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Factors influencing truancy of boys in public primary schools in Nyali Sub County, Mombasa County, Kenya.

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Factors Influencing Truancy of Boys in Public Primary Schools in Nyali Sub-County, Mombasa County, Kenya

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DECLARATION

Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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ABSTRACT

The general objective was to determine the factors influencing truancy of boys in public primary schools Nyali Sub-County, Mombasa County, Kenya. Four research objectives were developed from which research questions were drawn to be answered by the study. Specifically, the study sought to determine the institutional factors influencing truancy, examine the community factors influencing truancy, determine the socio-economic factors influencing truancy and to examine the student factors, influencing truancy among boys in public primary schools in Nyali Sub-county. The study was guided by the Social control theory and Bronfenbrenner's Bioecological theory of human development. The study employed a Causal research design approach that incorporated a cross-sectional data approach. The study targeted all the 12 public primary schools in Nyali Sub-County, whose population was approximately 11, 078 pupils. A random sample of 3 schools was selected from which a proportional sample that comprised of 45 boys (learners), 18 class teachers and 45 parents/guardians were drawn, making a total of 108 respondents Three questionnaire tools were used to collect the required information. Findings were that classes in the sub-county are largely overcrowded with very high learners to teacher ratio. Three key institutional factors influenced truancy these are: lack of textbooks impacted most on truancy followed by classroom congestion and lastly lack of exercise books. Poverty was found to be the single most significant community factor influencing truancy. Lack of school fees significantly influenced truancy. Student factors did not influence the truancy of the boys at all. Overall, institutional factors, community factors, socio-economic factors and student factors contributed up to 77.2% of the variations in the truancy of the boys in public primary schools in the sub-county. The study was limited to factors in a school set up and did not study the entire concept of truancy because of its complex and multi-dimensional, therefore ends suggesting further research on the aspects that could have been missed out. Recommendations were that accelerated learning programmes be introduced, Infrastructure expansion programme is implemented in the sub-county, the 100% transitioning policy for learners finishing primary education be implemented, that bottlenecks curtailing smooth progression of learners between ECDE and form four be removed, that school feeding programmes be introduced. Further research is necessary to ascertain the additional variables responsible for truancy beyond the four that this study has investigated namely institutional, community, social-economic and student factors. Further research is also necessary to examine the influence of truancy on performance.

TABLE OF CONTENT

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ANOVA – Analysis of Variance

ATS: Approved Teachers Status

FAWE – Forum for African Women Educationist

MOEST – Ministry of Education, Science and Technology.

KNEC: Kenya, the National Examinations Council

SPSS: Statistical Package for Social Scientists

NACOSTI: National Commission for Science and Technological Innovations

P1: Primary Teacher One

PPS: Public Primary School

UNICEF: the United Nations Children's Fund

USA: The United States of America

WIC: Women, Infants, and Children

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I devote this work to my family, friends and workmates at The Nyali School.

OPERATIONAL DEFINITION OF TERMS

Enrolment: the number of pupils entering primary school education by gender.

Retention: the number of boys and girls who complete primary school education without falling out or dropping out of school in the course of all grades.

Boys: male offspring below the age of eighteen years.

Demography: Refers to the human population in terms of their size, ages, composition and how they are distributed across a particular space.

Institutional factors: The rules, norms, environment, routine of a school that also include the teacher's commitment, interest and attitude.

Community factors: The support one gets from the family, peers one lives to learn and handle challenges

Socio-economic factors: This involves one's income, wealth and employment opportunities.

Student factors: That which affects the student as an individual and may be exciting, impressive or a discouragement.

Truancy: the ability of the boy-child to stay outside the school for substantive learning time and at the same time still assuming to be part of the school system.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, the definition of the problem, a justification to the study, research objectives, scope of the study, significance of the study, limitations and delimitations. The second chapter presents a literature review of the factors influencing truancy in schools. The second chapter also presents the theoretical and conceptual framework upon which the study was grounded. The third chapter presents the research methodology while chapter four presents the data analysis interpretation and discussion of the finding. Lastly, chapter five presents a summary of the study findings, conclusion, recommendations and suggestions for further research.

1.2 Background to the study

Hendricks et al. (2009) define truancy as a deliberate absence from school on the part of the student without the knowledge and consent of parents, and for which no reasonable or acceptable excuse is given. This definition broadens the concept considerably and makes it synonymous with an unexcused absence. Truancy can also be defined as "the persistent, habitual and unexplained absenteeism from the school of a child at a compulsory school-going age" (Kearney, 2008). Sambe et al. (2015) provide an alternative definition for truancy for students who have been registered with a school but identified as not attending school when the law says they should. Therefore, truancy includes absence from lessons or the practice of avoiding or escaping school without a valid reason and necessary permission (Sambe et al., 2015a).

Desocio et al. (2007) highlighted truancy as a major concern in many parts of the world because it is widespread and contributes significantly towards the undermining of education systems worldwide. Baker et al. (2001) report that hundreds of thousands of American students are absent from school without permissible excuses each day and this issue is ranked among the top ten problems facing schools across the country. In Tanzania, truancy is a critical problem and accordingly, most students do not complete their course of study because of truancy and eventually, low literacy. The majority of those affected are boys aged between 13 and 15, most of whom have started secondary school with a reading age behind that of their peers (Mwang'onda et al., 2019). Children who play truant from school very often select the classes they want to miss, and usually the subjects they skip are ones the student finds difficult or boring, possibly due to a clash with the subject teacher.

Rivers & Noret (2010) reports that school factors may encourage truant behaviour, some of which include, class size, attitudes, ability to meet each student's diverse needs, and the school's discipline policy regarding truancy. According to Wilkins (2008), students that attend large schools may feel isolated or alienated in their school setting, and therefore, to escape these feelings, the students choose not to attend school because they do not feel comfortable, wanted, valued, accepted, secure and lack a connection with a trustworthy somebody within the school. Rivers & Noret (2010) further explains that the diverse instructional and social needs of students cannot be consistently met in oversized classrooms because student-teacher relationships cannot be developed effectively. Henry (2007) found out that 23% of truants choose to skip school because they do not feel safe in their school environment and therefore the students decide to skip school because they find an alternative location safer than the school. Towards this end, Skiba et al. (2011) established that imposing hard punishments worsens truant behaviour which is counterproductive.

Henry (2007) further points out that family factors including parents' education, parental supervision, and household income also cause truant behaviour among others. Henry (2007) also illustrates that the lower the father's education, the more likely the child is to commit truancy. The chance that a child would commit truancy was even higher if the mother was a high school dropout. Further, the longer a child remains unsupervised after school, the more likely the child was to become a truant; In the study, 29.9% of truants were unsupervised for five hours or more after school whereas only 11.3% of truants were never unsupervised after school. In a recent study on truant offenders in the juvenile justice system, D. Zhang et al. (2007) linked truancy to household income.

According to Desocio et al. (2007), student variables are also responsible for truancy and include physical and mental health problems, substance abuse, drug use, perception of self, and detachment from school among others. Peer pressure can spark a negative attitude to schoolwork and this can lead to absenteeism because the opinion of a child's peer may have more weight than that of parents and teachers (Juma et al., 2011). Lack of supervision and indiscipline in schools has pushed many pupils to engage in frustrating activities, such as smoking, alcoholism and substance abuse among others (FAWE, 2002; Chang'ach, 2012).

According to the World Bank (2005), societal efforts in Kenya to retain girls in school have reduced truancy among girls significantly while improving their performance and transition rates. Whereas truancy affects both genders, the impact on the boy-child is a growing concern. Chang'ach (2012) observes that the numerous government and donor interventions promoting the awareness of girl's retention in schools had yielded positively while ignoring the boy-child in retrospect. It is therefore undeniable that boys are deprived and therefore underperform relative to girls in schools (Legewie & DiPrete, 2011).

Nyali Sub-county one of the six sub-counties in Mombasa County is the second densely populated sub-county with a population of about 185,990 after Kisauni (194,065). Nyali Sub-county is comprised of five wards, namely, Frere Town, Ziwa la Ngombe, Mkomani, Kongowea, and Kadzandani. These five wards in Nyali Sub-county are characterised by informal settlements due to high levels of poverty. The Sub-county has a total of twelve public primary schools, and as per the government and donor policy, there is a close follow up on the participation of the girls in education.

Nyali sub-county has been in the national news severally due to juvenile gangs (Standard Group, 2019). These gangs are comprised of truant boys, some as young as twelve years who do not attend school when they should. This study, therefore, seeks to determine the factors responsible for the truancy of the boys in the sub-county.

1.3 Statement of the Problem

Various studies have been conducted on the link between the learner absenteeism and their academic performance (Mboweni, 2014; Schmulian & Coetzee, 2012). They indicate that learners who miss classes for whatever reason miss out important knowledge and competencies that affect their academic performance and achievements at the end of their learning programme. A significant inverse relationship, therefore, exists between truancy and academic performance (Boga, 2013).

Chronic school absenteeism is the herald of antisocial behaviours among adolescence including academic failure, school dropout and juvenile delinquency (McCluskey et al., 2004, Dembo et al., 2013). Learners who play truants noted that attending school was one of their lowest priorities for their time (Maynard et al., 2012). Truant learners who leave school early run the strong risk of exclusion from reciprocal relationship in the community, incomplete or damaged rites to adulthood and personal vulnerability which can trigger substance abuse and criminal acts (Bucci, 2002).

Wang & Fredricks (2014) observe that the national completion rates in Kenya have been on the decline for the last two decades more so for the boys and not so much for girls. Most pupils enrolled in lower primary school do not complete their course within the stipulated time and quite a large percentage do not complete primary cycle at all, even though primary education is free and compulsory (Lucas & Mbiti, 2012). More than 35,000 children of school-going age in Mombasa were not attending school and that only 55 per cent of those enrolled make it to secondary school (Okwany, 2014) a position reiterated by Kombe (2017) who underscored that Nyali sub-county in Mombasa County has the lowest transition rate as many pupils drop out before completion. This study, therefore, sought to determine the factors responsible for the truant behaviour among the boys in public primary schools in Nyali Sub-County, Mombasa County.

1.4 Objective of the Study

The main objective of the study was to determine the factors responsible for the truancy of the boys in Nyali Sub- County, Mombasa County, Kenya.

1.4.1 Specific Objective

Therefore, the study was guided by the following objectives: -

i. To establish the institutional factors influencing truancy among boys in public primary schools in Nyali Sub-county.
ii. To examine the community factors influencing truancy among boys in public primary schools in Nyali Sub-county schools.
iii. To determine the socio-economic factors influencing truancy among boys in public primary schools in Nyali Sub-county.

iv. To examine the student factors, influencing truancy among boys in public primary schools in Nyali Sub-county.

1.4.2 Research Questions

i. Which are the institutional factors leading to truancy among boys in Nyali Sub- County, Mombasa County?
ii. What are the community factors leading to truancy among boys in Nyali Sub-County?
iii. Which are the socio-economic factors leading to truancy among boys in Nyali Sub- County?
iv. Which are the student factors leading to truancy among boys in Nyali Sub-County?

1.5 Significance of the Study

The study is of great benefit to a wide range of audience as follows;

To the Ministry of Education, the study provides information about the institutional systems and processes that encourage truancy, hence providing data for policy dialogues and decision making. To the school administrators and teachers, the study provides insights into the institutional, social-economic, community and students factors that lead to the truancy of boys. Furthermore, recommendations from the study include their mitigation at the school level.

The findings of the study also provide data and recommendations to the community and religious leaders for community dialogues on the mitigation of truancy among the boys. To counselling and guidance practitioners, the findings of the study provide insight into the student factors leading to truancy of the boys thus providing a basis of formulation guidance and counselling packages, programmes and interventions for the boys in the sub-county and regions with similar characteristics.

The study is of great interest to scholars and educationists by explicitly identifying research gaps from literature and the key factors leading to truancy of the boys in the sub-county, the basis of which further research could be based.

1.6 Scope of the study

This study focused on factors that lead to truancy among the boys in public primary schools, in Nyali Sub-County, Mombasa County. Specific focus was on truant boys attending classes 6, 7 and 8 in public primary schools. Truancy was based on class attendance reports at school levels. Sampling techniques were applied to derive a representative sample of all the schools in the Sub-County, Mombasa County.

1.7 Assumptions of the Study

The key assumption of the study was that the schools in the sub-county maintained class attendance registers on a regularly because they formed the basis of identifying truant boys who eventually are one of the key respondents' category. A further assumption was that questionnaire tools and interview guides adequately captured the institutional, socio-economic, community and the student factors leading to truancy. Ultimately, the results of this study could be generalized to other regions in Kenya with similar characteristics as Nyali Sub- County.

1.8 Limitations

A limitation is an aspect of the study that the researcher knows may adversely affect the results but has no direct control over (Andrew & Orodho, 2014). Factors that influence pupils' truancy are diverse. The study was therefore limited to factors in a school set up which had been pre-determined by the researcher, thus leaving out equally important educational setups. The researcher did not study the entire concept of truancy because of its complex and multi-dimensional nature and therefore ends suggesting further research on the aspects that could have been missed out. Other limitations were that the study findings could not be generalized to the whole county since it was restricted to public primary schools in Nyali Sub-County.

CHAPTER TWO

LITERATURE REVIEW

2. 0 Introduction

This chapter presents the theoretical framework of the study, empirical literature review, research gap, conceptual framework and summary of the reviewed literature. Specifically, the literature reviewed theoretical framework of Social Control Theory and Bronfenbrenner’s Bioecological Theory of Human Development. This chapter explores literature explaining how the institutional, community, socio-economic and student factors influence truancy among boys in Public Primary Schools in Nyali Sub-County, Mombasa County.

2.1 Theoretical Framework

2.1.1 Social Control Theory

Social control theory suggests that how people relate and behave with one another in terms of their relationship affects their general behaviour. Social control theory also suggests how people are committed to the values, norms and beliefs of the society hearten them not to break laws in the society they live in. This indicates that what is considered as a moral code is bound to be internalized thus influence an individual to be responsible within the wider community. Social control theory is derived from the views of Thomas Hobbes` book `Leviathan` (1651) in which he explains that all choices amongst people are constrained by differences in social contracts, agreements as well as arrangements that people have (Hobbes, 1987). This implies that social order creates morality (Hobbes, 1987). The Social control theory focuses on how best individuals can be prevented from engaging in what society deems criminal activity.

Reiss (1951) defined social control as social groups or institutions ability to form norms and rules that are effective. Reiss (1951) also defined personal control as the ability of an individual to refrain from engagements that go against the norms and rules in which the community believes. Reiss (1951) argued that youth have a lower personal control and if not checked they are more likely to engage in delinquent activities. That is young people ranging from ten to eighteen years lack of ability to refrain from desiring needs when having a conflict with the rules and norms of the society.

According to Toby (1957), an adolescent lacking commitment towards achieving any good in the society is likely to be tempted to socialize with gangs that do not conform to the society's norms. Toby (1957) offered this suggestion as a new concept called "stake in conformity". Toby (1957) also agreed that people are intrinsically and temptingly rupturing the laws, especially all youths where some of them are having a high risk of the violation of laws. Toby (1957) argued that students perform well in school not only because they are being punished by the school, but also because they fear they may endanger their future chances of success.

Nye (1958) a social control theorist concentrated on the issue of family relationship. Nye (1958) viewed the family as a single most crucial root of social control for adolescents. Nye (1958) was specific on three different forms of control namely direct control, indirect control and internal control. Nye (1958) suggested direct control was where adolescents could be controlled through constraints forced by parents thus limiting chances of delinquent behaviour. Also, parents could control their adolescent children through rewards for what is morally right and through punishment for any vice. When free from parents` direct control, adolescents' anticipation of their parents' disapproval may constrain themselves into doing contrary to what is against parents' expectation hence being subjected to indirect control. Nye (1958) further explains that feelings of guilt or having a conscience not to engage in what is not right is as a result of internal control. Nye (1958) adopted social control theory when he proposed that delinquent behaviour is largely because of the lack of social control.

Hirschi (1969) developed a social control theory which is also known as social bond theory. Hirschi (1969) explains that without strong social control, individuals are likely to break the law due to a breakdown with their societal bond. Hirschi (1969) proposed four main 'social bonds' that could determine one's involvement in delinquency, namely attachment, commitment, involvement, and belief. According to Costello (2017), social control theorists' assumptions, individuals have the capacity to violate the laws rather than obey the laws. Law-abiding behaviours are not the nature of human beings. People choose to commit crime because the forces or constrains of society is not strongest enough. Social control theory portrays people are standing in a dilemma between deviance and conformity thus causes the tension everyone experiences to either commit deviant acts or accepts the norms.

Every society has its fast and hard rules on culture and a moral code that governs it for the purpose of social order. Therefore, when one does something that is not aligned with the social norms then it becomes a deviant behaviour. For sociologists, then behaviour that fails to conform to the rules or norms of a certain society or the group in question is deviant (Durkheim, 1960). Most of the social control theorists by default have postulated that young people would break the social laws if they could just get away with it. Thus in essence social control theorists assume that delinquency and crime are destined to occur for all persons unless they are prevented by strong social and personal controls.

Janowitz (1975) described Social Control as, "the art of combining social forces so as to give society at least a trend towards an ideal." There is an attachment on which an individual holds to persons, groups or institutions which support conventional values and norms of central interest. Any person in the society who encroaches upon these norms faces the vulnerability of being branded "deviant." Such people who have gone against the expectations of the society can expect negative sanctions for the violation of norms. However, members of society who conform to societal norms, especially those that excel in what is commonly expected, receive positive sanctions (Henslin, 2006). Social control theory depicts the family as the main reference group for adolescents (Wagner et al., 2004). As such Wagner et al. (2004) observed from this notion that the emotional bond only personifies one part of the control function of families. The degree of emotional attachment trends signifies a form of unplanned parental control which personifies the control function of families as observed by (Wagner et al., 2004).

(Sampson & Laub, 1993) identified three types of parental control, the degree of emotional attachment to the parents, the way of bringing up and disciplining children, and the form of supervising the children. It is with this hindsight that the control theory espouses the belief that control is made easier to achieve and maintain if social bonds are stronger. Cromwell, (1997) puts an effective concern forward when he observes that all the control theories tend to assume that there are internal and external mechanisms which have the power to control a potential offender's behaviour. That may not be true in all cases thus, in essence, the Social Control theorists have limited their scope to focus mainly on social factors that curtail delinquency than on those that encourage, as do the positivistic theories of youth crime. A gap may also be found on the type of control that brings about conformity, either communal, parental or institutionalized controls.

