THE RELATIONSHIP BETWEEN TRUANCY AND ACADEMIC PERFORMANCES IN NGARU PRIMARY SCHOOLS, KUHURO DIVISION MURANG'A DISTRICT KENYA

BY

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DECLARATION

I, Lucy Wanjiru Mwangi declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

...*Mwangi*...

LUCY WANJIRU MWANGI

DATE

.25/8/.08...

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed

....

MR. SAMSON LAAKI

SUPERVISOR

DATE:

25-08-08

DEDICATION

This book is dedicated to my beloved family who stood by me during all the period of this study.

ACKNOWLEDGMENT

First of all I would like to thank my supervisor Mr. SAMSON LAAKI for being there for me whenever I needed him and also offering advice where necessary.

I would like also to thank my family members for being their for me throughout my studies and standing by me in all the circumstances

I also acknowledge my colleagues for their encouragement during my time of the study

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

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ABSTRACT

The purpose of study was to determine the relationship between truancy academic performance in Ngaru primary schools, Kuhuro division Murang'a district kenya

The specific objectives of the study were to find out the factors that cause to truancy in primary schools, investigate some factors responsible for truancy in primary schools and to finP the recommendations that can help solve the problem

The methods used for data collection were questionnaires to the teachers

The study revealed that low academics, financial difficulties, ineffective parenting, lack of parental control and supervision among others are the cause of truancy in primary schools.

The government should construct facilities at school for teachers to teach in conducive environment in order to aid the better performance of pupils in their schools.

The government should have a policy in place that forces children to go to school with out fail. This will enable all children to be at school

The government should have a policy in place that forces parents to send their children to school

The community should be sensitized to encourage the sending of children so that they get access to education

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Every day, hundreds of thousands of youth are absent from school many are absent without an excuse and deemed truant. Although national data on truancy rates are not available (in part because no uniform definition of truancy exists) many large cities report that unexcused absences can number in the thousands on certain days (heavusude et al, a998). In Detroit, MI, for example attendance officials investigated 66, 440 complaints of chronic absenteeism during the 1994-95 school year, and in Chicago, IL, the average 10th grader missed 6 weeks of instructional time during the 1995-90 school year (Garry, 1996, Roderick et a;, 1997). A national review of discipline issues in schools conducted in 1996-97 found that public school principles identifies student absenteeism class cutting and tardiness as the top discipline problems in their schools (Heaviside et al 19980).

In general the proportion of truancy cases handled in Juvenile court is relatively small. However the juvenile justice system in increasingly serving as the final stop for truants and as a mechanism for interning with chronic truants. Recent statistics available on the extent of truancy cases in juvenile court clearly demonstrates how important it is for schools and communities to confront this issue.

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1.2. Statement of the problem

The performance of pupils in Murang'a is declining drastically. This is due to a number of factors including truancy. It's the purpose of this study that the researcher would like to investigate the causes of truancy

1.3. Objectives of the study

1.3.1. **General:** This study was to find out the factors that cause to truancy in primary schools

1.3.2. **Specific:** This study sought to

1.   Investigate some factors responsible for truancy in primary schools

2.   To find the recommendations that can help solve the problem

1.4. Significance of the study

This study will benefit the following disciplines:

Provide information that can be used by Ministry of Education policy makers to identify the cause of truancy

Enable policy makers make provision for improving teacher quality with increased knowledge on the causes of truancy

1.5. The purpose of the study

The purpose of the study was to was to investigate the relationship between truancy academic performances in Ngaru primary schools, Kuhuro division Murang'a district Kenya

1.6. Scope of the study

The study was carried at in Kuhuro Division Murang'a District Kenya. Murang'a is one of the districts of Kenya's Central Province. Its capital town is also now named Muranga but was previously called Fort Hall in colonial times before 1963. It is inhabited mainly by and is considered the home of the Kikuyu, the largest tribe in Kenya. The district has a population of 348,304 (1999 census).

