

**INFLUENCE OF TRUANCY ON PUPILS' ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN KAKAMEGA
CENTRAL SUB-COUNTY, KENYA**

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**A PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENT OF THE AWARD OF A DEGREE IN MASTERS OF
EDUCATIONAL MANAGEMENT AND LEADERSHIP OF**

MOUNT KENYA UNIVERSITY

OCTOBER 2024

DECLARATION

I declare that this project is my original work and has not been presented for the award of a degree in any other University

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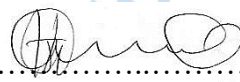
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DEDICATION

I dedicate this project work to my husband and children for the tireless help they accorded me during my studies.



ACKNOWLEDGEMENT

I owe a deep debt of gratitude to the many individuals who contributed to the successful completion of this project. First and foremost, I am profoundly thankful to my supervisor, Dr. Jane Amunga, for their tireless efforts in guiding me towards producing commendable work. I also extend my heartfelt thanks to my colleagues; Patricia Ambani and Gregory Kinyaga, whose invaluable input greatly aided me, and to my family, whose moral and financial support sustained me throughout this endeavor. Finally, I am deeply grateful to the Almighty God for His unending mercies and grace, which saw me through my entire studies.



ABSTRACT

Education is a continuous process of structured instruction aimed at achieving Sustainable Development Goals through pupils' academic performance. However, Kenyan primary schools encounter persistent challenges, including low grades, behavioral issues, lack of engagement, and difficulties in mastering basic academic skills, raising significant concerns due to truancy. Thus, the purpose of the study was to investigate the influence of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. The objectives of the study were to: Establish the influence of family-related cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya; determine the influence of school-related causes of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya; assess the influence of learner-specific cause of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya; and examine the influence of peer-group cause of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya. The information provided by this research will benefit policymakers, community members and academicians. The study employed a cross-sectional research design, targeting 768 respondents, including 67 deputy head teachers, 134 pupils and 567 class teachers. The sample size comprised 256 respondents, consisting of 24 deputy head teachers, 45 pupils and 205 class teachers, selected using a stratified random sampling technique. Data were collected through validated questionnaires and interview guides, with instrument reliability confirmed via a pilot study comprising 20 respondents, demonstrating a Spearman's rank correlation coefficient of 0.74. Quantitative data underwent descriptive and inferential statistical analysis, presented in tables, while qualitative data were analyzed for common themes, organized, and discussed within the study's main objective areas, with relevant quotations used to present findings. The findings of this study could prove beneficial for school teachers, administrators, ministry of education and parents who are vigilant in identifying and addressing such maladaptive behaviors among students. Helped policy makers to come up with policies and programs capable of promoting work skills among students. The research findings indicated a statistically significant correlation between causes of truancy, including family-related, school-related, learner-specific, and peer-group factors, and the academic performance of primary school pupils. Therefore, it is recommended that education policymakers devise and execute comprehensive guidelines and support systems to effectively manage and mitigate the various causes of truancy stemming from family, school, learners, and peer groups.

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ABBREVIATIONS AND ACRONYMS

BECE	Basic Education Certificate Examinations
ESCS	Aggregated Economic, Social, and Cultural Status
HLM	Hierarchical Linear Model
LGA	Local Government Area
MoE	Ministry of Education
MRCM	Multilevel Random Coefficient Modeling
NACOSTI	National Commission for Science, Technology, and Innovation
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, study objectives, research hypotheses, significance, scope, and limitation, delimitation of the study and the operational definition of terms.

1.1 Background of the study

Education involves a comprehensive and continuous process of structured instruction aimed at realizing Sustainable Development Goals (SDGs) through pupils' academic performance (Ferrer-Estévez & Chalmeta, 2021). Subsequently, fulfilling SDGs through pupils' academic performance involves educating them beyond traditional subjects, emphasizing sustainability, global citizenship, and critical thinking to foster the values and skills needed for sustainable development (Al-Kuwari, Al-Fagih, & Koç, 2021). Despite the global effort to enhance pupils' academic performance, concerns persist regarding low grades, behavioral issues, lack of engagement, and struggles with mastering basic academic skills (Govindarajoo, Selvarajoo, & Ali, 2022). This phenomenon can be attributed to a range of maladaptive behaviors that detrimentally affect the academic performance of affected pupils, all rooted in the causes of truancy (Klein, Sosu, & Dare, 2022). In developed countries, causes of truancy have been comprehensively addressed to boost academic success, but in Sub-Saharan Africa, it's a rising concern affecting current schooling and future prospects, indicating a substantial gap in addressing this challenge (Kadio, 2023).

This suggests that addressing causes of truancy is crucial for improving academic performance and achieving Sustainable Development Goals, particularly in regions like Sub-Saharan Africa where it poses a significant obstacle to education and future prospects.

Academic performance among pupils in primary schools refers to the educational achievements and outcomes of students enrolled in primary education (Engin, 2020). Primary school pupils, usually aged 6 to 12 years old, begin their formal education journey, focusing on foundational learning and academic development (Jakavonytė-Staškuvienė & Mereckaitė-Kušleikė, 2023). Academic performance typically, encapsulating grades or scores, participation in class activities, completion of assignments, and performance on standardized tests or assessments (Quílez-Robres, Usán, Lozano-Blasco, & Salavera, 2023). It is realized through addressing the causes of truancy comprehensively, where truancy refers to a learner's intentional absence from school without a valid reason during the compulsory education age (Keppens & Spruyt, 2020). This indicates that a thorough understanding and mitigation of the causes of truancy are essential for fostering improved academic performance among primary school pupils.

The causes of truancy are the various factors and circumstances such as family issues, school factors, economic impacts, and learner characteristics that lead to a learner's deliberate absence from school without a valid reason during the compulsory education age (Weathers, Hollett, Mandel, & Rickert, 2021). Family-related causes involve parents' education, occupation, supervision, and household income. School-related causes include school climate, class size, attitudes, addressing individual learners' needs, and the school's truancy discipline policy.

Learner-specific causes encompass physical and mental health issues, substance abuse, self-perception, and disengagement from school. Peer-group cause of truancy involves hanging out with peers, fear of social isolation, drug abuse peer pressure and sporting peer pressure (Halilu, 2020; Kaizar & Nwachukwu, 2023). This implies that understanding and addressing the multifaceted causes of truancy, are crucial for implementing effective interventions to reduce absenteeism and improve overall educational outcomes among students.

School failure and violence among adolescents are currently significant concerns for the global scientific and educational community (Montalbán & Ruíz-Valenzuela, 2022). In China, pupil performance and truancy are closely linked issues that educational authorities and policymakers consistently address (Li & Chan, 2023) with truancy remaining a concern in some regions (Jiang, Chen, & Jiang, 2024). Similarly, despite significant progress in educational attainment and performance in Spain (Gómez & Morales, 2024), truancy among primary school learners remains a major concern, with approximately one-third of children regularly skipping entire school days, neglecting homework, or being inattentive in class (Lázaro, Urosa, Mota, & Guzmán, 2020). This suggests that the ongoing issues of school failure, violence, and truancy among learners highlight the urgent need for global educational reforms and targeted interventions to address these pervasive challenges and improve student engagement and performance.

In Africa, pupils' academic performance is significantly undermined by truancy, which impedes the success of educational reforms and leads to widespread under achievement in various regions (Sekiwu, Ssempala, & Naluwemba, 2020). Particularly, despite numerous reforms by the Ghanaian government to improve basic education, a significant number of primary school pupils still fail to achieve the required passes in

the country's Basic Education Certificate Examinations (BECE), with truancy identified as a key factor (Essah, 2023). Similarly, in Nigeria, causes and consequences of truancy remains a major obstacle to pupils' academic success, prompting a closer examination of the quality and administration of primary education (Uguana, 2021). This implies that the widespread truancy in Africa significantly undermines pupils' academic performance, impedes educational reforms, and leads to underachievement, as evidenced by persistent low pass rates.