Social control theory is relevant in this study as it will assist in understanding why the boys in public primary school are truant and thus find a way to reduce levels of truant activity. Social control theory is mainly focused on the idea that what an individual's belief in the basic system, values, morals, commitments and relationships foster a lawful environment. The beliefs and level of commitment towards a lawful environment contribute to individuals who often have a level of self-control over their actions or are, in control of what goes on in their lives and are committed to being on the right side of the law. Social control theory also examines why society gets involved in activities that are not morally right. The social control theory also emphasizes that if an individual has an attachment with the community then that individual is likely not to engage in criminal activities.

2.1.2 Bronfenbrenner's Bio Ecological Theory of Human Development

Urie Bronfenbrenner developed Bioecological theory of human development to explain how human development is influenced by different types of environmental systems (Ettekal & Mahoney, 2017). Bronfenbrenner & Morris (2007) bio-eco-logical perspective begets judgements that can enhance understanding about families. Bioecological theory of human development has been used to explain what can be done to craft empowering relations with families within a school context. The bioecological theory of human development helps in understanding the importance of maintaining good relations at school. One of the settings in which youth spend their out-of-school hours is in organized activities, which include extracurricular activities, after-school programs, and activities at community-based organizations (Ettekal & Mahoney, 2017).

Swick & Williams (2006) explained that Bronfenbrenner's approach to understanding families is helpful because it is inclusive of all the systems in which families are enmeshed. Swick & Williams (2006) further observed the reason for this is because it reflects the dynamic nature of actual family relations. Meanwhile, modern theories of human development propose that development occurs over time as part of a complex process. Human development involves a system of interactions within an individual and between the individual and the environmental contexts of which he or she is part of (Ettekal & Mahoney, 2017). Bronfenbrenner theory is based on the idea of empowering families through understanding their strengths and needs. Thus, we first examine the key elements of Bronfenbrenner's systems thinking with regards to family functioning (Kevin James Swick & Williams, 2006). Key elements in Bronfenbrenner theory of human development are the microsystem, exosystem, macrosystem, mesosystem and chrosystem. These elements range from areas that are nearer and directly involve an individual to areas further from an individual but which have a direct influence on individual development.

Ashiabi & O'Neal (2015) argued that the microsystem element includes any immediate relationships or organizations the child interacts with, such as the family, peer group, or school setting. Swick & Williams (2006) also observed that a child's most immediate physical, social and psychological environment as part of microsystems. This immediate environment is the core entity of the child's venue for initially learning about the world. As the child's most intimate learning setting, it binds him or her reference point of the world. The child`s immediate environment may provide the nurturing centrepiece for the child or become a haunting set of memories of one's earliest encounters with violence (Rogoff, 2003). According to Pipher (1996) this initial set of interrelations with the family provides the child with experience in terms of developing trust and mutuality with significant people.

The exosystem is the next outermost level in Bronfenbrenner`s theory of human development. Exosystems elements include the microsystems in which individuals are involved but not directly embedded (Ettekal & Mahoney, 2017). According to Ashiabi & O'Neal (2015), Exosystems have an indirect effect on an individual's developmental outcome. The Exosytems also provides the setting in which an individual does not actively participate but is involved. A parents' workplace is an example of an exosystem element. For example, many children are affected by the stress levels of parent's workplaces without being physically in these places. Pupils do need to be involved in good exosystems, encouraging more family-friendly practices to avoid any stress that may result in negative behaviour. Another example of an exosystem element, for instance, is where a parent may be physically present at work but psychologically present in the school where their child attends.

The close, intimate system of our relations within families creates our buffer and ''nest'' for being with each other. However, people are in systems psycho-logically and not physically and these are exosystems. The exosystem “trickles down” to influence development through the other people involved in individuals’ lives (Ettekal & Mahoney, 2017). Exosystems are the contexts we experience vicariously and yet they have a direct impact on us.

Macrosystems is the next level in the Bronfenbrenner theory of human development. Macrosystem is defined as the set of overarching beliefs, values, and norms, as reflected in the cultural, religious, and socioeconomic organization of society (Ettekal & Mahoney, 2017). Macrosystems involves society values and cultural values. Macrosystems describes the economic conditions under which families live (Bronfenbrenner, 1976). Macrosystems also involve available material resources and opportunity structures (Bronfenbrenner & Ceci, 1994). The macrosystem influences development within and among all other systems and serves as a filter or lens through which an individual interprets future experiences. The interrelations among these nested environments allow for examination of how patterns of interactions within these systems influence each other and affect individuals’ developmental outcomes (Bronfenbrenner, 1977), (Bronfenbrenner, 1979). The larger systems of cultural beliefs, societal values, political trends, and ‘‘community happenings’’ act as a powerful source of energy in our lives (Ettekal & Mahoney, 2017). According to the research on out of school activities by Ettekal & Mahoney (2017), macrosystems provide insights into what predicts participation, why some individuals in the same activity have different experiences, and issues related to fit-in activities. This then explains why individuals would have a preference for some activities and not others.

The macrosystems influence what, how, when and where we carry out our relations (Bronfenbrenner, 2005). A program like Women, Infants, and Children (WIC) is an example of how macrosystems work. Attendance to WIC may positively impact a young mother through health care and other educational resources. A woman may empower her life so that she, in turn, is more effective and caring with her newborn (Kevin J. Swick, 2004). In a sense, the macrosystems that surround us help us to hold together the many threads of our lives. The society, in general, must have guidance and direction on how to have positive social relations. Without an umbrella of beliefs, services, and supports for families, children and their parents are open to great harm and deterioration (Garbarino & Kostelny, 1992). When this happens it may affect social relations in a community.

The next level of the mesosystem element involves processes that occur between the multiple microsystems in which individuals are embedded. Many microsystems interact with activities to affect development (Ettekal & Mahoney, 2017). How an individual interacts with the immediate family and organizations affects a person's development. The mesosystems describe interrelationships between different microsystems and this could result in positive competence in an individual. For example, parental involvement in children's schooling can have a positive influence on children's academic competence through children's valuing of academics (Ashiabi & O'Neal, 2015). The real power of mesosystems is that they help to connect two or more systems in which child, parent and family live (Bronfenbrenner, 1979). This suggests that what happens in one microsystem affects what happens in another microsystem. Thus, to understand development within activities, it is important to understand youth's developmental settings beyond activities (Ettekal & Mahoney, 2017). Without strong mesosystems families tend to fall into chaos (L'Abate, 1990) in that there may be a lack of understanding and bonding among family members.

Chronosystems crowns all the environmental events and transitions that occur through a child`s life. Chronosystems have an impact on an individual character. For instance, the ‘‘history’’ of relationships in families may explain more about parent-child relations than is evident in existing dynamics (Ford & Lerner, 1992). How an individual behaves is due to what a person has experienced within different systems (Bronfenbrenner & Morris, 2007). These historical influences have been seen as influencing the macrosystem. An example is how families can respond to different stressors. All systems influence family functioning, they are dynamic and interactive—fostering a framework for parents and children. Our understanding of the ‘‘contexts’’ in which family stressors occur can help us in being effective helpers.

2.2 Empirical Literature Review

2.2.1 Influence of Institutional Factors on Truancy

Davies & Lee (2006) conducted a study on truancy in the United Kingdom and found out that some pupils if given a chance whether to go to school or not might find themselves choosing to play truant. Davies & Lee (2006) also reported that pupils were inclined not to go to school or choose not to attend certain classes during school hours. Baker et al. (2001), in their study on `Truancy Reduction: keeping students in school`` suggest that institutional factors influencing truancy include school climate issues such as school size and attitudes of teachers, other students, and administrators. Baker et al. (2001) further suggested that inflexibility in meeting the diverse cultural and learning styles of the students may be abetting truancy. This means the learning environment may increase or reduce truancy therefore a conducive learning environment is enviable for truancy reduction. Understanding of the cultural setting may also be the key in offsetting such deviant behaviour.

If schools repeatedly have fickle procedures for dealing with chronic absenteeism, then truancy may surge. This means that school administration and available facilities can be used to reduce truancy. School facilities also tend to be a contributing factor to school children truancy in several instances meaning the lack of such facilities or scarcity of it may cause congestion and make the environment unattractive for learning. For instance, lack of clean drinking water and waste disposal facilities may make schools unsafe places where diseases are transmitted (UNICEF, 2005) and eventually discourage students to go to school. Facilities such as toilet facilities, playing grounds for both boys and girls, and cooking facilities may be an important element in retaining students at school. "Are our children learning? The annual learning assessment report," a study facilitated by Uwezo (2010) depicted disappointing levels of learning among primary school children. The study showed that the provision of safe water and sanitation benefits both learning and health and was instrumental in keeping students at school. Consequently, the lack of sanitary facilities contributes to the truancy of girls, particularly during puberty.

Kanga (2015) conducted a study to establish factors contributing to truancy in secondary schools in Meru South district. The study found out that school factors including an inability to finish an assignment, poor student-teacher relationship and hatred to teachers contributed to truancy. The same study also found that negative attitude towards some subjects, lack of interest in schoolwork and inability to cope with academic work were considered as part of the factors increasing the rate of truancy. Additionally, the study concluded threats and bullying by other students, strict and demanding school environment, school adjustment problems also encouraged truancy in Meru South District. Lack of interest in school work, peer influence, attraction to members of the opposite sex, and inability to cope with academic performance were also cited as reasons. While threats and bullying by others from the school, drug and substance abuse and family problems were also mentioned as causative factors of truancy.

In Kenya, the National Examinations Council (KNEC) found out that girls outperformed in literacy by 10 percentage points while they trailed behind the boys with a relatively lower 4 percentage points in numeracy (Government of Kenya, 2005). This indicates there is a challenge when it comes to boys and their performance in schools, given the slight attention the girl child is enjoying as empowerment across the divide. Similarly, Uwezo (2010) confirmed the apparent lagging behind of boys in literacy, indicating apparent lethargy or concern for boys remains a challenge. UNICEF (2008) in an evaluation study of the Child-Friendly Schools Initiative revealed qualitative factors within Kenyan schools attributing to truancy. Notable among them include discouragement with schooling among the boys. UNICEF (2008) report noted that some of the school-boys were eventually labelled anti-boys or anti-schooling. Such revelations about school-boys' perceptions of schooling suggest disparities in raising boys and the emphasis on girl-child education.

2.2.2 Influence of Community Factors on Truancy

Community refers to a child's immediate environment that includes family and the people a person interacts with or a group of people living in the same area. In the study on ``Parents` Perception on Factors Influencing Truancy``. Epstein & Sheldon (2002), Gonzales et al. (2002) and Reid (2005) agree that families have been found to influence student attendance in school. Many researchers i.e. (Drummond & Stipek, 2004), (Heilbrunn, 2004), (Henry, 2007), and (M. Zhang, 2003) acknowledge the fact that students whose families may be suffering economically are at an increased risk to have poor attendance. Baker et al. (2001) found that family factors are profound in abetting truancy. These factors embrace lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home, not conversant with attendance laws and differing attitudes toward education.

Drummond & Stipek (2004), found that parents who worked unusual hours and could not afford a babysitter and/or daycare felt obligated to have their child stay home to take care of younger siblings. This means children will be forced out of school or are forced to be truant to keep up with the parents' demands. When truant behaviour is perpetuated through parents, solving the problem become compounded. As such Kearney (2007), used the term, "non-child-motivated conditions," to describe circumstances that influence a student's attendance and are beyond his or her control. Parents` education attainments act as a model in the family because in nearly all cases, the decision to send a child to school is made by parents (Epstein & Sheldon, 2002), (Gonzales et al., 2002) and (Drummond & Stipek, 2004).

Reid (2005) still in their study, "The causes, views and traits of school absenteeism and Truancy; An analytical review," explains that truant individuals are influenced by peers to not attend school and encourage peers to engage in activities outside of the school. Okwany (2005) observes that Mombasa is losing an average of between 40 to 45 per cent of children from the education system, this can partly be attributed to the tourism activities and poverty at the coastal city. Okwany (2005) continues to observe that 55 per cent make it to secondary school, given the poor performance in primary schools, poverty and the alluring of economic activities stemming from tourism. Mombasa County losses 20 per cent of children enrolled at class one by the time they get to class four, 40 per cent by the time they get to class eight and have only 12 per cent who get to university (Okwany, 2005).

2.2.3 Influence of socio-economic factors on truancy

Poor socioeconomic status such as low income and poverty are partly to blame for the increase in pupils' truancy. In a study conducted by Mategu and Begi (2007) on socio-economic and school factors causing truancy in Lower primary in Masaba County, Kenya, found out that children were made to stay at home and run the family business due to lack of money for basic needs. Socio-economic factors are mainly hinged on the parents' economic status and may have a great influence on the students' educational progress and their ability to focus on their studies. This means pupils coming from well to do families can be able to concentrate on learning since most basic needs are provided for. Those from poorer families are likely to suffer from want of such things like uniform, food stationery and may be forced from time to time to help their parents to cater for these needs or fend for the larger family. Economic activities stem from factors such as whether the parents are employed or not. In such cases, indicators like low disposable incomes, large families, a polygamous family may reveal the propensity of pupils to play truant. Indicators such as single-parent homes or whether they have parents who hold multiple jobs (Baker et al., 2001) are known to influence truancy. Parents may be out of home trying to eke out a living to sustain the family and the students are usually left at home to care for their other siblings (M. Zhang, 2003) or manage the home affairs. In some cases, parents often leave for work much earlier than the pupils. As a result, the pupils may be left to get to school on their own, increasing chances of some pupils to play truant.

Carney (2009) summarizes that the cost of education may impede taking students to school. Meaning that the statutory fees paid to schools may not be affordable to pupils coming from humble backgrounds. Such costs Carney (2009) mentions include charges for infrastructure development, meal contributions and provision of academic materials, school security guards, uniforms, study tours, text and exercise books fees. In some cases, some of these payments such as building and construction fees may far exceed fees recommended by the government hence some students fail to complete schooling. Pupils facing hard economic challenges become discouraged, consequently they decide to drop out and get employed in alternative activities which portray better economic returns and thus more profitable than schooling. Reid (2005) concludes that parents of children with school attendance problems were four times more likely to think that children might have something more important to do at home than at school. The balance between everyone's schedules in the family is even harder as D. Zhang et al. (2007) observed in their study truancy offenders in juvenile justice. Consequently, Sinha (2008) found out that children from economically depressed communities often do not fully grasp why school is relevant compounded by the perception that adults within the neighbourhood they live in are largely working in low skill or informal jobs that do not require education.

2.2.4 Influence of Student Factors on Truancy

Kanga (2015) while examining factors influencing truancy in Secondary Schools in Meru County found that drug and substance abuse and family problems influenced truancy in school. At the same time Malcolm et al. (2003) in their study entitled "Absence from School: A Study of Its Causes and Effects in Seven LEA'S in Glasgow zeroed in on the numerous behaviours of truant students and found that laziness and low self-esteem highly contributed to poor academic performance and truancy. This means that personal factors about the particular pupil also were a contributor to truancy. This then implies that some pupils being socially well off, or school facilities being adequate, but pupil personal factors may arise to increase truancy tendencies among pupils. The discovery by Henry & Huizinga (2007) in their study that delved into school-related risk and protective factors associated with truancy among urban youth placed at risks came up with interesting findings. The study establishes that students who received mostly A's were least likely to be truant, while those who got mostly D's or below were more likely to be truant clearly shows a correlation between student factor and truancy.

Reid (2005) in his study, "The causes, views and traits of school absenteeism and Truancy; An analytical review," reinforced this notion. Reid (2005) found that truant youth tended to like fewer and different subjects, underachieved or performed low in a range of subjects, had negative views towards the school's policies and procedures, and fail to complete homework. Henry (2007) examined characteristics of truants in 8th and 10th grade and found out that students with low perceptions of the likelihood of graduating from high school had the highest probability of excessive absences from school. As a result the more pupils feel that they will not graduate, the highly likely they may decide to miss school. Deslandes & Bertrand (2005) for a fact exposed that an increase of grades is another academic behaviour that improves student attendance. Teasley (2004) found that curriculum can be too easy or too challenging for individual students and that in the latter it creates a mindset for students that they cannot achieve success. Curriculum completion is a task teachers make an earnest effort to finish resulting in long constrained hours to finish it by pupils and teachers alike. Pupils are either strained with the syllabus or they may be either finding it difficult to follow the syllabus.

Siziya et al. (2008) in the study on ``Prevalence and Correlates of Truancy in Swaziland; `` found that truancy was associated with the harsh school environment, having been the victim of bullying, having gone hungry sometimes because of lack of food at home and less parental observation. Mangal, (2008) in his book "Abnormal Psychology" noted that weak physical health of a child, undeveloped mental health of the child, non-cooperative behaviour of teachers can lead to truancy. Additionally, indiscipline that is prevalent in the schools, lack of interesting and co-curricular activities, social and emotional maladjustment was also causes of truancy. health impedes educational progress because a student with health problems is not prepared to fully engage in or take advantage of learning opportunities at school or home (Hanson et al., 2004). Eventually, Boga (2013) found that truancy tends to contribute to higher rates of dropout among students in Nigeria.

2.3 Research Gaps

The following section outlines what previous studies focused, findings and the gaps that this study sought to fill. Internationally several studies have been done across the globe concerning truancy and absenteeism in schools. In Germany, Wagner et al. (2004) looked into the distribution and determinants of truancy in Cologne as Deewr, (2006) examined the performance insights from school attendance in Canberra. Gonzales et al. (2002) linked absenteeism to delinquency among the youth in Denver, Colorado USA. Elsewhere Hendricks et al. (2009) examined the evaluation of a truancy court intervention in four middle schools in the USA. In the light of this Henry (2007) was determined to understand the characteristic of the 8th and 10th grade truant students whereas Henry & Huizinga (2007) in a bid to demystify risk factors associated with truancy conducted a research to examine school-related risks and protective factors associated with truancy among urban youth placed at risk.

Rivers (2010) examined the causes, effects and solutions of truancy while Teasley (2004) inspected the risk, protection, and best practice implications for school social workers in the view of absenteeism and truancy. Ultimately Zhang et al. (2007) surveyed the truancy offenders in the juvenile justice system. Kearney (2007) also looked at the forms and functions of school refusal behaviour in youth with the focus on the analysis of absenteeism severity. Malcolm et al., (2003) examined the cause and effect of the absence from school in Glasgow as finally in Asia Susaladevy (2004), sought to determine the peer influence on truancy in schools in Malaysia.

