Absenteeism makes it hard to create a strong establishment, regarding control and awareness of others' expectations. Along these lines, it prompts issues in work and teaching propensities in future (Inziani, 2013). This may encourage potential future outcomes, for example, joblessness or low salary and powerlessness to work at a normal employment (Gentle-Genitty et al., 2015). In addition, as absenteeism increases, learners are likely to encounter mental issues, for example, melancholy, depression or other mental related issues. They may likewise display personal conduct standards, for example, getting to be engaged with cruelty in and out of school, adolescent pregnancies, quitting school and gaining destructive tendencies (Muiru,

2005). In the long run, learners' absenteeism in school is considered as an indicator of scholarly disappointment and prompts numerous other harmful effects. If no measures are taken, truancy might be the start of a procedure running to low academic achievement.

Matage and Begi (2017) observed that learners who often attend school do better in class than those who rarely attend. School absenteeism compels learners not to attain their maximum and also make it difficult for teachers to achieve their objectives. Similarly, Rumberger and Thomas (2000) found that learners who regularly get low evaluations and fail to pass some subjects, will eventually leave school before graduating.

Absenteeism further influences learners' improvement in three aspects which include the teacher-pupil relationships, the learners' factors and a conducive learning environment. School administration ought to comprehend the different reasons for absenteeism for instance, school factors and family factors, having in mind the main objective to grow early aversion and intercession methods (Reid, 2005). Therefore, school administration holds the duty of recognizing learners who are continuously truant and those with potential to be absent from school. It is anticipated that teachers would work with the learners, their parents and guardians to achieve an objective to advance a positive change in the learners' school participation.

Reasons for truancy differ from one area to another, from nation to nation, school to school, and from one individual to another. According to Jewitt and Ryley (2014), in early ages up to standard seven, truancy is the same in both genders. Many countries have not accomplished the all-inclusive education with about 101 million youngsters in the world being left out of school. This means that learners' absenteeism is a global concern. A study carried out in Turkey showed that, learners' home condition is a factor leading to disappointment or accomplishment in learning endeavours and pupils were absent from school daily without valid reasons (Yildiz, 2018). Roby (2013) found that in Ohio State in USA, persistent

absence in class was associated with learners' performance in school. In the Republic of Honduras, absenteeism from school rose with an increase in secondary school years (Ashida, 2015).

In Africa, several studies have shown that learners' absenteeism affected their academic achievement negatively. A comparative study on academic performance in Zambia observed that absenteeism was one of the major factors causing poor academic attainment among learners (Mutesa & Nchito, 2013). Chimombo (2005) also observed that pupils who were often absent from school did poorly in class than those who often attended school.

In Kenya, different studies have shown that learners' absenteeism is a drawback which affected their academic achievement negatively. A study by Matage and Begi (2017) on Social economic factors observed that school absenteeism negatively affects academic achievement. This was because such learners who were continually absent from school underperformed and dropped out of school. One way the Kenyan Government can accomplish Vision 2030 is to put more emphasis on fundamental education since the main limitation in accomplishing the social pillar is learner's absenteeism and school dropouts. This is regardless of the government's immense capacity in giving free primary and secondary education. As an outcome, a substantial measure of this utility was observed on the learners who drop out of school and those who absent themselves from school for any other reasons. This is wastage of the resources in light of the fact that they will not have attained the learning and abilities expected of them. While there has been increased primary school enrolment in Kenya as of late, the worry right now is with respect to the inner ability of schooling, especially the capacity to convince learners to fully participate on daily class attendance until when they accomplish their yearly grade education.

A report by Uwezo (2015) shows that frequent absenteeism by pupils in school lower literacy standards among the learners. This has been evidenced in schools in Arid and Semi-

Arid Lands. Particularly schools in the Northern Kenya, specifically schools in Isiolo County (Kenya National Adolescents & Youth Survey, 2017). King et al. (2015) have also observed that low school enrollment and absenteeism, as well as, high dropout levels should be addressed, given that 11.4% of learners in Kenya were always absent on a particular day. Nonetheless, Uwezo (2015) observed that most sub-counties in Kenya, Isiolo Sub-county included, three out of ten (translating to 30% and above) of children, miss school daily. Primary schools in Oldonyiro Division of Isiolo County are not exceptional to absenteeism among the learners in the sub-county, thus lowering the general academic performance in the division. Along these lines then, the researcher desired to establish the social economic factors that prompt learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.

1.2 Statement of the Problem

With the realization of the benefits to attain the goals of Basic Education for All (BEFA) through the Millennium Development Goals (MDGs) and subsequent Sustainable Development Goals (SDGs), many governments globally made a commitment to expand and ensure equitable quality and inclusive education and promote lifetime learning opportunities for all children. This is consistent with international conventions which recognized education as a necessity and an ultimate human right. Education is a key component in social economic development expected to better quality of life in Kenya. Despite the introduction of free primary education, primary school attendance levels and enrollment in the country remains low (King et al., 2015). The main hindrance in attaining universal free education and Vision 2030 is the increasing cases of school absenteeism and drop-outs. Absenteeism not only influences learner's academic performance, but also affects the teachers' in-class planning and the motivation of other learners in class (Sahin, Arseven & Kilic, 2016). Schools in Oldonyiro division have been experiencing rampant cases of learners' absenteeism, hence,

lowering the general academic performance in the area. According to Reid (2005), absenteeism in primary schools takes a number of forms and the literature offer some insights into definitions such as non-attendance, defined as habitual, unexplained and persistent learners' absenteeism from school. Learners' absenteeism is linked to high rates of failure and a direct outcome could be a decrease in the teaching culture and learning experienced in our schools. However, learners' absenteeism over the years has received very little attention and has gotten insignificant consideration compared to other educational studies (Mboweni, 2014). Thus, the study sought to establish problems relating to learners' absenteeism and to address this knowledge gap. The researcher, therefore, decided to find out possible factors influencing persistent learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.

1.3 Purpose of the Study

The purpose of the study was to investigate the social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.

1.4 Objectives of the Study

In order to achieve the foregoing purpose, the following objectives were addressed;

- i. To determine the effects of students social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.
- ii. To investigate the effects of parental social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.
- iii. To ascertain the effects of school social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.
- iv. To identify the effects of community social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County.

1.5 Research Questions

The study was directed by the following main research questions:

- i. Is there any effect of students' social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County?
- ii. Do parental social economic factors have any effect on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County?
- iii. What are the effects of school social economic factors on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County?
- iv. Do community social economic factors have any effects on learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County?

1.6 Significance of the Study

The results from the study will ensure that future plans are aligned to the needs of primary schools in Oldonyiro Division, Isiolo County. The results from this study will be a reference point to the head-teachers as they make different choices in terms of school management. The results will likewise help the schools' administration in approaching various stakeholders as to how they could help to alleviate the problem of learners' absenteeism. The results from the study will also help the guardians, teachers, schools and other stakeholders to discuss on methods for impacting learners positively, which will inspire them to triumph and participate fully in school academic activities. It will particularly give general information on the components affecting learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. The research findings may likewise assist the Ministry of Education to enhance better methods for learning and overseeing schools in Oldonyiro Division and the country at large.

1.7 Limitations of the Study

In the quest of this study, some limitations were encountered. Firstly, it was difficult to obtain accurate information from the respondents because some of them were fearful and doubtful in the early stages of the study despite the assurance that was given to them, thus contributing to possible compromising to the validity of the findings. Secondly, Kiswahili or English was the language of communication, but the researcher experienced cases of respondents who could not articulate themselves clearly on either of the languages. However, the researcher did his best to alleviate these limitations.

1.8 Scope of the Study

The researcher focused on the social economic factors that were suspected of influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. The categories of respondents included; the learners (standard seven pupils), teachers and the head-teachers in the selected schools.

1.9 Assumptions of the Study

In this study, the researcher assumed that the information from the respondents was accurate and valid which would be enough to make useful decisions. Consequently, it was assumed that after the persuasion and explaining the intention of the study, the targeted respondents willingly volunteered information and responded honestly to the questions.

1.10 Operational Definition of Terms

In this study, the following terms assumed the definitions and meanings denoted against their names.

Absenteeism: A deliberate or habitual absence from attending assigned duties. Consequently, learners' absenteeism is a habitual absence of pupils from school (Lannegrand-Williams et al., 2012). The term is synonymous to truancy.

Community factors:	These are the resources that the community is responsible for in influencing learner's absenteeism, for example, source of lighting, water and transportation.
Dropout:	To withdraw from school participation before completing a course of instruction.
Instruction:	Detailed information about how teaching should be done to bring change on the learners (Murai, 2008).
Parental factors:	These are factors that have influence on learners' absenteeism, which are within the control of the parents.
Participation:	McCluskey (2013) defines participation as the possibility an individual fully gets involved and has to enroll in educational opportunities with emphasis on completion within a formal setting of education.
Participation rate:	The increase or decrease in enrolment or attendance, and learners' progress transition to completion of an education cycle.
School factors:	According to Barlow and Fleischer (2011), school factors are the school policies, environment, structures and staff that make up significant factors influencing learners' absenteeism.
Social economic factors:	In this study, these are variables that are economic and social in nature that affect supply of resources for effective learning.
Students' factors:	Juliana et al. (2019) defined students' factors to be the elements within the learners' control that cause school absenteeism, for example, chronic illnesses, indiscipline cases, poor school performance and learners' frustration levels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has attempted to review various studies conducted and books written in the area of learners' absenteeism. Most of the literature discussed in this chapter maintained that there are various factors affecting learners' absenteeism. Students, parents and schools, as well as, the community, all have a hand in contributing to absenteeism in schools. The chapter has also reviewed the conceptual and theoretical framework of the study.

2.2 Concept of Absenteeism and its Measurement.

There are different meanings of absenteeism as specified by different studies. Juliana et al. (2019) defined school absenteeism as "not going to class with or without a true reason". Özbas (2010) contends that absenteeism ought to be expressed as "being truant without reason" and thought to be a serious issue. Since there is a variety of fundamental directions and the meaning of "pardon" shifts all over the globe, it is hard to completely conceptualize what is viewed as absenteeism without "pardon" as an excuse. Juliana et al. (2019) clarified that it takes after: "with or without a substantial reason revealed by the learner not to be at school in a particular school day". A pupil may miss class because of medical issues, family trip, while another might be absent because of no acceptable reason at all.

In the literature, there are numerous meanings inside the extent of absenteeism. For instance, Lannegrund-Willems et al. (2012) described absenteeism as, "missing school without or with a reason by a learner". Robinson (2009) considered absenteeism as "not going to school with or without a reason, being late for class or miss a few classes". The truth of the matter is that the learners who miss going to school with an excuse, for example, pupils avoiding school for

quite some time because of medical problems, experiencing hard moments in adjusting when they come back to class, may build up a tendency of absenteeism without any justification.

In the long run, when a learner is absent from school with or without a sound reason, he/she is excluded from the extent of the associated school benefits and therefore, concern in learners' study practices are not attained. As Lannegrand-Willems (2012) observed, when absenteeism is uncommon, it is not considered to demonstrate a serious problem to the learners. On average, over 40% absenteeism during a school calendar year is considered to demonstrate a problem to the learners to achieve their intended goals while in school. Looking at the absenteeism inside a school day is additionally essential. A few learners may just miss a couple of lessons, others may miss a whole day, while others may miss days, weeks or even months from attending school. The term and order of absenteeism (with or without sound justification) differs from one nation to another. In any case, the basic perspective is that, as the learners' absenteeism expands, presentation to chances of associated effects would equally rise. School refusal is the learners decline to go to class even notwithstanding influence and reformatory actions from the guardians or parents and the school administration. These learners remain at home with the approval of their guardians or parents (Mbugua et al., 2012). Many anticipate, as demonstrated, that school refusal is an imperative measurement comprehended by the learners (Dube & Orpinas, 2009). School absenteeism is when pupils are missing from school in light of the fact that their folks keep them at home or far from school (Cunningham, 2005).

It is critical to recognize the diverse measurements of absenteeism in handling the issue since they will require distinctive interventions to correct the impacts created. Absenteeism would therefore, be measured by number of days a learner misses school in a week and the days of the week in which the learner consistently misses school. Similarly, academic performance at school will tell a lot about school absenteeism of a learner. Application of the Likert scale, a

rate of “4” and “5” demonstrated a measure of seriousness of absenteeism in the division. According to Ready (2010), right from the pre-schools in America, learners who often attend school score higher on examinations than their colleagues who are regularly absent. It is therefore, seen that learners who attend school frequently have standardized test scores, higher academic success, as well as, exceling in university graduations and job opportunities (Balfanz & Byrnes, 2012). Compared to their peers, learners who do not often attend school have limited future employment opportunities, lower academic performance and will experience emotional and social problems in adulthood (Askeland et al., 2015).

2.3 Causes of Absenteeism

The causes of learners’ absenteeism are multi-faceted and complex in nature. The factors linked to absenteeism are categorized into four important areas in the literature: Students (learners), Parental, school and community factors (Mboweni, 2014).

2.3.1 Student factors

Student factors are as a result of students’ self-will. A portion of the components that are in the students control are unending illnesses, dissatisfaction levels, indiscipline and working in the private homes and organizations for money. For instance, absenteeism is the choice of the learner to stay away from school without or with parental consent. A few learners admitted their absenteeism from school was their own choice since they are sent to school by their guardians or parents, yet they could not go but rather avoid attending to their classes (Muiru, 2005).