The demand for quality in the 21st century has prompted the Kenyan education system to rethink its approach to improvement (Inyega, Arshad-Ayaz, Naseem, Mahaya, & Elsayed, 2021). The goal is to enhance academic performance and other areas in line with established policies. However, pupils' academic performance is significantly undermined by truancy (Kukali, 2023) impeding educational reforms and leading to widespread underachievement in various regions (Evans & Acosta, 2023). Despite numerous reforms by the government to improve basic education in various parts of Kakamega County, a significant number of primary school pupils still fail to meet the required standards (Malack, 2020), with truancy identified as a key factor (Kotiano, Immonje, & Mabonga, 2022). This implies that despite efforts to enhance the Kenyan education system's quality and address academic performance issues, truancy remains a significant obstacle, hindering educational reforms and contributing to widespread underachievement, particularly in regions like Kakamega County. In this regard, the current study adopted cross-sectional research design to assess how causes of truancy influence the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

1.2 Statement of the problem

The essence of effective academic performance for primary school pupils is to achieve comprehensive mastery of foundational knowledge and skills, while nurturing critical thinking and a lifelong passion for learning, with success dependent on mitigating factors contributing to truancy (Keppens & Spruyt, 2020). Kenyan primary schools face persistent challenges such as low grades, behavioral issues, lack of engagement, and difficulties in mastering basic academic skills, prompting significant concerns. These issues may stem from underlying causes of truancy, which impede schools from realizing their educational objectives effectively, especially in different sub-counties within Kakamega County, Kenya. In the study area, the schools have continued to suffer truancy among pupils, the performance of these students is dismal. Schools that record low academic performance are attributed with those that pupils don't attend the school regularly. Most pupils have failed to attend the school on 100% attendance. For instance twenty schools recorded low academic performance in the past three years (County Education Report, 2023). Basing on the report given by the county director on truancy and performance clearly indicates that schools which record high number of truancy has performed dismally in the national exam. (county director of education). Despite global governmental efforts to advance education through policies and strategic plans, challenges persist, often exacerbated by a lack of triangulation in empirical studies. In this regard, the current study adopted cross-sectional research design to assess how causes of truancy influence the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

1.3 Purpose of the study

The purpose of this study investigated the influence of causes of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

1.4 Objectives of the study

The study was based on the following objectives:

1. To establish the influence of family-related cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.
2. To determine the influence of school-related causes of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya.
3. To assess the influence of learner-specific cause of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya.
4. To examine the influence of peer-group cause of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya.

1.5 Research Hypotheses

The study was guided by the following research hypotheses:

H₀₁: There is no significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya

H02: There is no significant association between school-related causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya

H03: There is no significant association between learner-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya

H04: There is no significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya

1.6 Significance of the study

Truancy prevalent in schools has been found to significantly impact adolescents in various ways, one of which is depriving them of fully benefiting from educational opportunities. Consequently, conducting studies of this nature offers the advantage of providing insights into the prevalence of truancy and its influence on individual students. The findings of this study could prove beneficial for school teachers, administrators, ministry of education and parents who are vigilant in identifying and addressing such maladaptive behaviors among students. Helped policy makers to come up with policies and programs capable of promoting work skills among students and reveal to the public sustainable strategies capable of eradicating truancy among pupils in public primary school. Finally, these findings could have significant implications for academic research, theory, and practical applications, potentially inspiring targeted educational interventions addressing the impact of truancy on the academic performance of primary school pupils in Kakamega Central Sub County, Kenya.

1.7 Scope of the study

The study covered the influence of causes of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. The study was conducted in 24 public primary schools. The study concentrated on the following objectives ; establish the influence of family-related cause of truancy on the academic performance, determine the influence of school-related causes of truancy on the academic performance , assess the influence of learner-specific cause of truancy on the academic performance ,examine the influence of peer-group cause of truancy on the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya. The study targeted Head Teachers and Class teachers in Kakamega central Sub County, Kenya. The study was conducted between January 2024 to July 2024.

1.8 Limitation of the study

The study encountered some limitations, including hostility from certain respondents who were hesitant to provide complete information, but the researcher addressed this by clarifying the study's purpose and assuring them of confidentiality for academic purposes only. Language barrier was another limitation and the researcher used an interpreter to talk to the parents in the native language. Some of the respondents had an attitude during data collection and fill the questionnaires for the sake of completing hence giving untrue results the researcher used other data collection tools like pupils' and teachers' documents as well as interviews. Additionally, some respondents displayed an indifferent attitude during data collection, leading to potentially inaccurate responses; however, to mitigate this, the researcher employed alternative data collection methods such as reviewing pupils' and teachers' documents alongside conducting interviews.

1.9 Delimitation of the study

The research was delimited to family-related cause of truancy, school-related causes of truancy, learner-specific cause of truancy and peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central in Kakamega central Sub County, Kenya.

1.10 Justification of the study

The World Bank, (2002) regards education as a key tool for development and a means of addressing structural inequality and disadvantage through provision of life skills which make people be in a position to prosper later in life. As this is what is known globally, the academic outcome of pupils in Kakamega central contradicts this stipulation; many of the pupils perform poorly in their academics. The study findings was useful to academic experts as it helped them understands the influence of truancy on pupils' academic performance in public primary schools.

1.11 Assumptions of the study

This study was based on the following assumptions:

That the respondents gave honest and reliable responses to the researcher.

That the sample of pupils used in this study was reasonable representation of the students in the whole of Kakamega central in Kakamega central Sub County, Kenya.

1.11 Operational Definition of Terms

Truancy is a state of staying away from a learning institution

Causes of truancy encompasses family-related causes, school-related causes, learner-specific causes and peer-group cause.

Family-related causes entails parents' education, occupation, supervision, and household income.

Learner-specific causes encompass physical and mental health issues, substance abuse, self-perception, and disengagement from school.

Peer-group cause of truancy involves hanging out with peers, fear of social isolation, drug abuse peer pressure and sporting peer pressure.

Pupils' academic performance involves achievement through grades or scores, participation in class activities, completion of assignments, and performance on standardized tests or assessments.

School-related causes include school climate, class size, attitudes, addressing individual learners' needs, and the school's truancy discipline policy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents reviews of the concepts of truancy and pupils' academic performance, empirical literature as per the study objectives, theoretical and conceptual framework and the research gaps.

2.1 Causes of truancy and pupils' academic performance

Truancy refers to the persistent absence of students from school without valid justification or permission. It encompasses instances where students skip classes, arrive late, or leave school premises during regular school hours without authorization. Truancy can manifest in various forms, ranging from occasional absences to habitual non-attendance. Factors contributing to truancy include disengagement from school, peer influence, family issues, socio-economic challenges, mental health issues, and negative school experiences. Truancy not only hinders academic progress and attainment but also undermines students' social and emotional development. Addressing truancy requires a comprehensive approach involving collaboration among schools, families, communities, and relevant stakeholders to identify underlying causes and implement effective interventions aimed at improving attendance and fostering student success (Keppens & Spruyt, 2020).

Truancy among students has become an increasingly prevalent issue, manifesting in various forms. Some students intentionally avoid attending school for the entire day, while others may attend but leave after break. Additionally, there are students who arrive at school late, skipping the initial part of the day.

Moreover, certain students may attend classes they find interesting but actively avoid those they dislike due to perceived hostility from the teacher or a dislike for the subject. Furthermore, there are students who attend school but opt not to go to their classes at all (Abubakar, 2021).

Occasional truancy is indicated by several behaviors: students may sporadically skip entire school days without a valid excuse; they might frequently neglect completing their homework; there can be instances of arriving late to school (tardiness); and students might be physically present in class but mentally or emotionally disengaged, showing minimal participation and attention, which is often referred to as passive truancy (Hassan, Shadrach, & Gboyega, 2024). Habitual truancy is characterized by several consistent behaviors: students frequently skip entire school days without valid excuses, regularly fail to complete their homework, and often arrive late to school (tardiness). Additionally, they may exhibit passive truancy, where they are physically present in class but mentally or emotionally disengaged, showing little to no participation or attention (Gerth, 2022).