In Africa, several studies have been done in several countries. In Nigeria Abdulrazaq & Elishama (2014) piloted a study of the effects of truancy on the academic performance of secondary school students in Jimeta-Yola Metropolis (Adamawa, State) Nigeria as Oluremi (2013) focused on truancy and academic performance of secondary school students in Southwestern Nigeria focusing on implications for counselling. Still in Nigeria, Adika (2016) explored the perceived indices of truancy among Selected Adolescents in Oyo Town. Sambe et al., 2015) also examined the impact of truant behaviour on the academic achievement of secondary school students in the Ukum Local Government area down south, while Nguyen (2008) examined the information, role models, and perceived returns to education using experimental evidence from Madagascar. Van Breda (2007) looked into the guidelines for empowering secondary school educators, in local parents, in addressing truancy among early adolescent learners in South Africa. Siziya et al. (2008) delved into the relevance and correlates of truancy among the adolescent in Swaziland. Closer home, Mlowosa et al. (2014) examined the impacts of truancy in academic performance among secondary school students using a case study of Kigamboni Ward in Temeke Municipality Dodoma – Tanzania.

In Kenya, Abuya et al. (2012) explored research on why pupils' dropout rate is high when education is "free" as they sought to explain school dropout among the urban poor in Nairobi. Later on, Omutinyu (2016) probed the School-home related causes of truancy and their influence on pupils' academic achievement in lower primary schools, Butere West Zone in Kakamega, Kenya. Kiplimo (2015) examined the influencers of pupils' enrolment in public primary schools in Elgon Sub-County Bungoma County as Kanga, (2015) in Meru County explored factors causative to truancy in secondary schools in that region. In another study, King et al. (2015) explored the determinants of primary school non-enrollment and absenteeism by employing a retrospective, convergent mixed method, using a cohort study in rural western Kenya. Still, on the same issue, Mukudi (2004) also examined the effects of user-fee policy on attendance rates among Kenyan elementary school children. While King et al. (2015) conducted a study on the determinants of primary school non-enrollment and absenteeism using a retrospective, convergent mixed methods, cohort study in rural western Kenya. Studies also have looked into students attending secondary schools. Wafula & Kiplagat (2017) was focused on the attendance dilemma and its consequence on the academic performance of students in public mixed secondary schools, Kisii, Kenya while Kiprono (2015) investigated the causes of truancy in public secondary schools in Kiharu sub-county, Murang'a East District, Kenya. Attwood & Croll (2006) examined truancy in secondary school students giving trajectories and students perspectives.

When it comes to truancy reduction strategies several studies have been done on the same. Baker et al. (2001) conducted research that explored truancy reduction in the USA as Carney (2009), examined the causes of student truancy causes and solutions, exploring the reasons kids do not attend school and ways educators can help. In a bid to reduce truancy Epstein & Sheldon (2002) examined how to improve student attendance through family and community involvement. McCluskey et al. (2004) were focused on Chronic Absenteeism reduction through an assessment of early truancy initiative. Cho et al. (2011) focused on understanding the link between keeping adolescent orphans in schools and the prevention of Human Immunodeficiency Virus infection in Kenya.

While Deslandes & Bertrand (2005) examined parents' involvement in secondary-level schooling truancy. Drummond & Stipek, (2004) examined low-income parents' beliefs about their role in children's academic learning. Chang'ach (2012) investigated the impact of teenage pregnancy on the education of the girl-child in Keiyo South District, Keiyo-Marakwet Country, Kenya. Sinha et al. (2007) then examined the adolescent risk behaviours and religion as Huizinga et al. (2000) delved into the co-occurrence of delinquency and other problematic behaviours. Lastly, Suseladevy (2004) examined factors influencing Truancy including peer pressure, bullying fear of teachers and dislike of certain subjects or the thought of failing. The study mainly focused on institutional factors that influenced truancy whereas the current study focused on, community factors, socio-economic factors and student factors as well.

Sambe et al., (2015) did a study on the Impact of Truant Behavior on academic achievement of secondary school students in the Ukum Local Government Area. Abdulrazaq & Elishama, (2014) looked at the effects of truancy on the academic performance of secondary school students in Jimeta-Yola Metropolis (Adamawa state). Rivers (2010) examined the causes, effects and solutions to truancy problems as Malcolm et al. (2003) studied how the absence had its causes and effects in seven Local Education Authorities in Glasgow. This study sought to bridge the gap of the factors that enhance truancy tendencies among school-going boys in a public primary school in Nyali sub-county, Mombasa Kenya.

From the above analysis, there is scanty of studies to have been done in Mombasa County concerning truancy. Studies have also not examined the boy child and have not factored the institutional factors, community factors and students' factors combined to analyses truancy. There have been studies that have focused on parents, orphans as indicated above, but this study delves into the boy child in Mombasa County and Nyali sub-county schools in particular. This study aims to determine the institutions, community, socio-economic and students' factors that influence truancy among boys.

2.4 Conceptual framework

This study revolved around predictor factors; family, school, socio-economic community of truant boys as seen in Figure 2.1

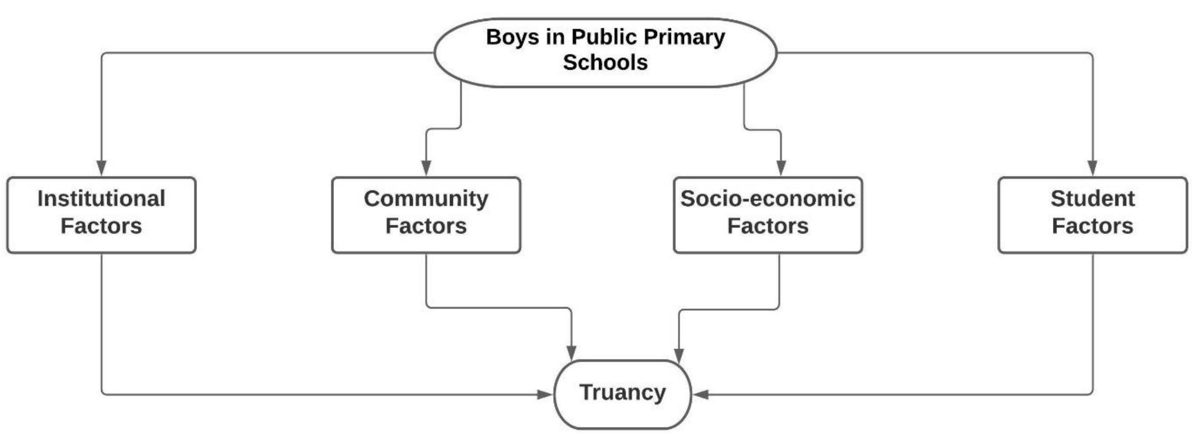

Figure 2. 1 : Conceptual framework on Contributors to boy child truancy source (Study 2019)

Table 2. 1 : Operationalization of variables

Variable	**Operationalized meaning**
Institutional factors	• Teacher - Pupil relationship. School facilities, Peer Pressure. • Failure to complete assignments, a negative attitude towards school teachers and particular subjects, • Lack of follow up by teachers, class size enrollment, lack of learning materials/resources, unhygienic conditions, lack of school uniforms.
Community factors	• Family background. • Parental/guardian supervision and guidance. • Parents/guardian education background. • Peer pressure, non-child motivated activities at home.
Socio-Economic Factors	• Parents/guardian economic status. • Employment/Job-status of the parent/guardian. • Cost of education. • Cost of living.
Student factors	• Student`s characteristics. Student Academic ability. • Student preference for certain subjects/teachers/school activities. • Harsh school environment. Student health status. • Lack of support from teachers. • Social and emotional maladjustment. • Bullying • Lack of interest in school activities; the monotony of school activities.
Boy-child Truancy	• Absent from school without permission

2.5 Summary of the Reviewed Literature

Reviewed literature describes institution, community, socio-economic and student factors as main causes of truancy. Truancy was broadened to include both boys and girls in primary schools as well as secondary schools, public as well as private schools. This study on factors that influence truancy focused on boys in public primary schools. An attempt has been made to add and elaborate on existing knowledge on the influence of family, school, socio-economic, community and education policies on boy-child truancy from the case study.

The empirical literature review has shown that families or family structure also influence student attendance in school. For instance, disadvantaged families may have an increased risk of having pupils from those families registering poor attendance. Undeniably, literature also indicates that economic influences or indicators play an important role in either contributing or reducing pupils' truancy in primary schools. These economic indicators include parents' economic status and general neighbourhood conditions if deplorable may have a great influence on the students' educational progress and their ability to focus on their studies. Additionally, economic activities emanate from such factors such as to whether the parents are employed or not.

Ideally, the cost of education has also been cited as an impediment to taking students to school. The more deplorable the state of the economy is for these pupils the more they perceive the cost of education as unattainable. Certainly, due to the perception of the cost of education being high, some pupils together with their parents have since become discouraged. Some have consequently decided to drop out and get employed to earn a living. These economic activities portray better economic returns and thus more profitable than schooling for them in the short run.

The examined literature review in this study points to school climate issues projected by the teachers can induce truancy in school. Additionally, such environmental factors such as the school size and attitudes of teachers and other pupils, and administrators may be abetting truancy. Schools with fickle procedures for dealing with chronic absenteeism and truancy may encourage such deviant behaviour according to examined literature. Certainly and lastly pupil factors such as inability to finish an assignment, poor student-teacher relationship, hatred to teacher and negative attitude to subjects, lack of interest in schoolwork, peer influence, may also propel truancy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was adopted for the study. It begins with a description of the study area, the research design, the sampling procedure and techniques. This chapter also presents the population of the study, the sampling frame, sample size and the data tools. The data collection procedures, analysis processes, and ethical considerations are also discussed.

3.1 Description of the Study Area

The study was carried out in Nyali Sub-County, in Mombasa County, Kenya. The Sub-County is characterized by densely populated settlement structures some of which are shanties that include Kongowea, Maweni, Kidogo Basi, Kisumu Ndogo, Ziwa la Ng`ombe and Kisauni constituencies of which Maweni is home to the largest slums in Mombasa, the second-largest city in Kenya (Hungi et al., 2014). The study sets out to determine the issues leading to the truancy of boys in public primary schools in this region.

3.2 Research Design

A research design describes the strategy employed to conduct a study to answer a research question while ensuring that the findings are reliable, valid and credible (Uma and Jaloni, 2011). The study employed a Causal research design approach which is also referred to as explanatory research design. The design was applied to identify the extent and nature of cause and effect relationships between institutional, community, socio-economic and student factors on one hand and truancy on the other. Institutional, community, socio-economic and student factors were the independent variables while truancy was the dependent variable. Causal studies focus on the analysis of a situation to explain the pattern of relationships between variables, and in the process assess the impact of specific changes to the variables being studied (Zikmund et al. 2012).

The study also employed a cross-sectional data approach. This was informed by the fact that the researcher sought to analyze both data from the population of a representative sample, at a specific point in time, to determine the existence and magnitude of causal effects of one or more independent variables upon a dependent variable of interest (Kombo & Tromp, 2006).

3.3 Target Population

Nyali Sub-county has a total of 12 public primary schools with a total pupil population of 11,078. Out of these 12 schools in Nyali Sub-county, the study targeted 3 public primary schools. The study's goal was to elicit information about truant learners in those schools. Truant learners were the key respondents to the study together with their respective class teachers and parents. The total enrollment for public primary schools is shown in Table 3.1

Table 3.1 Nyali Sub county public primary schools enrolment

SCHOOL	CLASS ONE		CLASS TWO		CLASS THREE		CLASS FOUR		CLASS FIVE		CLASS SIX		CLASS SEVEN		CLASS EIGHT	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
1	41	40	38	42	49	44	68	64	60	69	71	66	74	69	56	64
2	19	12	20	20	31	31	47	33	41	45	43	43	50	55	81	99
3	55	41	44	45	63	58	67	70	64	66	59	64	60	51	64	72
4	38	40	44	33	34	36	48	56	47	58	50	62	70	73	85	93
5	54	41	46	53	59	54	85	58	102	84	99	87	103	80	73	88
6	19	23	15	20	28	20	22	24	19	23	28	29	24	31	18	34
7	55	61	59	62	64	73	67	74	60	74	70	74	69	72	56	78
8	61	46	52	67	62	64	60	62	65	71	59	75	69	67	54	62
9	53	61	55	64	94	88	89	105	115	97	98	113	88	123	102	122
10	6	11	1	8	12	6	11	8	11	5	10	8	17	8	11	7
11	68	63	56	62	68	67	91	107	98	117	92	112	93	118	96	126
12	57	56	61	43	67	64	47	73	72	59	82	65	83	67	70	64
TOTAL	**526**	**495**	**491**	**519**	**631**	**605**	**702**	**734**	**754**	**768**	**761**	**798**	**800**	**814**	**766**	**909**

Source; Field study 2018

3.4 Sample Size and Sampling Techniques

Bell & Bryman (2007) posit that the main objectives of deploying sampling techniques in research studies are mostly related to time and cost as well as generalization of a sample to the study population. On the hand, McNabb (2002) agrees that a sampling technique is a process of selecting representative samples from the entire population of a study while the sample size is a segment of the population being investigated for a study.

An elaborate process was undertaken to interrogate the target population and consequently drew a sufficient and representative sample of the study subjects meriting statistical analysis. According to Cooper & Schindler (2003) both probability and non-probability sampling could be employed to draw a representative sample from a population which in turn enables the researcher to draw conclusions and infer the findings on the population. As such, both probabilistic and non-probabilistic techniques were used in this study. Mugenda (2013) argues that a sample size of between 10 and 30 percent of the target population is adequate for studies in social sciences. The researcher adopted a sample size of 30% for the study which resulted in a sample size of 3 public primary schools out of the 12 in the sub-county. Proportional stratified sampling techniques were then applied to draw an equal representation from each of the three sampled schools. From the records obtained from the Sub County Director of Education Nyali sub-county had a total of 11073 pupils from standard one to standard eight.

Among these pupils, there were 5431 boys enrolled in the sub-county and 5642 girls. Among these only 1343 boys were in standard 6, 7 and eight in which the sample was drawn and it also constituted the sampling frame. The study was able to get the targeted 45 pupils 18 class teachers and a total of 45 parents' participants.

Personal judgments of the researcher were used to identify the pool of respondents based on their ability to provide the required information (MacMillan & Schumacher, 2001), who in this case comprised of the truant male learners in the respective schools. Only the learners in the upper classes specifically, standard six, seven and eight were studied. Eventually, five boys were drawn from each of the three classes (standard six seven and eight) in each of the sampled schools.

The purposive choice of the three upper classes was informed by the fact that they were assumed to communicate better than their younger counterparts in lower classes, and thus able to provide the information sought by the study. The study sought the institutional, community, socio-economic and student factors that led to the truant behaviour among the boys, information of which this study included: 1 Sub-County Director of Education, and 18 primary school teachers (class masters). Also, Focus Group Discussions were held in one of the three public primary schools with teachers', pupils, and parents. This exercise was meant to generate responses on factors contributing to truancy among boys.

The final sample therefore comprised of 45 boys (learners), 18 class teachers and 45 parents/guardians, making a total of 108 respondents. A summary of the sampling procedure is summarized in Table 3.2.

Table 3.2: Sampling

Population			**Sample per school**			**Consolidated sample**		
Total No of schools	Sampled schools	Class	Truant learners	Parents	Teachers	Truant learners	Parents	Teachers
		6	5	5	2	15	15	6
12	3	7	5	5	2	15	15	6
		8	5	5	2	15	15	6
Total sample size						**45**	**45**	**18**

3.5 Data Collection

Both Primary and secondary data sources were employed in the study as follows:

3.5.1 Secondary data.

Secondary data was collected from the sampled schools. The secondary sources of data were necessary to ascertain the magnitude of truancy in the sampled schools and in the process ascertain the most affected class (es) in the sub-county. The key secondary data sources were the school enrolment and class registers of the three classes in the sampled schools namely standard six, seven and eight.

3.5.2 Primary Data

Primary data sources were also employed in the study and three sets of questionnaire tools developed to collect data from the sampled pupils, teachers and parents (or guardians). The three tools contained structured questionnaires consisting of both close and open-ended set of questions.

The learner's questionnaire contained four sections the first section sought the biodata of the respondents while the second sought information on institutional factors leading to truancy. The third section was on family social economics while the fourth was on students' factors influencing truancy.

The teacher’s questionnaire contained four sections too. The first section sought the biodata of the respondents while the second sought information on institutional factors leading to truancy. The third section was on community factors while the fourth was on students’ factors influencing to truancy. The parent’s/ guardian`s questionnaire also contained three sections. The first section sought the biodata of the respondents while the second sought information on family socioeconomics, while the third section was on community factors leading to truancy.

3.6 Data Analysis

Once data was collected, the questionnaire tools were checked to ascertain their completeness consistency, accuracy and usability for data analysis. Thereafter the data was key punched into the Statistical Package for Social Scientists (SPSS) computer program for ease of analysis. Quantitative data were analyzed through the use of descriptive and inferential statistics. Descriptive statistics that were used included frequencies, percentages, means and standard deviations, while inferential statistics included correlations.

The Spearman rank-order correlation was used to analyze the effect of institutional factors, community factors, socio-economic factors and student factors, influencing truancy amongst the boys in public primary schools. This resulted from the fact that the data collected were ordinal and therefore a suitable non-parametric test was most useful. Correlation coefficients range from, -1.0 to 1.0 with the weaker the relationship the closer the coefficient is to zero. Creswell (2012) provides the following rule of the thumb for interpreting the strength of the correlation: > 0.7 is strong, > 0.3 is moderate, and < 0.3 is weak. The test was conducted at a 0.05 level of significance. Regression analysis techniques were used to generate the models on the relationship between the dependent and independent variables, the goodness of fit and the Coefficients of Determinant (R^2) that were used to conclude the findings.

A summary of the data analysis techniques by objective is summarized in Table 3 .3.

Table 3. 3 : Data Analysis Techniques

Test item	**Description of the Test item**	**Statistics to be generated**
Biodata	Biodata	Frequencies Percentages Cross tabulation
Objective 1	Institutional factors influencing truancy among boys in public primary schools	Frequencies, Percentages Spearman rank-order correlation Regression
Objective 2	Community factors influencing truancy among boys in public primary schools	Frequencies, Percentages Spearman rank-order correlation Regression
Objective 3	Social-economic factors influencing truancy among boys in public primary schools	Frequencies, Percentages Spearman rank-order correlation Regression
Objective 4	Student factors influencing truancy among boys in public primary schools	Frequencies, Percentages Spearman rank-order correlation Regression

Qualitative data from the open-ended questions institutional, community, socio-economic and student factors, influencing truancy among boys in public primary schools was analyzed through content analysis techniques. The analysis considered the narratives under the three themes from where their appropriateness, relevance, effectiveness and contribution to the financial sustainability of the organizations were determined.