Learner’s individual characteristics may influence school absenteeism. Research demonstrates that absenteeism increased by rank as learners’ progress and most habitually occurs at age of 15 years and below (Roby, 2013). Truant learners typically consider school to be unsafe and therefore, feel socially or academically insufficient while in school. They consider class attendance to be exhausting and their positive encounters at school are not, as

much as, for the learners who go to class consistently (Juliana et al., 2019). In this regard, self-esteem, focus, certainty, social aptitudes and self-management of these learners are low. They curiously observed that a few learners miss school since they considered the courses troublesome, while others are truant because they discover the courses to be dull and exhausting. They feel feeble in school and assume that other fellow learners do not regard or acknowledge them as capable of doing well in school (Barlow & Fleischer, 2011).

According to Gentle-Genitty et al. (2015), several factors contribute to school absenteeism among learners. These include; not having any desire to get up early in the morning, avoiding strict discipline and school regulations, going to bed late, not finishing homework in time, poor academic performance, transfers to other schools, feeling outrageous on education assessment, feigning sickness, and having friends who are frequently truant. Excessive participation in school entertainment and sports exercises or competitions, and associating unnecessarily with their classmates outside school, are additional factors among the reasons for learners' absenteeism. There are also some reasons that lead learners to skipping school, for example, going to see friends at places of their residence and not caring about going to school, going to forests to smoke drugs and other substances, as well as, heading off to the waterway for swimming. Some pupils are known to participate in playing cash football and setting off to amusement shops and other social halls (Balfanz & Byrnes, 2012).

Pubescence in young girls begins at around 11 years of age and in young boys it commences at around 13 years of age, this beginning of a new stage in life may contribute to school absenteeism (Jewitt & Ryley, 2014). This is because the young learners begin to experience extreme times in which they attempt to be autonomous and discover their own characters. The capability of the learners to carry out wrongdoing, depending on viciousness, partaking in the posse exercises, drug and substance abuse are comparatively higher in this period (Gül & Günes, 2009). In the event that the learner cannot find a role model (a teacher or somebody

who will influence him/her to love school) in the society at this period which constitutes the defining moment of his/her life, it may create unwillingness to go to the school and this therefore, influences school participation among the learners.

2.3.2 Parental factors

Parental factors are those reasons that have influence on learners' absenteeism, that are within the parental control. Some of these factors include: parental levels of income, parental level of education, family size, family type and parents' involvement with teachers.

2.3.2.1 Parental level of education

School participation among the pupils in regard to the completion of the education curriculum and the class syllabus has a correlation with the family's education background. Parental interests and goals for their children equally impact involvement and the morale of studying. The parental level of education assumes a huge part in the improvement of their children's support in education. Kibera and Kimokoti (2007) reasoned that informed parents with high education levels can give their children conducive home conditions, vital school necessities and pay for additional educational resources, thus improving their academic performance as compared to the parents with low levels of education. Parental level of education decides the esteem attached to information acquired in education and will always wish to give the best for their children.

UNICEF (2007) observed, in a study that was done in fifty-five nations that if ladies are taught, they progress toward becoming mothers, who would likely wish to send their children to class, subsequently passing on and increasing the advantages both for themselves and for the society in a positively coordinated way. This implies that an educated parent will realize education to be more important and in this way strive to teach his/her children and urge them to seek further education through his/her guidance. The parents with low educational levels are not very much associated with current affairs. This may make them place no value on

education for their children. Such children drop out from school sooner than their peers from highly educated families. A study by Inziani (2013) found that there is a correlation between pupils learning goals and their parents level of education, such that if one of the parents is a teacher; the children (learners) will tend to a profession relating to teaching career. Parents or guardians who are good at doing business will probably influence their children at an early age to support them in running of the business. This may affect adversely the learners' learning abilities particularly in a given school day, as far as, absenteeism is concerned. He further observed that parents who have low educational levels are incompetent in their accomplishments. They do not appreciate the information attained by their children and may not give a helping hand on the latter's school work. Such parents tend to have big families in their households and live in crowded homes, lack basic necessities and have a tendency to send their children to school when they are not well prepared. This influences the children's learning.

2.3.2.2 Parental level of income

Abagi and Odipo (1997) stated that destitution is the main cause that weakens parents or guardians putting resources into education of their children. Most of the destitute families who cannot afford to employ home teachers some of the time, may influence their children not to go to school in order to help on the families' ranches, care for the livestock or help in other home chores. Hungry children from poor families who cannot afford the cost of meals, occasionally neglect to go to class most of their time. They observed further that those children from vulnerable backgrounds on average, miss school at least one day per month, get involved in indiscipline cases and show a double dropout proportion than children from well-off family backgrounds. The firmness of a family is an imperative factor in deciding the absenteeism rate of children from school.

According to Harriss (2002), absence of nourishment as a result of poverty and unfavourable climate in Africa has influenced the nutrition status and human survival, causing ailment and hinder educational development. Because of eagerness and substantial shortcoming, low school participation and scholastic underachievement, many children capitulate to this and create excuses for absenteeism, while others drop out of school without understanding the advantages of school attendance. According to UNICEF (2007), parental levels of income had a relationship between pupils going to class and staying at home. The report observed that pupils will probably be truant on the grounds of security or economic status of their families. The findings further noted that consistent participation of school influenced learners' academic performance and achievements.

A study by Murai (2008) in Gatundu (Kiambu County, Kenya) found that parents and guardians feel the journey to class as dangerous and too long, exposing the girls to the dangers of rape and other different types of brutality along the way. School distance adds unwanted costs incurred on bus fare by parents given to learners as they commute every day to school, hence, a reason for learners' absenteeism.

Chimombo (2005) established in her study in Malawi, that basic education in developing nations revealed the need for children (learners) to engage in tasks that encourage household chores and restricts their school participation. This was particularly so in the countryside and peri-urban settlements. Further, availability of schools, middle income families need to understand the net advantage of school participation among their children, apart from the school or residential exercises, learners should occasionally participate in sporting exercises.

2.3.2.3 Family type

In a study by Musangi (2015) it was observed that emotional and psychological concerns found in orphaned children are confounded by the loss of their financial help and this has numerous effects to the learners' education. Molepo et al. (2017) called attention to the

observations that the absence of one parent in the family tended to impact the standards of conduct of children and school participation amongst them. They noted that children from vulnerable families recklessly go up against grown-ups at home and more often they do not keenly observe the school rules. Such children tend to give trouble to their single parents with their actions. The male youngsters specifically, tend to assume the protective role in the family. This has great influence on school participation, while a significant number of learners drop out of school.

Grown up boys, especially those who have lost their fathers, tend to demonstrate their manhood in a forceful conduct. They have an inclination to show more violence and rebellion, bringing about other problems to their families. Such young men, experience postponing delight of necessities, show poor abilities for adapting to disagreement or disappointment arising from both at home or at school (Barlow & Fleischer, 2011).

2.3.2.4 Family size

Large families are more common in low financial setups, while small families are more common in high financial setups (Ashida, 2015). The researcher observed that family size was associated with educational performance among school learners. This is because family size determines the provision of both basic needs and luxury needs required amongst the family members. The smaller the family size, the more the provisions available for the family. This eventually influences school attendance among the learners as the family size provides all that is required in school. Murai (2008) observed that parent-child relationship was a factor which might be controlled by family size. The smaller the family size, the better the child-parent relationship since a parent is able to follow the child's school progress. However, it is vice versa for the children from the big family sizes. Harris (2002) stated that because of destitution, children from big families are constrained by their parents to take up casual work to supplement family earnings. Hence, influencing their school participation.

Such parents have a tendency to be hesitant to send their children to school frequently or rather simply do not give them enough time for school exercises. This gives these children a low motivation and even at times, encourages them to drop out before school completion.

2.3.2.5 Parents' involvement with teachers

This is the attention to and inclusion in schoolwork, as well as, the comprehension of the connection between pupils' background abilities and their achievement in education (Andrews, 2007). Recent research works have attempted to change the perspective from a selective polished methodology and opened up dialogue on the significance of stakeholders' involvement in education (Hamilton & Bridgemohan, 2016). Parents and guardians have the pleasure to presume a functioning part in education of their children.

According to Symeou (2003), parents at almost all levels, are worried about education of their children, achievement, need counsel and school assistance on methods for supporting their children. Fan and Williams (2010) noticed that parental support prompts higher scholastic accomplishment and enhanced impression of children's fitness. They concluded that the expanding confirmation of the managed advantages of parental contribution in education evaluations for their children will go a long way to better their future and bring out best teacher-learner relationship in school. This calls for an advanced examination and the need for executing parental involvement programmes at all levels of education in school.

Matage and Begi (2017) observed that parents or guardians, pupils and teachers benefit from expanded parental school involvement. Some of the notable reasons for parental participation in schools' management include making schools to work at more elevated levels by continually enhancing instruction and learning works and making higher learner accomplishments and achievements in school. This in general, improves pupils' conducive environment for learning and additionally help them on informative concerns. A sound parent-child relationship prompts expanded contacts with the school and to an excellent

comprehension of the child's advancement and the instructive procedures engaged at schools. This could assist parents by becoming better teachers at home, for instance, by utilizing more time with their children and giving guidance on school homework (Henderson & Mapp, 2002). More noteworthy, parental collaboration with the school prompts teachers to have better co-operation with learners and their parents, less disciplinary concerns among the learners and a more inspirational mentality towards education (Fan & Williams, 2010).

Bridgemohan (2002) indicated that, teachers need support and acknowledgement from parents and the community at large, widen their points of view and pick up information, as well as, comprehension of learners' home conditions, families and out-of-school exercises. Teachers similarly get higher approval from parents or guardians, which in the long run enhance parental school participation to be viewed as preferred teachers over the individuals who stay away from the groups of the learners that they teach. According to Gubbels et al. (2019), parental co-operation is not just an important factor on school participation among the learners but, additionally, it is notable amongst the most practical methods for improving quality education for better academic performance. They found that although parental school involvement compels a humble spending plan, it is less expensive and more valuable when compared with different mediations, for example, change in school administration, teacher learning development, books and learning materials. In this manner, parental support is especially reasonable means for improving education in a developing nation like Kenya.

The school has a commitment to enhance the instruction considered important to the learners that will achieve the task with parental involvement. Obviously, in its instructional framework, Kenya has accommodated different parts that parents or guardians can play in learning, for example, institutional administration structures, school advisory groups, parent-teacher relationship and school boards of management that mirror the interests of all learners and the stakeholders considered the most fundamental in the school. The instructional

framework, likewise, allocates a part of its activities to the community in setting up the foundation, especially in the development of schools and educational projects undertaken in schools. Bridgemohan (2002) affirms that solid parental school participation is a basic factor for academic performance and achievement. He also stated that those learners who do not get help to do their homework at home, end up doing poorly in the national examinations. As indicated by Machen (2005) although persuasive parental support is essential in learning of their children, it is a long way from a reality in most elementary schools.

2.3.3 School Factors

School related factors impact the learners' decisions towards school participation. School regulations and guidelines against non-attendance are factors that add to the learners' absenteeism (Barlow & Fleischer, 2011). According to Robinson (2009), techniques used in handling learners' absenteeism are conflicting and thus do not produce important results in decreasing the rate of school absenteeism among the learners. Learners do not accept clear communication from school about the importance of its participation. Absence of firm execution or tolerant approaches for prevailing guidelines or methods to curb school absenteeism, give the wrong message to learners, parents and guardians about the significance of school involvement (Juliana et al., 2019).

Despite the fact that there are different explanations behind learners' absenteeism, one of the most fundamental reasons is "disliking the school" (Inziani, 2013). On the possibility that the school is unfriendly, not fastened to its rules and regulations, or if there is no conducive atmosphere for learning, learners will incline toward occasionally missing school. Specifically, clashes with classmates, schoolmates, teachers and introduction to provoking school rules are other reasons for school absenteeism (Gentle-Genitty et al., 2015). In a school situation where learners do not feel any commitment to attend class, they would desire to go to generating extended sentiments of hostility. As Faircloth and Hamm (2005)

expressed, assurance of learners to be at school is framed by their judgments in respect to, love and qualities they get there. In a school condition where there is an apparent passionate and an esteem responsibility, there will be a feeling that all is good and well, thus inspiring school participation by the learners. According to Matage and Begi (2017), incredible authoritative school regulations cause low participation rate of the learners since it diminishes the motivation and morale for the learners themselves, their parents/guardians and other stakeholders attending that specific school. A school where the head teacher's authority or style of leadership does not include learners in basic management, will not enable the learners to participate in a willing manner, besides the style of management it may make learners demotivated and thus increasing the rate of non-school attendance. In schools that have great initiative and collaborative leadership style, learners' absenteeism has been reduced to a large extent (Murai, 2008).

Investigations to identify the reasons for school non-attendance have also been studied in Turkey. These investigations included explanations behind grade school level, non-attendance which comprised numerous variables, for example, learner's view of the school condition (learning environment), as well as, learner's responsibility to class and learner's family structure (Yildiz, 2018). Other studies have been given more significance and amount of time required to get into bottom line of all underlying limitations as far as absenteeism among the learners is concerned. These investigations portrayed and clarified the reasons of school non-attendance in elementary level of learning through the assessment of the learners' reactions in various categories. In the literature, as featured by specialists, explanations behind school non-attendance vary from one nation to another and are adaptable to learners' abilities (Barlow & Fleischer, 2011). In this way, school absenteeism and its causes ought to be inspected on outstanding qualities depicted by the learners, for example, sexual orientation, the level of school development, and family structures among other variables.

