

**FACTORS LEADING TO STUDENTS ABSENTEEISM IN THARAKA NORTH SUB-COUNTY DAY SECONDARY SCHOOLS**

**BY**

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## DECLARATION

I hereby kindly declare that this project is my own work and has never been presented for the award of a Diploma in Education Arts or for any other similar purpose in any other institution.


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The project has been submitted with my approval as the university supervisor.

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## **ABSTRACT**

The study sought to investigate the causes of absenteeism among learners in Tharaka North sub county day secondary schools. It is apparent that high rates of student absenteeism are a problem that extends much further than the school attendance. When asked for reasons behind it, the students normally gave reasons that would be plausible and be taken as the truth by those in authority. Nevertheless, the main objective of the study was to establish the causes of absenteeism in Day Secondary School students in Tharaka North Sub County. The research targeted 26 schools in the sub county. The sample included 4 Day Secondary Schools selected randomly to represent the whole sub county in the research. Students in the age range of 12 to 18 from four secondary schools, Guidance and Counseling teachers, class teachers, Deputy School Heads and School Heads formed the sample size totaling to 1988. A survey research design was used as the operational framework, where data was gathered through questionnaires given to students and to the teaching authorities in lower ranks and oral interviews conducted with the School Heads and their deputies. Data analysis involved the use of descriptive and inferential statistics. The findings revealed that the teachers had considerable knowledge of the characteristics of students who habitually absented themselves as well as the reasons behind the behavior since they dealt directly with the respondents. The officers in high posts tackle the issue from a managerial level and normally delegate lower ranking teachers to deal with the problems of absenteeism. The age and gender of the students did not in any way reveal any correlation with absenteeism, nor did the use of drugs like alcohol and tobacco, but the students cited trouble at home as the major cause for their absenteeism. This research essay contributes to our understanding of the influence of different social factors towards student absenteeism and would better the authorities' address of unscheduled absences. The study recommends that school authorities should enforce policies on absenteeism and make thorough awareness of the repercussions of absenteeism, to both the students and their parents or guardians.





## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter introduces the background of the study statement of the research problem the purpose of the study conceptual frame work, research questions, research objectives, hypothesis of the study, significance of the study, and the scope of the study and limitations of the study.

### **1.1 Background of the study**

The research is carried out within Tharaka North Sub County. There are 26 secondary schools in the sub county which include 2 private girls' boarding schools, 18 mixed day schools and 6 both day and boarding schools. Due to the large number of day schools in this area and far away from each other, comparing the time given for the study the researcher to sample 4 secondary picked randomly. The statement of the problem identified is that student's homes are the main source of absenteeism .The significance of the study was to assist the guidance and counseling department to better deal with the truants from a more knowledgeable perspective.

The main research objective is to investigate the causes of student's absenteeism in this area. The data was collected through questionnaire and interview and analyzed using descriptive and inferential statics. The significance of the study helps the guidance and counseling department in school to be able to better deal with the truants from a more knowledgeable perspective .

The researcher therefore can recommend that in order to make the students feel welcome in school the heads should engage parents in the welfare of the students.

Students should also be rewarded for good attendance as the school engage the students in different and interesting teaching strategies .

## **1.2 Statement of the research problem**

It is an assumption that all public schools strive for a common goal, provided that they are in the same country and they are catered for in a similar manner by the national government. That common goal is to produce students of a high caliber and to have outstanding academic results. Educational institutions are therefore supposed to mould the students, to cultivate in them a sense of ownership of their learning in order to yield better results. Lefrancois (2000) augments this by saying that the great purpose of the school is to develop decent, worthwhile citizens. However, the practicality and the outcome are not as expected. As there is always a preamble to the ultimate result, there are serious underlying discrepancies that make the differences in achievement of this common goal. The calibers of students who come in from feeder primary schools as well as the type of leadership that manages the school create these differences.

Students often display defiant behavior. This behavior has made me develop keen interest on it and hence the intention to find out what the core of the problem is. From discussions with teachers in different schools as well as my own observations, I gathered in particular that there is extensive absenteeism amongst students in Kenya. This is done by skipping some lessons during the day, skipping a whole day lessons or not showing up at school for several days. This problem dilutes the role of teaching since one cannot teach those who are absent.