3.7 Research Quality

3.7.1 Validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept or construct that the researcher is attempting to measure (Sullivan, 2011). When designing the questionnaire to collect the data, the researcher consulted with the research supervisor, who is an expert in the area of study. Orodho (2004) suggests that, once a questionnaire has been constructed, it should be pretested. One school was selected for the pretest exercise. The pre-test exercise was used to detect ambiguities and inadequacies in the tool. The feedback drawn from the pretesting was used by the researcher to reorganize the sections in the data tool, to eliminate some duplicated items and to include a few more items that helped interrogate the research objectives more concisely. Eventually, the researcher got re-oriented on the administration of the tools based on the feedback from the pre-test exercise.

3.7.2 Reliability and Objectivity

In this study, the reliability of the instruments was ascertained by carrying out a split-half reliability test and eventually generating the Cronbach Alpha reliability coefficient. The exercise was conducted by the use of Statistical Package for Social Scientists (SPSS) computer program which in turn splits an entire lot of responses into two halves and generates the reliability coefficient statistic.

According to Sullivan (2011), reliability refers to whether an instrument gives the same results each time it is used in the same setting with the same type of respondents. Sullivan (2011) further describes reliability as meaning consistent or dependable results and that it can be achieved by creating 2 or 3 or more question items to measure the same concept. The difference between the responses (answers) to the questions is calculated and the correlation among the answers is measured using various tests.

The results of the reliability test were as shown in Table 3.4.

Table 3.4: Reliability Statistics

Tool	Cronbach's Alpha Co-efficient	No of Items
Teachers questionnaire	0.847	62
Learners questionnaire	0.823	52
Parents questionnaire	0.814	48

As seen from Table 3.4, the three tools generated Cronbach's Alpha Co-efficient of 0.847, 0.823 and 0.814 for the Teachers' Learners' and Parents' questionnaire tools respectively. The test's coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. George & Mallery (2003) provide the following rules of thumb: "> .9 Excellent; > .8 Good; > .7 Acceptable; > .6 Questionable; > .5 Poor and < .5 Unacceptable" (p. 231). This study considered an alpha of at least 0.7 as a reasonable goal for the instrument. The resultant coefficients of 0.847, 0.823 and 0.814 confirmed that the tool was reliable for use in the study.

3.8 Ethical Considerations

The principal ethical requirements were strictly upheld. Ethical clearance regarding the study topic and permission to carry out the research was granted by the School of Humanities and Social Sciences. A Permit was also sought from the National Commission for Science and Technological Innovations (NACOSTI). The researcher then sought an audience with the Mombasa County Director of Education and Sub-county Education Office at Nyali sub-county seeking permission to visit the schools. Thereafter, the researcher proceeded to the sampled schools to brief and seek consent from the headteachers on the intended study and to book appointments for interviews with the respective teachers, pupils and parents. Once consent and approval were granted at the school level, the teachers were contacted and briefed about the intended purpose of the study so that they could make an informed decision about their participation in the study. The participants were duly informed that the study was sorely for academic purpose and that it was not compulsory for them to respond to the questionnaires.

Regarding the pupils, the respective class teachers accompanied the researcher for the data collection exercise. The class teachers helped identify the respondents and eventually explained the presence of the researcher to the respondents to reduce stranger anxiety. The researcher then proceeded to explain the purpose of the study to the pupils and that their choice to participate was purely voluntary and that no form of coercion, intimidation, penalization or victimization would befall those who choose not to participate in the exercise. For the pupils who chose to participate, the class teacher signed the participant consent form on their behalf.

The parents who participated were also taken through the questions. The parents were also explained on the contents of the participant consent form and then signed it after understanding. Anonymity and confidentiality were also assured by the fact that they were not required to write their names on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation, analysis, discussion and interpretation of the empirical findings on the factors influencing truancy of boys in public primary schools Nyali Sub-County, Mombasa County, Kenya. The chapter starts with an analysis of the background information as sought by the data tools, and analyses the institutional factors influencing truancy. The chapter then examines the community, socio-economic and student factors, influencing truancy amongst the boys.

4.2 Response rate

Three questionnaire tools were developed and administered to the three categories of the respondents. The response rate is summarized in Tab.

Table 4.1: Instrument return rate

Respondents	Questionnaires distributed	Questionnaires returned	Response rate
Teachers	18	18	100%
Learners	45	44	98%
Parents	45	32	71%
Total	**108**	**94**	**86%**

The response rate for the teachers was 100% while that of the learners and parents was 98% and 71% respectively. Mulusa (1990) argues that a 50 percent questionnaire return rate is adequate, 60 percent is good and 70 percent is very good. The response rate for each of the categories of respondents fell within the acceptable threshold described by the scholar and was therefore deemed sufficient for data analysis

4.3 Demography

The study sought to find out the demographic information of the respondents. The learners were required to state their age and class while the teachers were required to state their gender, age, education, professional qualification, work experience and their assigned class. The parents, on the other hand, were required to state their gender, age, marital status, family size education and occupation. The purpose of this information was to determine the learners', teachers' and parents' characteristics concerning their truancy experiences in their respective schools.

4.3.1 Learners demography

All the learners' respondents participating in the study were male as targeted by the study. The learners were required to state their class and the results were as shown in Figure 4.1.

4.3.1.1 Distribution of Learners by class

Data on the distribution of the learners by class was as summarized in Figure 4.1.

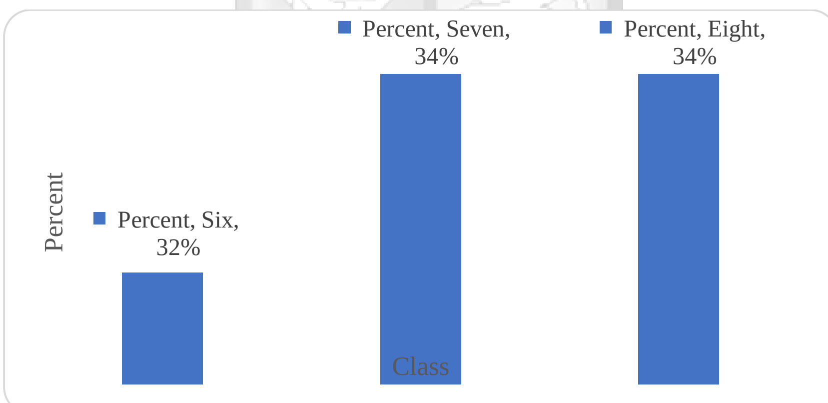

Figure 4.1 : Distribution of Learners by Class

The findings in Figure 4.1 shows that 32% of the respondents were in class six while 34% were in class 7 and another 34% in class eight. The findings show a near equal response from each of the three classes. The study targeted a proportional sample of learners to eliminate biases that would emanate from over-representation of a particular class. The finding, therefore, confirms the credibility of the responses as far as representation was concerned. The learners were then asked to state their age in years.

4.3.1.2 Distribution of Learners by Age

Information on the age distribution of the learners was as summarized in Figure 4.2.

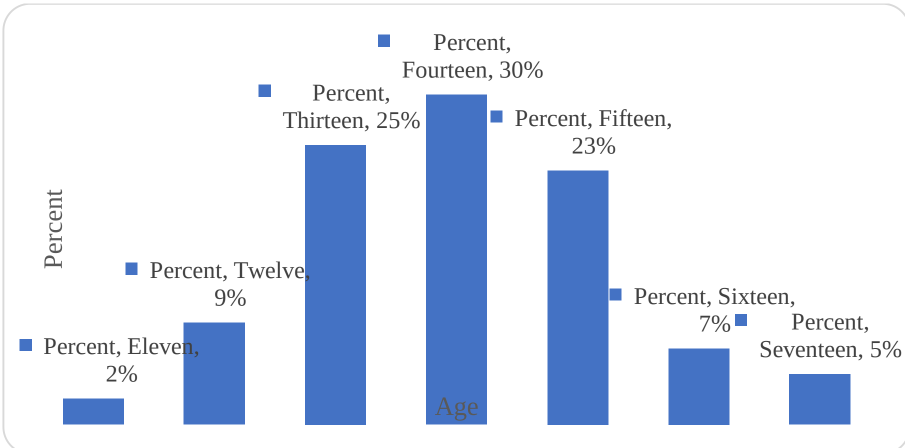

Figure 4.2 : Distribution of Learners by Age

The findings in Figure show that the majority of the boys in class six, seven and eight were between 13 and 15 years of age at 25%, 30% and 23% respectively. The findings also show that there was a small population of younger boys aged 11 years (2%) and 12 years (12%) and another small population of boys aged 16 years (7%) and 17 years of age (5%).

The findings seem to suggest that overall, the age range of the boys in class six, seven and eight in the sub-county were between 11 and 17 years of age. The transitioning age to secondary school is 14 years at Form 1 (Mugisha, 2006), suggesting that the majority of the boys in the primary schools were much older for their respective classes. The findings also show that more than half were in their teenage years suggesting that adolescence and maturation issues were of concern to the learners, probably the reason why truancy was a common occurrence in the sub-county. The recommended age range by the Ministry of Education (MOE) for learners is 11 years in class six, 12 years at class seven and 13 years at class eight (Mugisha, 2006).

To confirm the classes affected by the age range of the boys, a cross-tabulation was conducted to compare classes six seven and eight. The results were as shown in Table 4.2.

Table 4.2: Cross-tabulation between age and class

Age		Class		
		Six	Seven	Eight
11 years	% within class	7.1%	0.0%	0.0%
12 years	% within class	14.3%	13.3%	0.0%
13 years	% within class	42.9%	26.7%	6.7%
14 years	% within class	21.4%	53.3%	13.3%
15 years	% within class	7.1%	0.0%	60.0%
16 years	% within class	0.0%	0.0%	20.0%
17 years	% within class	7.1%	6.7%	0.0%
Total		100.0%	100.0%	100.0%

The findings in Table show that for class six, all the boys were more than 10 years of age. The greatest proportion of class six learners ranged between 12 years (14%), 13 years (42.9%) and 14 years (21.4%). It was also noted that 7.1% were almost adults at 17 years of age.

The cross-tabulation also shows that for class seven, all the boys were more than the recommended 12 years of age with 13.3% being 12 years and 26.7% being 13 years. More than half of the boys (53.3%) were 14 years of age. It was also noted that 7.1% were almost adults at 17 years of age. Table 4.2 also shows that for class eight, all the boys were more than the recommended 13 years of age with 6.7% being 13 years and 13.3% being 14 years. The majority (60%) of the boys in the class were 15 years of age while another 20% were almost adults at 17 years of age.

4.3.2 Teachers demography

Teacher demography was necessary to determine the suitability of the teachers in their respective roles and the credibility of the data they provided for the study. Information was therefore sought concerning their gender, age, education, professional qualification, work experience and their assigned class.

4.3.2.1 Distribution of Teachers by Gender

The study sought to find out the gender of the teachers. The purpose of this information was to find out the gender of the class teachers in standards six, seven and eight classes in the sub-county. To determine the distribution, the teachers were asked to state their gender. Their responses were as shown in Figure 2 3.

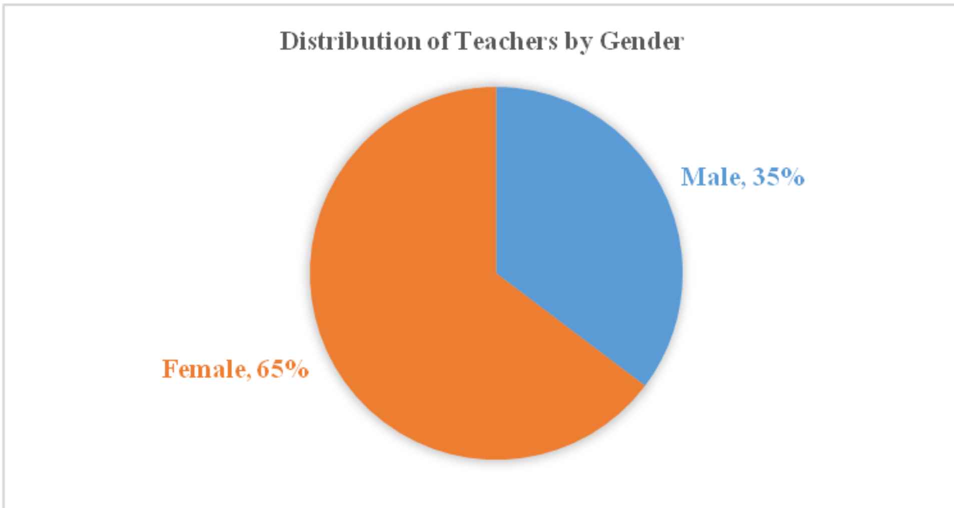

Figure 2:3 Distribution of Teachers by Gender

The data in Figure 2.3, shows that the majority (65%) of the class teachers for classes six seven and eight were females with 35% being male. The finding seems to suggest that suggested that teaching positions in the senior classes at primary schools in the Sub- County were dominated by females. The distribution has implication on the male learners in that role models are necessary for maturing learners. The boys seem to have a lesser pool of male teachers to select or ape as their mentors and role models. They do not have an adequate pool of male teachers to provide the much-needed guidance on maturation and development for the boys as they transition into adulthood. This could be a probable reason for truancy in the three senior classes.

The teachers were then required to state their age bracket.

4.3.2.2 Distribution of teachers by Age Distribution of teachers by age

The results on the age range of the teachers were as shown in Figure 4.4.

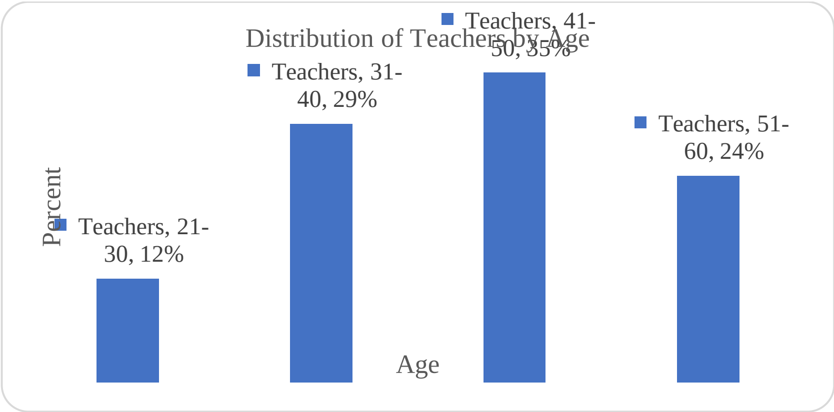

Figure 4.4 : Distribution of teachers by Age

The findings in Figure show that 12% of the teachers were less than 30 years of age while 29% were between 31 and 40 years, 35% were between 41 and 50 years and a further 24% being over 50 years of age. The findings on the teachers suggest that there was an elaborate succession plan in place within the sub-county, where a proportionate number of young teachers are recruited to replace those retiring. As a result, the age range of the teachers ranged between 21 and 60 years of age. The learners, therefore, had a wide pool of teachers in terms of age to choose their counsellors and mentors from as they desired.

4.3.2.3 Distribution of teachers by educational qualification

The study sought information on the educational qualification of the teachers. The purpose of this information was to determine whether the teachers were academically equipped to mentor the learners in their respective classrooms. The results were as shown in 4.3.

Table 4.3: Distribution of teachers by Academic qualification

Professional qualification	Frequency	Percent
B. Ed	10	55.6
A level	3	16.7
O Level	5	27.8
Total	**18**	**100.0**

The findings in 4.3 show that 55.6% of the teachers in the schools had a graduate level of education while 16.7 were A-level graduates. The remaining 27.8% of the teachers had obtained an O-level of education. The findings implied that all the teachers had completed a secondary level of education as the bare minimum and were therefore in a position to encourage their learners to emulate the same. Professional teacher training is a critical requirement for one to teach in a primary school effectively. 4.3 shows that all the teachers had met the basic prerequisite for teacher training. The teachers were therefore required to state their professional qualification alongside their educational achievements.

4.3.2.4 Distribution of teachers by professional qualification

Teachers were then required to state their professional qualification. The purpose of this information was to determine whether the teachers were professionally trained to manage learners and eventually their respective classrooms. The results were as shown in 4.4.

Table 4.4: Distribution of teachers by professional qualification

Professional qualification	Frequency	Percent
Graduate	9	50.0
ATS I	1	5.6
ATS II	1	5.6
P1	7	38.9
Total	**18**	**100.0**

The findings show that all the teachers in the schools had attended professional teacher training and attained varying levels of certification where 50% of the teachers were graduates, 5.6 were Approved Teachers Status (ATS), 5.6 were ATS II, and 38.9% were P1 teachers. The minimum professional qualification requirement for teachers in primary schools is a P1 certificate. From the findings, the majority of the teachers had upgraded their professional training to higher levels. Kimani et al. (2013) argue that the teacher's academic and professional qualifications have a significant influence on pupils' achievement.

4.3.2.5 Distribution of teachers by work experience

Information was sought on the teaching experience of the teachers. The purpose of seeking the information was to ascertain if the teachers were exposed to classroom management issues long enough to enable them to appreciate circumstances, situations and challenges associated with learner truancy to provide the critical information sought by the study alongside these themes. The results were as shown in Table 4.5.

Table 4.5: Distribution of teachers by work experience

Work experience	Frequency	Percent
1-5 years	3	16.7
6-10 years	3	16.7
11-15 years	1	5.6
16-20 years	8	44.4
>20 years	3	16.7
Total	**18**	**100.0**

The findings in 4.5 show that 16.7% of the teachers had taught for between 1 and 5 years, 16.7% had taught for between 6 and 10 years, 5.6% had taught for between 11 and 15 years, 44.4% had taught for between 16 and 20 years, 16.7% had taught for over 20 years. The findings suggest that the teachers were exposed to the teaching profession long enough to provide credible information about leaner truancy.

4.3.2.6 Distribution of teachers by duration at the current station

Information on the length of time that the teachers had stayed at their current stations was as summarized in Table 4.6

Table 4.6: Distribution of Teachers stay at the current station

No of years	Frequency	Percent
1-5 yrs.	6	33.3
6-10yrs	4	22.2
11-15yrs	7	38.9

16-20yrs	1	5.6
Total	**18**	**100.0**

The findings in Table 4.6 show that 33.3 percent of the teachers had worked at their current schools for less than five years. The rest had a varied stay at their current schools ranging from 6 to 20 years. This finding confirms that indeed the teachers were in a position to respond to the truancy issues that existed in their respective schools.