Harris (2002) suggested a recommendation for school boarding, other than day schooling, because students boarding will increase the rate of school participation and may reduce drastically the cases of absenteeism among the learners. He observed that school participation by learners is substantially higher in boarding schools than in day schools. Parents and guardians, subsequently, have an obligation to meet some school costs in order to make learning interesting and thereafter, motivate the learners participating in school without giving any excuse whatsoever.

While the Constitution of Kenya is completely dedicated to execute free primary education as a measure of checking a greater transition rate to secondary school, it also reduces school dropouts. Parents or guardians are also obliged to endure other direct school demands or expenses. These include uniform expenses for both internal and external examinations, payments for noon meals and other school projects or programmes. Learners who are unable to bear these school costs may end up dropping from school, begin to miss school frequently or notwithstanding, repeating because of scoring less than the required to be promoted to the next grade. These school financial factors influence learners' school participation and therefore, create a sound sense of belonging in education. Ready (2010) observed in his studies of the wealthiest 205 families that 76% of every penny of their learners goes to school expenses contrasted with 405 of the poorest families where only 20% of each penny goes to school expenditure. This implies that learners from poor families had much lower school participation than those from wealthier family units. It is in those extensively poor families that young girls and boys have a higher vulnerability rate of not going to school. He additionally stated that nations with low school participation rates had a tendency to have higher sexual interaction rate among the learners which influenced their school attendance. Although, day schools may assume a critical part in expanding access to school learning particularly to the vulnerable learners whose parents or guardians may not be able to afford

the cost of a boarding school, poor families experienced these challenges and therefore, influenced their learner's in school participation.

The structures, approaches, policies, conditions, and staff in a given school are basic factors that can impact learners' absenteeism as was observed by (Asmawati et al., 2012). Learners will probably relate their deficiencies from school to class performance factors, as opposed to parental and community factors. The absence of viable and reliable methodology and strategies for managing non-school attendance sends a wrong message to learners, with respect to the significance of school participation (Kamande, 2011). Schools with poor techniques of participation in record keeping, and also dubious meanings of what constitutes pardoned and unexcused deficiencies, battle with unsustainable surveying involvement concerns (McCleskey, 2013). Some schools may utilize a "push out strategy" rather than tending to the basic root cause of absenteeism issues that might have been triggered by particular social economic reasons. Absence of properly structured sanitation in school is equally a substantial reason behind lowered rate of learners' school participation.

A few schools in remote areas have no access to sanitation and ablution facilities thus, influencing the learners' school attendance. Different concerns, for example, availability of a container that acts as a canteen in the school compound, issues with the administration of the school can, likewise, be a contributing factors to non-attendance (Gül & Gunes, 2009). Schools with incompetent teaching strategies and that encourage harassing to be endured, make it a hard situation for the learners who later neglect going to participate in school activities.

In some schools, guides and learning materials may be inadequate, making it hard for the learners' endeavours unable to be attained, which in turn affect their studying (Rasasingham, 2015). In view of these reasons, the learners might be unwilling to go to school. In the event

that a learner cannot get effective school management to give advice on his/her mental problems, may demonstrate an inclination towards non-school attendance.

What the teacher ought to do about it is to comprehend the learners' brain capacity, behavioural characteristics and have the ability to control the skills learned in class or elsewhere. The teacher should lead the learners when necessary, having in mind the main objective to accomplish this. The teacher should be adequate in academic affairs and have adequate academic experience in order to deliver well in class. In the event that a learner, who partially attends school, does not get the desired consideration and direction from his/her teacher, then he or she will be eager to miss attending the school even more frequently. The motivation behind why a few learners would prefer not to go to school may likewise emerge from the school condition. At some point when their schoolmates or other colleagues, who pioneered school attendance before them, narrates about their unwillingness to go to school, they may discourage the rest to follow on their footsteps. This therefore, will give them a reason to skip going to school even before beginning to go to class (Rasasingham, 2015). Other reasons, for example, the lack of essential learning materials, poor performance, bullying and problematic academic difficulties for many learners, are reasons that can make learners feel unsafe, both physically and emotionally (Sahin, Arseven & Kilic, 2016).

2.3.4 Community factors

Community factors are the elements within the community that enhance or impinge pupils' absenteeism and academic performance. Such elements are outside the control of the student, parent and the school.

Cultural practices

Kombo (2005) attested to socialization in a few disparities and put cultural emphasis on different viewpoints other than school-work, for instance circumcision ceremonies. King et al. (2015) in their study on impact of circumcision function in educating primary school

learners in western Kenya, observed a higher learner drop-out rate in primary school during the circumcision season than at other seasons. The education was observed to be basic among the financial lowly families who invested greater part of their energy seeing relatives practicing cultural songs and other activities before circumcision.

Other studies have equally demonstrated that inception of soul changing ceremonies and other experiences are related to attitudinal changes. As indicated by Mboya (2003) it is claimed that circumcision changes mentalities among those who participate in it. The transitional experience was responsible for feeling grown-up status on part of the learners, which resulted to behavioural change. For instance, young boys and young girls among the Kipsigis would feel that they are "grown-ups". It was observed that after circumcision, young boys and young girls see themselves as mature "men" and "women", respectively, making it difficult for them to be educated by the uncircumcised teachers, thus leading to indiscipline in school, which eventually lead them to miss school frequently or even drop out of school.

Spencer (2012) in his study on nomads in alliance, social and school-based elements influencing the school participation of Samburu young boys and girls in secondary schools, of Samburu Region in Kenya found that young girls and boys who are circumcised see themselves as grown-ups and belittle their uncircumcised fellow age-mates and teachers from other tribes perceived uncircumcised. Eshiwani (1993) advised that school teachers must consistently deliver their best in light of their learners to achieve school educational goal, mission and vision for greater learning practices to occur.

Furthermore, various other studies have shown that education results are influenced by early marriages. In a research study by Mboweni (2014) it was observed that young girls getting married at an early age was seen as a productive business in light of the guarantee of bride price. It was found that, in rural areas, such a tradition prevented learning of those young girls married off and that their reasonable worth would deteriorate as they are exposed to the

realities of life at young age. This was consistent with earlier findings by UNICEF (2007) which had called for attention to the fact that bride price creates an impetus for parents to sell off their girls without educating them. Young girls consequently quit going to class once their rights have been defiled.

Similarly, other studies have shown that completion of schooling is influenced adversely when learners participate in sexual activities. Parkes et al. (2010) featured particular impacts of being distracted by sexual engagements and dating among the learners during their early ages of life. They found that there was interruption of learning by early pregnancies or sexually transmitted diseases, loss of time and obsession on learning targets as the adverse impacts of commitment with sexual engagements and dating. Parkes et al. (2010) concluded that sexual engagements among the young learners may likewise be involved in obsessive behaviours, for example, misery and low self-esteem which would limit their school participation.

Other studies have also proposed that religion positively affects school learning participation and accomplishment. In a research study on the impact of spirituality on academic performance, (Fukofuka, 2007) observed that learners who set aside the opportunity to focus on their spirituality improved their capacity to exceed expectations academically. A few other studies have shown that, spirituality positively affects learners' school performance and achievement. This was seen in faith based institutions where learners are thoroughly guided and nurtured on principles that emphasized on the importance of education. This sort of nurtured belief gave learners opportunity without questioning or rather taking seriously all that was taught in school. Heather et al. (2013) in their investigation found that spirituality, beliefs and religious activities were decidedly identified as influencing participation in educational activities. As these help learners develop an understanding of themselves and others and why they are in school.

2.4 Summary of Literature Review and Research Gaps

From the literature review, school absenteeism is defined as not going to class without or with an acceptable reason. Absenteeism is measured by the number of times a learner is absent per week, learners' academic performance and school participation rate.

The causes of school absenteeism are complex and broad in nature. Some of the factors that came out clearly in the literature to cause learners' absenteeism included; students, parental, school and community factors. Some of the components associated to students' factors included; unending illnesses, indiscipline, strict school regulations, going to bed late, going to see friends at their residences and adolescent behaviour. More attention in the literature has been given on parental level of education, parental level of income, family type and family size as far as parental factors are concerned. Regarding the school factors literature has given more emphasis on school regulations and guidelines, conducive learning environment, misunderstanding amongst their classmates or schoolmates or their teachers, style of leadership in school, school management, level of school development (structures), sanitation facilities, policies and lack of essential learning materials. Some community factors that came out in the literature review were based on cultural practices. These factors were; circumcision ceremonies, early marriages, sexual activities, early pregnancies, beliefs, religion and spirituality.

If learners neglect going to school, they fail, as they do not learn and ultimately they drop out. Arid and Semi-arid areas tend to suffer from a multitude of social economic factors that have been exposed by the literature review. These factors seem to influence systematic and consistent school attendance and thus contributing to low academic performance as a result of the poor class attendance (absenteeism). The reality of these causes of absenteeism, therefore, needs urgent attention. Communities living in these areas are considered marginalized, given the remoteness of the areas in which they live, harsh climatic conditions characterized by

frequent prolonged drought, as well as, low level of education among other factors. While similar studies have been investigated, the factors influencing learners' absenteeism, especially in some regions in Kenya, most of them have been descriptive in nature and little attention has been given about the constraints of learners' absenteeism in primary schools of Isiolo County. On students' factors such as, poor school performance, negative school attitude and peer influence have been given little consideration in the literature. Parental factors such as, child labour, Friday mentality, lack of parental control, parent-child relationship, family problems, and ignorance of absenteeism have not come out clearly in the literature. Concerning school factors, poor sanitation, teachers being unfriendly, school fees payment methods and negative school atmosphere have not been mentioned in detail in the literature. On the community factors such as bad roads, unavailability of water and electricity little concern has been given attention as per the literature reviewed. These inadequacies are the gap that this study pursues to fill.

2.5 Theoretical Framework

There are a number of theories that discuss about the learners' absenteeism with regard to social economic factors, below are the two theories that were considered applicable to help in guiding the current study.

2.5.1 Maslow's Theory of Hierarchy of Needs

The theory was advanced by Abraham H. Maslow. The principle of this theory is that personal motivation is grounded on a predetermined rank of needs. According to the theory, absenteeism is an acquired behaviour. The following process evidently takes us into the realm of learning theories and ideas which may spell out reasons as to why change occurs. Firstly, the researchers focus on motivation as an important component of the learning process. The driving force which causes us to achieve goals is motivation (Nicholls, 2017). A tangible or intangible reward, is rewarded after an onset of a behaviour or an action with the intention

causing the behaviour to change. This is done by correlating a positive meaning to the behaviour. In our case a reward to a student to encourage the attendance, will go along with the student's attendance habits. This shows that if a person is rewarded instantly, the impact would be greater and hence, drops the repetition of the undesirable action.

Social psychological research has shown that acquired rewards can lead to over rationalization and a successive reduction in the essential motivation. To demonstrate this effect, children who are expected to be rewarded with a gold star or a ribbon for drawing pictures, spent less time playing with drawing materials. In subsequent observations the children who were given an unexpected reward condition received no intrinsic reward and thus, no motivation. Desires and the driving force can be described as needs or deficiencies which elicit, an active behaviour that is aimed at an incentive or a goal. These beliefs originate within the individual and may not involve external incentives to encourage personal behaviour. Basic determinations could be inspired by deficiencies such as hunger, which motivates an individual to look for food, whereas subtler motivations might be the desire for approval and praise, which encourage a person to behave in a manner that please others. This theory describes the desire by the learners to attend school and outdo others in classwork, despite the challenge they may face. This is because learners basically draw their motivation from rewards attached to the activity.

2.5.2 Voluntary and involuntary theory

The leading theory of employee absenteeism in the literature is that of (Brooke, 1986). This model integrates both voluntary and involuntary absenteeism and was founded on a review of over 100 studies of absenteeism. Stating briefly, the model posits that school attendance by the learners is largely a function of two significant variables, a learner's motivation to attend and a learner's ability to attend. Although not openly stated, the determining factors of

attendance, motivation seems to relate to “voluntary” absenteeism, whereas the ability to attend variable appears to refer to “involuntary” absenteeism.