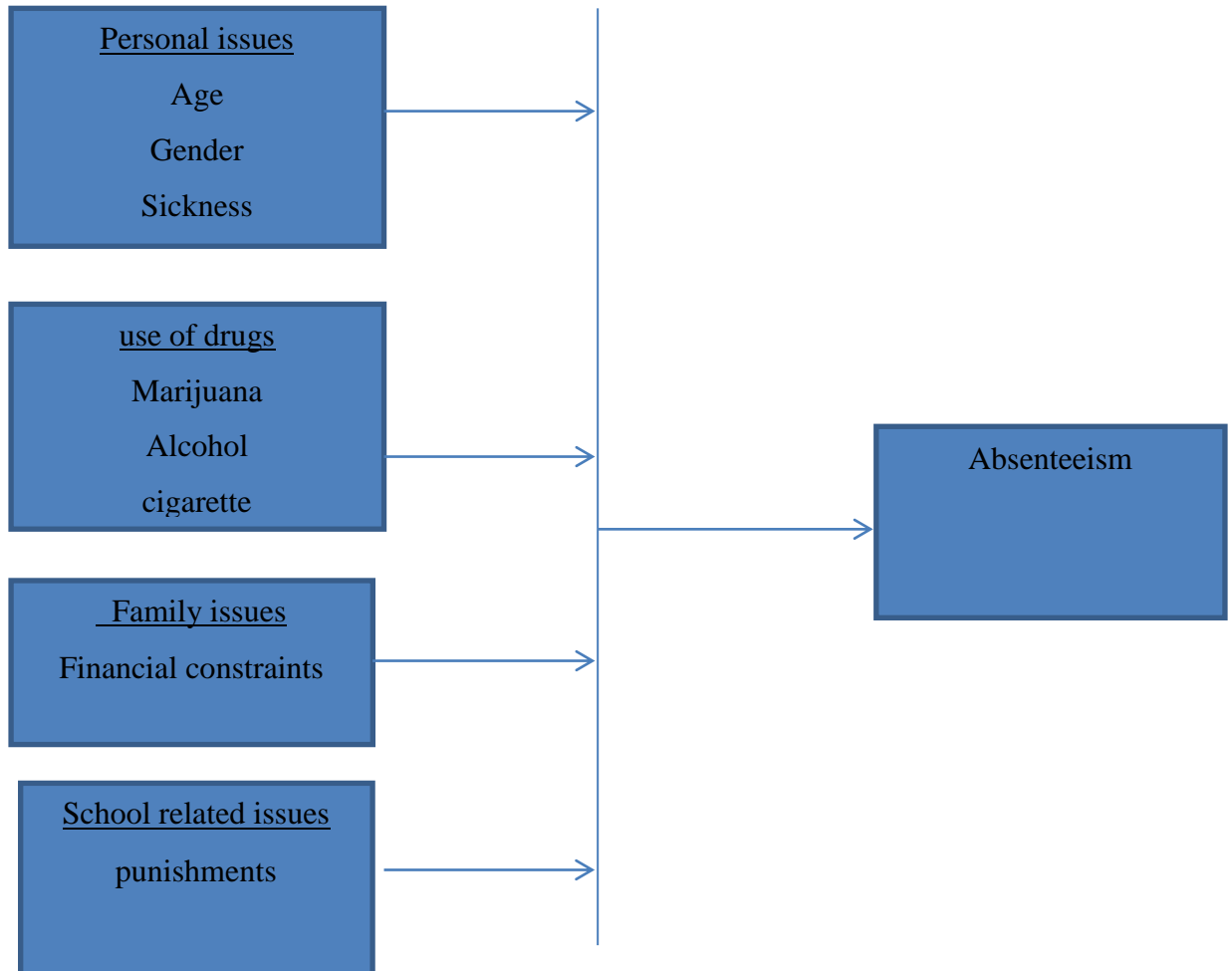
## **1.3 The purpose of the study**

The study seeks to investigate the extent to which absenteeism is prevalent in day secondary schools in Tharaka North Sub County. The investigations made with the help of guidance and counseling departments in schools to be able to better deal with truants from a more knowledgeable perspective.

## 1.4 Conceptual Frame work

**Independent variable**

**dependent variable**



## 1.5. Research Questions

- 1 .To what extend does the students absenteeism goes in your school?
2. What are the main causes of student absenteeism in Tharaka north sub county day secondary schools?
3. What perceptions do teachers and school administration have on possible solutions to curb the problem of absenteeism?
4. Which gender and average age is highly absent in school?

## **1.6. Objectives of the Study**

### **1.6.1 General objective**

The research aims at describing the nature of student absenteeism at a particular time given for the study

### **1.6.2 Specific objectives**

- To establish the extent to which absenteeism is prevalent in Day Secondary Schools in Tharaka north sub county?
- To investigate the causes of student's absenteeism in Day secondary schools in Tharaka North sub county.
- To investigate perceptions of teachers and school administration on possible solutions to the problem of absenteeism.
- To establish the gender and average age that is highly absent.

### **1.7 Hypothesis of the study**

High rate of student absenteeism lead to yielding low and poor results.

The teachers and administration prefers the administering of punishment as the solution to curb the problem

### **1.8. Significance of the study**

The contributions this study will make are to the guidance and counseling department in schools as they will be able to better deal with the truants from a more knowledgeable perspective. The management will also be made aware of the ways to discipline existing culprits. As it is usually the case, students who play truant are reprimanded somehow, and in some instances several forms of punishment, including corporal punishment, is even administered. The important thing is to have the school administrators understand the reasons behind the students' indiscipline before issuing out Punishment.

### **1.9. The scope of study.**

Study has the scope of finding out reasons for absenteeism among the students.

To find out the possible ways to reduce the rate of absenteeism and improve academics of the absentees in their class

### **1.10 Limitations of the study**

The schools involved in the study are far away from each other and therefore the cost of transportation was too high making the researcher to make random selection of few schools for the study. Some teachers and heads of schools gave wrong information due to fear of disclosing the information to their employer. Some students did not fill in the questionnaires as required

In some schools, there were inadequate teachers hence making the guidance and counseling teachers, deputy heads and school heads to be the class teachers.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter seeks to review the literature. It relates to the causes of students absenteeism in day secondary schools within Tharaka North subcounty and the factors that contribute to absenteeism in the selected Day secondary school students' background factors. It seeks to establish what relationships exist between these variables and the subsequent behavior of students absenting themselves.