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one.

2.1. Definition of Truancy

Truancy refers to students' unexcused absences been from school. Concern about truancy typically focuses on these unexcused abuses. However any school absence-excused or unexcused as well as misused classes and tardy arrivals can affect students negatively (Dryfoos, 1990)

2.2. Correlates of Truancy

Truancy or unexcused absence from school has been linked to serious delinquent activity in youth and to significant negative behaviour and characteristics in adults. As a risk factor for delinquent behaviour in youth, truancy has been found to be related to substance abuse, gang activity, and involvement in criminal activities such as burglary, into theft and vandalism (Bell, Rosen and Dynalacht, 1994; Dryfoos, 1990, Garry, 1996; Huizinga, Loeber and Thornberry, 1995; Rohrman, 1993).

Much of the working the area of development pathways of delinquency shows that these behavioral problems often are followed by progressively

more serious behaviour and adjustment problems in adulthood, including an increased propensity of violent behaviour (Bell, Rosen and Dynlacht, 1994; Dryfoo, 1990, Kelley et al, 1997). Further adults who were frequently truant as teenagers are much more likely than those who were not to have poorer health and mental health, lower paying jobs, an increases chance of living in poverty, more reliance on welfare support, children who exhibit problem behaviours and an increased likelihood of incarnation (Be; Rosen and Dynlacht, 1994, Dryfoos 1990. Hawkins and Catalano, 1995; ingersoll and Leboeuf, 1997, Rohrman, 1993)

Left undresses, truancy during the preteen and teenage years can have significant negative effects on the student's schools, and society. It is important to identify promising strategies to intervene with chronic truants, addresses the root causes of truancy, and stop youth's progression from truancy into more serious and violet behaviours.

The literature review highlights some of the major research findings regarding the problem of truancy and demonstrates why it is important that schools and communities work to prevent and reduce its incidence. It also discussed Abolish Chronis Truancy (ACT) now and the office of Juvenile justice and Delinquency prevention's (OJJBP'S) Truancy reduction Demonstration program (TRDP) evaluation.

Preliminary findings OJJDP's evaluation of TRDP confirm previous findings that in general the correlates of truancy fall into four broad categories.

Family factors, these include lack of guidance of parental supervision, domestic violence, drug or alcohol abuse in the home, lack of awareness of attendance laws, and differing attitudes toward education

School factors, these include school climate issues- such as school size and attitudes of teachers other students and administrators and inflexibility in meeting the diverse and learning styles of the students. Schools often have inconsistent procedures in place for dealing with chronic absenteeism and may not have meaningful consequences available for truant youth (e.g. out- of school suspension). (sickmund 1995)

Economic influence, these include employed students, single parent homes, high mobility rates, parents who told multiple jobs, and a lack of affordable transportation and child care. (sickmund, 1995)

Student variables, these include drug and alcohol abuse, lack of understanding of attendance as well. Community factors are folded into the above four areas. For example, economic conditions and differing culturally based attitudes towards education are also important factors in the community.

Predictor of delinquency

Truancy has been clearly identified as one early warning signs that youths are headed for potential delinquent activity, social isolation, and or educational failure. Several studies have established lack of commitment to school as a risk factor for substance abuse, delinquency, teen pregnancy, and dropping out of school (Bell, Rosen and Dynlacht 1994) Dryfool, 1990, Huizinga, Loebar, and Thornberry, 1995, Rohrman, 1993). Decades of research have also identified a link between truancy and later problems such as violence, marital problems, j obs problems, adult criminality and incarceration (Dryfoos, 1990; Catalano et al, 1998: Robins and Ratcliff 1978; Snyder and sickmund, 1995)

More recent studies, such as OJJDP's program of research on the causes and correlates of delinquency indicate that truancy may be a precursor to serious violent and non violent offences and that the connection between truancy and delinquency appears to be particularly sscute among males (Kelley et al, 1997) in addition, findings from OJJDP's study group on very young oofnders indicate that chronic truancy in alimentary school in linked to serious delinquent behaviour at age of 12 under (Lober and Farrington 2000)