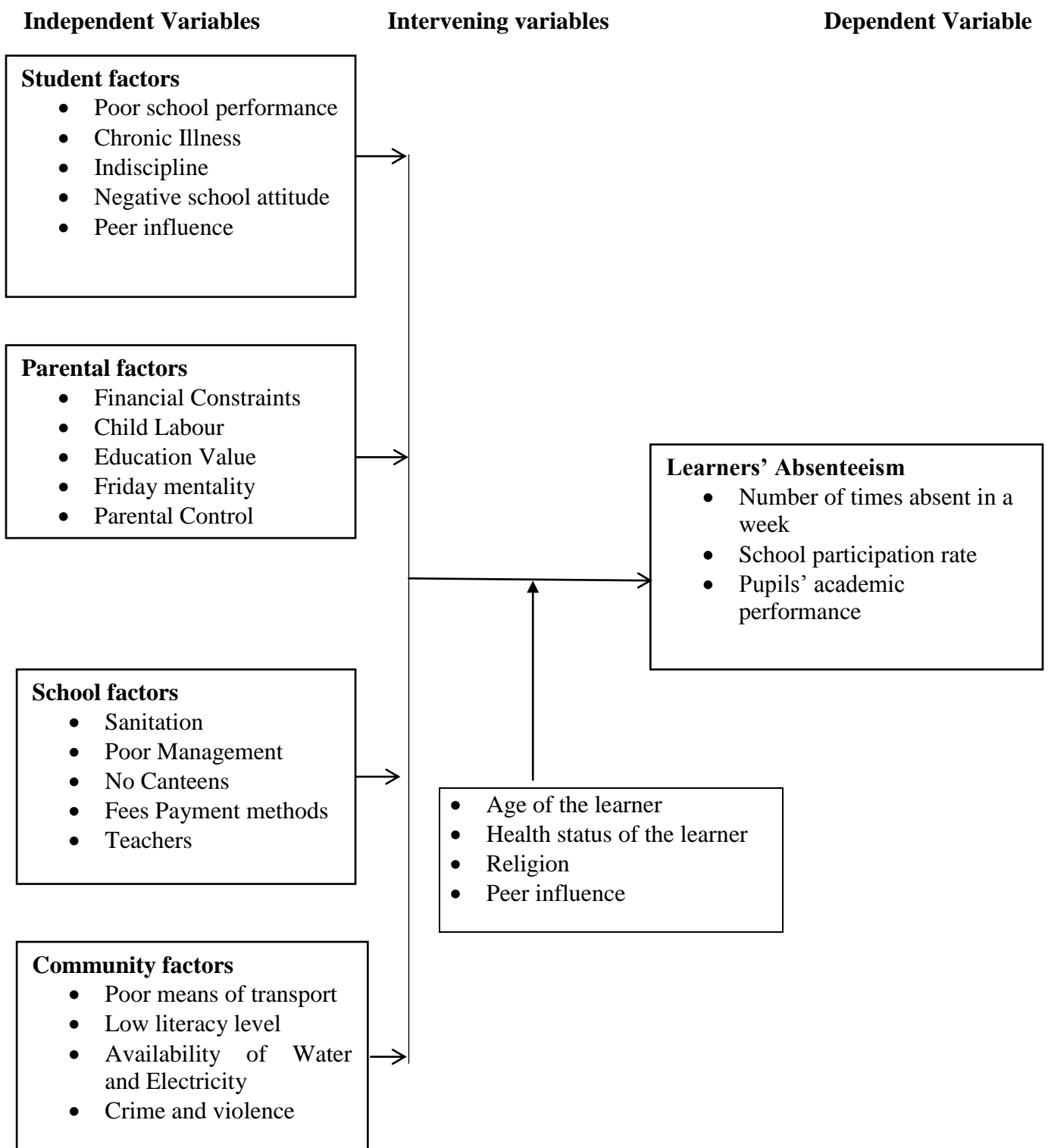
This was the most applicable theory in this research as it links voluntary absenteeism with factors that are within the control of the learner such as chronic illness, indiscipline and all other student factors. On the other hand, community factors that hinder school attendance are beyond the control of the learner, hence, amount to involuntary absenteeism. Parental, community and school factors form the involuntary absenteeism. As such, the theory applies more under the involuntary absenteeism where majority of the factors fall. The choice to attend school from this theory can therefore, be associated with a learner being voluntary or involuntary absent from school (Gül & Gunes, 2009).

2.6 Conceptual Framework

The study was motivated to investigate the social economic variables influencing learners’ absenteeism in the area of study. There are various social economic variables which affect learners’ absenteeism in Oldonyiro Division primary schools. The variables identified are summarized in Figure 2.1 which shows the social economic factors that influence learners’ absenteeism in school.

Figure 2.1

Conceptual framework on the relationship among variables in the study



The dependent variable was learners' absenteeism which was measured by the number of times a learner was absent from school per week, the pupils' academic performance and learners' participation in school learning activities. The intervening variables which affected the relationship between the independent and the dependent variable were: age of the learner, health status of the learner, religion and peer influence. On the other hand, the independent variables include; the student, parental, school and community factors. Student factors are the aspects within the learners' control that influenced their school absenteeism, for example, poor school performance, chronic illnesses, indiscipline, negative school attitude and peer pressure influence. These indicators were used to assess the effects on learners' absenteeism. Parental factors and their indicators such as financial constraints, child-labour, value of education levels, Friday mentality and parental control were similarly utilized to assess the extent to which they affected learners' absenteeism. School factors which comprise of sanitation, poor management, availability of canteens fee payment methods and teachers that make up vital factors influencing learners' absenteeism were also evaluated. Finally, the community factors such as poor means of transport, low literacy, water and electricity, crime and violence, were used to assess the extent of influence on learners' absenteeism. The researcher, therefore, viewed this as a roadmap to the study of social economic factors that led to the causes of learner's absenteeism in primary schools in the division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter has described the research methodology that was utilized in order to carry out the study to its completion. Specifically, the chapter has discussed the location of the study, research design, the target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis. Ethical considerations observed during the study are also outlined.

3.2 Location of the Study

The research study was carried out in public primary schools of Oldonyiro Division in Isiolo County. The division is one of the former six administrative units in the Isiolo District in the Upper Eastern region and currently one of the ten wards in Isiolo County. This area was considered an ideal location to carry out the study as there have been reports of high cases of absenteeism among learners in the public primary schools within the area. The division had persistently performed poorly in the national KCPE examination results, which influenced the selection of the location. Uwezo (2015) report also observed that there was a serious problem of pupils' school absenteeism in the sub-county.

3.3 Research Design

This study employed a descriptive survey research design to examine the social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. Descriptive study is concerned with finding out what, where, who and how the study would be carried out (Cooper & Schindler, 2003). Descriptive research design is concerned with specific predictions, with narration of characteristics and facts regarding individuals, groups or situations. The design was preferred since it made sure that there is minimum bias

in data collection, ensuring complete description of the situation and to reduce the errors in interpreting the data collected. This assisted the researcher to describe the phenomenon of the research study. The study used the survey research design since the researcher intended to get the accurate information and made conclusions concerning the factors influencing learner's absenteeism in primary schools. The research design was also preferred because it helped in arriving at the answers as to who, what, where and how questions. Descriptive research design also gives a unique means of data collection.

3.4 Target Population

According to Mugenda and Mugenda (2003), population refers to a complete census of people or all items in a researcher's area of study. The study targeted a population of 16 public primary schools of Oldonyiro Division, Isiolo County, with a total of 105 teachers, 16 head-teachers and 2,895 pupils both boys and girls, making a total population of 3,016 according to Oldonyiro Curriculum Support Officer (2018), statistics. The division is vast and has a harsh terrain with the schools spread across over 100kms far apart from one end of the division to the other.

3.5 Sample Size and Sampling Procedure

The first aim in this sub-section was to choose a sample of 30% of the schools in the division. This is in accordance with Mugenda and Mugenda (2003) who have recommended 10 - 30% of the target population depending on the target population. The larger the target population, the lower the percentage and vice versa. Hence, 30% was considered appropriate in the present case. Using the 30% criteria, a sample of 5 schools, consequently 5 head teachers, 32 teachers and 75 class seven pupils were selected. The researcher selected schools that were a representative of the entire population. These included; Oldonyiro, Kipsing, Lebarua, Lenguruma and Lobarishereki primary schools. Levy and Lemeshow (2013) noted that purposive sampling is picking by hand, the items to be included in the sample on the basis of

one's judgment of the typicality. Simple random sampling was used to select the five schools. The 32 teachers and 75 pupils were chosen employing proportionate sampling, as well as, simple random sampling. The proportions were based on the relative numbers of the teachers and pupils in the respective schools. Class seven pupils were used for sourcing the required information. They were selected because, class seven pupils were the most affected by learners' absenteeism in the division, pupils in this class were viewed to be at vulnerable age as they were responsible for taking all chores at home. Finally, the researcher also believed that class seven learners in the schools would provide relevant, consistent and accurate information in relation to the study. Table 3.1 displays the sample selected in relation to the target population.

Table 3.1

Sample Size in Relation to the Target Population

Category of population	Subject	Sample
Head teachers	16	5
Teachers	105	32
Learners (standard seven pupils)	251	75
Totals	372	112

3.6 Research Instruments

The data was collected employing questionnaires and an interview schedule. According to Bryman (2013), a researcher requires to come up with appropriate instruments to collect necessary information. For this study, the researcher came up with questionnaires for the standard seven pupils (learners) and the teachers, respectively. The questionnaires were used as large amounts of information could be gathered from large numbers of learners and teachers in a relatively cost effective way and in a short period of time. The questionnaires

were also used because they offered a great guarantee of secrecy and they could be concluded at the respondents' convenience. Questionnaires are also convenient when the researcher is using a relatively large number of respondents. The data from the head-teachers was collected using an interview schedule. An interview schedule was ideal as it provided a procedure for the researcher to inquire and note answers in a reliable way across all the selected schools and to simplify the process of getting through the interview efficiently and smoothly. The number of subjects was also only five.

3.6.1 Questionnaire for teachers

The questionnaire for the teachers was organized to capture all necessary information to achieve the set objectives. The items were structured in two parts; the first part captured the respondents' general information, while the other part obtained information on influence of various factors on learners' absenteeism. The study used both close and open ended questions which were administered. Closed ended questions were used in an effort to save money and time, as well as, to enable an easier analysis as they could offer instant results. The open ended questions were also used as they encouraged the respondents to give in-depth information and fill responses that were consistent with their opinions, facts or feelings. With open ended questions, teachers' responses were anticipated to give a perception to their feelings, backgrounds, motivations, decisions and their interests.

3.6.2 Questionnaire for pupils

The questionnaire was structured to capture all the required information from the pupils. The items were organized in two parts. The first part requested for general details of the pupils. The second part obtained information on various factors that influenced learners' absenteeism. All the administered questionnaires had closed ended questions.

3.6.3 Interview schedule

The researcher employed the use of an interview schedule that consisted of five questions to collect data from the head teachers to establish the background and attitude towards factors influencing learners' absenteeism in primary schools. The interview schedule was not easy to administer but a great amount of information was collected as the respondents got clarification and vice versa on what the researcher inquired and added more data that might have been left out. The interview schedule was administered to all the five head teachers.

3.7 Pilot Testing of the Instruments

A pilot test is a small study of the data collection instruments intended to gather information and test the logistics prior to the main study in order to improve the quality and effectiveness of the data collected (Mitchell & Jolley, 2012). Piloting of the instruments is, therefore, very critical in revealing any weaknesses in form of clarity, comprehension and effectiveness of the instruments to eventually yield meaningful and useful results. Piloting essentially involves administering the research instruments to a sample with similar characteristics to the main study sample and related population with a view of determining the reliability and the validity of the research instruments.

In this study, the pilot study sample of two schools, comprising of two head teachers, 8 teachers and 15 pupils. The schools for pilot study were Waso and Wabera Primary schools, all in Isiolo Central Division that neighbours Oldonyiro Division.

3.7.1 Instruments' validity

Validity is the degree to which an instrument measures what it purports to measure (Kothari, 2004). According to Orodtho (2009), validity shows the extent to which an instrument measures what it is expected to measure.

The study utilized content and face validation to establish the quality and effectiveness of the instruments. To safeguard validity of the instruments, first the items in the questionnaires and the interview schedule were based on the set objectives. In this connection the researcher

ensured that all the objectives were comprehensively represented by the items. Secondly, all the instruments were scrutinized by the researcher and subject experts who included the research supervisors. Thirdly, the instruments were pilot tested, which made it possible to identify any items that were not clear and how long it would take to administer them. Any items that were found wanting were either eliminated or modified.

3.7.2 Instruments' reliability

Reliability is a measure of the extent to which the instrument generates consistent outcomes when used repeatedly on the same subjects. In this case test-retest was used whereby the instruments were given out twice within an interval of two weeks. The results from the two administrations were correlated using Pearson Moments Correlation method to obtain the reliability coefficient (index). A reliability index of 0.78 was obtained in this case. A reliability index of ≥ 0.70 is deemed acceptable thus, the research questionnaires were considered sufficiently reliable (Mugenda & Mugenda, 2003). For the survey instruments the reliability was measured by using four experts to rate quality of the instruments.

3.8 Data Collection Procedure

Before collecting data, the researcher acquired a letter of introduction from Kenya Methodist University. The researcher then used the letter to seek permission for research authorization and permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought permission from Isiolo County Commissioner and Isiolo Sub-County Education Officer, to carry on with the research study in the schools. The researcher made appointments with selected schools through their respective head-teachers. The researcher personally administered the questionnaires and the interviews. The researcher provided questionnaires to the respondents for self-administration in each school. The filled questionnaires were collected from the teachers and pupils immediately after filling them. Arrangements were then made on the most suitable time to conduct the interviews with the

head teachers. The time agreed upon was adhered to. The interviews were conducted in open ended responses to allow the interviewee to give all the necessary information by expressing his/her feelings and views or opinions on particular items without any restrictions. The researcher asked and recorded the answers given by the respondent instantly. Supplementary questions for some items were asked, where necessary.

3.9 Data Analysis

Data analysis is the process of manipulating, categorizing and interpreting the summarized data in order to attain answers to the research questions (Kothari, 2004). This sub-section discusses the procedures that were utilized to analyse the data. Before processing the responses, data planning was done through checking for completeness of the questionnaires, coding, entering and cleaning. The quantitative data obtained from the respondents' rate on various factors that were deemed to influence learners' absenteeism, were analysed using descriptive statistics such as percentages, means, standard deviations and frequencies. The qualitative data obtained through the interview schedule and open ended questionnaire items were analysed by organising them into similar themes and categories derived from the responses. Similar responses were tallied, accordingly. The descriptive and inferential data analysis were done through the use of Statistical Package for Social Sciences (SPSS) Version 22. The results of the data analysis were presented using frequency distribution tables and interview theme narratives.