### **2.2. Review of literature related to the main concept**

The study seeks to establish the relationship between students absenting themselves from school and the causes for their absenteeism. The research shows that student defiant behavior of absenting themselves from school hinder the role of these schools which achieving the common goal of producing students of high caliber and have an outstanding academic results.

### **2.3 Review by the first objective**

The research found that there were high rates of absenteeism in day schools prior to school attendance. This is done by skipping some lessons during the day, skipping a whole day lesson or not showing at school for several days. This problem dilute the role of teaching since one cannot Teach those who are absent.

### **2.4 Review by second objective**

Extensive absenteeism amongst students in Tharaka North Sub-county day secondary schools are due to family factors such financial constraints. Some students lack basic needs such as food, fees and school uniforms to attend the school hence absenting themselves.

### **2.5 Review by third objective**

The research shows that the solution to the problem of absenteeism is the use of punishments by the discipline department.

## **2.6 Review by fourth objective**

The study found that absenteeism was not gender stereotyped, though as boys and girls more specifically around the age of 15 played truants.

## **2.7 Theoretical Framework**

The study was carried out by Baker, Sigmon and Nugent in the United States of America in 2001 relates to the three research questions in this study about the rate, the causes and solutions to the problem of absenteeism. The researchers' main focus was more experimental though, as their emphasis was to include disciplinary measures on absenteeism, by using the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

The study they carried out was on truancy as 'unexcused absences from school or class with proper approval of appropriate school officials' (Baker, et al 2001). They carried out descriptive long-term studies in schools in three cities for more than ten years. The data they collected was from authorities who monitor attendance in schools, namely, the school attendance clerks and other school authorities. These were deemed the program implementers. One aspect of the research study that struck as uncanny is the variables that have been brought into consideration are almost similar to the ones pertaining to the Kenya situation.

These variables are family background factors, school factors, economic influences and student factors all encompassed in the community factors. What the researchers found out was that high rates of absences were in public schools in the inner city and that the rates of absenteeism related with poverty. They got into the conclusion that poverty was a factor, from the premise that in public schools the students are fed as opposed to bringing their own lunch. The study found out that absenteeism was not gender stereotyped though, as both the boys and the girls, more especially around the age of fifteen, occasionally played truant. In the conclusion they came up with, they viewed truancy as leading to juvenile delinquency, hence the role of the OJJDP. The juvenile system served in cases where the truancy is chronic or persistent by making "sanctions for parents and youth



for continued truancy or failure to complete the diversion programmes successfully” (Baker, **et al**, 2001).

## **2.8. Summary of the identified gaps in the reviewed literature**

The Baker and others’ study was carried out over a very long period as compared to this study. Discrepancies are bound to be present when there is extended monitoring and when there is only a short time given for research. Although having covered a lot of factors that relate to the Kenya situation, their study has a part that is arguable; the researchers cite a number of consequent behaviors that they purport to be resulting from absenteeism in schools.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter introduces the research methods used to collect data ,the research design and target population to be covered.

### **3.1 Research design**

A descriptive survey was chosen as the design for this study; this design takes into account both qualitative and quantitative data collection strategies. “Not only is it perfectly possible to combine Approaches within the same piece of research, but it is often advantageous to do so” (Saunders et al, 2003).

According to Cohen and Minion (1994) descriptive surveys aim to describe the nature of a situation at a particular time. A survey attempts to critically analyze the objectives to be achieved and reflects on the type of knowledge to be obtained, that is to describe, explain and understand the phenomena in the frame of the perspective chosen. In this design interviews are conducted on a sample of people selected to accurately represent the entire population being studied.

### **3.2 Study Area**

The research was conducted at Tharaka North Sub County day secondary schools where it covers 4 day secondary schools which were randomly selected and which were highly affected by the problem of students’ absenteeism.

### **3.3 Target Population**

In this study the targeted population was 24 day secondary school in located in Tharaka North Sub County but due to the time given for the study the researcher decided to minimize this huge number to four day secondary schools in Tharaka North Sub County comprising of students, guidance and counseling teachers and the school administration personnel in all schools to be involved in this

study, making a total count of one thousand nine hundred and eighty-eight (1988). Therefore the target population became 4 day secondary schools representing the whole sub county.

The sample for this study was characterized by the students involved in absenteeism, all Guidance and Counseling teachers, the class teachers, the Deputy School Heads and the School Heads who deal with absenteeism cases over a period of time, in the aforementioned Day Secondary Schools. The sampled subjects possess rich knowledge in the processes and activities that involve absenteeism in schools. The total sample for this study is one hundred and thirty-eight (138) participants; comprising of one hundred and twenty (120) students, four (4) Guidance and counseling teachers, six (6) class teachers, four (4) Deputy School Heads, and four (4) School Heads as indicated in table 1.