4.3.2.7 Distribution of teachers by responsibility assigned

Information was sought on the responsibility assigned to the teachers in their respective schools. The purpose of seeking the information was to ascertain if the teachers were exposed to learner truancy issues in classes six, seven and eight as sought by the study. The results were as shown in Table 4.7.

Table 4.7: Teachers responsibility at the current station

Responsibility assigned	Frequency	Percent
Class 6	6	33.3
Class 7	6	33.3
Class 8	6	33.3
Total	**18**	**100.0**

The findings in Table 4.7 show that there was an equal number of teachers assigned to classes six, seven and eight. The study targeted a proportional sample of teachers to eliminate biases that would emanate from over-representation of a particular class. The finding, therefore, confirms the credibility of the responses as far as teacher representation was concerned

4.3.3 Parents Demography

The study sought to find out the demographic information of the parents, who were required to state their gender, age, marital status, family size education and occupation. The purpose of this information was to determine the parents' characteristics and their truancy experiences in the study area.

4.3.3.1 Distribution of Parents by Gender

The study sought to find out the gender of the parents. The purpose of this information was to find out the gender of the heads of households in the study area. To determine the distribution, parents were asked to state their gender. Their responses were as shown in Table 4.8.

Table 4.8: Distribution of the parents by gender

Gender	Frequency	Percent
Male	9	28.1
Female	23	71.9
Total	**32**	**100.0**

The findings in Table 4.8 show that 71.9% of the parents were females while 28.1% were male. The findings seem to suggest that there were more female-headed households in the study area than male-headed households.

4.3.3.2 Distribution of Parents by Age

The distribution of the parents by age is summarized in Table 4.9

Table 4.9 : Distribution of parents by Age

Age bracket	Frequency	Percent
21-30	7	21.9
31-40	16	50.0
41-50	9	28.1
Total	**32**	**100.0**

The findings in Table 4.9 show that 21.9% of the parents were between 21 and 30 years of age while 50% were between 31 and 40 years of age. On the other hand, 28.1% were between 41 and 50 years of age. The findings seem to suggest that the majority of the parents were below the age of 40 years and that most of them were younger than their class teacher. Earlier findings in this study (Figure) established that the majority of the teachers were between 21 and 50 years of age with a sizeable proportion of teacher aged between 50 and 60 years of age.

Distribution of Parents by marital status

The distribution of the parents by marital status is summarized in Table 4.10.

Table 4.10 : Distribution of the parents by marital status

Marital status	Frequency	Percent
Single	7	21.9
Married	19	59.4
Separated	3	9.4
Divorced	2	6.3
Widow/ Widower	1	3.1
Total	**32**	**100.0**

The findings in Table 4.10 show that 21.9% of the parents were single while 59.4% were married. Also, 9.4% were separated, 6.3% divorced and 3.1% widowed. The findings seem to confirm that a significant proportion of the families were single-parent headed families. This finding has implications on education in that two parents in a family tend to share and support each other in the provisions for the education of their children while single parents carried the burden alone. Data in Table 4.10 suggests that up to 40% of the households were headed by single parents.

4.3.3.3 Distribution of Parents by household size

The study sought information on the household sizes of the respective parents. They were required to state the number of children under their care. The purpose of this information was to determine parental responsibility concerning the education of their children.

Table 4.11: Distribution of the parents by household size

No of children in the household	Frequency	Percent
1-2 children	8	25.0
3-4 children	15	46.9
5-6 children	6	18.8
>7 children	3	9.4
Total	**32**	**100.0**

The findings in Table 4.11 show that 25% of the parents had either 1 or 2 children under their care while 46.9% had either 3 or 4 children. Additionally, 18.8% had either 5 or 6 children, while 9.45 had seven children and above. The more the number of children, the more the provision required for their growth and development which translates to a bloated financial burden. The findings seem to suggest that the schools' catchment area was characteristic of medium to large families that had a minimum of three children and a maximum of more than 7 children. When parents are unable to provide for the schooling of their large families, some children become truant and eventually drop out of school.

4.3.3.4 Distribution of Parents by occupation

The distribution of the parents by occupation is summarized in Table 4.12.

Table 4.12: Distribution of the parents by occupation

Occupation	Frequency	Percent
Unemployed	13	40.6
Casual labourer	7	21.9
Employed	4	12.5
Small scale business operator	4	12.5
Non response	4	12.5
Total	**32**	**100.0**

The findings in Table 4.12 show that 40.6% of the parents were unemployed while 21.9% were casual labourers. Additionally, 12.5% were employed, another 12.5% were small scale business operators while another 12.5% did not respond. The findings seem to suggest that the majority of the parents did not have a stable source of income due to unemployment and the casual nature of the jobs they performed, eventually compromising their capacity to contribute towards the education of their children.

4.3.3.5 Distribution of Parents by education qualification

The distribution of the parents by educational qualification is summarized in Table 4.13.

Table 4.13 : Distribution of the parents by education qualification

Education level	Frequency	Percent
Did not finish Primary school	2	6.3
Finished Primary school	6	18.8
Did not finish Secondary school	7	21.9
Finished Secondary school	10	31.3
Finished College (Certificate/Diploma)	5	15.6
Undergraduate	1	3.1
Graduate	1	3.1
Total	**32**	**100.0**

Findings in Table 4.13 show that 6.3% of the parents did not finish primary school while 18.8% attained primary education. Table also shows that 21.9% of the parents did not finish secondary school, while 31.3% attained secondary education as their highest educational qualification. Those who pursued and completed certificates and diploma were 15.6% and only 3.1% attained a university degree. The findings seem to suggest that the majority of the parents did not have more than a secondary level of education. Their capacity to seek jobs and pursue better-paying occupations was curtailed by their low educational competence. The parents were therefore stuck to casual jobs that never required special educational skills.

4.4 Truancy in public primary schools

The main objective of the study was to determine the factors responsible for truancy of boys in public primary schools. To achieve this, the study interrogated the issue of truancy from the learners, teachers and parents. Ultimately, the study sought to determine class sizes, desk ratio and textbook ratio and the rate of truancy in the respective classes.

4.4.1 Classroom Sizes

Information on class sizes was sought from the teachers and the learners. The purpose of this information was to establish the classroom environment under which learning was taking place in the respective schools. The results were as shown in Table 4.14.

Table 4.14 : Classroom sizes

Number of learners	Frequency	Percent
Less than 60 pupils	0	0.0%
61 to 80 pupils	29	65.8%
81 to 100 pupils	12	27.4%
101 to 120 pupils	3	6.8%
Total	**44**	**100.0%**

The findings in Table 4.14 show that the classroom sizes ranged between 61 and 120 learners where 65.8% of the classes had between 61 and 80 learners, 27.4% had between 81 and 100 learners while 6.8% had between 101 and 120 learners. The Ministry of Education recommends a maximum of 1 teacher to 40 learners (Ministry of Education, 2016). The findings, therefore, seem to suggest that the classes in the sub-county are largely overcrowded with the teacher-learner ratio highly compromised which could be a probable reason for learner truancy.

4.4.2 Analysis of Variance (ANOVA) for class size between classes and schools

To determine whether the congestion in the classrooms affected particular classes and schools, the Analysis of Variance (ANOVA) was employed and the results were as shown in Table 4.15

Table 4.15 : ANOVA results between classes and school

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Schools	Between Groups	25.667	23	1.116	5.151	.000
	Within Groups	4.333	20	.217		
	Total	30.000	43			
Classes (6,7 and 8)	Between Groups	20.394	23	.887	2.066	.053
	Within Groups	8.583	20	.429		
	Total	28.977	43			

The ANOVA results in Table 4.15 between schools show an F value of 5.151 which was associated with a significance of less than 0.05 (Sig<0.05). The results suggested that there was a variance in classroom sizes across the schools in the sub-county where some were more congested than others. The results in Table 4.1 also show results between classes where the F value was 2.066 which was associated with a significance of more than 0.05 (Sig>0.05). The results suggest that there was no variance in classroom sizes across the classes in the respective schools, suggesting that the classroom pattern in say class 6 of any school in the sub-county was replicated in classes 7 and 8 of the same school.

4.4.3 Desk ratio

The study sought information on desk sharing ratio from the learners. The purpose of this information was to assess the classroom environment under which learning was taking place in the respective schools. The results were as shown in Table 4.16.

Table 4.16: Desk sharing ratio

No of learners	Frequency	Percent
2	7	15.9
3	26	59.1
4	11	25.0
Total	**44**	**100.0**

The findings on the desk ratio show that 15.9% of the learners shared desks in pairs while 59.1% of the learners shared a desk for three learners. Another 25% shared one desk amongst four learners. Earlier finding in this study revealed that the majority of the learners were in their adolescence and teenage stage, and thus value their privacy. Desk congestion was an intrusion into their personal spaces a situation likely to cause numerous conflicts amongst the learners some of which could lead to truancy, precipitation of school dropouts.

4.4.4 Textbook sharing ratio

Information on desk sharing ratio from the learners was sought. The purpose of this information was to assess the classroom environment under which learning was taking place in the respective schools. The learners were asked to state the sharing ratio for mathematics textbook and the results were as shown in Table 4.17.

Table 4.17: Textbook sharing ratio

No of learners	Frequency	Percent
1	7	15.9
2	19	43.2
3	13	29.5
4	5	11.4
Total	**44**	**100.0**

The findings in Table 4.17 show 15.9 % of the learners did not share textbooks with anyone else while 42.3 % who were the majority shared one textbook amongst 2 learners. Another 29.5% share in threes while 11.4% shared one textbook amongst 4 learners.

4.4.5 Frequency of absenteeism

All the learners participating in the study stated that they were absent from school at some point in the past 12 months. The study, therefore, sought information on the frequency of their absenteeism. The results were as shown in **Error! Reference source not found.** 4.18.

Table 4. 18 : Frequency of absenteeism

Rate of absenteeism	Frequency	Percent
Every week	8	18%
Every 2 weeks	17	39%
Once a month	9	20%
Once a term	10	23%
Total	**44**	**100%**

Secondary data on absenteeism

Secondary data was sought to triangulate the primary data and ascertain the magnitude of truancy in the schools. For this information class registers were sought. The daily attendance registers for classes six, seven and eight in each of the three sampled schools were analyzed for enrolment and truancy for the past 2 years. Three pieces of information were extracted from the registers as follows. Firstly, the enrolment for the class was ascertained. The second extraction comprised of tallies for learners who missed classes for not more than three days in the given year. This was used as the indicator for occasional absenteeism. The third set of extraction comprised of tallies for learners who missed classes for at least 10 days in the given year. This was used as the indicator for perennial truancy. The data included both boys and girls in the respective schools and the results were as summarized in Table 4.19.

Table 4.19: Rate of absenteeism from class registers

Name of school	Enrolment and truancy	YEAR 2018						YEAR 2019					
		Class 6		Class 7		Class 8		Class 6		Class 7		Class 8	
		B	G	B	G	B	G	B	G	B	G	B	G
School 1	Enrolment	86	84	94	124	106	108	80	92	106	114	98	116
	Absent <= 3 days p.a	24	6	20	6	20	7	26	18	28	16	24	10
	Absent =>10 days p.a	8	2	6	3	6	4	8	4	4	2	10	3
School 2	Enrolment	101	138	111	112	113	117	112	116	97	136	109	112
	Absent <= 3 days p.a	32	16	22	9	26	11	24	18	29	10	29	16
	Absent =>10 days p.a	8	1	9	0	7	2	9	1	8	2	6	0
School 3	Enrolment	75	86	64	58	67	72	72	80	64	74	60	69
	Absent <= 3 days p.a	19	10	28	16	24	8	18	6	22	10	9	6
	Absent =>10 days p.a	12	4	14	6	12	4	8	3	10	5	10	3

The findings in Table 4.19 show that enrolment for school 1 averaged between 100 and 110 for the two years analyzed. This was a double streamed school suggesting that the class ratio was between 100 and 110 learners in a class. Enrolment for school 2 averaged between 220 and 250 for the two years. This was a three streamed school suggesting that the class ratio was between 74 and 84 learners in a class. Enrolment for school 3 averaged between 54 and 120 for the two years analyzed.

The findings also show that many learners both boys and girls missed classes for not more than 3 days. Whereas missing school for three days in a year could pass as minor, the fact that very many learners were involved in all the schools is a cause for alarm. The trend could be an indicator of some underlying issues that needed to be determined and mitigated for both boys and girls. The number of learners missing school for at least 10 days in a year is an indicator of school dropout rates being high in the sub-county, a situation that necessitates mitigation. The findings in Table also show that there were more boys missing school than girls, a fact that reinforced the need for the current study.

Institutional factors and truancy

The first objective of the study was to determine the institutional factors influencing truancy among boys in public primary schools. To achieve this, information regarding the provision of institutional infrastructure in the respective schools was sought. The respondents were then required to state whether each of the provision influenced their truancy.

4.4.6 Provision of learning infrastructure in the schools

The study sought Information regarding the institutional infrastructure provision in the schools. The purpose of this information was to determine the schooling environment used by the learners to ascertain whether it contributed to the truancy of the learners. The teachers were therefore presented with a list of the institutional infrastructure that is requisite for schools. They were to rate the provision on a 5-point Likert scale where 1 represented Very Inadequate (VI), 2- Inadequate (I), 3- Not Sure (NS), 4- Adequate (A) and 5- Very Adequate (VA). The responses were as summarized in Table 4.20 .

Table 4.20 : Infrastructural provision in the schools

School Infrastructure item	Very inadequate	Inadequate	Not sure	Adequate	Very adequate	Descriptive Mean
Classrooms	5.9%	58.8%	-	29.4%	5.9%	2.41
Desk	16.7%	66.7%	5.6	5.6%	5.6%	2.17
Teacher ratio	16.7%	55.6%	-	22.2%	5.6%	2.44
Text book	17.6%	47.1%	-	23.5%	11.8%	2.65
Exercise books	-	27.8%	-	66.7%	5.6%	3.5
Writing pens	5.6%	27.8%	-	61.1%	5.6%	3.33
Clean drinking water	11.1%	27.8%	5.6	50%	5.6%	3.11
Toilets for boys	16.7%	50%	-	33.3%	-	2.5
Playing grounds	27.8%	27.8%	5.6	27.8%	11.1%	2.67
School fence	5.6%	16.7%	5.6	61.1%	11.1%	3.56
Safety at school	11.8%	23.5%	5.9	47.1%	11.8%	3.24

Provision of food at school	37.5%	56.3%	-	6.3%	-	1.75

The findings in Table 4. 20 showed that 58.8% of the teachers rated provision of classrooms as inadequate, with a further 5.9% rating the provision as very inadequate. On the other hand, 29.4% of the teachers rated the provision as adequate with a further 5.9% rating it as very adequate. The descriptive mean was 2.41 rounding off to 2 on the Likert scale which translated to "inadequate" eventually confirming the finding.

Findings on desks showed that 66.7% of the teachers rated provision of desks as inadequate, with a further 16.7% rating the provision as very inadequate. On the other hand, 5.6% of the teachers rated the provision as adequate with a further 5.6% rating it as very adequate. The descriptive mean was 2.17 rounding off to 2 on the Likert scale which translated to "inadequate" eventually confirming the finding.

The findings on teacher ratio showed that 55.6% of the teachers rated provision of teachers (teacher ratio) as inadequate, with a further 16.7% rating the provision as very inadequate. On the other hand, 22.2% of the teachers rated the provision as adequate with a further 5.6% rating it as very adequate. The descriptive mean was 2.17 rounding off to 2 on the Likert scale which translated to "inadequate" eventually confirming the finding.

The findings on textbooks showed that 47.1% of the teachers rated provision of textbooks as inadequate, with a further 17.6% rating the provision as very inadequate. On the other hand, 23.5% of the teachers rated the provision as adequate with a further 11.8% rating it as very adequate. The descriptive mean was 2.65 rounding off to 3 on the Likert scale which translated to "Not sure" eventually confirming the finding.

Table 4.20 also shows that exercise books and school fence were associated with a descriptive mean of 3.5 and 3.56 respectively, both of which translated to "adequate". On the other hand, writing pens, clean drinking water, toilets for boys, playing grounds, safety at school were associated with descriptive means of 3.33, 3.11, 2.5, 2.67 and 3.24 all of which translated to "Not sure".

The provision of food at school was associated with a descriptive mean of 1.75 which translates to very inadequate.

Table 4.21 : Learner responses on Institutional factors and truancy

School infrastructure item	Yes	No
Congestion in classroom	43%	57%
Congestion in your desk	43%	57%
Lack of a teacher in your class	23%	77%
Lack of textbooks	34%	66%
Lack of exercise books	43%	57%
Lack of a pen	32%	68%
Lack of clean drinking water at school	41%	59%
Lack of a toilet facility	32%	68%
Lack of a playing ground at school	28%	72%
Lack of a school fence	18%	82%
Lack of safety at school	32%	68%
Lack of food at school	48%	52%

Teacher responses on Institutional factors and truancy

Table 4.22: Teacher responses on Institutional factors and truancy

	Very little extent	Little extent	Not sure	Great Extent	Very Great Extent	Descriptive Mean
Classroom ratio	29.4	35.3		35.3		2.41
Desk ratio	35.3	17.6	5.9	41.2		2.53
Teacher ratio	38.9	27.8		33.3		2.28
Text book ratio	29.4	47.1	23.5			2.18
Exercise books	33.3	44.4		16.7	5.6	2.17
Writing pens	27.8	50		16.7	5.6	2.22
Clean drinking water	16.7	33.3	5.6	33.3	11.1	2.89
Toilet facilities	27.8	27.8	5.6	38.9		2.56
Playing ground	16.7	27.8	5.6	27.8	22.2	3.11
School fence	16.7	50	11.1	22.2		2.39

safety at school	22.2	22.2	5.6	50		2.83
Non-provision of food at school	27.8	5.6		33.3	33.3	3.39

Parent responses on Institutional factors and truancy

Table 4.23 : Parent responses on Institutional factors and truancy

	Yes	No
Congestion in Classroom	48.3	51.7
Congestion of desks	46.7	53.3
Lack of a teacher in the class	27.6	72.4
Lack of Textbooks	41.4	58.6
Lack of Exercise books	28.6	71.4
Lack of a pen	27.6	72.4
Lack of Clean drinking water at school	27.6	72.4
Lack of a toilet facility at school	17.2	82.8
Lack of a playing ground at school	17.9	82.1
Lack of a School fence	13.8	86.2
Lack of safety at school	37.9	62.1

4.4.7 Institutional factors influencing truancy

To identify the institutional factors that were responsible for truancy, a correlation analysis was conducted between the truancy trends amongst the learners and the various institutional factors analysed in this study. Thereafter regression techniques were employed to determine the influence of those institutional factors on truancy.