3.10 Ethical Considerations

According to Gewirtz (2009), ethics imply fundamental thoughts of sensibility, the responsibility of the researcher to guarantee unequivocal assurance of secrecy to respondents of the intention of the research study. Research ethics suggest the kind of understanding and responsibility the researcher has towards the respondents and also the expectations they anticipate. Before the researcher embarked on the study he sought authorization from

NACOSTI. The researcher sought for consent from those he interacted with during questionnaire administration and interviewing processes. In this regard, the researcher contacted the local administration, as well as, the school head teachers to inform them of the research study in order to seek for their prior approval and to help in administering the research instruments to the respondents. The respondents were given full assurance that the research results would be solely used for educational purposes. The researcher also assured confidentiality and informed consent to the respondents. The researcher wrote an introductory letter to the respondents requesting for their co-operation and for them to provide the necessary information for the study.

Table 3.2

Tools for Data Collection and Statistics for Data Analysis

Objectives	Tools for Data	Statistics for Data
	Collection	Analysis
1 To determine the effects of student factors on learners' absenteeism.	Questionnaire	Frequencies Mean Standard deviation
2 To establish effects of parental factors on learners' absenteeism	Questionnaires Interview	Frequencies Mean Standard deviation
3 To determine the effects of school factors on learners' absenteeism	Questionnaires Interview	Frequencies Mean Standard deviation
4 To establish the effects of community factors on learners' absenteeism	Questionnaire Interview	Frequencies Mean Standard deviation

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of the study was to investigate the social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. This chapter discusses the findings obtained after the analysis of the field data. It discusses characteristics of the respondents, their opinions on social economic factors influencing learner's absenteeism in the division. In the presentation of the results the following order has been followed; response rate, characteristics of the respondents and pupils' absenteeism. That is followed by the presentation and discussion of results regarding the social economic factors that influence pupils' absenteeism from school.

4.2 Response Rate

Out of 75 questionnaires administered to standard seven pupils, a total of 72 filled questionnaires were returned. All the 32 teachers responded to the questionnaires. A response rate of 96% and 100% was obtained for the pupils and the teachers, respectively. A response rate of 100% was observed for the interviewees since all the head teachers were available for the interview. All this gave an overall response rate of 97%. This response rate was $\geq 70\%$ response rate and is excellent for statistical analysis (Mugenda & Mugenda, 2003).

Table 4.1*Respondents' Response Rate*

	Sample size	Respondents	Rate
Head-teachers	5	5	100%
Teachers	32	32	100%
Pupils	75	72	96%
Total	112	109	97%

4.3 Respondents' Characteristics

The study sought out the respondents' general information particularly gender (for both teachers and pupils). Some of the characteristics are shown in Tables 4.2 - 4.4

4.3.1 Gender of the pupils

Pupils in standard seven from different primary schools in the division were requested to indicate their gender. Out of 72 pupils 41 (57%) of them were male, while 31 (43%) of them were female. This shows that public primary schools of Oldonyiro Division, Isiolo County are dominated by male pupils. This may be attributed to the cultural bias that exists within the region which disregards the education of the girl child, with many parents placing more value on education for boys rather than girls (Habiba, 2016). Nevertheless, both gender was quite well represented in the study.

4.3.2 Teachers' gender

According to the results, majority of the teachers were male as shown by 23 (71.9%) while 9 (28.1%) were female teachers. This shows that the distribution of the teachers in the public primary schools of Oldonyiro Division, Isiolo County is biased towards male teachers.

4.3.3 Duration in teaching profession

The teachers were asked to indicate the number of years they had taught. The results are as shown in Table 4.2

Table 4.2*Teachers Duration of Teaching*

	Frequency	Percentage
Less than 10 years	17	53.1
11-20 years	11	34.4
21- 30 years	4	12.5
Total	32	100

From Table 4.2, majority of the teachers indicated that they had been teaching for less than 10 years as shown by 17 teachers accounting for 53.1% of the total. Eleven teachers (34.4%) had taught for a period of between 11-20 years, while only four (12.5%) had taught for over twenty years. This shows that almost 50% of the teachers indicated by a figure of fifteen had worked for quite some time to be able to comprehend and respond to the subject under study intelligently.

4.3.4 Highest education level

The respondents (teachers) were also requested to indicate their education level. The results are as shown in Table 4.3.

Table 4.3*Highest Education Level*

Level of Education	Frequency	Percentage (%)
College (P1 certificate)	24	75.00
Diploma	6	18.75
Bachelor's degree	2	6.25
Total	32	100

From the above results, majority of the respondents indicated that their highest level of education was P1 training as shown by 24 (75%) teachers, six (18.75%) teachers had diploma level of education, while only two (6.25%) teachers had a Bachelor’s degree. This implied that all the respondents had enough knowledge to understand the subject under study as all had training needed for teaching in a public primary school as per the requirement of Teachers service commission (TSC, 2018).

4.3.5 Teachers characteristics that were likely to cause learners’ absenteeism.

The school head-teachers stated some of teachers’ characteristics that were likely to cause learners’ absenteeism. These features that originated from the teachers’ characteristics were gathered under three main themes and their results are presented in Table 4.4

Table 4.4

Teachers Characteristics that were Likely to Cause Learners Absenteeism as per Head-teachers

Main Theme 1: Teacher-Learner Relationship		
	Frequency	Percent
Unable to make learners love classes and school	4	80
Negative attitudes towards the learners	2	40
Unable to communicate positively with learners’ parents	2	40
Failure to provide effective guidance to learners	4	80
Main Theme 2: In-Class Behaviours of the Teacher		
	Frequency	Percent

Homework pressure to learners	5	100
Unable to provide enough learner's participation in class	2	40
Failure to organize operational learning environment	3	60
Not attending lessons in the first week after school opening	1	20

and last week of school closing.

Main Theme 3: Attitude towards Absenteeism

	Frequency	Percent
Not contacting parents about children missing school	2	40
Not paying attention and monitoring absenteeism strictly	4	80
Not investigating the causes of absenteeism	3	60

Teachers being unable to make learners love classes and school, led the learners to be absent from school. Furthermore, it was observed that learners who were afraid of the negative and harsh attitudes from teachers when they were late to school preferred not going to school. Besides, teachers' failure to provide effective guidance to learners came out as the main cause of school attendance as far as teacher-learner relationship was concerned.

The main cause of learners' absenteeism recorded under the theme of "in-class behaviours of the teacher", was found to be homework pressure to learners. Learners who did not or could not do the assigned homework due to several reasons could be afraid of the teachers' reactions, while their peers did not want to go to school to avoid teachers' negative reactions. The causes that stem from the teachers' understanding of education and negative in-class behaviours, decreased and even destroyed the learners' attention and interest in classroom life. This in the long run led to absenteeism.

Failure to provide enough learners' participation, failing to organize a conducive environment for learning, and forsaking to attend class lessons in the first week after the school opening

and at the last week of school closing showed that the necessary importance was not given to absenteeism, which eventually led to decrease in school participation among the learners.

In relation to teachers' attitude towards absenteeism, teachers not paying attention and monitoring absenteeism strictly stood to be the most contributing cause to learners' absenteeism.

4.4 Pupils' Absenteeism

Pupils' school absenteeism defined by the day of the week pupils were always absent and the number of times per week they were absent from school was determined from the responses given by the pupils. The researcher recorded the data and Table 4.5 presents the results.

Table 4.5

Number of Times Pupils Were Absent from School per Week

Number of Times	Frequency	Percent
Never absent	1	1.4
Once	18	25.0
Twice	35	48.6
Thrice	11	15.3
Four times	7	9.7
Total	72	100

As can be seen in Table 4.5, out of 72 class seven pupils 99% of them were absent from school for at least a week, depicting absenteeism to be a serious problem in the division. Most of the pupils who were absent from school were absent twice in a week implying that learner absenteeism from school was an issue in standard seven class in the division. This, in some way could be one of the reasons why learners' academic performance was poor in primary schools in the division because of lack of full participation in school activities.

The findings of this study corresponded to those reported from a study done in Meru County by (Nkanatha, 2013) who found that 76% of the students were absent for more than three days per term translating to more than a day per month which led to poor academic performance.

Days of the week learners were frequently absent were also determined and the results are presented in Table 4.6

Table 4.6

Days Pupils Frequently Were Absent from School

		Response	
		No.	Percent
Days of the week always absent	Monday	14	19.7
	Tuesday	21	29.6
	Wednesday	12	16.9
	Thursday	5	7.0
	Friday	19	26.8
Total		71	100

The result showed that most of the learners (class seven pupils) were frequently absent on Tuesdays and Fridays. The pupils gave reasons as to why they were absent from school and the main reasons were: Pupils remained at home to help their parents carry home chores; no electricity at home and feared reporting to school having failed to complete their homework; helping parents to look for water thus, spending a lot of time fetching water, therefore, ending up missing school; sometimes roads were impassable to get to school; poor performance at school; lack of school examination fees; and teachers being unfriendly. From head teachers' responses, it became apparent that Tuesdays and Fridays are market days in Oldonyiro. "Our

greatest concern is on the supposed market days, which are Tuesdays and Fridays," one head teacher said. "Parents leave to market, leaving pupils to herd livestock," according to another head teacher. A study by Matage and Begi (2017) on determinants of socioeconomic factors on absenteeism in lower primary schools in Masaba Sub-county in Nyamira County, had also found out that most of the learners were absent on Tuesdays and Fridays because they remained at home to help their parents to carry goods to the market instead of going to school.

In the Republic of Honduras, Ashida (2015) had found that in one cohort, 43% of learners missed 40 days of a schooling year.

4.4.1 Frequency of learners' absenteeism

The teachers were requested to rate the frequency of learners' absenteeism using a Likert scale of 1 to 5. Where 1 denoted "very low", 2 represented "low", 3 denoted "average", 4 represented "high" and 5 represented "very high". Their responses were as shown in Table 4.7a. Similarly, the school head teachers also stated the frequency of learners' absenteeism and the results are presented in Table 4.7b.

Table 4.7a*Frequency of Learners' Absenteeism as per the Teachers*

Learners of absenteeism	Frequency	Percent
Very low	2	6.25
Low	6	18.75
Average	9	28.125
High	9	28.125
Very High	6	18.75
Total	32	100

From the results in Table 4.7a, the teachers pointed out that the frequency of learners' absenteeism had been high as indicated by nine (28.1%) teachers and average as shown by the same number of teachers. Equally, the teachers indicated that the frequency of pupils' absenteeism had been low as revealed by six (18.7%) teachers. According to six teachers the absenteeism had been very high. Two (6%) teachers indicated that absenteeism had been very low in the division. It can be concluded that frequency of absenteeism in Oldonyiro was high as depicted by 15 teachers (46.875%) as compared to low, as depicted by eight teachers (25%).

Table 4.7b*Frequency of Learners' Absenteeism as per the Head-teachers*

Learners' Absenteeism	Frequency	Percentage
Very low	-	-
Low	-	-
Average	1	20
High	3	60
Very High	1	20
Total	5	100

According to Table 4.7b, 80% of head-teachers indicated that the frequency of learners' absenteeism was (80%), implying absenteeism was a problem in primary schools in the division. The head-teachers' responses were generally consistent with the teachers' responses.

4.4.2 Whether absenteeism affected performance

To determine whether absenteeism affected the performance of the pupils in the schools, the teachers provided their responses and recorded as follows. Twenty-six (81.3%) teachers agreed that pupils' absenteeism did affect their performance. Only six (18.7%) of the teachers indicated that learners' absenteeism had no effects on pupils' performance. These findings were in agreement with those reported by Sahin, Arseven and Kilic (2016) who had found that students who were absent showed poor academic performance in school. The findings are also similar to a report by Nkanatha (2013) who observed that learners who miss certain classes experienced difficulties in learning a number of subjects and therefore, were forced to use more effort in order to catch up with other learners. At that point when pupils lag behind in their learning, they fail to achieve the best performance and come up short of knowledge.

4.5 Causes of Absenteeism

The respondents (pupils, teachers, and head teachers) provided the essential information as outlined in the following sub-sections to achieve the purpose.

4.5.1 Student social economic factors influencing learners' absenteeism

The first objective of the study was to determine effects of student social economic factors on learners' absenteeism in public primary schools in the division. Pupils were requested to rate reasons for absenteeism using a Likert scale of 1-5 where 1 represented "not at all", 2 represented "to a little extent", 3 denoted "to a moderate extent", 4 represented "to a great extent" and 5 represented "to a very great extent" on how various reasons influenced their rate of absenteeism. The responses are presented in Table 4.8

Table 4.8

Social Economic Factors and their Influence on Learners' Absenteeism as per the pupils

Reasons for being absent from school	Not at all	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std. Dev.
Lack of school examination fees.	3	9	17	29	14	3.893	1.462
Helping your parents to perform house chores during market days	1	6	25	21	19	3.647	1.582
Sometimes roads are impassable to get you to school.	2	3	24	22	21	3.193	1.587
You spend a lot of time looking for water ending up missing school.	2	2	24	23	21	3.12	1.497
There is no electricity in your home and you fear reporting to school having failed to do or complete your homework.	1	8	30	16	17	3.5	1.532
Your poor performance in class makes you want to miss school.	4	11	23	20	14	3.556	1.513
Poor sanitation causes you to miss school	1	9	27	18	17	2.893	1.498
My teachers are not friendly	5	31	21	12	3	1.767	1.308

As shown in Table 4.8, the pupils indicated that lack of school examination fees and that there being no electricity in their home, helping their parents to perform house chores, poor

performances in class making them want to miss school and fear of being punished reporting to school having failed to do their homework influenced their rate of absenteeism to a great extent as illustrated by means of 3.893, 3.647, 3.556 and 3.5, respectively. These are the four factors considered to have most serious effects on learners' absenteeism in Oldonyiro Division. Further, the pupils indicated that sometimes roads being impassable to get to school influenced their rate of absenteeism to a moderate extent as illustrated by a mean of 3.193. Similarly, spending a lot of time looking for water ending up missing school, influenced their rate of absenteeism to a moderate extent, as indicated by a mean of 3.12. Poor sanitation affected the pupils' presence in the school and influenced their rate of absenteeism to a moderate extent as illustrated by a mean of 2.893 and therefore, were not considered to have serious concerns on absenteeism in the division. However, the pupils indicated that their teachers being not friendly influenced their rate of absenteeism to a little extent as illustrated by a mean of 1.767. These findings were in agreement with those of Balkis et al. (2016) who had identified several features of absenteeism as, condoned absenteeism, school refusal, school withdrawal and early leaving. Heather et al. (2013) in their study had found that, children (learners) who performed poorly were demoralized to attend school due to academic competition.