Various professionals and authorities, including counselors, sociologists, psychologists, welfare authorities, and educators, have offered diverse definitions of truancy. Generally, truancy denotes the deliberate absence of a student from school without parental consent or valid excuses. It encompasses scenarios where registered students fail to attend classes as required by law (Heyne, 2024). Stoll suggests that a majority of students may skip individual lessons or entire school days at least once during their academic journey, often driven by desires to participate in special events, prepare for ceremonies, or simply take a “mental health day.” Truancy, in essence, reflects any intentional, unauthorized absence from schooling, typically characterized

as deviant behavior. Students may be absent without legitimate excuses, such as medical reasons, or they may attend school but choose not to participate in classes (Weathers, Hollett, Mandel, & Rickert, 2021).

Pupils' academic performance encompasses their achievements and outcomes in various educational domains, including but not limited to, coursework, exams, standardized tests, and overall grades. It reflects their ability to comprehend and apply knowledge, engage with learning materials, demonstrate critical thinking skills, and meet established educational standards or expectations (MacCann, et al., 2020). Academic performance is influenced by a multitude of factors, including individual abilities and talents, socioeconomic background, family support, school environment, teaching quality, and access to resources and opportunities. It serves as a measure of pupils' academic growth and development over time, providing insights into their strengths, weaknesses, and areas for improvement. Effective assessment and evaluation of pupils' academic performance are essential for informing instructional practices, identifying interventions, and supporting their educational journey towards achieving academic success (Asio & Jimenez, 2020).

2.2 Family-related causes of truancy and learners' academic performance

Family-related causes of truancy are diverse and deeply interconnected with familial dynamics and socio-economic factors. These causes include insufficient parental supervision or involvement in their child's education, parental conflicts or neglect, financial hardships preventing access to essential schooling resources like uniforms or transportation, and unstable family environments marked by domestic violence, substance abuse, or mental health issues. Poor communication and strained relationships between parents and children, along with inconsistent discipline or harsh parenting styles, can lead to disengagement from school and increased absenteeism.

Additionally, intergenerational patterns of truancy may emerge from familial attitudes towards education, potentially perpetuating these behaviors across generations. These factors highlight the complex interplay between home environments and academic outcomes, emphasizing the need to address familial challenges to reduce truancy and promote regular school attendance (Knage, 2023).

Fornander and Kearney (2019) explored family environment variables as predictors of school absenteeism severity at multiple Levels: Ensemble and Classification and Regression Tree Analysis. The study utilized ensemble and classification and regression tree analysis to identify potential family environment risk factors among youth (i.e., children and adolescents) at different levels of school absenteeism severity. Higher levels of absenteeism were also examined on an exploratory basis. Participants included 341 youth aged 5–17 years ($M = 12.2$; $SD = 3.3$) and their families from an outpatient therapy clinic (68.3%) and community (31.7%) setting, the latter from a family court and truancy diversion program cohort. Family environment risk factors tended to be more circumscribed and informative at higher levels of absenteeism, with greater diversity at lower levels. Higher levels of absenteeism appear more closely related to lower achievement orientation, active-recreational orientation, cohesion, and expressiveness, though several nuanced results were found as well. Absenteeism severity levels of 10–15% may be associated more with qualitative changes in family functioning. These data may support a Tier 2-Tier 3 distinction in this regard and may indicate the need for specific family-based intervention goals at higher levels of absenteeism severity.

Sanchez, Oman, Lensch and Yang (2022) examined the prospective associations between 17 individual, family, and community level youth assets and truancy among

adolescents living in 1-parent and 2-parent households. Five waves of data were collected annually over a 4-year period from a racially/ethnically diverse sample of adolescents (N = 722, 51.5% female, mean age = 14.1 years). Generalized linear mixed models were used to identify prospective associations between youth assets and truancy while stratifying by family structure and controlling sociodemographic characteristics. The study revealed that the significant asset/truancy associations were stronger for adolescents living in 1-parent households, whereas for adolescents living in 2-parent households, more of the community assets were significantly protective ($p < .05$) from truancy.

Armfield, *et al.*, (2020) demonstrated demonstrates the potential scope for reducing problem absenteeism and helps inform the public debate regarding how the type and timing of CPS involvement might ameliorate or exacerbate harm for children. The study revealed that children with substantiated maltreatment had 4.1 times more unexplained and problem absences than children with no CPS involvement. In multivariate analyses, children with substantiated maltreatment had significantly greater “chronic” truancy ($OR = 3.41$) and less “acceptable” levels of absences ($OR = 0.74$) compared to children with no CPS involvement. Greater absenteeism was seen for children with substantiated neglect and who had their first CPS notification earlier in life. Being in out-of-home care for 3+ years was a protective factor for children who had a CPS notification before age 5. Additional adversities had a strong additive effect with CPS involvement on absenteeism and chronic truancy. This study demonstrates the potential scope for reducing problem absenteeism and helps inform the public debate regarding how the type and timing of CPS involvement might ameliorate or exacerbate harm for children.

Klein, Sosu, & Dare (2020) investigated whether and to what extent various dimensions of socioeconomic background (parental education, parental class, free school meal registration, housing status, and neighborhood deprivation) predict overall school absences and different reasons for absenteeism (truancy, sickness, family holidays and temporary exclusion) among 4,620 secondary school pupils in Scotland. Students were drawn from a sample of the Scottish Longitudinal Study comprising linked Census data and administrative school records. Using fractional logit models and logistic regressions, we found that all dimensions of socioeconomic background were uniquely linked to overall absences. Multiple measures of socioeconomic background were also associated with truancy, sickness-related absence, and temporary exclusion. Social housing and parental education had the most pervasive associations with school absences across all forms of absenteeism.

Abdullah and Teacher II (2020) determined the effect of habitual absenteeism on the academic performance of low performing students. A descriptive correlational research design was utilized to facilitate comprehensive analysis and interpretation of data. Respondents included students, their close friends, and parents. Student absenteeism was assessed using a survey questionnaire, while academic performance was evaluated through document analysis. Statistical methods such as mean, t-test, ANOVA, and Pearson r were employed to provide precise descriptions of the collected data. The analysis revealed that absenteeism among male students was significantly higher than among females. Furthermore, the reasons for chronic absences reported by students were corroborated by their parents but contradicted by their friends. Importantly, the study found that student absenteeism had a detrimental impact on academic performance.

Nyberg (2023) analyzed if there are differences in family factors among youth who are absent due to medical absence as compared to youth with truancy. Data for this cross-sectional quantitative study were acquired from the Finnish School Health Promotion (SHP) study, a nationally distributed survey for Finnish children and adolescents in certain age groups. The responses of 8th and 9th-grade students from the 2017 SHP survey were used. The family factors consisted of the socioeconomic status (SES), living arrangements, changes in the family constitution, and other family dynamic patterns, such as communication habits. The results were mostly in line with previous studies on absence from school and family factors, but some deviant results were also found. For example, the risk for medical absence was found to be higher than the risk for truancy for youth who recently had one parent unemployed, a family with a poor financial situation, in a recent formation of a blended family, or not spending enough time together as a family.

Seidu, Arthur-Holmes, Agbaglo and Ahinkorah (2022) examined truancy: How food insecurity, parental supervision, and other factors influence school attendance of adolescents in Seychelles. Utilizing data from the 2015 Seychelles Global-based School Health Survey, this study examined factors associated with truancy among 1,833 in-school adolescents. Employing descriptive statistics and binary logistic regression, the analysis aimed to model these factors. The findings indicated a truancy prevalence of 25.9% among in-school adolescents. Notably, students whose parents monitored their activities during free time exhibited reduced odds of being truants (AOR = 0.78, 95% CI = 0.61, 0.89).

Marlow and Rehman (2021) conducted a meta-analytic review, this study aimed to explore the correlation between Positive Family Processes (PFP) and Negative Family Processes (NFP) with school absenteeism and dropout rates among primary and secondary school students. Through systematic searches across five electronic databases and reference lists of relevant articles, 33 studies were identified for analysis. The investigation revealed a significant negative association between PFP and school absenteeism and dropout rates, and conversely, a significant positive correlation between school absenteeism and dropout rates and NFP. The findings suggested that Negative Family Processes (NFP), including conflict, maltreatment, inadequate supervision, and harsh punishment, heightened the likelihood of absenteeism and dropout. Furthermore, the study observed that the relationship between Positive Family Processes (PFP) and school absenteeism and dropout rates was most pronounced among primary school students. Conversely, the correlation between Negative Family Processes (NFP) and absenteeism and dropout rates was strongest among secondary school students.