Juvenile daytime crime

In several jurisdictions, have enforcement officials have linked high rates of truancy to day time burglary and vandalism (Baker, 2000). Before

TRDP started, for example, police in tacoma, WA (one of OJJDP's sites), reported that one third of burglaries and one fifth of aggravated assaults accouring between 8.1m and 1.0m on weekdays were commited by juvenile. In Contra Costa Country, C.A. (another TRDP sit) police reported that 60 percent of Juvenile crime rates were primary crime 3.p.m. on weekends they day time juvenile crime rates were primary crime rates were a primary reason that sites began implementing TRDP.

Social and financial impact

Students with highest truancy rateshave the lowest academic achievements rates and because truancy are the youths most likely to drop out of school, they have high dropping out of school are well documented school (US, Department of Education, 1993). According to a recent report from the bureau of Labor Statistics (2001:2) 6.0 percent of workers with a high school diploma were in poverty in (1999), considerably lower than the proportion of those who had completed high school 14.3 percent) High school dropouts are also more likely to depend on welfare, experience unstable marriages, and serve time in prison than those who complete their schooling (Snyder and Sickmund, 1995; US Department, 1993)

A comprehensive, collaborative model that targets the reduction of risk factors associated with incidence of truancy was suggested any the youth

out of the education mainstream (TOEM) initiative and is further supported in literature (Catalano, el al, 1998, Dryfoos 1990: Morley and Rossman 1997; schorr 1997) the models that show the most promise not only of reducing truancy, but also of affecting its risk factors include several key components.

Parental involvement

Meaning incentives for school attendance

On going school-based truancy reduction programs

Involvement of community resources (for example) law enforcement.

Based on her extensive work with successful; prevention models targeting at-risk youth and families across the country school (1997) concludes such programs must:

- Be comprehensive, flexible, responsive and persevering

- View children in the context of their families

- Deal with families as parts of neighborhoods and communities

- Have a long-term, preventive orientation and clear mission and continue to involve over time

- Be well managed by competent and committed individuals with clearly identifiable skills.

- Have staff who are trained and supported to provide high-quality, responsive services

- Operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect.

One of the most import elements of any effective revention effort is the existence of a collaborative partnership of public agencies community organizations and concerned individuals that interact with and provide services to truant youth and their families OJJDP's comprehensive strategy for serious violent and chronic juvenile offenders highlights the critical need for this collaboration: "comprehensive, communities barriers must be broken down and collaborative bridges built among and within agencies organizations and grouped with responsibility for addressing juvenile delinquency" (Howell, 1995:26), for example schools need a interact more effective with community organization, businesses, senior organizations, local government, social services organizations health agencies and civic organizations to achieve their educational goals such as collaboration needs to exist within the school system as well among the teachers, administrators, teaching assistant, special education teachers, parents and students (Howell 1995).

2.3. The community-based collaborative

The evaluation of community-based collaborative groups depends on multiple methods to gather information: a survey entitled working together: A profile of collaboration (Omini Institute 1992) one on one telephone interviews, onsite group collected during the first year is

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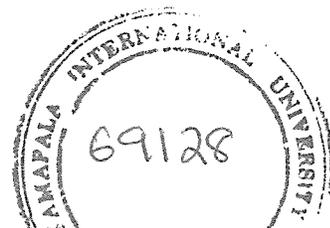
considered a baseline and will help evaluators understand the context in which each program exists.

Working together measures the perception of group members in five key areas: context structure, membership, process and results. Survey results are intended to be use as a springboard for action for planning evaluators administer the instrument annually and inform each site of the results on the yearly basis. During the first year that working together was administered evaluators received 82 completed surveys (about 1.1 surveys from each of the 7 participating sites representatives fromm law enforcement, courts schools, mental health agencies, and community based organization completed the surveys.