In Kenya, Kamande (2011) who carried out a research on sanitation and hygiene in education and the factors influencing pupils school absenteeism in Kibera slums observed that school environmental factors led pupils to be absent from school. Muiru (2005) who researched the factors causing to children's (learners') absenteeism in public primary schools of Ruiru Division, Thika District, observed that pupils' absenteeism was a major concern in public primary schools. The major causes of absenteeism were; pupils' lack of interest, illnesses and unfriendly teachers at school which were similar to the findings of this study. This, therefore,

showed that there was a relationship between the findings about Oldonyiro and those found elsewhere.

The teachers were also to state the extent to which student factors influence learners' school absenteeism. Their responses were recorded as follows.

Nineteen (59.4%) teachers indicated that student factors influenced pupils' absenteeism to a great extent while 13 (40.6%) teachers affirmed that student factors influenced pupils' absenteeism to a little extent. This shows that student factors greatly influenced the pupils' absenteeism, implying that ultimately learners' individual attributes affected school participation.

The teachers were also requested to rate the features of absenteeism using a Likert scale of 1-5 where, 1 represented "not at all", 2 represented "to a little extent", 3 denoted "to a moderate extent", 4 denoted "to a great extent" and 5 represented "to a very great extent" on the influence of various attributes of student factors on the pupils' absenteeism in primary schools of Oldonyiro Division, Isiolo County. A mean rating from 3.5 to 5 implying to a great extent was considered to be of main concern on absenteeism. These responses were as shown in Table 4.9.

Table 4.9*Student Social Economic Factors that Influence Learners' Absenteeism as per the Teachers*

Attributes	Not at all	Little extent	Moderate extent	Great extent	Very great extent	Mean	Standard Deviation
Poor school performance	-	2	17	9	4	3.633	0.970
Chronic illnesses	2	6	13	4	7	3.111	0.963
Indiscipline	-	6	13	7	6	3.589	1.290
Negative school attitude	-	15	6	4	7	2.768	0.604
Peer influence	2	11	6	7	6	2.556	1.042

From the findings in Table 4.9, the teachers indicated that to a great extent indiscipline influenced pupils' absenteeism as shown by a mean of 3.589. Similarly, poor school performance as shown by a mean of 3.633. Chronic illnesses as indicated by a mean of 3.111 had a moderate extent on learners' absenteeism, negative school attitude as shown by a mean of 2.768 and peer pressure as depicted by a mean of 2.556 influenced pupils' absenteeism to a moderate extent, respectively. Poor school performance and indiscipline among the learners came out clearly to be of great influence on absenteeism. This demanded a great concern to the school management. Chronic illnesses, negative school attitude and peer influence affected absenteeism moderately and therefore, could be ignored as their effect was low. These findings correspond to Gül and Gunes (2009) who had found that several students admitted to truancy where they refer truancy as missing school with reason(s); they were sent to school by their guardians or parents, although they did not go, but instead they detoured on their way.

From the findings, the common effects of students social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County were mainly; poor performance in school and indiscipline among the learners.

4.5.2 Parental social economic factors on learners ‘absenteeism.

The second objective of the study was to investigate the effects of parental factors on learners’ absenteeism in public primary schools in Oldonyiro Division. Both the school head-teachers and the teachers gave the required information to draw the results. The respondents were requested to rate parental factors using a Likert scale of 1-5, where 1 represented “not at all”, 2 denoted “to a little extent”, 3 represented “to a moderate extent”, 4 denoted “to a great extent” and 5 represented “to a very great extent” on the influence of the parental factors on the pupils’ absenteeism in primary schools in the division.

Responses from the teachers indicated that 21 (65.6%) parental factors influenced pupils’ absenteeism to a great extent while 11 (34.4%) teachers indicated that parental factors contributed to a little extent on pupils’ absenteeism. These responses were consistent with the school head-teachers where 80% of them stated that parental factors influenced learners’ absenteeism to a great extent. The teachers and the head-teachers were, therefore, in agreement that parental factors influenced the pupils’ absenteeism to a great extent.

The teachers were also requested to rate listed parental factors using a Likert scale of 1-5, where 1 denoted “not at all”, 2 represented “to a little extent”, 3 represented “to a moderate extent”, 4 denoted “to a great extent” and 5 represented “to a very great extent” on the influence of various attributes of parental factors on the pupils’ absenteeism in primary schools of Oldonyiro Division, Isiolo County. A mean rate of 3.5 to 5, “to a great extent” and “to a very great extent” respectively were considered to be of great concern as far as learners’ absenteeism was concerned. The results are shown in Table 4.10a.

Interview data from the school head-teachers on possible causes of absenteeism relating to (parental factors) school external factors was categorized under five main themes (parent-child relationship, view of education, family problems, ignorance of absenteeism and economic impossibilities) originating from parental factors. The percentages of various

frequencies of the head-teachers were categorized such that the weighted average of 50% and above in each sub-theme was considered to have serious concern on absenteeism. These responses were as shown in Table 4.10b. It needs to be observed that on tables 10b, 12 and 14, the responses in some cases are more than the respondents. This is because in making the statements, the respondents were not restricted to making only one statement, one could make one or more statements.

Table 4.10a

Parental Social Economic Factors on Learners' Absenteeism as per the Teachers

Variable	Not at all	Little extent	Moderate extent	Great extent	Very great extent	Mea n	Standard. Deviation
Financial constraints	-	2	13	9	8	3.844	1.294
Child labour	-	4	9	11	8	3.611	1.195
Education value	-	3	9	13	7	3.589	1.145
Friday mentality	2	6	7	11	6	3.278	1.179
Lack of parental control	2	7	12	7	4	2.833	0.707

As from the above results, the teachers indicated that child labour with a mean of 3.611, financial constraints as shown by a mean of 3.844 and education value as shown by a mean of 3.589 influenced pupils' absenteeism to a great extent. These findings were consistent with those of Mueller (2006) who argued that parents with limited financial resources cannot provide for the basic educational needs of their children. Teachers indicated that Friday mentality was the next influence as shown by a mean of 3.278. Lack of parental control as shown by a mean of 2.833, influenced the pupils' absenteeism to a moderate extent. The results, therefore, revealed that various parental factors had an influence on learners'

absenteeism. In the above case, financial constraints, child labour and value for education influenced absenteeism to a great extent. These are consistent with Kearney (2007) who observed that some of the issues contributed by parents were financial constraints, parents' value on education, child labour and Friday's mentality. Heather et al. (2013) had also observed that parents merely valued school attendance because of its support to acquire the certificates. This, therefore, meant that parents did not really comprehend the importance of school attendance. Such parents, therefore, did not hold sufficient value on education such as to encourage to attending classes. Awuor (2012) who studied on the effects of economic activities on pupils' academic performance in Kiambu County found that pupils participated in domestic related chores and child labour which led them to be absent from school and had poor academic performance.

Table 4.10b*Possible Causes of Absenteeism Originating from Parents as per the Head teachers*

Main Theme 1: Parent-Child Relationship		
	Frequency	Percent
Not taking care of the child	4	80
Not giving necessary attention on child' progress in school	1	20
Not establishing good relations with the school management	3	60
Main Theme 2: Ignoring of Absenteeism		
	Frequency	Percent
Missing school, a day in a week not a problem	2	40
Look after animals during dry season	5	100
Attending cultural practices such as circumcision	2	40
Main Theme 3: Family Problems		
	Frequency	Percent
Having someone at home who need to be taken care of	2	40
Family problems like divorce and family violence	1	20
Main Theme 4: View of Education		
	Frequency	Percent
Failure to understand the significance of education	4	80
Lack of education (Illiteracy)	2	40
Main Theme 5: Economic Impossibilities		
	Frequency	Percent
Making child to take care of his/her siblings	3	60
Not able to give pocket money to his/her child	1	20
Giving pupils duties on market days	4	40

Lack of care to one's child was considered as the most important parent-based influence of school absenteeism. Parents not establishing good relations with the school to follow up on their children's educational progress influenced absenteeism among the learners. Parents keeping children at home to look after the animals, especially during drought, was another main influence of school absenteeism. Parental illiteracy level made them to delegated duties to their children during school holidays, giving pupils duties on market days and involving the children in other income generating activities. Parents going to market and do not see a problem in their children missing school one day in a week as long as they attended the school for more days contributed to school absenteeism amongst the learners. Parents lacking control to their children, hence, they could not advise them on matters pertaining to school, significantly influence their school attendance. Some learners absented themselves so as to attend community cultural practices such as circumcision. Poor economic conditions of parents played an important role in school participation, as well as, school absenteeism.

From the findings in Table 10a and Table 10b, the effects of parental social economic factors influencing learners' absenteeism in public primary schools of Oldonyiro Division, Isiolo County were financial constraints, child labour, education value, parent-child relationship and ignorance of absenteeism.

4.5.3 School social economic factors on learners' absenteeism

The third objective of the study was to ascertain the effects of school factors on learners' absenteeism in primary schools in the division. Both the school head-teachers and the teachers were requested to provide the required information. The responses drawn from the teachers indicated that 21 (65.6%) teachers agreed that school factors influenced pupils' absenteeism to a great extent while 11 teachers (34.4%) pointed out that school factors influenced pupils' absenteeism to a little extent. This revealed that school factors greatly influenced pupils' absenteeism.

The teachers were further requested to rate various possible school factors on the extent they influenced absenteeism. Likert scale of 1-5 was used where 1 represented “not at all”, 2 denoted “to a little extent”, 3 represented “to a moderate extent”, 4 denoted “to a great extent” and 5 represented “to a very great extent” on the influence of various attributes of school factors on the pupils’ absenteeism. Their responses were as shown in Table 4.11.

Table 4.11

School Social Economic Factors that Influence Learners’ Absenteeism as per the Teachers

Features	Not at all	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std. Deviation
Poor sanitation	6	9	6	4	7	2.389	1.335
Poor school management	4	2	11	9	6	3.500	1.383
No canteens	11	13	6	-	2	2.111	1.131
School fees payment methods	9	10	7	6	-	2.889	1.410
Teachers being unfriendly	7	9	6	7	3	2.667	1.237

According to the teachers’ responses, school factors generally influenced learners’ absenteeism to a moderate extent. Poor management as illustrated by a mean of 3.5 influenced pupils’ absenteeism to a great extent. School examinations fees payment methods as shown by a mean of 2.889 and teachers being unfriendly to the pupils as shown by a mean of 2.667 influenced absenteeism moderately. The results found that poor school management was the only factor that affected absenteeism. These findings were similar to McCleskey (2013) who found that schools with poor management, poor record keeping, as well as, poor methods of school fee payment, affected learners’ in school participation. However, teachers indicated that sanitation as depicted by a mean of 2.389 and no canteens as shown by a mean of 2.111 influenced the pupils’ absenteeism to a little extent and therefore, ignore it as not a

serious consideration on absenteeism. This is in contradiction to Rasasingham (2015) who claimed that in some primary schools, availability of canteens and well-built ablution and sanitation blocks, played a significant role on school attendance by encouraging learners to attend school frequently as there is clean and conducive environment for learning.

The head-teachers stated some of the possible causes of absenteeism (internal factors) within their schools that influenced learners' absenteeism. These factors were grouped under three main themes (school structures, negative school atmosphere and school management). The results are presented in Table 4.12.

Table 4.12*Possible Causes of Absenteeism Originating from School as per the Head-teachers*

Main Theme 1: School structures

	Frequency	Percent
Inadequate school learning facilities such as classrooms	5	100
Lack of sanitation facilities like separate toilets for boys and girls	4	80

Main Theme: 2 Negative school Atmosphere

	Frequency	Percent
Poor teacher-pupil relationship	3	60
Long distance to school	4	80
Teachers absenteeism	3	60
Harsh corporal punishments	2	40
Poor Teaching Methods	3	60

Main Theme: 3 School Management

	Frequency	Percent
Rigid School rules and traditions	5	100
Paying School examination fees	4	80
Low staffing	4	80

From the results in Table 4.12, inadequacy of school learning facilities, such as, classrooms influenced learners attending school. Lack of sanitation facilities in the school, for instance, lack of separate toilets for boys and girls made some learners not to go to school.