Lázaro, Urosa, Mota and Guzmán (2020) analysed the prevalence and types of truancy in a population of students with high social risk in Madrid city, studying the relationship between truancy and their school performance. Mentor teachers from both preschool and primary stages participated in answering a questionnaire (N = 120), providing insights on a total of 433 students across 12 different schools. The findings unveiled a concerning prevalence of various forms of truancy (Active and Passive). Notably, 46.86% of students were found to skip entire days without valid excuses, while 42.51% habitually neglected their homework. Moreover, the study revealed that high truancy rates were common, especially in children of low-income households. Therefore, the study revealed meaningful correlations between truancy and academic performance.

Anim, Baidoo-Anu, Gyamerah and Agyemang-Duah (2023) examined the relationship between family characteristics and Junior High School students' absenteeism in selected schools in the Asante Akyem Central Municipality of Ghana. This study comprised 408 students and sheds light on the pivotal role of family dynamics, parental economic status, maternal income, and parental-teacher association meeting attendance in shaping student absenteeism. Notably, the research revealed that higher maternal income was associated with a reduction in the frequency of student absenteeism from school. This underscores the importance of recognizing the impact of family-related factors on student attendance patterns, emphasizing the need to foster a supportive family environment to enhance student attendance and engagement in school.

Nasution and Fadillah (2024) determined and analyzed the relationship between parental attention and learning motivation and the expected behavior of Alwashliyah MAs students in Tebing Tinggi City. This research uses a quantitative research method, namely the method for collecting research data using a questionnaire with respondents to obtain information about the variables studied using a questionnaire. The research results show a significant negative relationship between parental attention and supportive behavior as seen from the coefficient value (R_{xy}) = -0.572 with $p = 0.000 < 0.050$. the terminate coefficient (R^2) value is 0.327, meaning that parental attention contributes 32.7% to students' correct behavior at MAs Alwashliyah, Tebing Tinggi City.

Steve, Fadipe and Kayode (2022) determined the causes and consequences of truancy among in-school adolescents in Oyo North Senatorial District of Oyo State. The study employed a descriptive survey method to select 400 in-school adolescents, utilizing purposive, stratified, and simple random sampling techniques.

Reliability was established through the test-retest method, yielding a coefficient of 0.89. Hypothesis testing utilized t-tests and ANOVA at a significance level of 0.05. The findings revealed that high levels of poverty, lack of discipline, and inadequate guidance and counseling were the primary causes of truancy among students. The consequences included poor academic performance, class repetition, and school dropout.

Urien and Enoje (2024) examined impact of bullying on Delta State secondary school students' truancy rate. The study adopted Ex-post-facto research design using descriptive and correlation methods with questionnaire being the main instrument used for data collection. The validity and reliability of the instrument was established with a coefficient of 0.82 and 0.772 for bullying and truancy rate respectively. The findings showed that indicate that bullying have effects on Delta State secondary school students' truancy rates, showed a statistically significant positive correlation between the rate of truancy among Delta State secondary school students and verbal bullying, showed a substantial positive correlation between the rate of truancy among Delta State secondary school students and physical bullying. Based on the conclusion it was recommended among that in order to prevent absenteeism, parents should continuously monitor and inquire about their children's school activities to find out when they are being bullied, to prevent needless punishment and bullying by instructors and older pupils, the school administration should review its disciplinary policies and procedures

Daka,(2021) investigated the causes of learner absenteeism, the impact it has on academic performance and ways of averting learner absenteeism for the learners from Kalingalinga and Simweendengwe primary schools and their catchment area. The study employed a mixed-methods design, utilizing questionnaires, research interview guides,

and focus group discussions. The research population comprised 120 respondents, including 40 education administrators and teachers, 40 randomly selected parents, and 40 learners purposively selected. Data gathered through questionnaires underwent analysis using the Statistical Package for Social Sciences (SPSS), while data from focus group discussions were thematically analyzed. The findings highlighted home-related factors as the primary cause of learner absenteeism.

Ojewola (2022) investigated the influence of family and school types on truancy behaviour of secondary school students in Ogbomosho, Nigeria. Descriptive survey research design was adopted for this study. The population consisted of all the secondary school students in Ogbomosho; the sample was made up of 300 respondents from both the public and private schools in Ogbomosho. Simple and stratified random sampling techniques were used to select the schools and students that participated in the study. A self-designed instrument was used to collect information on the influence of family and school types on truancy behaviour of secondary school students. The result indicated that family types had influence on truancy behaviour among secondary school students in Ogbomosho. It showed that students from separated families were more influenced with truancy behaviour than those from intact families. The result also showed that school types influenced truancy behaviour among secondary school students

Onongha (2020) examined family type and truancy behaviour among secondary school students in Oriade Local Government Area (LGA) of Osun state, Nigeria. The study employed the descriptive survey design of the ex-post facto approach. The results revealed no significant variation in truancy behaviour among secondary school students from intact families, single-parent families and stepfamilies in Oriade LGA of Osun

State. ($f=1.19$, $p>70.05$). The results further indicated significant gender difference in family type suggestion of truancy behaviour between: males in intact families and females in stepfamilies. Based on the findings of the study, it was recommended that, parents irrespective of family type should adequately supervise their children (biological or step) and sufficiently monitor both their indoor and outdoor activities.

2.3 School-related causes of truancy and learners' academic performance

School-related causes of truancy are diverse and encompass factors such as ineffective teaching methods, rigid school policies, bullying, and inadequate resources. Ineffective teaching methods, such as monotonous lectures, can lead to student disinterest and boredom. Rigid school policies and disciplinary measures, coupled with a lack of teacher support, can create unwelcoming environments for students. Bullying and peer pressure further contribute to student absenteeism. Moreover, inadequate resources like outdated textbooks hinder student engagement. Addressing these causes necessitates a comprehensive approach focusing on creating positive learning environments, fostering student-teacher relationships, and implementing strategies to prevent bullying and improve resources (Virtanen, Räikkönen, Lerkkanen, Määttä, & Vasalampi, 2021; Kearney & Childs, 2023).

Yetişir and Batı (2021) examined the effect of school and student-related factors on PISA 2015 science performances in Turkey. The PISA 2015 data were analyzed using the Hierarchical Linear Model (HLM). Two models were constructed to explore the impact of Aggregated Economic, Social, and Cultural Status (ESCS) at the school level. Model 1 included factors such as shortage of educational materials, staff shortages, student behaviors, and teacher behaviors. Model 2 incorporated aggregated ESCS alongside these variables.

The results indicated significant associations between school-related factors, particularly staff shortages, student behaviors, and aggregated ESCS indexes, and students' science performance. Notably, when controlling for aggregated ESCS, the school-level variables demonstrated a greater impact on students' science performance.

Wattoo, Malik, Shahzad and Iqbal (2021) explored organizational climate factors contributing to secondary school students' truancy. A sample of 200 students was randomly selected from a large demographic pool involving the use of a questionnaire developed by the researchers. Analysis of the raw data was conducted using the latest version of SPSS (Statistical Package for Social Sciences), employing statistical methods such as mean score and standard deviation. Findings indicated that strict school regulations and teacher demeanor were identified as factors contributing to student absenteeism. The study also revealed that irregular parent-school meetings, overly stringent school rules, and excessive homework assignments from teachers were associated with increased school absences among students. These findings underscore the multifaceted nature of organizational climate factors influencing student attendance patterns.

Sideridis and Alamri (2023) examined the predicting academic achievement and student absences in high school: The roles of student and school attributes. The study comprised 528,854 participants who undertook the Standard Achievement Admission Test (SAAT), alongside various demographic variables. Participants had a mean age of 19.7 years, with a standard deviation of 1.87. Among them, there were 234,813 males and 294,041 females. Utilizing Multilevel Random Coefficient Modeling (MRCM), the study aimed to discern predictors of academic achievement.