Table 3.1: Study participants

<b>Participants</b>		<b>Population</b>	<b>Sample</b>
<b>Form 1 Students</b>		685	40
Gatue Day Secondary School	202		
Kamwathu Day Secondary School	172		
Kathangachini Day Secondary School	164		
Kamarhati Day Secondary School	147		
<b>Form 2 Students</b>		671	40
Gatue Day Secondary School	167		
Kamwathu Day Secondary School	160		
Kathangachini Day Secondary School	150		
Kamarhati Day Secondary School	194		
<b>Form 3 Students</b>		614	40
Gatue Day Secondary School	181		
Kamwathu Day Secondary School	155		
Kathangachini Day Secondary School	125		
Kamachabi Day Secondary School	153		

Guidance and Counseling Teachers	4	4
Class teachers	6	6
Deputy School Heads	4	4
Schools Heads	4	4
<b>Totals</b>	<b>1988</b>	<b>138</b>

### **Teachers and Senior Management Team**

Purposive sampling is used to select the Guidance and Counseling teachers, class teachers, the Deputy School Heads and the School Heads to participate in this study. (Refer to table 1, above). Convenience sampling is used in exploratory research, where the researcher is getting an inexpensive approximation of the truth. As the name implies, the sample is selected because they are convenient and they possess ample knowledge about absenteeism, which is being studied here. In this case, normal random sampling is not quite appropriate because with students, it is not the entire population that engages in absenteeism. With regards to teachers, there are certain teachers who are specifically designated to deal with such issues as the one in the study.

### **Students**

The sampling procedure used in selecting students is stratified random sampling. The first stage of sampling is to get information from inadvertent sources, in the name of school registers, from all streams (form one, form two and form three). Bell (1999) defines inadvertent sources as those used by the researcher for some purpose other than that for which they were originally intended. After a list of students has been sorted out, considering that it is not the entire population of students who can take part in this study. The researcher will identify those who habitually miss school and place them according to streams.

### **3.4 Validity of instruments**

For validation, the logistics on sampling as well as the instruments to be used for data collection were discussed by the researcher and the supervisor, with recommendations on how big the sample size to use being the core of the discussion considering the amount of time left to complete the work and the resources needed to be used in the study. All these were looked at bearing in mind that the objectives and outcomes of the study were not to be compromised in the process.

### **3.5 Reliability of instrument**

The external validity was also considered, that is, to ensure that enough data was collected such that the results of the study could be generalized to other people other than the participant of the study.

Another method used in the study for validation purposes is triangulation of data collection instruments as mentioned in the research design. The concept of triangulation dictates that the researcher uses multiple methods for collecting and analyzing data, so that all sources converge on facts (Miles and Huberman, 1994). This study has triangulated qualitative data sources such as interviews and quantitative sources in the form of survey questionnaires.

Reliability analyses measures, how consistent a test or instrument is across items (Von Cranach, 1988). The easiest type of reliability to obtain is internal consistency reliability, because this type requires administering and scoring a test or survey only once.

### **3.6 Ethical issues**

Being vested the authority by the Ministry of Education and Skills Development, as leaders of the institutions, the School Heads have control over their institutions; hence they have the responsibility to give the researcher consent to carry out the study in their territory. They have the powers to give the researcher access to the setting, with the assurance that the information obtained from the study will be used for the reason stated, as for the purpose of attaining a Diploma in Education from Greta

University. Data collection schedule was also discussed and agreed upon with those in charge of the schools.

The participants needed to be given the assurance that the information they divulge was to be used for research purposes only and will not be published or used in a way that will reveal identities or cause embarrassment or harm to them in any way. Bell (1999) maintains that it is best to ensure confidentiality as well as anonymity. At the same time, despite all these being taken into consideration, one should neither compromise the standard of the research nor its validity and reliability. The results obtained need not be changed from general to particular, more especially in cases like the one at hand where there is only one officer at a particular designation, where it is easy to find the identity of the participant.

### **3.7 Data Collection Methods**

The main data collecting instruments for this study were interviews for the senior management and questionnaires for the teachers and students. Interviews enable the researcher to collect views, expressions, feelings and attitudes towards the issue of absenteeism in schools. Cohen and Manion (2000) explain that: “the importance of collecting qualitative data through interviews is to capture participants’ perspectives through their verbal interactions with the interviewer” advantage of interviews is its adaptability to allow an interviewer to follow ideas, probe for responses and investigate motives and feelings which a questionnaire cannot capture (Janesick, 1998). The interviews used were neither completely structured nor completely unstructured. Bell (1999) says the loose structure is to ensure all topics which are considered crucial to the study are covered and to eliminate some problems of entirely structured interviews.

To complement the interviews, the researcher used a questionnaire (with close and open ended items) to capture respondents’ views to achieve the objectives of the study.

### **3.8 Data Analysis**

The information obtained from the survey has to be analyzed so that at the end of the day it makes sense to the reader. According to Yin (2003) data analysis consists of "examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p.109). In general, data analysis means a search for patterns in the data collected (Neuman, 2005). He further states that once a pattern is identified, it is interpreted in terms of a social theory or the setting in which it occurred and that the qualitative researcher moves from the description of a historical event or social setting to a more general interpretation of its meaning.