Schools fail to provide conducive environment for learners due to reasons, such as, poor teacher-pupil relationships, teachers' absenteeism, long distance to school, harsh corporal punishments and poor teaching methods. For these reasons, learners' readiness or willingness to go to school decreases. Offering children with learning environments in which they feel happy, peaceful and secure in schools where they spend a vital part of their daily time is a significant factor that can influence their commitment to school and education in general.

In addition, the head teachers stated that rigid school rules and traditions influenced learners' school absenteeism to a great extent. This is similar to Kamande (2011) who stated that school factors for instance, lack of consistent and effective policies and procedures for dealing with absenteeism can send wrong messages to learners, in regard to the importance of school. However, school levies made pupils to be absent especially those who had not paid their examination fees. High enrolment against low teacher staffing in the school contributed learners' absenteeism as the learners spend more time in class without any learning activity taking place and thus, may find it unnecessary to attend their classes on daily basis.

From the results in the above findings, the effects of school social economic factors that influence learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County were mainly; poor school management, school structures and negative school atmosphere.

4.5.4 Community social economic factors on learners' absenteeism.

The fourth objective of the study was to identify the effects of community factors on learners' absenteeism in primary schools in the division. The respondents (head teachers and the teachers) were asked to provide the necessary information in order to achieve the objective. The results showed that 19(59.4%) teachers indicated that community factors influenced pupils' absenteeism to a great extent, while thirteen (40.6%) denoted that community factors contributed to a little extent on pupils' absenteeism. Similarly, three (60%) school head-

teachers stated that community factors had a great influence on learners' absenteeism. Community factors had a little extent of influence on learners' absenteeism as indicated by two (40%) head-teachers. These findings, therefore, were similar to Dube and Orpinas (2009) who had found that some communities with low literacy levels and acute water shortage, negatively impacted the learners' absenteeism from school to a great extent.

The teachers were requested to rate various community factors using a Likert scale of 1-5 where, 1 represented "not at all", 2 denoted "to a little extent", 3 denoted "to a moderate extent", 4 represented "to a great extent" and 5 represented "to a very great extent" on pupils' absenteeism in primary schools in the division. The results were drawn from the respondents' (teachers) answers as shown in Table 4.13.

Table 4.13

Community Factors that Influence Learners' Absenteeism as per the Teachers

Factor	Not at all	Little extent	Moder ate extent	Grea t exten t	Very great extent	Mean	Std. Deviation
Bad roads or poor means of transport	-	6	13	11	2	3.578	1.406
Crime & violence	4	9	7	8	4	3.111	1.079
Low literacy level	2	4	7	10	9	4.167	1.098
Unavailability of water and electricity at home	-	3	11	10	8	3.722	1.320

From the results in Table 4.13, the teachers indicated that to a great extent low literacy level, unavailability of water and electricity and bad roads or poor means of transport, as shown by a mean rating of 4.167, 3.722 and 3.578, respectively, influenced pupils' absenteeism to a

great extent. However, crime and violence indicated by a mean rating of 3.111 influenced the pupils' absenteeism to a moderate extent. The above findings were in line with Kearney (2007) who claimed that there are some learners who lived many kilometres away from the school and their parents could not meet the expenses to pay for their fares to the school and learners had to commute on foot to school, which was a major drawback to the learners. During the rainy seasons some roads became impassable forcing children to miss school. Cases of crime and violence along the roads encouraged absenteeism, especially to the girl child, who was more prone to cases of rape while heading to school.

The head-teachers stated some of the possible causes of absenteeism relating to community factors (external factors) that influenced learners' absenteeism. These factors were listed down capturing the percentages of various frequencies on the given factor. Any factor of 50% and above was considered to influence school absenteeism among the learners. The results are presented in Table 4.14.

Table 4.14*Possible Community Causes of Absenteeism as per the Head-teachers*

	Frequency	Percent
Boys circumcised while young	3	60
Community cultural factors such as, “moranism”, girl beading, organized festivals, taboos and norms	5	100
Nomadic migration lifestyle	3	60
Peer influence	2	40
Lack of role model in the society	3	60

From the results in Table 4.14, boys who were circumcised while young became truants in the school as they saw themselves as grown up men, could not find reasons to be in school. Community cultural practices like ‘moranism’, taboos and norms and festivals organized by the community influence learners’ absenteeism. This made learners to be absent eventually dropping out of school as the pupils felt that they were grown-ups, hence, independent. Nomadic migratory lifestyles which made the pupils migrate to other places far from school during drought and famine was another factor that led learners to be absent from school. Lack of role models in the community also influenced learners’ absenteeism. The head teachers also affirmed that the community plays a big role in pupils’ absenteeism because they were influenced by peers who were not in school (morans) although it was not a serious concern on absenteeism.

From the results in Tables 4.13 and 4.14, effects of community social economic factors on learners' absenteeism in public primary schools of Oldonyiro Division, Isiolo County were; bad roads or poor means of transport, low literacy level, cultural practices, unavailability of water and electricity.

4.6 Teachers' Suggestions on Curbing Learners' School Absenteeism

The respondents (teachers) were requested to suggest possible solutions to help curb learners' school absenteeism for various categories of factors. The researcher summarized the suggestions as stated in the following sub-sections:

4.6.1 Students' (learners') factors

The learners should be provided with opportunities to fulfill themselves, their anxieties of poor performance be checked and encouraged to do their best in other school activities, besides passing examinations. Learners should be encouraged to reduce cases of indiscipline which actually influenced their school absenteeism and consequently academic performance.

4.6.2 Parents' factors

Parents should assure that their children attend all the school days. Parents should also show up in school meetings to understand why their children should attend school. The results of the study had shown that parents requested their children (pupils) to be absent from school as they did not understand the value of education and school attendance. Parents should stop getting their children into family activities during school days. The findings of the study revealed that parents asked their children to be absent from school to help their parents on house chores during market days and assist in family activities. Co-operation and collaboration between the parents and the school should be maintained and the awareness of parents concerning the school attendance be raised.

4.6.3 School factors

School administration or the management should provide a conducive learning environment for the learners. This was because unfavorable learning environment influenced pupils' absenteeism. This was due to lack of adequate facilities such as, classrooms, learning/teaching materials, high teacher-pupil ratio, poor relationship between the pupils and the teachers and finally, teachers being harsh which discouraged pupils' schooling interests.

4.6.4 Community factors

The community in general should be made aware of importance of education of their children. The government should help improve means of transport in the division to make roads passable especially during rainy season.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the social economic factors influencing learners' absenteeism in primary schools of Oldonyiro Division, Isiolo County. In order to attain the purpose of the study, the following objectives were dealt with: Firstly, to determine the effects of student factors on learners' absenteeism; Secondly, to determine the effects of parental factors on learners' absenteeism; Thirdly, to determine the effects of school factors on learners' absenteeism and finally, to investigate the effects of community factors on learners' absenteeism in primary schools in the division.

The chapter displays the summary of the findings, conclusions and recommendations drawn from the results of the study. The conclusions and recommendations drawn are addressed focusing on the specific objectives of the study.

5.2 Summary

An overall response rate of 97% of the respondents was obtained. General information such as, gender of the respondents (pupils and teachers) indicated that male gender dominated accounting for 61.5% of the respondents (41 pupils and 23 teachers). Fifty-three percent of the teachers had been teaching for less than 10 years in their profession. Most of the teachers had college (P1 certificate) as their highest education level accounting for 75% of the respondents. Some of the teachers' characteristics that were likely to cause learners absenteeism were; teacher-pupil relationship, in-class teacher behaviours and attitude towards absenteeism. The researcher determined the day of the week pupils were always absent and the number of times in a week they were absent. 99% of the pupils (learners) were absent in a

week, were absent twice in a week and were always absent on Tuesdays and Fridays implying school absenteeism was a serious concern in the division.

Some of the reasons why the pupils were absent included: helping their parents carry home chores during market days; no electricity at home and fear for being punished at school for failing to complete their homework; poor academic performance at school; and lack of examination fees. Majority of teachers affirmed that the rate of frequency of learners' absenteeism had been either high or average. On the other hand, 60% of school head-teachers affirmed that the rate of absenteeism was high in the division. Absenteeism was found to have positive relationship on learners' performance where 81% of the teachers indicated that absenteeism affected the performance in school.

To accomplish the purpose of the study, which was to investigate the social economic factors on learners' absenteeism in the division, the respondents provided possible causes of absenteeism. These factors were discussed in four sub-sections (students, parental, school and community). Regarding students' factors, both teachers and pupils concurred that poor academic performance and school indiscipline were the greatest influence of pupils' absenteeism from school.

Teachers and school head teachers both contributed vital information in order to meet the study's second objective. Analysis of the information provided indicated that the significant parental factors that influenced school absenteeism included financial constraints, child labour, as well as, low value of education by parents. Other significant factors included Friday mentality and lack of pupils control by their parents, poor school sanitation, looking after livestock during dry seasons, lack of good relationship between pupils and school management, as well as, taking care of the siblings.

To accomplish the third objective of the study, the respondents (teachers and head teachers) gave the required information which was recorded and analysed to draw out the results. According to the teachers' responses, the only significant school factor was the school management. Consequently, sanitation and there being no canteens at school had little influence on pupils' absenteeism and did not raise serious alarm of absenteeism in the division. Analysis of the head-teachers' responses on the threat to school absenteeism indicated that the most critical school factors were school teaching/learning facilities, rigid school rules and traditions. These were followed by school sanitation, distance between home and school, school fees and staffing. These factors were positively correlated to school absenteeism.

To achieve the fourth objective of the study, the respondents (teachers and the head teachers) gave the desired information that helped to draw out the results. The teachers' responses were rated using a Likert scale of 1-5, while the head-teachers' responses were summarized into percentages as per identified indicators. According to the two categories of respondents the most critical community factors positively related to absenteeism were; poor roads and means of communication, literacy level in the community, lack of role models, lack of water and electricity. Early circumcision of boys, cultural factors, which included moranism, beading and other cultural practices, as well as, nomadic way of life also contributed heavily to pupils' absenteeism.

Finally, the teachers were requested to make suggestions on how absenteeism could be curbed in the schools. The following were their suggestions;

Students be disciplined for them to reap better fruits from education. They should also be provided with the opportunities that will expose them on the positive sides of education.

Parents are also motivated to stop getting their children into family activities or household chores during school days. Parents should attend parent-teacher meetings to be impressed on

the importance of education and be made aware why learners attend school. There should also be a good cooperation between the parents and the school management.

The school management should provide a conducive learning environment so as to attract learners' full participation. Adequate school structures and facilities be of priority in learning institutions. Finally, the community in general be made aware of the importance of education among the learners and the society at large. The government should help improve means of transport in the division.

There are two main observations to make on these suggestions. Firstly, there was no indication on who should implement the decisions. Secondly, almost all the suggestions were within the scope of intervention by the teachers and the school management, why did the head teachers and teachers not take initiative to deal with them? This widened the scope for the current study's recommendations.

5.3 Conclusions

In relation to absenteeism the study concludes that all the factors investigated have a contribution to make towards pupils' absenteeism. In general, irregular and inadequate fees lead to absenteeism as pupils absent themselves to go and look for fees. Poor performance in class usually discourages pupils from attending class. Parents contribute to pupils' absenteeism by assigning too much home chores. This is not compatible with regular class attendance, Teachers' negative attitude towards the pupils contributes to absenteeism. Quite often pupils missed classes due to lack of facilities, electricity to do school home work.

In addition to the above, indiscipline was added as a major student factor contributing to school absenteeism.

Parental factors adding to the above causes of absenteeism include low value of education by parents and pupils. This eventually leads to neglecting the pupils' school welfare, consequently leading to school absenteeism.

Regarding the school factors in addition to the above factors, it was observed that provision of adequate facilities, rigid school rules and traditions, poor sanitation, poor teacher-pupil relationships and inadequate staffing also led to discouragement of teachers and students, and subsequently, cause pupils to absent themselves from school.

Additional reasons for absenteeism due to community factors include low illiteracy level in the community, cultural practices that engage pupils' school time and thought, lack of role models, early circumcision of boys, as well as, nomadic way of life among community members.

Finally, it is concluded that students, parental, school and community factors, when not well managed, they greatly contribute to school pupils' absenteeism. Consequently, and more critically, absenteeism leads to poor school academic performance.

5.4 Recommendations

5.4.1 Recommendations on Research Findings

As a result of the foregoing, the following recommendations are made:

- a) The parents and the community should be encouraged to understand the value of their children's education. This can be done through; more interaction of the parents with the school management through individual/parents visits to the school, parents' general meetings, parents' seminars in the school, and community organized seminars by the chiefs and educational officers on school matters. This will lead to parents taking their responsibilities seriously. These responsibilities would include ensuring that their children attend school regularly, paying school fees regularly, as well as, ensuring that their school going children are well disciplined and facilitated to do their school homework.
- b) The head-teachers, the local education officers and the teachers should ensure that all the needed teaching and learning facilities are adequately and well utilized so as to

improve on the school performance. Equally the head-teachers should ensure effective pupil discipline. When all this is well done, it will also improve the relationship among members of the school and the surrounding community, in addition to, improvement of the school performance.

- c) The head-teacher should practice effective school management principles. Such principles would include involvement of teachers and pupils in relevant aspects of school management for promoting appropriate school culture. It is within his/her responsibility to create good environment and opportunities for effective participation of teachers, pupils, parents, as well as, other members of the surrounding community.
- d) The head-teacher should look for ways and measures to encourage participation of parents with limited resources to participate in school activities and where possible look for opportunities for their children to be supported for example, by CDF and well-wishers.