The findings highlighted the positive influences of female gender, parental education levels, attendance at religious or large schools, and smaller student-to-teacher ratios. Conversely, student absences, older age, and enrollment in new schools were associated with negative outcomes. These results are analyzed within the context of new educational reform policies in the Kingdom of Saudi Arabia.

Bajon (2022) identified the causes, effects and remedies of truancy among secondary school students in Jalingo Taraba State, Nigeria. The study revealed that truancy stems from various factors including an unsupportive school environment, instances of bullying, and ineffective teaching methods. Furthermore, the consequences of truancy were identified as diminished academic performance. The study found out that the causes of truancy are unconducive school environment, bullying and wrong teaching methods. The effects of truancy are school dropout, poor academic performance, engagement in crime, violence, drug abuse, family instability and poor self-esteem. The study recommended among other things that parents should supervise and monitor their children's academic activities and the government should provide adequate facilities in schools.

Bassey (2020) investigated the influence of truancy on the academic performance in English language of secondary school students in Calabar Municipality of Cross River State, Nigeria. The study utilized a descriptive research design with a sample size of 200 respondents, randomly selected through the simple random sampling technique. Data collection employed an English Language achievement test and a questionnaire. These instruments underwent face and content validation by experts in measurement and evaluation. The reliability of the instruments was assessed using the test-retest reliability method.

The findings indicated a significant influence of truancy on the academic performance of secondary school students in English language. Consequently, it was recommended that well-behaved students receive special recognition or awards from both the school and other supportive individuals, as suggested by the school authority.

Šuhajdová and Gubricová (2023) examined the truancy issue among students in adolescence and consequently to point out the possibilities of the social pedagogue in dealing with this socio-pathological phenomenon in the school environment. The results show that students in the period of adolescence have either direct or indirect experience of truancy, while problems in the family (poor financial situation, indifferent attitude of parents, alcoholism), drug experience to addiction in students, teacher's personality, dissatisfaction with the course and form of teaching in the school environment and its late and/or improper prevention were identified as the causal conditions of its existence. Strategies for action and intervention may include but are not limited to intervention programmes, offering extracurricular activities and programmes reflecting the interests and needs of students, interdisciplinary cooperation, working with teachers and working with students' families.

Ofori and Yankyerah (2022) determine the prevalence of truancy as well as factors related to it. Although there is a substantial amount of research on truancy, few studies have sought to explore the multifaceted factors that amplify or mitigate this canker. This review work is based on 120 research papers from digital resources. Findings from various studies examined, identified the family, school related problems and the student themselves as the major factors contributing to truancy among the students. The findings from the review also indicated that supportive leadership, devoted and supportive staff, school-wide behaviour control, and efficient academic education are

school-level features that can assist reduce truancy among students. For schools, parents and districts that want to put strategies in place that may shield students from the dangers of truancy, implications and recommendations are provided.

Ampofo, Opoku and Opoku-Manu (2022) conducted a study on truancy as Predictor of Poor Academic Performance among Junior High School Students in Ashanti Mampong Municipality of Ghana. The study employed descriptive and correlational research methodologies along with a questionnaire to gather data. Using a multi-stage sampling procedure, a sample size of 331 was determined, consisting of 206 pupils and 25 teachers. Findings from the study indicate that teachers' attitudes, corporal punishment/bullying, lack of parental supervision, broken households, peer influence, and poverty are the primary factors predicting truancy among Junior High School pupils. Interestingly, the study also found a positive correlation between school environment and truancy.

2.4 Learner's-specific cause of truancy and learners' academic performance

Learner-specific causes of truancy encompass individual challenges faced by students that result in their absence from school. These factors include personal issues like mental health struggles such as anxiety or depression, family-related problems such as domestic conflicts or care giving responsibilities, and socioeconomic challenges like poverty or homelessness. Moreover, peer influences, such as association with delinquent peers or pressure to engage in risky behaviors, can contribute to truancy. Academic difficulties, including learning disabilities or disinterest in school subjects, may also deter students from attending classes (Zemančíková & Mikulová, 2022).

Aqeel and Rehna (2020) examined the association among school refusal behavior, self-esteem, parental school involvement and aggression in punctual and truant school-

going adolescents: a multilevel analysis. The current study adopted a purposive sampling technique and utilized a cross-sectional design. Participants were categorized into three heterogeneous sub-groups: school truant students, park truant students, and punctual students. The findings revealed a positive correlation between parental school involvement and higher levels of self-esteem among school truant students. The study underscores the importance of developing indigenous school-based interventions in the Pakistani context to reduce school truancy. This entails addressing predisposing vulnerable factors while supporting and promoting protective internal factors.

Declan (2021) delved into the influence of truancy on the academic performance of primary school students in Ilorin East Local Government Area of Kwara State was the focus of this study. From a pool of 20 primary schools, 200 students were purposefully chosen. Using a mix of statistical tools like frequency counts, percentage analysis, t-tests, and ANOVA, the gathered data was examined. The findings revealed a clear negative correlation between truancy and academic performance across different demographics such as gender, age, and parental background. Notably, there was a significant divergence in the impact of truancy based on the educational attainment of parents. To address this issue, the study suggests the implementation of guidance and counseling services in primary schools to support students facing such challenges.

Keppens and Spruyt (2020) the effects of truancy are extensive, with negative ramifications at numerous levels of society. Truancy has been linked to maladaptive behavior, poor academic performance, school dropout, substance misuse, criminality, and teenage pregnancy. Evidence shows that truancy is a predictor of bad adult outcomes such as aggression, marital instability, employment instability, adult criminality, and incarceration in the long run.

Furthermore, due of its link to delinquency, criminality, and other bad adult outcomes, truancy has a detrimental impact on the community. The most evident consequence of persistent absenteeism is student dropout.

Sekiwu, Ssempala and Naluwemba (2020) investigated the relationship between school attendance and academic performance in UPE schools in Rubanda district of Uganda. Analyzing data from a sample of 104 participants, the researchers found that UPE schools perform worse in internal examinations but better in national examinations. Regular school attendees show different performance levels compared to chronic absentees. There is a positive correlation between school attendance and academic performance ($R = 0.365$), with school attendance accounting for 11.8% of the variation in academic performance, while the remaining 88.2% is influenced by other factors.

Halilu (2020) examined the strategies used by teachers and parents in curtailing truancy among Junior Secondary School Students. The paper also dealt with what other authors said are the possible causes and solution to the problem. To get the actual causes of this problem, oral interviews were conducted for various groups of people in the school and the community. Some causes of the problem were identified, solutions and recommendations which the reader shall come across were highlighted. The study revealed that since truancy has been identified as a problem caused by different number of ways and has affected the truant and even the society in one way or the other.

Kaizar and Nwachukwu (2023) investigated effects of truancy behaviour on academic performance of secondary schools' students in Ndokwa East L. G. A of Delta State. The study employed a correlational research design, utilizing a random sampling procedure. Data collection instruments included the Truancy Behavior Scale (TBS) alongside students' academic performance records sourced from the school.

The truancy behavior variables exhibited a content validity of 87.87% and a construct validity ranging from .35 to .89. The reliability index for the truancy behavior scale was calculated at $\alpha=.96$ with a significance level of $P \leq 0.5$. Findings revealed a relationship between truancy behavior and academic performance, while no significant relationship was found between truancy behavior and academic performance based on gender among secondary school students in Delta State.

2.5 Peer-group causes of truancy and learners' academic performance

Peer-group causes of truancy involve influences from students' social circles that lead to their absence from school, often due to peer pressure and conformity to group norms. Negative peer influences, including association with disengaged peers, can worsen truancy rates by encouraging socializing over attending classes. Environments characterized by a lack of academic motivation or defiance towards authority may further normalize truancy. Addressing these causes entails promoting positive peer relationships, fostering academic engagement, and implementing interventions to counter negative peer influences within school communities. Peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to, or might not otherwise choose to do. Peers are people who are part of the same social group, so the term "peer pressure" refers to the influence that peers can have on each other (Baskerville, 2021).

Aman, Batool and Mushtaq (2021) explored the effect of peer and family Relations on Truancy in Public Sector Institutions. The survey research design was employed in the present study, involving a sample of both male ($n = 150$) and female ($n = 150$) participants from various universities, colleges, and schools. Participants were selected using purposive convenient sampling methods.