The data from questionnaires were coded and entered into a statistic package called SPSS (Statistical Package for Social Sciences) and computed to find relationships, correlations and association between variables. The data from questionnaire that is in the form of ordered categorical data was represented in descriptive statistics in the form of graphs and tables.

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

### 4.0 Introduction

This chapter introduces the data collected, how it was presented, analyzed and the findings made on the research.

### 4.1. Students' gender and age distributions

Part of the demographic information that was required from the students was their ages and gender.

The results were placed according to **Table 4.1** below.

Table 4. 1: Cross tabulations between gender and age of respondents

		Student's age						Distribution				
		12	13	14	15	16	17	18	8	9	Missing	Total
GENDER	<b>Girls</b>	1	11	17	16	12	4	2	0	0	0	63
		1.6%	17.5%	27%	25.4%	19%	6.3%	3.2%	0%	0%	0%	100%
	<b>Boys</b>	0	5	13	12	13	1	0	1	1	0	46
		0%	10.9%	28.3%	26.1%	28.3%	2.2%	0%	2.2%	22%	0%	100%
	<b>Missing</b>	0	0	1	0	0	1	1	1	0	1	5
		0%	0%	20%	0%	0%	20%	20%	20%	0%	20%	100%
<b>Total</b>	1	16	31	28	25	6	3	2	1	1	114	
	0.9%	14%	27.2%	24.6%	21.9%	5.3%	2.6%	1.8%	0.9%	0.9%	100%	

The table indicates that among the sampled students the highest number of students ranges between ages 14 to 16 years of age, making 73.7 % of the total. This shows that the students in the study are around teenage years. At the level of Day Secondary School, the majority of students fall between the ages 14 and 16. Fewer students would be below this and above this. Some students are able to enter at an early age if they had skipped a standard, but this is on a rare occasion. Some students on



the other hand would be above this age if they had dropped out of school before and have entered the school as re-entries or if they had started school later than the recommended age.

Table 4. 2: Gender distributions; Student distribution by sex

Schools	% Male	% Female	% Missing
Gatue	40	60	0
Kamwathu	43.3	43.3	13.4
Khangachini	48.1	51.9	0
Kamachabi	29.6	66.7	3.7
Total	55.3	40.4	4.3

What is indicated in **Table 4.2** is that there were approximately as many boys sampled as girls in the study. This could be an indication that boys and girls in Tharaka North sub county had equal opportunity of being selected in the sample. Gatue had 220 pupils (40%) of its sampled pupils being males and 330 pupils (60%) being females. Kamwathu had 209 pupils (43.3%) males and females respectively. Khangachini had 211 pupils (48.1%) of its sampled pupils being males and 228 pupils (51.9%) being females. Kamacabi had 146 pupils (29.6 %) of its sampled pupils being males and 329 pupils (66.7%) being females. 4.3% of students did not indicate whether they are boys or girls, 13.3% of these were from Kamwathu while 3.7% were from Kamacabi.

## 4.2. Response rates

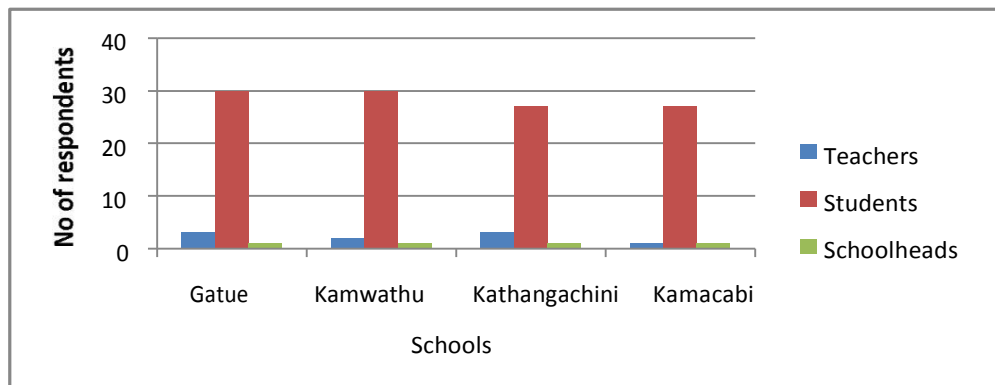


Figure 4. 1: School Heads, teachers and student's response rates

The study targeted 4 School Heads, 4 Deputy School Heads, 4 class teachers and 4 Guidance and counseling teachers, making it a total of 16 school authorities. From figure 4.1, the data shows that students and the school personnel from the four schools had equal chances of participation in the study. 65% of the sampled school personnel participated in the study. Some of the school authorities chose not to participate, for most part, the School Heads would rather delegate their immediate subordinates to take part in interviews.

Even though they had given the go ahead for the study to be undertaken in their institutions, they themselves chose not to take part. Some of the authorities were on leave for the duration of the study and hence they could not be reached for comments. Only one out the four schools had the entire selected personnel responding to the interviews and questionnaires. The other factor that led to a reduced number of respondents was that the schools' sizes differed. Gatue Secondary School and Kamwathu Secondary School each has two class teachers as compared to Kathangachini Secondary School and Kamacabi Secondary School which have only one class teacher each.