Specific issues regarded jurisdiction funding and the sharing of information about youth and families are problematic for certain agencies and need to be dealt with from the start to enhance implementation of program and the ongoing health of coalition as pert of the planning process, collaborative should identify the roles responsibilities and understanding among cooperating agencies and formalize agreements by using a memorandum of understanding. In addition, the collaborative require continuing education and need to be made aware of the importance of involving the community at large particularly parents, youth, the faith community and local business

communities are key for volunteer, financial and in-kind support through services. CFF (as national evaluation) offers facilitation and action planning services to collaborative. Such activities can greatly benefit these and future projects that are seated within a collaborative and multiagency setting site will be encouraged to use these services in the future.

Research questions

1.   What are some of the factors responsible for truancy in primary schools?

2.   What remedies can be effected?

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher will use to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followd a descriptive research design because the researcher used one Division in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

3.2 Study Population

The study was carried out in in Ngagu primary schools, Kuhuro division Murang'a district Kenya. The study involved teachers

3.3 Sample Framework

3.3.1 Sample Size

A total of fifty respondents were used from the total population of the schools which were used for this study as illustrated by the table 3.1

Table 3.1: Categories of Sample

Categories of Respondents	Sample
Teachers	50
Total	50

3.3.2 Sample Technique

Using a convenient sampling technique, a total of fifty respondents were picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher was then given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

- **Questionnaires**

These were used to collect information from some teachers since these respondents were literate and were able to understand the language being used.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires teachers

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires ascertaining that every

applicable question had an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0. Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study

4.1. Demographic characteristics of respondents

The study covered 50 randomly selected respondents of whom 40 (80%) are male and 10 (20%) are female.

Tables 1: Sex of respondents

Sex	Frequency	Percentage
Male	40	80%
Female	10	20%
Total	50	100%

Source: Field survey 2008

4.2. Child causes of truancy

The results on the child causes of truancy affecting the academic performance of pupils are summarized in the table below

Table 2: Responses on whether Child causes of truancy are responsible for the low enrolment of pupils in primary school

	Item	Agree	Not Sure	Disagree
1	Low academics, particularly behind in reading and math	51%	9%	40%
2	Socially isolated, poor inter-personal skills, lack of positive peer relationships at school	59%	19%	30%
3	Negative peer relationships, older, non-school oriented friends	54%	16%	30%
4	Fear of school, teachers, and/ or administrators	57%	7%	34%
5	Mental and/ or emotional instability, childhood depression unidentified learning disabilities	56%	4%	40%