Data were gathered using the Index of Peer Relations (Hudson, 1992), the Index of Family Relations (Hudson, 1992), and the Truant Behavior Questionnaire (Scott, 1996). The collected data underwent standardized collection procedures and were analyzed using SPSS-23 software. The findings revealed that peer and family relations were negatively associated with truancy.

Essah (2023) identified the causes and level of truancy among basic school pupils of Adjena United Basic school in Asuogyaman District, Ghana. The research employed a case study design, utilizing simple random sampling to select pupils from primary classes at Adjena United Basic School. Employing purposive sampling, a population of 120 pupils was selected from a target group of 90. Data collection was conducted via questionnaires. Findings indicated that peer group pressure was the predominant cause of truancy according to students' perspectives. Overall, there was a notable prevalence of truancy among pupils at Adjena United Basic School. Furthermore, regression analysis revealed a significant impact of truancy on the academic performance of pupils in the same school.

Fareo (2019) examined the influence of truancy on the academic performance of secondary school students in Maiha Local Government Area, Adamawa State. Employing a descriptive research design, the study selected four secondary schools. Data analysis involved frequency counts and percentages to address the formulated research questions. Additionally, t-tests and chi-square tests were employed to examine the three hypotheses. The findings indicated strong agreement among students with statements that they preferred staying around with my friends rather than coming to school (211 students, 52.75%) and liked hanging out with my friends playing computer games (240 students, 60%).

Omolekan and Ajayi (2023) investigated truancy, indiscipline and peer pressure as correlates of students' academic performance in social studies in Upper Basic Schools in Ido/Osi Government Area of Ekiti State, Nigeria. The study adopted a correlational research design with a sample of 100 upper basic 3 students selected from 5 out of 16 public upper basic schools in Ido/Osi LGA of Ekiti State, Nigeria, using multistage sampling techniques. The findings revealed a significant relationship between truancy and students' academic performance [$F_{1, 99} = 34.737$; $p < 0.05$], as well as a significant relationship between peer pressure and students' academic performance [$F_{1, 99} = 10.319$; $p < 0.05$]. It was recommended that, to improve students' academic performance in social studies, school administrators, including principals and vice-principals, should establish disciplinary committees to reduce or curb truancy, indiscipline, and negative peer influences among students in upper basic schools.

Tanko and Ajayi (2023) investigated the relationship between socio-economic status, truancy, learning styles, peer pressure, and gender as correlates of undergraduate students' academic performance at Taraba State University (TSU), Jalingo, Nigeria. A correlational research design was adopted, with a sample of 150 undergraduate students from the Faculty of Education at TSU, selected using multistage sampling techniques. The reliability of the STLPGQ was confirmed through trial testing, yielding a Cronbach Alpha coefficient of 0.89. The results indicated a significant relationship between peer pressure and undergraduate students' academic performance [$F_{1, 133} = 19.119$; $p < 0.05$]. It was recommended that educational administrators and lecturers implement disciplinary measures to mitigate peer pressure. Additionally, parents should assist in properly monitoring undergraduate student activities to curb peer pressure and enhance academic performance at TSU, Jalingo.

Yankyerah, Asare and Ofori (2023) identified the factors influencing truancy among Senior High school students in the Offinso Municipality of Ghana. There were 429 data-producing respondents comprising heads of institutions, teachers, students and parents who responded to the questionnaire. From the responses, we found that the sources of truancy among the students included the teachers, parents, school environment and the students themselves. The study results show that peer influence is the most common factor causing senior high school students in the municipality to be truants. Based on the study findings, we recommend, among others, intensified supervision of both students and teachers as well as strengthening Guidance and Counselling services among high schools in the Municipality and elsewhere.

2.6 Theoretical Framework

This study employed Social Control Theory, which was put forth by Hirschi in 1969 (Fegley-Villalba, 2014). The theory emphasizes the importance of connections with individuals or organizations that uphold conventional principles and standards (Fegley-Villalba, 2014). Weak connections increase the likelihood of engaging in risky behaviors. Social Control Theory identifies four elements that determine the strength of attachment bonds: A) emotional attachment to close individuals like relatives, mentors, and peers, B) commitment to societal engagements, C) participation in community affairs, and D) belief in communal norms (Laub & Costello, 2020). Emotional connectedness to important individuals guides one's actions according to the wishes and expectations of significant others. For a truant to change, they must form attachments with significant others. The family holds the greatest responsibility for encouraging good behavior, and the school environment must reinforce social rules.

Social Control Theory is highly relevant to a study on the causes of truancy and pupils' academic performance. This theory posits that individuals refrain from deviant behavior, such as truancy, when their bonds to society are strong. These bonds include attachment to family, commitment to school, involvement in conventional activities, and belief in social norms (Vadivel, Alam, Anwar, & Teferi, 2023). By applying Social Control Theory, researchers can explore how the weakening of these bonds due to factors like family issues, disengagement from school, lack of extracurricular involvement, or diminished belief in the value of education contributes to truancy (da Fonseca, Santos, & Santos, 2024). Understanding these dynamics can help in developing interventions that strengthen these social bonds, thereby reducing truancy and improving academic performance.

2.7 Conceptual Framework

The study anticipated that the independent variable, causes of truancy, encompassing family-related causes, school-related causes, learner-specific causes and peer-group cause, would influence the dependent variable, pupils' academic performance. Subsequently, pupils' academic performance was measured in terms of grades or scores, participation in class activities, completion of assignments, and performance on standardized tests or assessments. Family-related causes involve parents' education, occupation, supervision, and household income, all of which were expected to influence pupils' academic performance. Likewise, school-related causes include school climate, class size, attitudes, addressing individual learners' needs, and the school's truancy discipline policy, all expected to influence pupils' academic performance. Furthermore, learner-specific causes encompass physical and mental health issues, substance abuse, self-perception, and disengagement from school, all expected to influence pupils' academic performance.

Finally, peer-group cause of truancy involves hanging out with peers, fear of social isolation, drug abuse peer pressure and sporting peer pressure, all expected to influence pupils' academic performance.