4.4.7.1 Correlation between truancy and institutional factors

To determine the correlation, Spearman’s rank-order correlation was employed because the data were ordinal. The test was conducted at 95% confidence level and therefore the significance level was set at 0.05. The respective Spearman’s rank-order correlation coefficients were generated as summarized in Table 4.24.

Table 4.24: Correlation statistics on truancy and institutional factors

Test statement	Spearman's correlation coefficient	p-value
Congestion in Classroom	0.442*	0.003
Congestion in your Desk	0.442*	0.003
Lack of a teacher in your class	0.122	0.437
Lack of Text books	0.526*	0.002
Lack of Exercise books	0.344*	0.020
Lack of a pen	0.344*	0.020
Lack of Clean drinking water at school	0.322	0.504
Lack of a toilet facility	0.346*	0.021
Lack of a playing ground at school	0.320	0.136
Lack of a School fence	0.239	0.118
Lack of safety at school	0.346	0.121
Lack of food at school	0.372*	0.013

The findings in Table 4.24 show that there was a positive correlation between classroom congestion and truancy which was statistically significant ($r = 0.442$, $p<0.05$). An increase in classroom congestion by one unit led to an increase in truancy by 0.44 of a unit. The table also shows a positive correlation between desk ratio and truancy which was statistically significant ($r = 0.442$, $p<0.05$) suggesting that an increase in desk congestion by one unit led to an increase in truancy by 0.44 of a unit. The two independent variables had similar results suggesting that one was a replication of the other.

Table 4.24 further shows that the lack of textbooks was positively correlated to truancy ($r = 0.526$, $p<0.05$) and the relationship was statistically significant. An increase in the lack of textbooks books by one unit led to an increase in truancy by 0.526 of a unit. Similarly, lack of exercise books was positively correlated to truancy ($r = 0.328$, $p<0.05$) and the relationship were statistically significant. An increase in the lack of exercise books by one unit led to an increase in truancy by 0.328 of a unit.

Table 4.24 further shows statistically significant positive correlation between truancy and lack of a pen ($r = 0.344$, $p<0.05$), Lack of a toilet facility ($r = 0.346$, $p<0.05$), and lack of food at school ($r = 0.372$, $p<0.05$).

The findings in Table 4.24 lead to the conclusion that institutional factors were significantly correlated to truancy particularly concerning the adequacy of classrooms, desks, textbooks, pens, exercise books, toilets and food at school. The education managers and school administrators must therefore address their provision if they were to curtail truancy.

4.4.7.2 Regression on truancy and institutional factors

To determine the influence of the institutional factors on truancy, regression modeling techniques were employed with a view of identifying the variables responsible for the causal effect. The following regression model was developed:

$$Y= B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + B_7X_7 + B_8X_8 + B_9X_9 + B_{10}X_{10} + B_{11}X_{11} + B_{12}X_{12} + \varepsilon$$

Where:

Y = Truancy (Dependent Variable)

B_0 = Constant of Regression

X_1 = Congestion in Classroom (Independent Variable)

X_2 = Congestion in your Desk (Independent Variable)

X_3 = Lack of a teacher in your class (Independent Variable)

X_4 = Lack of Text books (Independent Variable)

X_5 = Lack of Exercise books (Independent Variable)

X_6 = Lack of a pen (Independent Variable)

X_7 = Lack of Clean drinking water at school (Independent Variable)

X_8 = Lack of a toilet facility (Independent Variable)

X_9 = Lack of a playing ground at school (Independent Variable)

X_{10} = Lack of a School fence (Independent Variable)

X_{11}= Lack of safety at school (Independent Variable)

X_{12} = Lack of food at school (Independent Variable)

έ. = Error term

The SPSS software was used to generate the regression statistics at 0.05 level of significance and the results were as shown in Table 4.25.

Table 4.25 : Regression statistics at 0.05 level of significance

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.604[a]	.365	.048	1.018

ANOVA[a]

	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.309	12	3.192	3.150	.036
Residual	24.880	24	3.037		
Total	39.189	36			

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.001	.299		10.020	.000
Congestion in Classroom	0.272*	.577	-.132	-.472	.041
Congestion in your Desk	0.055	.615	.027	.089	.930
Lack of a teacher in your class	0.043	.631	-.018	-.068	.946
Lack of Text books	1.038*	.470	-.495	-2.207	.037
Lack of Exercise books	0.222*	.493	-.108	-.450	.043
Lack of a pen	0.343	.601	-.159	-.571	.573
Lack of Clean drinking water at school	0.359	.757	-.174	-.474	.640
Lack of a toilet facility	0.776	.646	.360	1.200	.242
Lack of a playing ground at school	0.021	.538	-.010	-.040	.969
Lack of a School fence	0.089	.599	-.034	-.149	.883
Lack of safety at school	0.639	.574	.297	1.113	.277
Lack of food at school	0.021	.567	.010	.038	.970

According to the model summary in Table 4.25 the coefficient of the determinant (R^2) was 0.365 suggesting that the explanatory power of the independent variables over the dependent variable was 36.5% and that the remaining 63.5% of the variations in the model were taken care of by the error term. The 12 variables studied namely, provision of classrooms, desk, teacher, textbooks, exercise books, pen, clean drinking water, toilet facility, playing ground, school fence and food at school contributed up to 36.5% of the variations in the truancy of the boys in the sub-county. Further investigations are therefore necessary to identify the additional factors that lead to truancy.

According to the ANOVA section of Table 4.25, which is the "goodness of fit" test of the model shows an F value of 3.150 which was associated with $p<0.05$, and suggesting a statistically significant relationship between the dependent and independent variables in the model. The goodness of fit result implied that the model had successfully identified at least one independent variable that significantly contributed to truancy.

The coefficients section of the results in Table 4.25 summarizes the resultant model. Congestion in a classroom, lack of textbooks and lack of exercise books were associated with $p<0.05$ implying that they were statistically significant in the variations of the dependent variable. Three of them were therefore retained in the model. On the other hand, lack of a teacher, clean drinking water, toilet facility, playing ground, school fence, school safety and food were associated with $p>0.05$ implying that they were not statistically significant to be retained in the model. Congestion in desks and lack of a pen were excluded because they were autocorrelated to congestion in the classroom and lack of exercise books respectively. The resultant model from the coefficients was therefore as follows:

$$Y= 3.001 + 0.272X_1 + 1.038X_4 + 0.222X_5$$

Where:

Y= Truancy (Dependent Variable)

X_1 = Congestion in classroom (Independent Variable)

X_4 = Lack of Textbooks (Independent Variable)

X_5 = Lack of Exercise books (Independent Variable)

Congestion in classrooms had a weight of 0.272 while lack of textbooks and exercise books had weights of 1.038 and 0.222 respectively. The weights implying that the lack of textbooks impacted more on truancy when compared to followed by classroom congestion and lastly lack of exercise books. Education managers and school administrators should therefore pay attention to mitigating the three in their respective order if they were to address truancy of the boys.

Overall, some caution needs to be exercised when dealing with this model because 63.5% percent of the variations in the truancy of the boys were as a result of variables outside the model. Further investigations are therefore necessary to identify the remaining variables responsible for the variation.

4.5 Community factors and truancy

ii. To examine community factors influencing truancy among boys in public primary schools in Nyali Sub-county schools are presented in Table 4.26.

Table 4.26: Learners responses on community factors and truancy

	Yes	No
Lack of parental support at home	44.2	55.8
Lack of counselling and guidance at school	41.9	58.1
Domestic violence at home	46.5	53.5
Poverty at home	58.1	41.9
Drug or alcohol abuse of my parent	48.8	51.2
Parents giving me other work during school time	39.5	60.5

Teachers responses on community factors and truancy

Table 4.27: Teachers responses on community factors and truancy

	Very little extent	Little extent	Not sure	Great Extent	Very great Extent	Descriptive Mean
Lack of parental supervision at home	11.1	38.9	11.1	33.3	5.6	4.5
Lack of counseling and guidance at school	11.1	38.9	11.1	33.3	5.6	2.83
Domestic violence	5.6	5.6	11.1	55.6	22.2	3.83
Poverty			5.6	50	44.4	4.39
Drug or alcohol abuse of parent at home,	5.6	11.1	11.1	55.6	16.7	3.67
Parents are not conversant with school attendance rules	5.6	50	5.6	33.3	5.6	2.83
Communal engagements conflicting with school attendance	16.7	50	11.1	22.2		2.39
Religious engagements conflicting with school attendance	33.3	44.4	5.6	11.1	5.6	2.11

Parent/guardian’s low attitudes toward education	5.6	55.6	33.3	5.6		2.78

Parents responses on community factors and truancy

Table 4.28: Parents responses on community factors and truancy

	Yes	No
Lack of counselling and guidance at school	50	50
Domestic violence at home	62.1	37.9
Poverty at home	72.4	27.6
As a Parents am not aware of the school attendance rules	44.8	55.2
Some Communal engagements conflict with school attendance	34.5	65.5
Religious engagements conflicting with school attendance	41.4	58.6
I don't see the value of education	25	75

4.5.1 Community factors influencing truancy

In order to identify the community factors that were responsible for truancy in the schools, a correlation test was conducted between the truancy trends amongst the learners and the various community factors suspected to have been the cause. Thereafter regression techniques were employed to determine the influence of the community factors on truancy.

4.5.1.1 Correlation between truancy and community factors

To determine the correlation, Spearman's rank-order correlation was employed because the data were ordinal. The test was conducted at 95% confidence level and therefore the significance level was set at 0.05. The respective Spearman's rank-order correlation coefficients were generated as summarized in Table 4.29.

Table 4.29 : Correlation statistics on truancy and institutional factors

Test statement	Spearman's correlation coefficient	p-value
Lack of parental support at home	0.425*	0.004
Lack of counselling and guidance at school	0.406*	0.007
Domestic violence at home	0.446*	0.003
Poverty at home	0.442*	0.003

Drug or alcohol abuse of my parent	0.348*	0.022
Parents giving me other work during school time	0.265	0.086

The findings in Table 4.29 show that there was a positive correlation between lack of parental support and truancy which was statistically significant ($r= 0.425$, $p<0.05$). An increase in the lack of parental support by one unit led to an increase in truancy by 0.425 of a unit. The table also shows a positive correlation between lack of counselling and guidance at school and truancy which was statistically significant ($r= 0.406$, $p<0.05$) suggesting that an increase in Lack of counselling and guidance at school by one unit led to an increase in truancy by 0.406 of a unit.

further shows that domestic violence at home was positively correlated to truancy ($r= 0.446$, $p<0.05$) and that the relationship was statistically significant suggesting that an increase in domestic violence at home by one unit led to an increase in truancy by 0.446 of a unit. Similarly, poverty at home was positively correlated to truancy ($r= 0.442$, $p<0.05$) and so was drug or alcohol abuse by the parent ($r= 0.348$, $p<0.05$). Table also shows that there was a positive correlation between Parents giving learners other work during school time and truancy which was not statistically significant ($r= 0.265$, $p>0.05$).

The findings in Table 4.29 lead to the conclusion that community factors were significantly correlated to truancy particularly with regard to Lack of parental support, lack of counselling and guidance, domestic violence at home, poverty and drug or alcohol abuse by parents. The education managers and school administrators must therefore address their mitigation if they were to curtail truancy.

4.5.1.2 Regression on truancy and community factors

To determine the influence of the community factors on truancy, regression techniques were employed with a view of identifying the variables responsible for the causal effect. The following regression model was developed:

$$Y= B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + \varepsilon$$

Where:

Y= Truancy (Dependent Variable)

B_0 = Constant of Regression

X_1 = Lack of parental support at home (Independent Variable)

X_2 = Lack of counselling and guidance at school (Independent Variable)

X_3 = Domestic violence at home (Independent Variable)

X_4 = Poverty at home (Independent Variable)

X_5 = Drug or alcohol abuse of my parent (Independent Variable)

X_6 = Parents giving me other work during school time (Independent Variable)

$\acute{\varepsilon}$. = Error term

The SPSS software was used to generate the regression statistics at 0.05 level of significance and the results were as shown in Table 4. 30.

Table 4.30: Regression statistics on community factors and truancy

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.538[a]	.289	.171	.359
a. Predictors: (Constant), Parents giving me other work during school time, Lack of counselling and guidance at school, Lack of parental support at home, Poverty at home, Drug or alcohol abuse of my parent, Domestic violence at home				

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.883	6	.314	2.441	.044[b]
	Residual	4.629	36	.129		
	Total	6.512	42			

a. Dependent Variable: Are there times that you have been absent from school?

b. Predictors: (Constant), Parents giving me other work during school time, Lack of counselling and guidance at school, Lack of parental support at home, Poverty at home, Drug or alcohol abuse of my parent, Domestic violence at home

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.431	.087		16.358	.000
	Lack of parental support at home	-.191	.303	-.243	-.631	.532
	Lack of counseling and guidance at school	-.125	.150	-.158	-.831	.412
	Domestic violence	-.108	.274	-.138	-.394	.696
	Poverty	1.209	.167	-.264	-1.251	.019
	Drug or alcohol abuse of my parent	.154	.204	.198	.755	.455
	Parents giving me other work during school time	-.020	.051	-.077	-.386	.702

a. Dependent Variable: Are there times that you have been absent from school?

According to the model summary in Table 4.30 the coefficient of the determinant (R^2) was 0.289 suggesting that the explanatory power of the independent variables over the dependent variable was 28.9% and that the remaining 71.1% of the variations in the model were taken care of by the error term. The 6 variables studied namely, lack of parental support, lack of counselling and guidance, domestic violence, poverty, drug or alcohol abuse by parent and parents giving learners other work during school time contributed up to 28.9% of the variations in the truancy of the boys in the sub-county. Further investigations are therefore necessary to identify the additional factors that lead to truancy.

According to the ANOVA section of Table 4.30, which is the "goodness of fit" test of the model shows an F value of 2.441 which was associated with $p<0.05$ and suggesting a statistically significant relationship between the dependent and independent variables in the model. The goodness of fit result implied that the model had successfully identified at least one independent variable that significantly contributed to truancy.

The coefficients section of the results in

Table **4.30: Regression statistics on community factors and truancy**

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.538a	.289	.171	.359
a. Predictors: (Constant), Parents giving me other work during school time, Lack of counselling and guidance at school, Lack of parental support at home, Poverty at home, Drug or alcohol abuse of my parent, Domestic violence at home				

.30 summarizes the resultant model. Poverty was associated with $p<0.05$ implying that it was statistically significant in the variations of the dependent variable. On the other hand, lack of parental support, lack of counselling and guidance, domestic violence, drug or alcohol abuse by parent and parents giving learners other work during school time was associated with $p>0.05$ implying that they were not statistically significant to be retained in the model. The resultant model from the coefficients was therefore as follows:

$$Y = 1.431 + 1.209X_4$$

Where:

Y= Truancy (Dependent Variable)

X_4 = Poverty at home (Independent Variable)

The finding led to the conclusion that education managers, school administrators and policy should pay attention to poverty interventions in their respective schools' catchment areas if they were to address the truancy of the boys.

Overall, some caution needs to be exercised when dealing with this model because 71.1% percent of the variations in the truancy of the boys were as a result of variables outside the model. Further investigations are therefore necessary to identify the remaining variables responsible for the variation.

4.6 Socio-economic factors and truancy

iii. To determine the socio-economic factors influencing truancy among boys in public primary schools in Nyali Sub-county.

Learners responses to socio-economic factors and truancy

Table 4.31: Learners responses to socio-economic factors and truancy

	Yes	No
Lack of school uniform	58.1	41.9
Lack of food at home	48.8	51.2
Lack of exercise books and pens	44.2	55.8

Lack of school fees	67.4	32.6
Am left at home to care of younger siblings or to manage our home	32.6	67.4
Am left to go to school on my own,	37.2	62.8
Parents don't care if I go to school	37.2	62.8

Teachers responses to socio-economic factors and truancy

Table 4. 32: Teachers responses to socio-economic factors and truancy

	Very little extent	Little extent	Not sure	Great Extent	Very great Extent	Descr iptive Mean
Lack of school uniform for the learners	16.7	27.8	5.6	44.4	5.6	2.94
Lack of food at home for the learners	11.1	5.6		44.4	38.9	3.94
Lack of exercise books and pens for the learners	11.1	33.3	5.6	38.9	11.1	3.06
Unemployment for the parents			5.6	55.6	38.9	
Low disposable incomes of the parents	5.6	27.8		27.8	38.9	3.67
Large families for the learners		11.1	16.7	55.6	16.7	
Polygamous families for the learners	5.6	22.2	22.2	33.3	16.7	3.33
Single-parent families for the learners	5.6	5.6		61.1	27.8	4
Parents attending to multiple jobs	5.6	16.7	50	22.2	5.6	3.06
Parents working extended hours leaving the learners unsupervised	5.6	5.6	11.1	44.4	33.3	3.94
Learners are usually left at home to care for their younger siblings or to manage home affairs.		11.1	11.1	44.4	33.3	
pupils being left to get to school on their own without follow up that they got to school	5.6	11.1	5.6	50	27.8	3.83

Parents responses on socio-economic factors and truancy

4.6.1 Socio-economic factors influencing truancy

In order to identify the socio-economic factors that were responsible for truancy in the schools, a correlation test was conducted between the truancy trends amongst the learners and the various community factors suspected to have been the cause. Thereafter regression techniques were employed to determine the influence of the community factors on truancy.

4.6.1.1 Correlation between truancy and socio-economic factors

Spearman's rank-order correlation was employed to determine the correlation between truancy and socio-economic factors. The test was conducted at 0.05 level of significance and the results were as shown in Table 4.33 .

Table 4. 33: Correlation statistics on truancy and socio-economic factors

Test statement	Spearman's correlation coefficient	p-value
Lack of school uniform	0.442*	0.003
Lack of food at home	0.348*	0.022
Lack of school fees	-0.433*	0.004
Am left at home to care of younger siblings or to manage our home	0.332*	0.03
Am left to go to school on my own,	0.368	0.015
Parents don't care if I go to school	0.217	0.162
Lack of school uniform	0.442*	0.003

The findings in Table 4.33 show that there was a positive correlation between lack of school uniform and truancy which was statistically significant (r= 0.442, p<0.05). An increase in the lack of school uniform by one unit led to an increase in truancy by 0.442 of a unit. The table also shows a positive correlation between lack of food at home and truancy which was statistically significant (r= 0.348, p<0.05) suggesting that an increase in lack of food at home by one unit led to an increase in truancy by 0.442 of a unit.