The number of class teachers corresponds to the number of students in each school, the less the number of class teachers, the less the students. Kathangachini Secondary School and Kamacabi Secondary schools had fewer students than the other two schools. Out of the 30 students secretaries that were selected randomly from each school only two of the schools had a hundred percent of the

selected students responding to the questionnaires. The other two schools could not make the selected sample. In trying to balance the gender of the students and their form, this was also not practical as in some schools one of the sexes dominated in absenteeism and in some schools it was one form which dominated in absenteeism. At the end of the day, from the selected 120 students, 114 managed to participate, making it 95% of the desired sample.

### 4.3. Rate of absenteeism

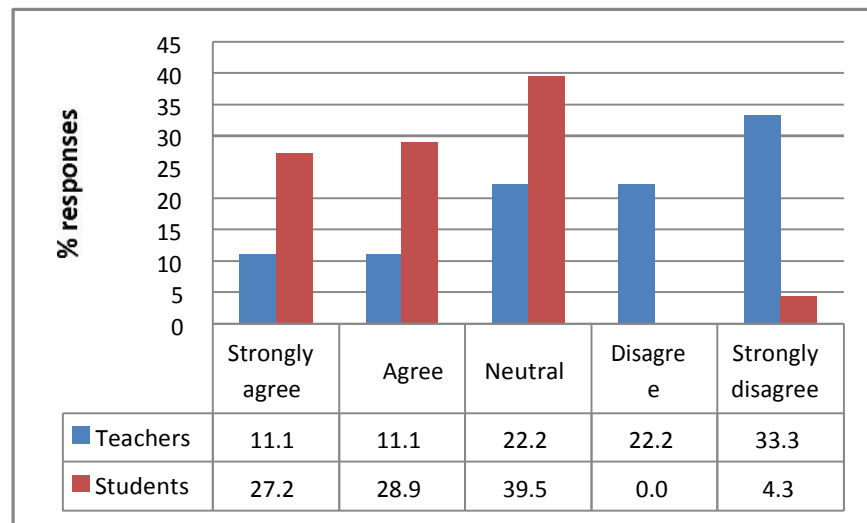


Figure 4. 2: Rate of absenteeism

Figure 4.2 shows that the students and the teachers disagree about the rate of absenteeism in their schools. A large number of students (56.1%) indicated that the rate of absenteeism in their school is high while the teachers, (55.5%) indicated a disagreement. This might show that the understanding and perceptions of absenteeism between teachers and students differs.

**Table 4 ; Causes of absenteeism**

Table 4. 3: Teachers’ and students’ reasons for students’ absenteeism

	Sickness	Family related	Financial	Denying absenteeism	Personal	School related	Other
Teachers	6.1	37.7	5.3	22.8	5.3	16.7	6.1
■ Students	11.1	55.6	11.1	0	22.2	0	0

Table 4.3 above shows that family related issues have the highest response as a cause of student absenteeism. 37.7% of the teachers and 55.6% of the students affirmed this. Factors such as, denying that absenteeism existed was at 22.8% from the teachers whilst 22.2 % of the students said the absenteeism was due to personal reasons. To a certain extent school related issues were also viewed as causes.

**4.4 School Heads and Rate of student absenteeism**

Table 4. 4: Prevalence of student absenteeism

	Little	Moderate	Lots	Totals by row
	1	1	2	4
<b>Column totals</b>	1	1	2	4

Table 4.4 above shows that the School Heads on the other hand shared the same view with students and concurred that, yes indeed the rate of absenteeism is high (50%).

55.6% of the students affirmed this. Factors such as, denying that absenteeism existed was at 22.8% from the teachers whilst 22.2 % of the students said the absenteeism was due to personal reasons. To a certain extent school related issues were also viewed as causes.

**Reasons for not coming to school**

## Drug abuse as a cause of absenteeism

Table 4. 5: Drugs as a cause of absenteeism amongst students

	<b>Cigarettes</b>	<b>Alcohol</b>	<b>Marijuana</b>
<b>Strongly agree</b>	7	1.8	9
<b>Agree</b>	13	2.6	1.8
<b>Neutral</b>	9	1.8	0.9
<b>Disagree</b>	15.7	24.6	13.2
<b>Strongly disagree</b>	62.6	68.4	13.2

Table 4.5 above shows a highest disagreement, that is, the percentage of those who indicated disagree combined with the percentage of those who indicated strongly disagree; cigarettes at 78.3%, alcohol at 93% and marijuana at 26.4%, were recorded among the drugs listed as causes of absenteeism. This might be the case because no student can declare that he/she takes drugs due to fear of victimization. Some students admitted to having tasted or taken cigarettes at least once, but they did not admit to them having any relation to their absenteeism.