Truancy

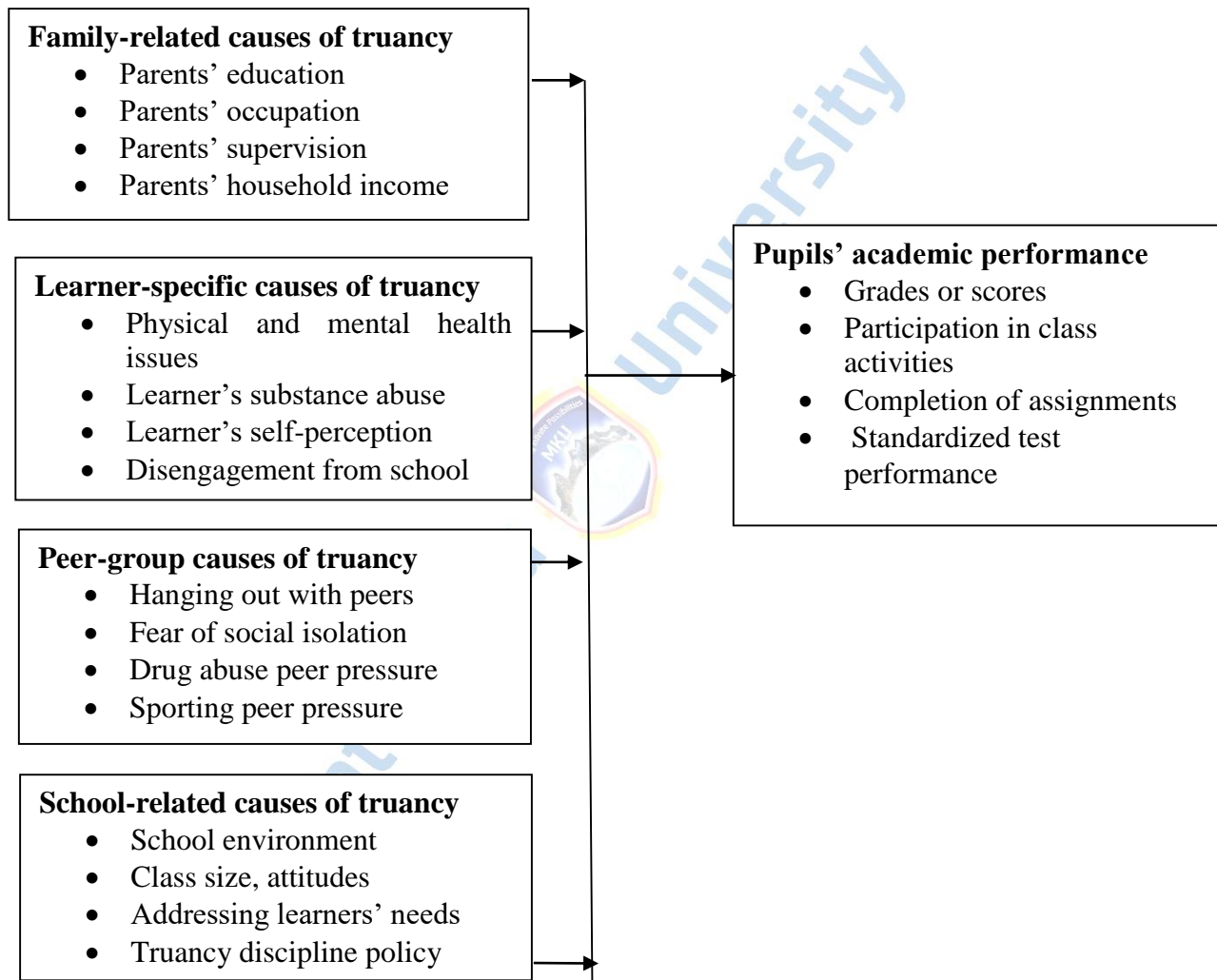


Figure 1: Conceptual Framework

2.8 Knowledge Gap

The literature reviewed so far has considered truancy as a closed set. It has not specifically analyzed the rate of truancy among boys and girls.

This study intended among other aspects to explore further victims of this incidence between boys and girls. If those leading into truancy were boys or girls, what could be the causes for that. Furthermore, the literature reviewed was related to other areas in of the world different from Kakamega Central. This study intends to bridge the noted gaps.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and covers the research design, target population, sample and sampling techniques, research instruments, validity of and reliability of instruments, data collection procedures and data analysis techniques.

3.1 Research Design

The study utilized a cross-sectional research design, which involves collecting data at a single point in time to analyze relationships between variables within a specific population (Orodho, 2005). This design was selected for its ability to quickly and effectively examine these relationships within a defined population at a single moment. The study adopted descriptive survey design. This design was most appropriate for this study as it enabled description and exploration of influence of truancy on pupils' academic performance. Additionally, the descriptive survey design attempts to collect data from members of a given population to determine the status of a particular population with respect to one or more variables Mugenda and Mugenda (2003). Quantitative data will be collected using survey questionnaires.

3.2 Location of the study

The study was conducted in Kakamega Central Sub-County, located in Kakamega County, Kenya. This sub-county is divided into the wards of Butso East, Butso South, Butso Central, Shieywe, Mahiakalo, and Shirere. It has an estimated population of approximately 160,229 and covers an area of about 161.8 square kilometres, encompassing 67 primary schools. There are 348 primary schools in Kakamega County of which 67 are in Kakamega Central Sub County.

Pupils' enrolment is about 100%, however, 57% of the girls and 43% boys' pupils are drop out and do not sit for KCPE. The teacher: learner ratio is 1:45. There are 14,104 children in primary schools in Kakamega central Sub County. (County Education Office, 2021). Kakamega Central Sub-County was selected because its characteristics greatly identified with the research problem that the researcher was investigating and therefore the varied number of school type were easily captured within the study sample. This ensured that the researcher obtained a balanced representation of the traits and conditions likely to give a balanced representation of the variables under inquiry. Kakamega Central sub county is suitable for the study because the performance in the KCPE is very low for the past three years. The study was carried out in Kakamega Central Sub County.

3.3. Target population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query (Mugenda & Mugenda, 2003). The target population includes all members of a defined group or set of subjects to which a researcher aims to generalize the results of the study (Borg and Gall, 1989). In Kakamega Central Sub-County, there are 67 primary schools, comprising 567 class teachers, 134 pupils and 67 Deputy head teachers. Therefore, the target population for this study consisted of 67 head teachers and 567 class teachers, totaling 634 individuals, as summarized in Table 1.

Table 1: Target Population

Category	Target Population
Deputy Head Teachers	67
Teachers	567
Pupils	134
Total	768

Source (Researcher, 2023)

3.4. Sample size and sampling technique

A sample size is the number of subjects or units included in a study, representing a subset of the larger population from which they are drawn. A formula by Fisher (1963, as cited by Kothari, 2004) was utilized to calculate the sample size as follows:

$$n = z^2pq/d^2$$

$$n = \frac{(1.96^2) (0.5) (0.5)}{(0.05)^2}$$

$$n = 384$$

Where:

n = the desired sample size

z = the standard normal deviation at the required C.I = 1.96

p = proportion in the target population is estimated to have characteristics of interest = 0.5

q=1-p=0.5, d=the level of statistical significance set = 0.05.

Since the target population is less than 10,000, the following formula will be used to determine the actual sample size:

$$nf = \frac{n}{1+n/N}$$

$$nf = \frac{384}{1+384/768}$$

$$= 256$$

Sampling is the method used to select a representative group of subjects from a defined population (Orodho, 2002). This study utilized a stratified random sampling technique to create strata comprising head teachers and class teachers. Simple random sampling was then used within each stratum to select head teachers and class teachers, who were considered to be well-informed about the causes of truancy and pupils' academic performance. As shown in Table 2, this gave sample sizes of 24 Head teachers, 205 Class teachers.

Table 2: Sampling Frame

Category	Target Population	Proportional Allocation	Sample
		$n_i = (N_i/N) * n$	size (n)
Deputy Head Teachers	67	$(67/768) * 256$	24
Class Teachers	567	$(567/768) * 256$	205
Pupils	134	$(134/768) * 256$	45
Total	768	$(494/634) * 256$	274

Source (Researcher, 2023)

3.5. Research Instruments

The study used questionnaires and interview schedules as data collection tools. According to Kumar (2014), these instruments enable respondents to freely express their views and make suggestions.

Their advantages include establishing rapport, explaining the study's purpose, and clarifying unclear items. Questionnaires were administered to class teachers, focusing on demographic information and the factors influencing truancy. The instrument employed close-ended questions which provided response categories, requiring respondents to select specific answers. The instrument comprehensively addressed each study objective and was distributed to both students and teachers. The questionnaire comprised two sections: the first covered demographic data, while the second delved into the impact of truancy causes on pupils' academic performance in Kakamega Central Sub-County. Head teachers participated through interview schedules.

3.5.1 Questionnaires for Pupils and Teachers

Questionnaires provide a way of gathering un-structured and structured information from correspondents in a standardized way through self-completion. The researcher developed a questionnaire which focused on factors affecting motivation and teacher's commitment. The instrument collected the opinions and views of teachers and deputy head teachers. This comprised questions that were close ended to gauge the views of the respondents; on the various forms of motivational strategies and whether they have resulted in job commitment. They explained how effective these strategies were in contributing to commitment. The choice of this tool - questionnaire- was controlled by the nature of the data collected, time availability, the study objectives and the conceptual framework. The main concern for the researcher was the views, opinions, perceptions, feelings, and attitude of the respondents towards motivational strategies on teacher job commitment. Such information is best collected using questionnaire and observation, (Bell, 2005). The sampled size comprised of mainly literate therefore no challenges while filling the questionnaire.

3.5.2 The Interview Schedules for Deputy Head teachers

This tool was for collecting qualitative information from deputy heads of institutions. This instrument supplemented and supported information from questionnaires. It was chosen since it gives support for cooperation of respondents and a refusal rate is low. The tool was chosen because the respondents had the required data. Since the deputy head teachers are the managers of these schools, they are in a better position to tell which kind of motivational strategies they have put in place and how these have influenced job commitment among the teachers. The research used a semi-structured interview to gather data in actual words from the principals. Interview schedule enables a researcher to gather information needed to achieve study objectives. In this study, interview data were drawn from head teachers and education officers to complement quantitative data.