Table 4.33 further shows that lack of school fees was positively correlated to truancy (r= 0.433, p<0.05) and that the relationship was statistically significant suggesting that an increase in lack of school fees by one unit led to an increase in truancy by 0.446 of a unit. Similarly, Learners being left at home to care of younger siblings was positively correlated to truancy (r= 0.332, p<0.05) Table 4.33 also shows that there was a positive correlation between learners being left to go to school on their own and truancy which was not statistically significant (r= 0.265, p>0.05). Similarly, a positive correlation existed between truancy and parents' ignorance of whether the learners went to school. However, the positive correlation was not statistically significant ($r = 0.265$, $p > 0.05$).

The findings in Table 4.33 lead to the conclusion that socio-economic factors were significantly correlated to truancy particularly with regard to lack of school uniform, lack of food at home, lack of school fees and learners being left at home to care of younger siblings. These vices require mitigation if truancy were to be eliminated.

4.6.1.2 Regression on truancy and socio-economic factors

To determine the influence of the socio-economic factors on truancy, regression techniques were employed with a view of identifying the variables responsible for the causal effect. The following regression model was developed:

$$Y= B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + \varepsilon$$

Where:

Y = Truancy (Dependent Variable)

B_0 = Constant of Regression

X_1 = Lack of school uniform (Independent Variable)

X_2 = Lack of food at home (Independent Variable)

X_3 = Lack of school fees (Independent Variable)

X_4 = Am left at home to care of younger siblings or to manage our home (Independent Variable)

X_5 = Am left to go to school on my own (Independent Variable)

X_6 = Parents don’t care if I go to school (Independent Variable)

$\acute{\varepsilon}$. = Error term

The SPSS software was used to generate the regression statistics at 0.05 level of significance and the results were as shown in Table 4.34.

Table 4.34 : Regression statistics on socio-economic factors and truancy

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572[a]	.327	.192	.354

a. Predictors: (Constant), Parents don’t care if I go to school, Lack of school fees, Am left to go to school on my own, Lack of exercise books and pens, Am left at home to care of younger siblings or to manage our home, Lack of food at home, Lack of school uniform

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.129	7	.304	2.429	.039[b]
	Residual	4.382	35	.125		
	Total	6.512	42			

a. Dependent Variable: Are there times that you have been absent from school?

b. Predictors: (Constant), Parents don’t care if I go to school, Lack of school fees, Am left to go to school on my own, Lack of exercise books and pens, Am left at home to care of younger siblings or to manage our home, Lack of food at home, Lack of school uniform

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.496	.105		14.308	.000
	Lack of school uniform	-.164	.196	-.208	-.835	.409
	Lack of food at home	.066	.193	.085	.342	.734
	Lack of school fees	-.264	.148	-.318	-1.789	.032
	Am left at home to care of younger siblings or to manage our home	-.150	.145	-.180	-1.034	.308
	Am left to go to school on my own,	-.178	.136	-.221	-1.315	.197

	Parents don't care if I go to school	.085	.104	.137	.824	.416

a. Dependent Variable: Are there times that you have been absent from school?

The model summary in Table 4.34, shows the coefficient of the determinant (R^2) as 0.327 suggesting that the explanatory power of the independent variables over the dependent variable was 32.7% and that the remaining 67.3% of the variations in the model were taken care of by the error term. The seven variables studied namely, lack of school uniform, lack of food at home, lack of school fees, learners being left at home to care of younger siblings, learners left to go to school on their own, and parents not caring if their children went to school contributed up to 32.7% of the variations in the truancy of the boys in the sub-county. Further investigations are therefore necessary to identify the additional factors that lead to truancy.

According to the ANOVA section of Table 4.34, which is the "goodness of fit" test of the model shows an F value of 2.429 which was associated with $p<0.05$, and suggesting a statistically significant relationship between the dependent and independent variables in the model. The goodness of fit result implied that the model had successfully identified at least one independent variable that significantly contributed to truancy.

The coefficients section of the results in Table 4.34 summarizes the resultant model. Lack of school fees was associated with $p<0.05$ implying that it was statistically significant in the variations of the dependent variable. On the other hand, lack of school uniform, lack of food at home, learners being left at home to care of younger siblings. learners left to go to school on their own, and parents not caring if their children went go to school were associated with $p>0.05$ implying that they were not statistically significant to be retained in the model. The resultant model from the coefficients was therefore as follows:

$$Y= 1.496 + 1.264X_3$$

Where:

Y= Truancy (Dependent Variable)

X_3 = Lack of school fees (Independent Variable)

The finding led to the conclusion that education managers, school administrators and policymakers should pay attention to school fees interventions in their respective schools' catchment areas if they were to address the truancy of the boys.

Overall, some caution needs to be exercised when dealing with this model because 67.3% percent of the variations in the truancy of the boys were as a result of variables outside the model. Further investigations are therefore necessary to identify the remaining variables responsible for the variation.

4.7 Student factors and truancy

iv. To examine the student factors, influencing truancy among boys in public primary schools in Nyali Sub-County.

Learners responses to students' factors and truancy

Table 4.35: Learners responses to students' factors and truancy

	Very Little Extent	Little Extent	Not Sure	Great Extent	Very Great Extent	Descriptive Mean
Poor health of the learners	7	32.6	30.2	20.9	9.3	
Harassment from teachers at schools,	9.5	33.3	33.3	9.5	14.3	
Harassment from the learners at schools,	7.1	33.3	23.8	16.7	19	
Lack of interesting and co-curricular activities	4.8	28.6	38.1	19	9.5	
My friends also skip school	11.9	42.9	21.4	11.9	11.9	
My friends abuse drug and alcohol	10	22.5	35	15	17.5	

Teachers responses on students' factors and truancy

Table 4. 36: Teachers responses on students' factors and truancy

	Very little extent	Little extent	Not sure	Great Extent	Very great Extent	Descriptive mean
Weak/poor physical health of the learners	22.2	38.9		33.3	5.6	2.61
Undeveloped mental health of the child	22.2	44.4	5.6	27.8	-	2.39
Non-cooperative behaviour of other teachers to the learners	33.3	33.3	-	27.8	5.6	2.39
Indiscipline of the learners at schools,	5.6	-	-	77.8	16.7	4
Lack of interesting and co-curricular activities,	11.1	38.9	-	38.9	11.1	3
Social maladjustment	11.8	52.9	-	35.3		2.59
Emotional maladjustment	5.6	44.4	5.6	16.7	27.8	3.17
Peer pressure		5.6	-	55.6	38.9	-
Drug or alcohol abuse by the learners	11.1	16.7	-	50	22.2	3.56

Parents responses on students' factors and truancy

Table 4.37 : Parents responses on students' factors and truancy

	Yes	No
Lack of school uniform	55.2	44.8
Lack of food at home	50	50
Lack of exercise books and pens	44.8	55.2
Lack of school fees	70	30
He is left at home to care of younger siblings or to manage our home	34.5	65.5
He is left to go to school on my own,	48.3	51.7
I really do know if he goes to school	31	69

4.7.1 Student factors, influencing truancy

In order to identify the student factors that were responsible for truancy in the schools, a correlation test was conducted between the truancy trends amongst the learners and the various community factors suspected to have been the cause. Thereafter regression techniques were employed to determine the influence of the students factors on truancy.

4.7.1.1 Correlation between truancy and student factors

Spearman's rank-order correlation was employed to determine the correlation between truancy and students factors. The test was conducted at 0.05 level of significance and the results were as shown in Table 4.38

Table 4.38 : Correlation statistics on truancy and student factors

Test statement	Spearman's correlation coefficient	p-value
Poor health of the learners	-0.055	0.726
Harassment from teachers at schools,	0.021	0.896
Harassment from the learners at schools,	-0.083	0.603
Lack of interesting and co-curricular activities,	0.042	0.792
My friends also skip school	0.131	0.407
My friends abuse drug and alcohol	-0.129	0.429

The findings in Table 4.38 show a positive correlation between poor health of learners and truancy. However, the correlation was not statistically significant ($p>0.05$) suggesting that an increase in lack of school fees by one unit would not lead to an increase in truancy. A positive correlation also existed between harassment from teachers at school, harassment from the learners at schools, lack of interesting and co-curricular activities, my friends also skip school, my friends abuse drug and alcohol. However, the correlations were not statistically significant as shown in Table 4.38. The findings lead to the conclusion that student factors were not significantly correlated to truancy at all.

4.7.1.2 Regression on truancy and student factors

To determine the influence of the students' factors on truancy, regression techniques were employed with a view of identifying the variables responsible for the causal effect. The following regression model was developed:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + \varepsilon$$

Where:

Y = Truancy (Dependent Variable)

B_0 = Constant of Regression

X_1 = Poor health of the learners (Independent Variable)

X_2 = harassment from teachers at schools (Independent Variable)

X_3 = harassment from the learners at schools (Independent Variable)

X_4 = lack of interesting and co-curricular activities,

X_5 = My friends also skip school (Independent Variable)

X_6 = My friends abuse drug and alcohol (Independent Variable)

$\acute{\varepsilon}$. = Error term

The SPSS software was used to generate the regression statistics at 0.05 level of significance and the results were as shown in Table 4.39

Table 4.39 : Regression statistics on student factors and truancy

Model Summary			
R	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
.228[a]	**.052**	**-.121**	**.429**

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	.332	6	.055	.301	.932[b]
Residual	6.068	33	.184		
Total	6.400	39			

Coefficients[a]

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	1.459	.337		4.325	.000
Poor health of the learners	-.037	.082	-.095	-.449	.657
harassment from teachers at schools	-.015	.066	-.044	-.231	.819
harassment from the learners at schools	-.046	.072	-.141	-.643	.525
lack of interesting and co-curricular activities	-.017	.070	-.045	-.251	.803
My friends also skip school	.055	.070	.158	.784	.439
My friends abuse drug and alcohol	-.016	.068	-.049	-.238	.813

The model summary in Table 4. 39 shows the coefficient of the determinant (R^2) as 0.052 suggesting that the explanatory power of the independent variables over the dependent variable was 5.2% and that the remaining 94.8% of the variations in the model were taken care of by the error term. The 6 variables studied namely, poor health of the learners, harassment from teachers at schools, harassment from the learners at schools, lack of interesting and co-curricular activities, and peer influence only contributed up to 5.2% of the variations in the truancy of the boys in the sub-county.

According to the ANOVA section of Table 4.39, which is the "goodness of fit" test of the model the F value was 0.301 which was associated with $p>0.05$ and suggesting that there was no statistically significant relationship between the dependent and independent variables in the model. The goodness of fit result implied that the model had not successfully identified any independent variable that significantly contributed to truancy.

The coefficients section of the results in Table 4. 39 summarizes the resultant model. All the six variables studied were associated with $p>0.05$ implying that they were not statistically significant in the variations of the dependent variable. A resultant model could therefore not be developed.

The finding led to the conclusion that the student variables studied did not contribute to the truancy of the boys.

4.8 Effect of institutional, community, socio-economic and student factors on truancy

To determine the combined influence of institutional, communal, socio-economic and student factors on truancy, regression techniques were employed, and the following model developed:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_3X_3 + B_4X_4 + \varepsilon$$

Where:

Y = Truancy (Dependent Variable)

B_0 = Constant of Regression

X_1 = institutional factors (Independent Variable)

X_2 = communal factors (Independent Variable)

X_3 = socio-economic factors (Independent Variable)

X_4 = student factors (Independent Variable)

έ. = Error term

The SPSS software was used to generate the regression statistics at 0.05 level of significance and the results were as shown in Table 4.40.

Table 4. 40:Regression on institutional, communal, socio-economic and student factors on truancy

Model Summary					
R	**R Square**		**Adjusted R Square**	**Std. Error of the Estimate**	
.879[a]	.772		-.112	.427	
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Regression	4.940	31	1.159	1.873	.038
Residual	1.460	8	1.182		
Total	6.400	39			

Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.825	1.070		1.706	.012
Institutional factors	2.027	1.377	2.506	1.472	.019
Community factors	2.171	1.199	-2.683	-1.811	.010
Socio-economic factors	2.505	1.193	1.724	1.261	.024
Student factors	0.086	.151	.135	.568	.586

The model summary in Table 4. 40, shows the coefficient of the determinant (R^2) as 0.772 suggesting that the explanatory power of the independent variables over the dependent variable was 77.2% and that the remaining 22.8% of the variations in the model were taken care of by the error term. The 4 variables studied namely, institutional factors, community factors, socio-economic factors and student factors contributed up to 77.2% of the variations in the truancy of the boys in the sub-county. Further investigations are therefore necessary to identify the additional factors that lead to truancy.

According to the ANOVA section of Table 4. 40, which is the "goodness of fit" test of the model shows an F value of 1.873 which was associated with $p<0.05$, and suggesting a statistically significant relationship between the dependent and independent variables in the model. The goodness of fit result implied that the model had successfully identified at least one independent variable that significantly contributed to truancy.

The coefficients section of the results in Table 4.40 summarizes the resultant model. Institutional factors, community factors and socio-economic factors were associated with $p<0.05$ implying that it was statistically significant in the variations of the dependent variable.

The resultant model from the coefficients was therefore as follows:

$$Y = 1.825 + 2.027X_1 + 2.171X_2 + 2.505X_3$$

Where:

Y= Truancy (Dependent Variable)

X_1 = institutional factors (Independent Variable)

X_2 = communal factors (Independent Variable)

X_3 = socio-economic factors (Independent Variable)

The finding led to the conclusion that institutional, communal and socio-economic factors influenced the truancy of boys in the sub-county. According to the model institutional factors had a weight of 2.027 while communal and socio-economic factors had a weight of 2.171 and 2.505 respectively. The finding implied that social-economic factors had the greatest influence on truancy followed by communal and institutional factors in that order. Corrective interventions and mitigation should therefore be prioritized for social-economic factors followed by communal and ultimately institutional factors.

4.9 Focus Group Discussions

The Focus Group Discussion in one of the schools indicated that Early Years Education (EYE) has become expensive making it difficult for poor parents to send children to school and subsequently advance to primary schools. The group also noted that within the vicinity of the neighborhood fewer schools were available and such congestions in school led to higher proportion of truancy. Further discussions on what could be done to ensure that boys do not skip school. The parents suggested that a benevolent fund should be established to help children whose background face extreme poverty. The focus group participants were in agreement that institutions offering skills training in the area need to be affordable to the under privileged members of society . The discussions recommended that if Information Technology (IT) were made available to schools then it will help pupils get motivated to stay in schools. Mghenyi (2017) confirms that IT has assisted in reduction of truancy in public schools in Changamwe, Mombasa County, since the introduction of the government-sponsored free tablets for standard one and two pupils. Without a doubt FGD also proposed that pupils need to be made aware of the dangers posed when they are absconding schools guiding and counselling.

4.10 Chapter summary

This chapter presented the findings of the study based on research objectives which were to establish the institutional, community, socio-economic factors and student factors influencing truancy among boys in public primary schools in Nyali Sub-county. The findings showed that there was a positive correlation between institutional factors and truancy which was statistically significant. The findings also showed a positive correlation between community factors and truancy which was statistically significant. A positive correlation also existed between socio-economic factors and truancy which was statistically significant. Whereas a positive correlation existed between student factors and truancy, the correlation was not statistically significant. The next chapter presents summaries of the results, conclusions and provided recommendations for the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations of the study, whose general objective was to determine the factors influencing truancy of boys in public primary schools Nyali Sub-County, Mombasa County, Kenya

5.1 Summary of the study

The researcher developed four research objectives from which research questions were drawn to be answered by the study. Specifically, the study sought to determine the institutional factors influencing truancy, examine the community factors influencing truancy, determine the socio-economic factors influencing truancy and to examine the student factors influencing truancy among boys in public primary schools in Nyali Sub-county. Related literature to school factors that influence the performance was reviewed. A theoretical and conceptual framework was provided. The study targeted all the 12 public primary schools in Nyali Sub-County, whose population was approximately 11, 078 pupils. The sample comprised of 60 boys (learners), 12 class teachers and 60 parents/guardians, making a total of 132 respondents. Three questionnaire sets were used to collect the required information. The return rate was 98 percent for learners and 100 percent for teachers and 71 percent for the parents. Data were analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies, percentages, cross-tabulations, Analysis of Variance (ANOVA), Correlation and regression statistics which were used to discuss the findings. The following were the findings of the study.

5.1.1 Demography

Findings on the demography of the learners, teachers and the parents were as follows. The age range of the boys in class six, seven and eight in the sub-county was between 11 and 17 years of age. The study established that the majority of the boys in the primary schools were much older for their respective classes. More than half of the respondent boys were in their teenage years with some being as old as 17 years at class six. As such maturation was an issue of concern to the learners, probably the reason why truancy was a common occurrence for them. Two-thirds of the class teachers were females while a third were male. The boys had a lesser pool of male teachers as their mentors and role models to provide them with guidance on maturation and development as they transition into adulthood. The age range of the teachers ranged between 21 and 60 years of age. All the teachers had met the basic criteria for the teaching profession where more than half were university graduates. Most of them had teaching experience of between 6 and 20 years

More than two-thirds of the families were female-headed households with most of the parents ranging between 31 and 50 years of age. While half of the families had both parents, the other half was single-parent families. The findings show that the schools' catchment area was characteristic of medium to large families that had a minimum of three children and a maximum of more than seven children. When parents are unable to provide for the schooling of their large families, some children become truant and eventually drop out of school.

5.1.2 Truancy in public primary schools

It was established that the classroom sizes in the study area ranged between 61 and 120 learners with two-thirds of the classes having between 61 and 80 learners. The classes in the sub-county are largely overcrowded with very high learners to teacher ratio, a probable precipitate for learner truancy. Desk congestion was widespread thus leading to intrusion into learners' personal spaces. Many learners both boys and girls missed classes quite often. Whereas missing school for three days in a year could pass as minor, the fact that very many learners were involved in all the schools is a cause for alarm. The trend is suggestive of underlying issues that needed to be determined and mitigated for both boys and girls.

5.1.3 Institutional factors and truancy

The first objective of the study was to determine the institutional factors that influence truancy among boys in public primary schools. It was established that inadequacy of classrooms, desks, textbooks, pens, exercise books, toilets and food at school was significantly correlated to truancy. Lack of textbooks impacted most on truancy followed by classroom congestion and lastly lack of exercise books. Institutional factors were found to influence only up to 36.5% of the variations in truancy.