Source: Field survey 2008

Chart1: Responses on whether Child causes of truancy are responsible for the low enrolment of pupils in primary school
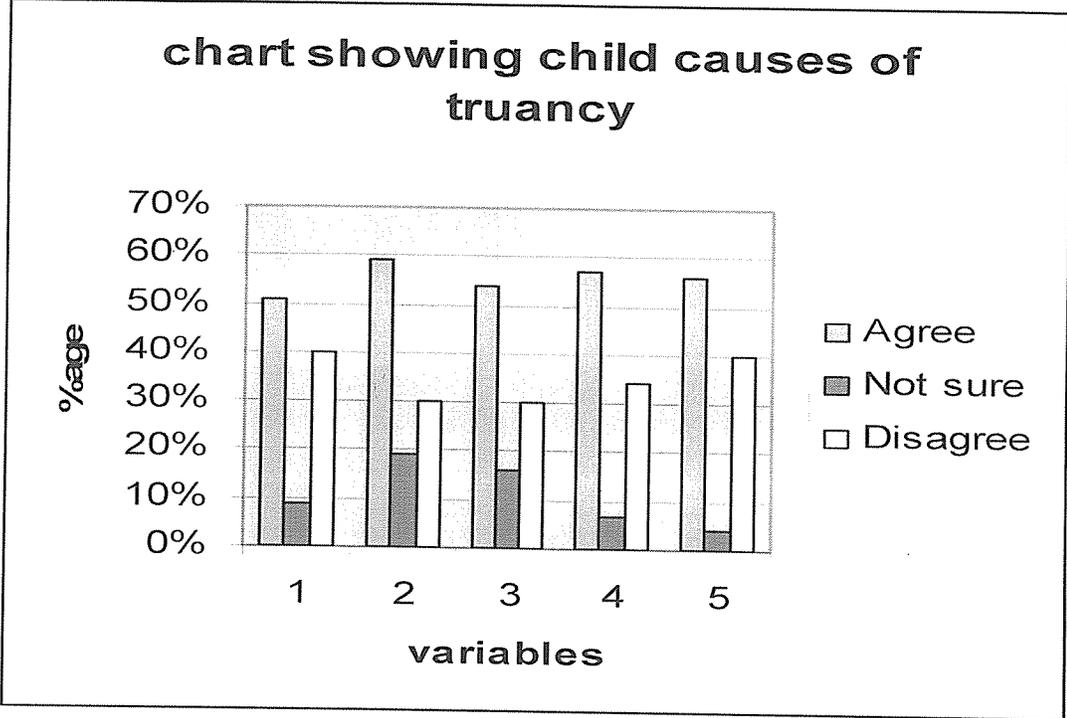
Results from the table and chart1 above indicate 59% of respondents are of the view that socially isolated, poor inter-personal skills, lack of positive peer relationships at school cause truancy. On the other hand 54% of the respondents are of the view that Negative peer relationships; older, non-school oriented friends are leading causes of truancy, 51% the respondents are of the view that truancy is cause by low academics, particularly behind in reading and math.

## 4.3. Family causes of Truancy

The results on the Family Causes of Truancy affecting the academic performance of pupils are summarized in the table below:

Table 3: Response on whether Family Causes of Truancy are responsible for the low enrolment of pupils in primary school

	Items	Agree	Not Sure	Disagree
1	Truancy is caused by parents are high-school dropouts	70%	10%	20%
2	Truancy is caused by Financial difficulties (lack of adequate nutrition, clothing, transportation, inability to pay fees)	58%	12%	30%
3	Truancy is caused by Ineffective parenting; lack of parental control and supervision	54%	10%	36%
4	Truancy is caused by Familial instability (one parent household, parental discord, poor parent-child relationship, frequent moving)	60%	7%	33%

Source: Field survey 2008

Chart 2: Response on whether School Factors causing Truancy are responsible for the low enrolment of pupils in primary school