#### 4.5. Solutions to absenteeism

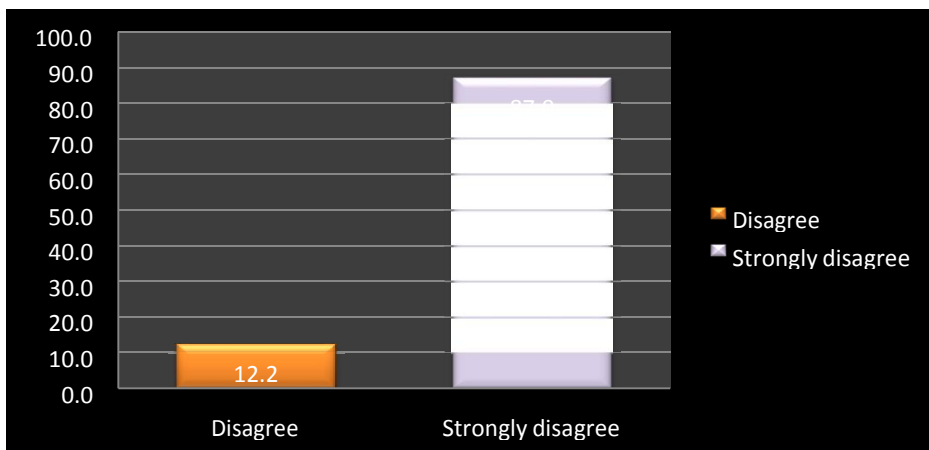


Figure 4. 3: Punishment as a solution to absenteeism

For the reasons that the students are on the receiving end of punishment, 99.2% of them do not view punishment as a solution to absenteeism (figure Y). The ubiquitous method of administering punishment in public Day Secondary Schools in Kenya is corporal punishment. The students automatically have that frame of mind when they are asked about punishment.

#### Teacher's view on discipline

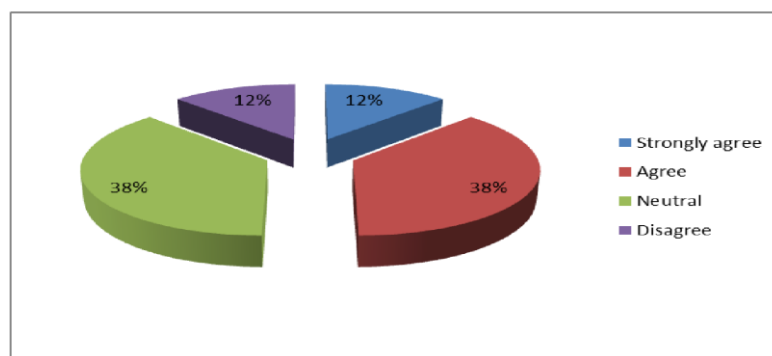


Figure 4. 4: Teachers who discipline students for absenteeism

Fifty percent (50%) of the teachers say that they discipline students who habitually absent themselves from school without valid reason. The aforementioned teachers use this punishment as a form of discipline measure, not as a way of inflicting pain to the students the students also know that they could be punished if they unlawfully play truant.

## Teachers and schools' heads solution to curbing absenteeism

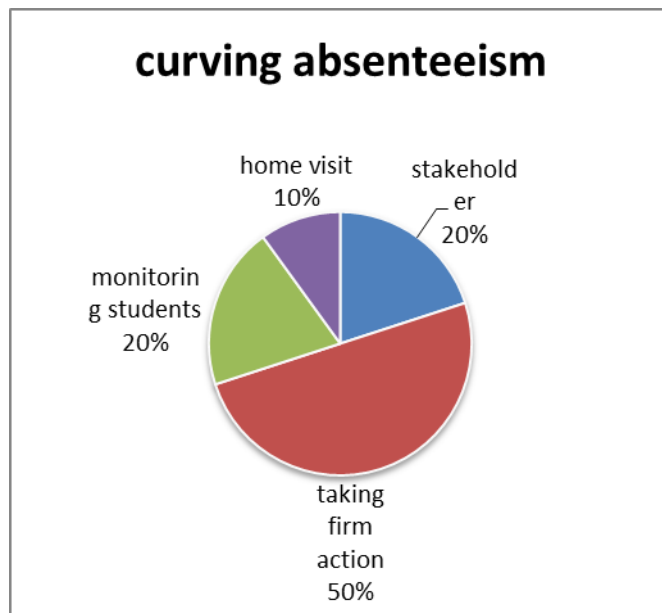


Figure 4. 5: Ways of curbing absenteeism

The school authorities, mainly the School Head and the Deputy School Heads indicated that stakeholder involvement (at 50%) and home visits (also at 50%) as well as taking firm action will solve absenteeism effectively while teachers also concur on stakeholder participation (55%) and monitoring students (22%) as a solution to student absenteeism. School authorities here are seen as taking a reactive role towards the problem as opposed to being pro-active.

### Absenteeism can be reduced and designation

Table 4. 6: Teachers in agreement that absenteeism can be reduced

	Strongly agree	Agree	Neutral
Class teachers	3	2	0
Senior Teacher I	0	1	0
Senior teacher II	1	0	0
Teacher	0	1	1
Total	4	4	1

Table 4.6 indicates that eight teachers (88.9%) have positive hope that though there is high prevalence of absenteeism in school's chances of it being reduced is very high. The teachers mentioned such methods as making home visits and calling forth parents of those students who excessively play truant as well as keeping attendance records and making follows up on persistent cases.