5.4.2 Recommendations for further Research

From the above findings, conclusions and recommendations, the study recommends that, further studies should be carried out to determine the challenges faced by the schools' administration in curbing the pupils' absenteeism. The study recommends that; other studies be done to investigate other factors that influence pupils' absenteeism in primary schools apart from the ones discussed above. Some of those factors may include traditional practices in some communities in Kenya which sometimes disregard the value of education. Further study also needs to be done to investigate the effect of political instability, as well as, insecurity on the pupils' absenteeism. It would also be advisable to replicate the study in day secondary schools.

Lastly, another study be done in line with parental factors, such as, divorce and domestic violence and determine how these influence the pupils' absenteeism.

The above suggestions should also aim at evaluating the extent to which the factors contribute to school absenteeism.

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APPENDICES

Appendix I: Questionnaire for Teachers

This questionnaire is designed to assist the researcher to make an objective assessment of the factors influencing learners' absenteeism in public primary schools of Oldonyiro Division in Isiolo County. The study is basically academic and your answers will be treated with the utmost confidentiality they deserve. Your co-operation will highly be appreciated. Please tick (✓) to indicate your preferred option or supply the needed information to each question on the spaces provided.

Part A: General Information

1. What is your gender?
Male [] Female []
2. Name of your school.....
3. For how long have you been teaching?
Less than 10 years [] 11-20 years []
21- 30 years [] 31- 40 years []
41 – 50 years [] More than 50 years []
4. What is the highest educational level that you have attained?
College (P1) [] Bachelor's Degree []
Diploma [] Masters []
5. How can you rate the frequency of learner absenteeism in your school?
a) Very High [] d) Low []
b) High [] e) Very low []
c) Average []

Part B: Influence of Various Factors on School Absenteeism

Student Factors

6. To what extent do student factors influence absenteeism in your school?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

7. To what extent do the following student factors influence absenteeism in your school?

Use a scale of 1-5 where 1= not at all, 2= little extent, 3= moderate extent, 4= great extent and 5 = very great extent

Scale	1	2	3	4	5
Poor performance					
Chronic illness					
Indiscipline					
Bush Monies					

Parental Factors

8. To what extent do parental factors influence absenteeism in your school?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

Not at all []

9. To what extent do the following parental factors influence absenteeism in your school? Use a scale of 1-5 where 1= not at all, 2= little extent, 3= moderate extent, 4= great extent and 5 = very great extent

Scale	1	2	3	4	5
Financial constraints					
Child labour					
Value of Education					
Friday mentality					
Lack of control					

School Factors

10. To what extent do school factors influence absenteeism in your school?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

11. To what extent do the following school factors influence absenteeism in your school?

Use a scale of 1-5 where 1= not at all, 2= little extent, 3= moderate extent, 4= great extent and 5 = very great extent.

Scale	1	2	3	4	5
Sanitation					
Poor management					
No canteens					
School fees payment methods					
Teachers					

Community Factors

12. To what extent do community factors influence absenteeism in your school?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

13. To what extent do the following community factors influence absenteeism in your school? Use a scale of 1-5 where 1= not at all, 2= little extent, 3= moderate extent, 4= great extent and 5 = very great extent

Scale	1	2	3	4	5
Poor roads and poor means of transport					
Crime & violence					
Low literacy					
Water & electricity					

14. Does absenteeism affect the performance of the pupils in the school?

Yes []

No []

15. Suggest possible solutions to help prevent absenteeism in your school?

.....

.....

.....

Appendix II: Questionnaire for Pupils

This questionnaire is designed to assist the researcher to make an objective assessment of the factors influencing learners' absenteeism in public primary schools of Oldonyiro Division in Isiolo County. The study is basically academic and your answers will be treated with the utmost confidentiality they deserve. Your co-operation will highly be appreciated. Please tick (√) one or more option(s) and give responses applicable and needed information to each question on the spaces provided.

1. What is the name of your school?

.....

2. What is your gender?

Male

Female

3. How many times per week were you absent from school?

Never absent Once Twice

Thrice Four times Five times

4. Which day(s) of the week were you always absent?

Monday

Tuesday

Wednesday

Thursday

Friday

5. How do the following aspects influence your rate of absenteeism? Use a scale of 1-5 where 1= not at all, 2= little extent, 3= moderate extent, 4= great extent and 5 = very great extent

Scale	1	2	3	4	5
Lack of school examination fees.					
Helping your parents to perform house chores.					
Sometimes roads are impassable to get you to school.					
You spend a lot of time looking for water ending up missing school.					
There is no electricity in your home and you fear reporting to school having failed to do or complete your homework.					
Your poor performance in class makes you want to miss school.					
Poor sanitation causes you to miss school.					
My teachers are not friendly.					

Appendix III: Interview Schedule for the Head Teachers

This survey is designed to assist the researcher to make an objective assessment of the factors influencing learners' absenteeism in public primary schools of Oldonyiro Division in Isiolo County. The study is basically academic and your answers will be treated with the utmost confidentiality they deserve. Your co-operation will be highly appreciated. Please give responses and information needed to each question on the spaces provided.

1. How can you rate the frequency of learners' absenteeism in this school?

- | | | | |
|--------------|-----|-------------|-----|
| a) Very High | [] | d) Low | [] |
| b) High | [] | e) Very low | [] |
| c) Average | [] | | |

2. To what extent do parental factors influence learners' absenteeism in this school?

3. To what extent do community factors influence learners' absenteeism in this school?

4. What are some of the internal and external factors in your school that cause learners' absenteeism?

5. What are some of your teachers' characteristics that may be likely to cause learners' absenteeism?

Appendix IV: Letter of Introduction to NACOSTI



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: info@kemu.ac.ke

11th October, 2016

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/ Madam,

RE: LEMATANGO M. SAMSON (EDU-3-0039-1/2014)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education, undertaking Master of Education and Leadership Management Degree. He is conducting a research study titled "**Social Economic Factors Influencing Learners Absenteeism in Primary Schools of Oldonyiro Division, Isiolo County.**"

We confirm that the thesis proposal has been reviewed and approved by KeMU Scientific Ethical Review Committee (SERC).

In this regard, we are requesting your office to issue a permit to enable him collect data for his Research.

Any assistance accorded to him will be appreciated.

Thank you.

Dr. John Muchiri, Ph.D.

Dean, Research, Development & Postgraduate Studies

Encl.

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Appendix V: Letter of Authorization from Sub-County Director of Education

REPUBLIC OF KENYA



MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams 'EDUCATION' Isiolo
Telephone: 064-52049/52069
Fax: 064-52049
When Replying Please quote

Sub-County Director Education Office,
P.O. Box 56 - 60300,
ISIOLO.

REF: ISL/ED/MISC./8/VOL.I/274

17th March, 2017

LEMATANGO MILLION SAMSON
KENYA METHODIST UNIVERSITY
P.O. BOX 267 – 60200
MERU

RE: RESEARCH AUTHORITY

Reference is made to your letter NACOSTI/P/17/20612/15211 dated 10th January, 2017.

You are hereby granted authority to undertake research in Isiolo County for the period ending 10th January 2018.

Wish you good luck.

A handwritten signature in blue ink, appearing to read 'Halima A. Mohamed'.

HALIMA A. MOHAMED
SUB-COUNTY DIRECTOR OF EDUCATION
ISIOLO

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Appendix VI: Letter of Authorization from the County Commissioner

**THE PRESIDENCY
MINISTRY OF INTERIOR & CO-ORDINATION OF
NATIONAL GOVERNMENT**

Telegrams 'DISTRICTER' Isiolo
Telephone: Isiolo 064 -52011
isiolocc@yahoo.com
Fax :064 - 52160
When replying please quote



OFFICE OF THE
COUNTY COMMISSIONER,
ISIOLO COUNTY,
P.O. BOX 3 - 60300,
ISIOLO.

Ref: No. ADM 15/19/VOL.III/122
and dates

24th March, 2017

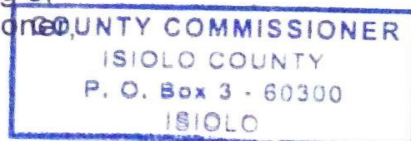
Lematango Million Samson,
Kenya Methodist University,
P.O. Box 267 – 60200,
MERU.

RE: AUTHORIZATION TO CARRY OUT RESEARCH IN ISIOLO COUNTY

This is in reference to the letter Ref. NACOSTI/P/17/20612/15211 of 10th January, 2017 from the Director General/CEO National Commission for Science, Technology and Innovation granting you authority to carry out research on "***Social economic factors influencing learners absenteeism in primary schools of Oldonyiro Division in Isiolo County***" for the period ending 10th January, 2018.

This is therefore, to inform you that Authority has been granted to you to carry out the above mentioned research in Isiolo County.


Nahashon K. N. Thiong'o,
For: County Commissioner,
ISIOLO COUNTY.



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Appendix VII: Letter of Research Authorization from NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utali House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No

Date

NACOSTI/P/17/20612/15211

10th January, 2017


Lematango Million Samson
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Social economic factors influencing learners absenteeism in primary school of Oldonyiro Division, Isiolo County,*" I am pleased to inform you that you have been authorized to undertake research in **Isiolo County** for the period ending **10th January, 2018.**

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Isiolo County.

The County Director of Education
Isiolo County.

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Appendix VIII: Pupils Enrollment in the Division

OLDONYIRO ZONE
 ISIOLO COUNTY
 PUBLIC PRIMARY SCHOOLS ENROLMENT AS AT FEBRUARY 2018

No	SEX	GRADE 1		GRADE 2		GRADE 3		STD 4		STD 5		STD 6		STD 7		STD 8		SUB TOTAL		TOTAL
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	OLDONYIRO	32	30	22	20	48	40	31	31	43	31	28	42	47	27	43	35	294	256	550
2	KIPSING	22	19	23	21	22	23	19	15	33	26	28	33	36	35	26	25	209	197	406
3	LEBARUA	15	20	16	20	11	24	17	17	14	21	15	14	13	18	17	12	118	146	264
4	LENGWENYI	09	04	09	06	09	04	05	04	07	05	05	04	-	-	-	-	44	27	71
5	LENGURUMA	15	08	10	07	22	11	12	18	21	14	17	11	28	11	28	28	153	108	261
6	LOBARISHERE KI	14	05	18	06	18	12	12	09	08	21	21	14	21	15	09	07	121	89	210
7	PARKURUK	12	13	10	11	10	01	09	00	11	15	09	08	10	07	12	05	83	60	143
8	PARKISHON	17	21	10	04	14	07	03	07	-	-	-	-	-	-	-	-	44	39	83
9	RAAP	08	06	09	14	01	12	08	10	08	08	10	08	08	16	16	10	68	84	152
10	NDUGUZANGU	13	17	14	12	23	10	19	13	22	18	18	19	14	23	17	12	140	124	264
11	NTALABANY	15	20	17	13	10	14	14	09	10	12	18	17	09	09	11	07	104	101	205
12	NOLOROI	04	03	06	03	06	00	04	00	02	05	07	05	-	-	-	-	29	16	45
13	TUALE	11	06	10	14	10	08	03	08	05	05	12	04	02	07	04	11	57	63	120
14	LONGOPITO	14	06	10	05	04	04	-	-	-	-	-	-	-	-	-	-	28	15	43
15	RUMATE	15	08	06	04	03	02	02	05	-	-	-	-	-	-	-	-	26	19	45
16	KAWALASH	07	05	05	02	05	09	-	-	-	-	-	-	-	-	-	-	17	16	33
SUB-TOTAL		22	19	19	15	21	18	15	14	18	18	18	17	18	16	18	15	153	136	2895
		3	1	5	2	6	1	8	6	4	1	8	9	8	8	8	2	5	0	
TOTAL		414	347	397	304	365	367	356	335											2895

COMPILED BY:
 FRANKLINE MUNENE, CSO OLDONYIRO ZONE

CSO
 OLDONYIRO ZONE
 P. o Box 97-60300
 ISIOLO

Appendix IX: Teachers' Staffing in the Division

OLDONYIRO ZONE PRIMARY SCHOOLS STAFFING AS AT FEBRUARY 2018

NO	SCHOOL	NO. OF TEACHERS			STREAMS	OVER STAFFING	SHORTAGE	PUPILS' ENROLMENT
		MALE	FEMALE	TOTAL				
1	OLDONYIRO	9	9	18	15	-	-	550
2	PARKURUK	8	0	8	8	-	-	143
3	NTALABANY	5	3	8	8	-	-	205
4	LEBARUA	8	4	12	8	-	-	264
5	PARKISHON	4	0	4	4	-	-	83
6	TUALE	8	2	10	8	-	-	120
7	KIPSING	6	4	10	9	-	-	406
8	NOOLOROI	4	0	4	6	-	-	45
9	LOBARISHEREKI	6	1	7	8	-	1	210
10	RAAP	5	3	8	8	-	-	152
11	NDUGU ZANGU	4	8	12	8	-	-	264
12	LENGWENYI	4	1	5	6	-	1	71
13	LENGURUMA	6	3	9	8	-	-	261
14	LONGOPITO	2	0	2	3	-	1	43
15	RUMATE	2	0	2	4	-	-	45
16	KAWALASH	1	1	2	3	-	-	33
TOTAL		82	39	121	114	-	3	2,895

PREPARED BY:
FRANKLINE MUNENE
CSO OLDONYIRO ZONE

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OLDONYIRO ZONE
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ISIOLO