chart showing school causes of truancy
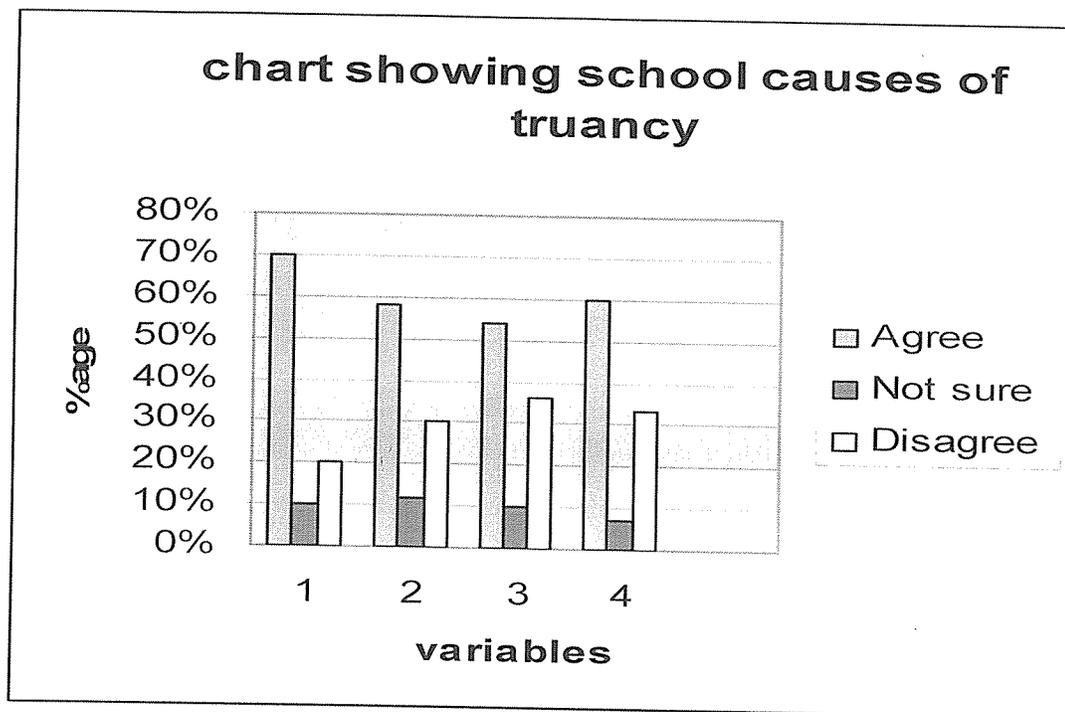
The results from table 3 and chart 2 shows that 70% of the respondents are of the opinion that Truancy is caused by parents are high-school dropouts. 60% of the respondents are of the view that Truancy is caused by Familial instability (one-parent household, parental discord, poor parent-child relationship, frequent moving). Further more 58% of the respondents are of the view that Truancy is caused by financial difficulties (lack of adequate nutrition, clothing, transportation, inability to pay fees)

4.4. School Factors Causing Truancy

The result on the School Factors Causing Truancy affecting the academic performance of pupils are summarized in the table below:

Table 4: Response on whether School Factors causing Truancy are responsible for the low enrolment of pupils in primary school

	Items	Agree	Not Sure	Disagree
1	Truancy is caused by insufficient counseling and guidance staff	72%	0%	28%
2	Truancy is caused by lack of parent0school administration and involvement	60%	2%	28%
3	Truancy is caused by Too weak, or too rigid administration of policies	60%	0%	40%
4	Truancy is caused by High student/teacher ratio	53%	7%	40%

Source: Field survey 2008

chart showing family causes of truancy
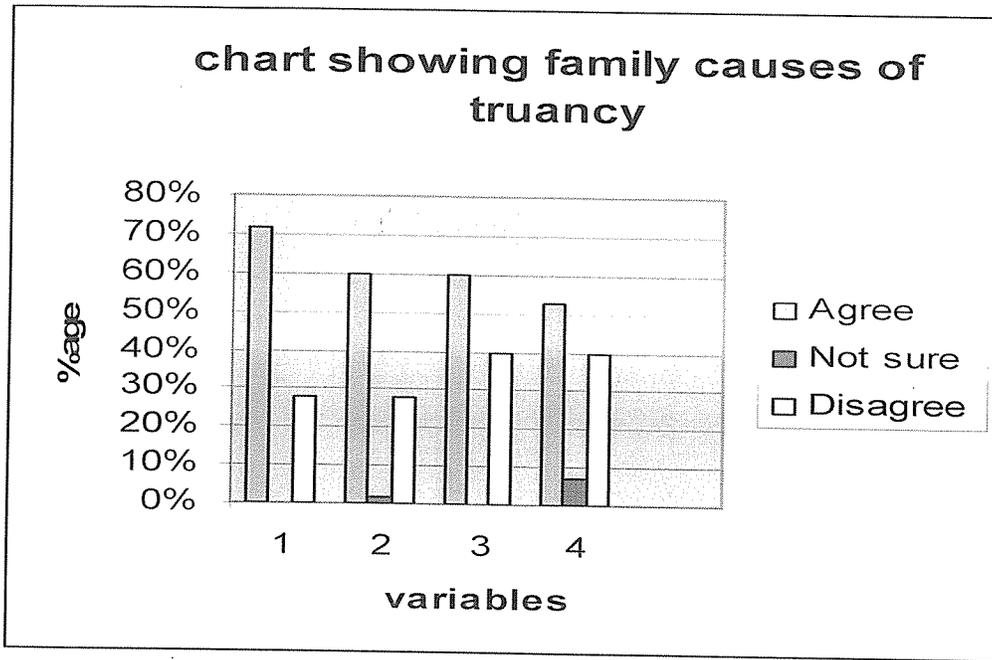
Results from table 4 and 3 show that 72% of the respondents agreed with the statement that Truancy is caused by insufficient counseling and guidance staff. Also 60% of the respondents agreed with the view that Truancy is caused by lack of parent-school communication and involvement. More still another 60% were also of the view that Truancy is caused by too rigid administration of policies.