In regard to availability of policies that are used to curb absenteeism majority of teachers 88.9% felt that there are policies in place to apprehend absenteeism. This is the new Pastoral Policy that takes the welfare of the students into serious consideration. To an extent that there are teachers that do not do the actual teaching in classrooms, but are rather employed on behalf of the students in order to deal with their issues without disrupting the school programmes. Internally, there are individual policies that are in charge of matters that are unique to each school. These are tabulated at meetings and amended as needed by the teaching staff and the Senior Management of the schools.



## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0. Introduction**

This chapter introduces the summary made from the research ,conclusion of the research and the recommendations made from the research.

### **5.1. Conclusion**

The increased interest in school related problems is shown through emerging studies, new policies formulated and nation-wide rules that bind the secondary schools. Even though there is some element of absenteeism, it is one problem that is not easy to combat. Many students; both male and female, in their teens absent themselves from school illicitly. The role of the administration is to ensure that the policies that are in place are utilized as this will curb such problems at levels that can be controllable, like at Day Secondary School level, where the schools are small and the students are easy to contain. The main problem comes if the policies are just too strict for the students, ending up causing dropouts and other issues that can emanate from the problem of absenteeism.

### **5.2. Recommendations**

Some of the strategies that could be adopted in our schools are: To make students feel welcome in schools, to engage the parents more in the welfare of their students. The latter was mentioned by a lot of teachers as one of the methods that they employ to reduce the prevalence of absenteeism. Students could also be rewarded for good attendance as well as the school engaging the students in different and interesting teaching strategies.

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## APPENDICES

### Appendix I: Questionnaire for Students

I am Mutiiria Attilio Murimi pursuing Diploma in Education Arts Grets University. The questionnaire is aimed at collecting data on the causes and effect of absenteeism among day scholar students. The information you provide will be treated with utmost confidence and only for academic purposes. Please respond to all items as honestly as possible.

Thank you for cooperation.

1) Age? 12- 16

2) Sex (gender)?

Male ( ) Female ( )

3) School ?

Kamwathu ( ) Kathangachini ( ) Kamacabi ( ) Gatue ( )

4) Do the family members engage you in drugs? Yes ( ) no ( )

5) Do you believe that the following could have contributed to your current problem of absenteeism?

<b>Factors</b>	<b>Sample</b>	<b>Belief</b>	<b>Not believe</b>
Family background factors	( )	( )	( )
School factor	( )	( )	( )
Student[personal] factor	( )	( )	( )
Economic factor	( )	( )	( )

6) In your opinion, why do students absent themselves?

Psychological ( )

problems

Peer pressure ( )

Academic pressure ( )

Ignorance ( )

Lack of school fees ( )

## Appendix II: Questionnaire for Teachers

I am Mutiiria Attilio Murimi pursuing Diploma in Education Arts, Greta University. This questionnaire is aimed at collecting data on cause and effects of absenteeism among Day scholar students. The responses you provide will be treated in utmost confidence and only for academic purposes. Please respond to all items as honestly as possible.

Thanks for your cooperation.

Please tick appropriately.

### PERSONAL INFORMATION

1. Age ?

Below 30 years ( )

30-----40 years ( )

40-----45 years ( )

50-----60 years ( )

2. How long have you been a teacher in the school?

Less than 5 years ( )

5-----10 years ( )

10-----15 years ( )

Other (please \_\_\_\_\_  
specify)

3. What influences the cause of absenteeism in the school?

Personal problems ( )

Family issues ( )

Subject issue ( )

Teacher student differences ( )

#### **GENERAL INFORMATION**

4. a) In your opinion is the absenteeism problem in school increasing or decreasing?
- b) Give reason(s) for your answer
- c) What problems has the school experienced as a result of absenteeism?

### **Appendix III: Questionnaire for Principal**

questionnaire is aimed at collecting data on cause and effects of absenteeism among Day scholar students. The you provide will be treated in utmost confidence and only for academic purposes.

Please respond to all items as honestly as possible. I am Mutiiria Attilio Murimi pursuing Diploma in Education Arts Gretsra University. This

#### **SECTION A**

1.

Gender MALE ( ) FEMALE ( )

2. Teaching experience in years

Below 30 years ( )

30-----40 years ( )

40-----45 years ( )

50-----60 years ( )

3. How many teachers are currently in your school?

Gender MALE ( ) FEMALE ( )

#### **GENERAL INFORMATION**

4. How can you describe the performance of students in your school?

Boys

Very good ( ) Good ( ) Fair ( )

Girls

Very good ( ) Good ( ) Fair ( )  
)

5. Please identify the problems affecting the students' performance at your school

Economic constraints ( )

Drug and substance abuse ( )

Peer pressure ( )

Academic pressure/Absenteeism ( )

Any other; Please specify

\_\_\_\_\_

6. In your opinion who among the following mostly contribute to absenteeism among your students?

Parents ( ) Peer ( )  
)

Teachers ( ) Support staff ( )  
)

7. How often do you consult your parents on matters of education concerning their children?

Often ( ) Sometimes ( )  
)

Rarely ( ) Not at all ( )



8. In your opinion how can the following the stakeholder assist in curbing absenteeism among the students?

Government

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Parents

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School principal

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Teachers

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Community

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Students

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Thank you for your cooperation