5.1.4 Community factors and truancy

The second objective of the study was to examine the community factors influencing truancy among boys in public primary schools in Nyali Sub-county schools. It was established that lack of parental support, lack of counselling and guidance, domestic violence at home, poverty and drug or alcohol abuse by parents were significantly correlated to truancy. However, poverty was found to be the single most significant community factor influencing truancy and was found to influence only up to 28.9% of the variations in truancy.

5.1.5 Socio-economic factors and truancy

The third objective was to determine the socio-economic factors influencing truancy among boys in public primary schools in Nyali Sub-county. It was found that lack of school uniform, lack of food at home, lack of school fees and learners being left at home to take care of younger siblings were significantly correlated to truancy.

Lack of school fees significantly influenced truancy. On the other hand, lack of school uniform, lack of food at home, learners being left at home to take care of younger siblings, learners left to go to school on their own, and parents not caring if their children went go to school did not significantly influence truancy. Socio-economic factors were found to influence only up to 32.7% of the variations in truancy.

5.1.6 Student factors and truancy

The third objective was to examine the student factors, influencing truancy among boys in public primary schools in Nyali Sub-county.

It was established that the 6 variables studied namely, poor health of the learners, harassment from teachers at schools, harassment from the learners at school, lack of interesting and co-curricular activities, and peer influence did not influence the truancy of the boys at all.

5.1.7 Effect of institutional, communal, socio-economic and student factors on truancy

The combined influence of institutional, communal, socio-economic and student factors on truancy was also studied.

The four variables studied namely, institutional factors, community factors, socio-economic factors and student factors contributed up to 77.2% of the variations in the truancy of the boys in the public primary schools in Nyali Sub County. Social-economic factors had the greatest influence on truancy followed by communal and institutional factors in that order. Student factors were found to be non-influential.

5.1. 8 Conclusion

Institutional, communal and socio-economic factors are some of the factors that influenced the truancy of boys in the sub-county. Inadequacy of classrooms, desks, textbooks, pens, exercise books, toilets and food at school compromised school attendance. The lack of parental support, lack of counselling and guidance, domestic violence at home, poverty and drug or alcohol abuse by parents also encouraged absenteeism. Lack of school uniform, lack of food at home, lack of school fees and learners being left at home to take care of younger siblings were also found to be co-related to truancy made it difficult for families to send their children to school. These vices require mitigation if truancy were to be eliminated.

5.2 Recommendations

Based on the findings of the study, the following recommendations were made:

5.2.1 Recommendations for Policy (MOEST)

i. That accelerated learning programmes be introduced in the sub-county to deal to ensure that overage learners are fast-tracked to their respective age range for class.

ii. That an infrastructure expansion programme is implemented in the sub-county to increase the capacity of the teaching and learning facilities including classrooms and desks together with all the other associated facilities.

iii. That the national and county levels of government ensure and support the 100% transitioning policy for learners finishing primary education.

5.2.2 Recommendations for school administrators

i. That schools in the sub-county introduce guiding and counselling programmes for over age learners with the objective of mentoring the over age learners through maturation.

ii. That schools in the sub-county introduce school feeding programmes to mitigate the adverse effects of poverty on the learning process particularly for the children from poor families

iii. Provision of basic educational needs to all learners.

iv. Learner participation in education interventions for poverty.

v. School administrators should invest in the provision of adequate textbooks for the learners in order to reduce truancy.

5.2.3 Recommendations for Teachers

i. That teachers in the sub-county adopt Multigrade teaching methodologies in order to effectively meet the needs of the overage learners eventually meeting the needs of the mixed-age groups represented in their respective classes.

ii. There is a need for teachers to be facilitated on ways to address and assist learners with a tendency of being truant.

5.3 Suggestions for further research

Based on the finding of the study, the following suggestions are made for further research:

1. Further investigations are necessary to determine the influence of student characteristics, particularly age on truancy.
2. Further research is also necessary to examine the influence of truancy on performance.
3. Additional studies are necessary to identify other variables responsible for truancy beyond the four that this study has investigated namely institutional, community, social-economic and student factors.

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APPENDICES

APPENDIX 1: TEACHERS QUESTIONNAIRE

INSTRUCTION

This questionnaire is designed to gather information on factors responsible for the truancy of the boys in Nyali Sub- County, Mombasa County, Kenya. You have been selected to participate in the study and therefore you are requested to respond to the following questions thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Background Information

1. Please tick off your Gender Male [ ] Female [ ]
2. Please tick off your age bracket?

   [ ] 21-30 [ ] 31-40 [ ] 41- 50yrs [ ] 51-60 [ ] over 60

3. What is your highest academic qualification?

   M. Ed [ ] B. Ed [ ] ‘A’ level [ ] ‘O’ level [ ]

4. What is your level of professional qualification?

   Graduate [ ] ATS I [ ] ATS II [ ] ATS III [ ] P I [ ]

5. For how long have you been in the teaching profession?

   [ ] 1-5yrs [ ] 6-10yrs [ ] 11-15yrs [ ] 15-20yrs [ ] Over 20yrs

6. For how long have you been a teacher at your current station?

   [ ] 1-5yrs [ ] 6-10yrs [ ] 11-15yrs [ ] 15-20yrs [ ] Over 20yrs

7. In which class are you a class teacher? _______________
8. Please state the following ratios as applies to your class
   a. How many learners are in your class ______________
   b. How many learners share one desk in your class ______________
   c. How many learners share one text book in your class ______________

9. How would you rate truancy of the boys in your class?

   [ ]Very Frequent [ ]Frequent [ ]Occasional [ ]Rare [ ]Very Rare

Part II: Institutional factors that affect truancy

10. How would you rate the provision of the following facilities at your school?

Institutional facility		**Very Inadequate**	**Inadequate**	**Not Sure**	**Adequate**	**Very Adequate**
i.	Classrooms					
ii.	Desk					
iii.	Teacher ratio					
iv.	Textbook					
v.	Exercise books					
vi.	Writing pens					
vii.	Clean drinking water					
viii.	Toilets for boys					
ix.	Playing grounds					
x.	School fence					
xi.	Safety at school					
xii.	Provision of food at school					

11. In your opinion to what extent do the following factors contribute to truancy of boys as applies to your class?

School Provision		**Very Little extent**	**Little extent**	**Not Sure**	**Great extent**	**Very great extent**
i.	Classroom ratio					
ii.	Desk ratio					
iii.	Teacher ratio					
iv.	Textbook ratio					
v.	Exercise books					
vi.	Writing pens					
vii.	Clean drinking water					
viii.	Toilet facilities,					
ix.	Playing ground					
x.	School fence					
xi.	safety at school					

xii.	Non-provision of food at school					

Part III: Community Factors that affect truancy

12. In your opinion to what extent do the following community factors contribute to truancy as applies to your class?

Community factor		Very Little Extent	Little Extent	Not Sure	Great Extent	Very Great Extent
i.	Lack of parental supervision at home					
ii.	Lack of counselling and guidance at school					
iii.	Domestic violence					
iv.	Poverty					
v.	Drug or alcohol abuse of parent at home,					
vi.	Parents are not conversant with school attendance rules					
vii.	Communal engagements conflicting with school attendance					
viii.	Religious engagements conflicting with school attendance					
ix.	Parent/guardian's low attitudes toward education					

Part IV: Socioeconomic factors that affect truancy

13. In your opinion to what extent do the following socio-economic factors contribute to truancy of boys as applies to your class?

Socio economic factor		Very Little Extent	Little Extent	Not Sure	Great Extent	Very Great Extent
i.	Lack of school uniform for the learners					
ii.	Lack of food at home for the learners					
iii.	Lack of exercise books and pens for the learners					

iv. Unemployment for the parents					
v. Low disposable incomes of the parents					
vi. Large families for the learners					
vii. Polygamous families for the learners					
viii. Single-parent families for the learners					
ix. Parents attending to multiple jobs					
x. Parents working extended hours leaving the learners unsupervised					
xi. Learners are usually left at home to care for their younger siblings or to manage home affairs.					
xii. pupils being left to get to school on their own without follow up that they got to school					

Part V: Students factors that affect truancy

14. In your opinion to what extent do the following students factors contribute to truancy of boys as applies to your class?

Student factor	**Very Little Extent**	**Little Extent**	**Not Sure**	**Great Extent**	**Very Great Extent**
i. Weak/poor physical health of the learners					
ii. the undeveloped mental health of the child					
iii. non-cooperative behaviour of other teachers to the learners					
iv. indiscipline of the learners at schools,					
v. lack of interesting and co-curricular activities,					
vi. social maladjustment					
vii. emotional maladjustment					
viii. peer pressure					
ix. Drug or alcohol abuse by the learners					

15. In your opinion what solutions would minimize truancy of the boys at your school?

THANK YOU VERY MUCH

APPENDIX 2: LEARNERS QUESTIONNAIRE

INSTRUCTION

This questionnaire is designed to gather information on factors responsible for the truancy of the boys in Nyali Sub- County, Mombasa County, Kenya. You have been selected to participate in the study and therefore you are requested to respond to the following questions thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Background Information

1.What is your Gender   Male [ ]   Female [ ]

2.What is your age ____________________

3.In which class are you?

[ ]Standard six   [ ]Standard seven   [ ]Standard eight

4. Please state the following ratios as applies to your class
    a. How many learners are in your class _____________
    b. How many learners share one desk in your class _____________
    c. How many learners share one mathematics text book in your class _____________
5. Are there times that you have been absent from school?

[ ]Yes   [ ]No

6. If yes, how many times have you been absent from class? Do you rate truancy of the boys in your class?

[ ] every week   [ ] every two weeks   [ ] once a month

[ ]once a term   [ ] once a year

Part II: Institutional factors that affect truancy

7. Have the following ever made you to be absent from class?

School Provision	Yes	No
xiii. Congestion in Classroom		
xiv. Congestion in your Desk		
xv. Lack of a teacher in your class		
xvi. Lack of Textbooks		
xvii. Lack of Exercise books		
xviii. Lack of a pen		
xix. Lack of Clean drinking water at school		
xx. Lack of a toilet facility		
xxi. Lack of a playing ground at school		
xxii. Lack of a School fence		
xxiii. Lack of safety at school		
xxiv. Lack of food at school		

Part III: Community Factors that affect truancy

8. Have the following ever made you to be absent from class?

Community factor	Yes	No
x. Lack of parental support at home		
xi. Lack of counselling and guidance at school		
xii. Domestic violence at home		
xiii. Poverty at home		
xiv. Drug or alcohol abuse of my parent		
xv. Parents giving me other work during school time		

Part IV: Socioeconomic factors that affect truancy

9. Have the following ever made you to be absent from class?

Socio- economic factor	**Yes**	**No**
xiii. Lack of school uniform		
xiv. Lack of food at home		
xv. Lack of exercise books and pens		
xvi. Lack of school fees		
xvii. Am left at home to care of younger siblings or to manage our home		
viii. Am left to go to school on my own,		
xix. Parents don't care if I go to school		

Part V: Students factors that affect truancy

10. Have the following ever made you to be absent from class?

Student factor	**Very Little Extent**	**Little Extent**	**Not Sure**	**Great Extent**	**Very Great Extent**
x. Poor health of the learners					
xi. harassment from teachers at schools,					
xii. harassment from the learners at schools,					
xiii. lack of interesting and co-curricular activities,					
xiv. My friends also skip school					
xv. v. My friends abuse drug and alcohol					

11. In your opinion what should be done to make boys attend school without being absent.

THANK YOU VERY MUCH

APPENDIX 3: PARENTS QUESTIONNAIRE

Instruction

This questionnaire is designed to gather information on factors responsible for the truancy of the boys in Nyali Sub- County, Mombasa County, Kenya. You have been selected to participate in the study and therefore you are requested to respond to the following questions thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Background Information

1.Please tick off your Gender Male [ ] Female [ ]

2.Please tick off your age bracket?

[ ] 21-30 [ ] 31-40 [ ] 41- 50yrs [ ] 51-60 [ ] over 60

3.Please tick off your age bracket?

[ ] 21-30 [ ] 31-40 [ ] 41- 50yrs [ ] 51-60 [ ] over 60

4.Please tick off your marital status?

[ ] single [ ] married [ ] separated [ ] divorced [ ] widow/widower

5. Please tick off the number of children under your care?

[ ] 1-2 [ ] 3-4 [ ] 5-6 [ ] 7 and above

6. Please tick off your occupation?

[ ] unemployed [ ] casual labourer [ ] employed

[ ] small scale business operator [ ] medium scale business operator

[ ] other ____________________

7. What is your highest academic qualification?

[ ] Did not finish primary school

[ ] Finished primary school (KCPE)

[ ] Did not finish secondary school

[ ] Finished secondary school (KCSE)

[ ] Did not finish college school

[ ] Finished college school (Diploma/certificate)

[ ] Undergraduate

[ ] Graduate

[ ] Postgraduate

8. For how long have you been a parent?

[ ] 1-5yrs [ ] 6-10yrs [ ] 11-15yrs [ ] 15-20yrs [ ] Over 20yrs

9. Please state the class that your son attends _________________

10. Has your son ever failed to attend classes

[ ]Yes [ ]No

11. If yes, how many times have you been absent from class? Do you rate truancy of the boys in your class?

[ ] every week [ ] every two weeks [ ] once a month

[ ]once a term [ ] once a year

Part II: Institutional factors that affect truancy

12. Have the following factors ever made your son to be absent from class?

School Provision		**Yes**	**No**
xxv.	Congestion in Classroom		
xxvi.	Congestion in of desks		
xxvii.	Lack of a teacher in the class		
xviii.	Lack of Textbooks		
xxix.	Lack of Exercise books		
xxx.	Lack of a pen		
xxxi.	Lack of Clean drinking water at school		
xxxii.	Lack of a toilet facility at school		
xxiii.	Lack of a playing ground at school		
xxiv.	Lack of a School fence		

xxxv.	Lack of safety at school		
xxvi.	Lack of food at school		

Part III: Community Factors that affect truancy

13. Have the following ever made you to be absent from class?

Community factor	**Yes**	**No**
xvi. Lack of counselling and guidance at home		
xvii. Domestic violence at home		
xviii. Poverty at home		
xix. As a Parents am not aware of the school attendance rules		
xx. Some Communal engagements conflict with school attendance		
xxi. Religious engagements conflicting with school attendance		
xxii. I don't see the value of education		

Part IV: Socioeconomic factors that affect truancy

14. Have the following ever made your son to be absent from class?

Socio economic factor	**Yes**	**No**
xxiii. Lack of school uniform		
xiv. Lack of food at home		
xxv. Lack of exercise books and pens		
xvi. Lack of school fees		
xvii. He is left at home to care of younger siblings or to manage our home		
viii. He is left to go to school on my own,		
xix. I really do know if he goes to school		

Part V: Students factors that affect truancy

15. Have the following ever made your son to be absent from class?

Student factor	Very Little Extent	Little Extent	Not Sure	Great Extent	Very Great Extent
xvi. Poor health – sickness					
xvii. harassment from teachers at school					
xviii. harassment from other learners at school					
xix. lack of interesting co-curricular activities at school					
xx. his friends do not attend school					
xxi. peer pressure from his friends					

16. In your opinion what should be done to make boys attend school without being absent.

____

____

____

____

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THANK YOU VERY MUCH

APPENDIX 4: FOCUS DISCUSSION GUIDE

FACTORS INFLUENCING BOY - CHILD TRUANCY IN NYALI SUB-COUNTY,MOMBASA COUNTY, KENYA

1. Have you ever seen school children loitering around when they are actually supposed to be in school?
2. Who between the boys and girls miss school often and are seen loitering when they should be in school?
3. Have you ever tried to find out why they are not in school when they should?Explain your answer
4. How does the community view truant pupils who don't go to school regularly?
5. Which are likely reasons for boys not attending schools regularly?
6. Which activities do they engage in when they are not in school?
7. Whom do you think is to be blamed for truancy in public primary schools?
8. What do you think needs to be done so as to ensure boys do not skip school?
9. Suggest measures that should be adopted to improve access and quality of education in school.

THANK YOU VERY MUCH

APPENDIX 5: STRATHMORE UNIVERSITY REQUEST LETTER

Strathmore
UNIVERSITY

22nd March 2017

To whom it may concern

RE: REQUEST TO CONDUCT RESEARCH

This is to certify that Winifred Wangari Magonda (Admission N° 089409) is a Master of Science in Education student at Strathmore University. To complete her Master's degree, she is required to write a dissertation applying the knowledge and skills she has acquired.

Her dissertation is entitled "**EXAMINING FACTORS INFLUENCING BOY-CHILD TRUANCY IN NYALI SUB-COUNTY, MOMBASA COUNTY**"

She is also required to collect data from schools and other respondents in Nyali Sub-County, Mombasa County.

We shall appreciate any assistance given to her.

Yours sincerely,

M A Ngala

Dr. Magdalene Dimba
Director of Research
School of Humanities and Social Sciences

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

APPENDIX 6: RESEARCH AUTHORIZATION FROM MOEST.

APPENDIX 6: REQUEST LETTER FROM MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 / 2230052
When replying please quote

COUNTY DIRECTOR OF EDUCATION,
P. O. BOX 90204 – 80100,
MOMBASA.

Ref. MC/ED/GEN/5/26/1

27th March, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

This is to authorize Winnifred Wangari Magonda from Strathmore Univeristy to carry out research on ***"Examining factors influencing boy child truancy in Nyali sub-county, Mombasa County,"*** for the period ending 7th April 2017.

Please give her the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
P.O. Box 90204–80100,
MOMBASA

JAMES KAIRU
COUNTY DIRECTOR OF EDUCATION
MOMBASA

APPENDIX 7: NACOSTI RESEARCH AUTHORIZATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/18424/16443**

Date: **5th April, 2018**

Winnifred Wangari Magonda
Strathmore University
P.O. Box 59857-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Examining factors influencing boy-child truancy in Mombasa County,"*** I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for the period ending **5th April, 2019.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.

APPENDIX 8: NACOSTI – RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. WINNIFRED WANGARI MAGONDA
of STRATHMORE UNIVERSITY,
34525-80118 Mombasa,has been
permitted to conduct research in
Mombasa County

on the topic: *EXAMINING FACTORS INFLUENCING BOY-CHILD TRUANCY IN MOMBASA COUNTY*

for the period ending:
5th April,2019

Permit No : NACOSTI/P/18/18424/16443
Date Of Issue : 5th April,2018
Fee Recieved :Ksh 1000

....
Applicant's Signature

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

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 18143

CONDITIONS: see back page