CHAPTER FIVE

SUMMARY, CONCULSION AND RECOMMENDATIONS

5.1. Introduction

The study looked at the truancy and the academic performance of pupils in Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2. Summary of the major findings

5.2.1. Child causes of truancy

The first objective sought to investigate the child causes of truancy affecting the education of primary school pupils

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement

5.2.2. Family causes of Truancy

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement

5.2.3. School factors causing truancy

The third objective sought to investigate the school factors causing truancy affecting the education of primary school pupils

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and another 60% also agreed with the third statement and 56% of the respondents agreed with the fourth statement

5.3. Conclusions

5.3.1. Findings on Child Causes of Truancy affecting the education of primary school pupils

The findings revealed that the respondents were in agreement with the following statements: truancy is caused by low academics, particularly behind in reading a math, truancy is caused by socially isolated, poor inter-personal skills, lack of positive peer relationships at school among others.

5.3.2. Findings on Family causes of Truancy affecting the education of primary school pupils

The findings revealed that the respondents were in agreement with the following statement, truancy is caused by financial difficulties (lack of adequate nutrition, clothing, transportation, inability to pay fees), and Truancy is caused by Ineffective parenting, lack of parental control and supervision among others.

5.3.3. Findings on School Factors Causing Truancy affecting the education of primary school pupils

The findings revealed that the respondents were in agreement with the following statement. Truancy is caused by lack of parent-school communication and environment, Truancy is caused by Too weak, or rigid administration of policies among others.

5.4.   Recommendations

1. The government should construct facilities at school for teachers to teach in conducive environment in order to aid the better performance of pupils in their schools.

2. The government should have a policy in place that forces children to go to school with out fail. This will enable all children to be at school

3. The government should have a policy in place that forces parents to send their children to school

4. The community should be sensitized to encourage the sending of children so that they get access to education

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APPENDIX A: TRANSMITTAL LETER

APPENDIX B: QUESTIONNAIRE FOR WOMEN

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "Causes of truancy among students." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER
Male [ ]
Female [ ]

2. AGE
20-25 yrs [ ]
26-30yrs [ ]
31- 35yrs [ ]
36 and above [ ]

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

a). Child causes of truancy

1	Truancy is caused by low academic performance; particularly behind in reading and math	
2	Truancy is caused by socially isolated; poor inter-personal skills; lack of positive peer relationship at school	
3	Truancy is caused by negative peer relationship; older, non school oriented friends	
4	Truancy is caused by fear of school, teachers and / or administrators	

b). Family causes of truancy

1	Truancy is caused by parents are high- school dropouts	
2	Truancy is caused by financial difficulties (lack of adequate nutrition, clothing, transport and inability to pay school fees)	
3	Truancy is caused by ineffective parenting, lack of parental control and supervision	
4	Truancy is caused by familial instability (one- parent household, parental disorder, poor parent- child relationship and frequent moving)	

c). school factors causing truancy

1	Truancy is caused by insufficient counseling and guidance staff	
2	Truancy is caused by lack of parent- school communication and involvement	
3	Truancy is caused by too weak, or too rigid administration of policies	
4	Truancy is caused by high student/ teachers ratio	