3.6. Piloting

The instruments underwent pilot testing by administering them to a selected sample of 20 respondents from primary schools in Kakamega East Sub County, a group not included in the actual research sample. It involved 20 respondents which was 10% of the sample in the study according to the explanation by Kirlinger, (2010).. This phase aimed to assess the feasibility of the study and identify any potential deficiencies in the data collection instruments. Pilot testing enabled the researcher to ascertain the validity and reliability of the instruments. Additionally, it helped in identifying pitfalls and errors that could have been costly in the actual study. With guidance from the supervisor, these issues were addressed and mitigated to ensure the success of the main research study.

3.6.1. Validity

Validity refers to the extent to which a test measures what it is intended to measure (Mugenda, 2003). According to Bowling and Ebrahim (2005), content validity ensures that the items adequately represent the subject area and align with the concept as operationally defined. Face validity, on the other hand, examines the overall appearance of the items in the instrument. The content validity of the instruments was assessed through expert judgments. The project supervisors thoroughly scrutinized the instruments to evaluate the appropriateness of their content and identify any necessary modifications to align with the study's objectives. They assessed whether the items in the research instruments sufficiently covered all the areas requiring investigation.

Moreover, the researcher ensured the validity of the collected data through various measures. This included personally administering the instruments and collaborating with well-trained field staff. To facilitate triangulation, ample time was spent by the researcher in the field with the participants, and distinct tools for data collection were utilized for each category of participants. Field assistants were also involved in the process. Employing different categories of respondents allowed for triangulation of gathered information, thereby enhancing the validity of the data. Ultimately, the researcher further verified the validity of the collected information by personally administering the instruments and collaborating with qualified field staff.

3.6.2. Reliability

To ensure the research was reliable, study, test re-test procedure was used on the 20 respondents selected in piloting; this was 10% of the sample in the study according to the explanation by Kirlinger, (2010). Reliability concerns itself with the extent to which the instruments yield the same results on repeated trials consistently.

It is the consistency of scores for an instrument - thus the ability of an instrument to produce approximately the same scores, for an individual over repeated testing or across different ratters, (Voegtle, Spaulding & Lodico, 2018).

Reliability was achieved by first pre-testing questionnaires and interview guides with 20 respondents from the target population. Their comments and corrections were incorporated in data collection instruments and re-tested prior the use in the field. The Pearson correlation coefficient was used to test the feedback outcomes of the two tests. Mugenda, (2003) said that a coefficient of 0.7 or more should be deemed reliable. In this case the test re-test reliability yielded a coefficient of 0.78 and therefore the data collection instrument was regarded as reliable.

3.7. Data collection procedure

Upon receiving a letter from Mount Kenya University's graduate program, the researcher applied for research permission from the National Commission for Science, Technology, and Innovation (NACOSTI). Following this, the researcher visited the Kakamega County Director of Education to request an introductory letter for the intended respondents. Once the necessary documents were obtained, the researcher scheduled appointments with primary school head teachers to distribute and collect the questionnaires. On the scheduled day, upon visiting the schools, the researcher established rapport with the class teachers before administering the instruments and collecting the filled questionnaires. Furthermore, arrangements were made with the head teachers to facilitate interviews.

3.8. Data Analysis Procedure

According to Kombo and Tromp (2006) data analysis is the stage where the researcher interprets the information collected from the respondents. All collected data underwent editing to improve their quality and suitability for coding purposes.

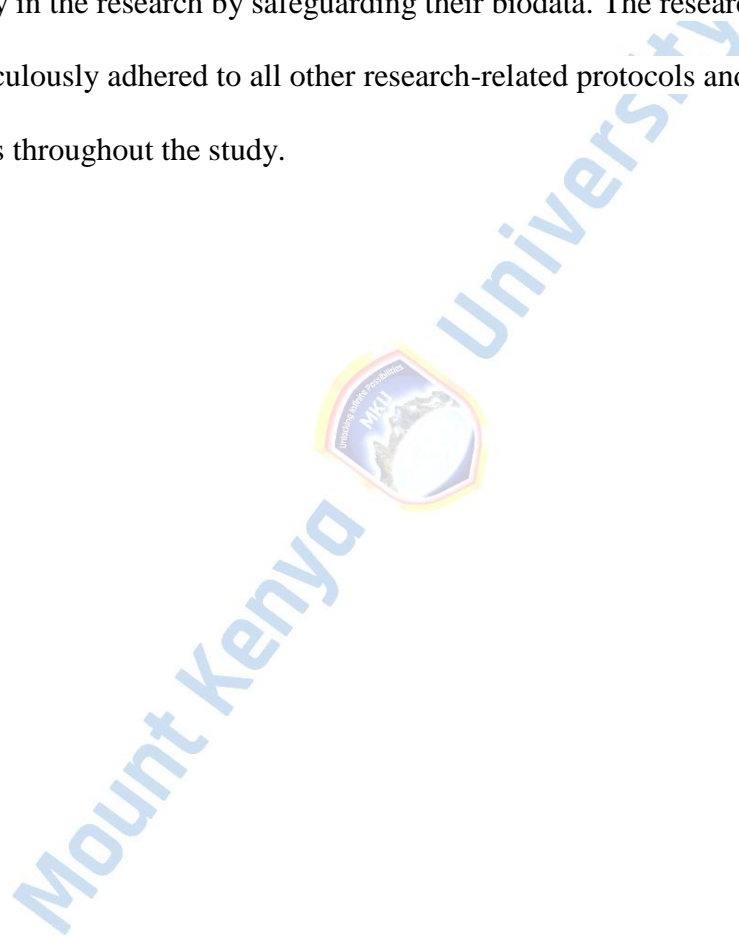
Subsequently, the processed data were entered into the Statistical Package for Social Sciences (SPSS) software version 27.0 to generate tables for further analysis. Following data processing, a thorough review was conducted to identify and rectify any remaining or potential errors. Tabulated data were cross-referenced with information from the research instruments to ensure accurate representation. The analysis was then carried out to address the study's questions and objectives. Quantitative data obtained from the questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) software for analysis. This analysis encompassed calculating frequencies and percentages, while Chi-square was employed to scrutinize the relationship between variables, with the results displayed in tabular form.

Concurrently, thematic analysis was employed to analyze qualitative data, involving the identification, examination, and recording of patterns within the data. Themes were derived from each study objective, and questions addressing these objectives were analyzed and presented under corresponding themes or sub-headings. This approach facilitated the identification of meaningful patterns in the data. To ensure comprehensive analysis, qualitative data were quantified to create a unified dataset. This allowed for the generation of frequencies and percentages of similar responses. Quantification involved enumerating the frequency of themes within the sample, the percentage of themes associated with specific respondent categories, or the percentage of respondents selecting particular themes. The quantified data were then thematically presented, as discussed earlier.

3.9. Ethical Consideration

Ethical considerations in research involve adhering to principles that prioritize participants' rights and well-being.

Key aspects include obtaining informed consent, safeguarding confidentiality, minimizing harm, offering debriefing, and ensuring the study has scientific and social value (Mugenda and Mugenda, 2013). The initial step involved seeking permission for the study from the Mount Kenya University, NACOSTI, followed by obtaining approval from the Kakamega County Director of Education. Subsequently, the study subjects were informed about their rights to voluntary participation or refusal, ensuring their anonymity in the research by safeguarding their biodata. The researcher and field assistants meticulously adhered to all other research-related protocols and the rights of the respondents throughout the study.



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.0 Introduction

This chapter presents the data analysis, presentation, interpretation, and discussion of the findings. The study investigated the influence of causes of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. The chapter is divided into numerous sections namely, response rate, the demographic information of the respondents and the study objectives specifically to: Establish the influence of family-related cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya; determine the influence of school-related causes of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya; assess the influence of learner-specific cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya; and examine the influence of economic impact cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. The chapter begins with the response rate and then demographic information of the respondents.

4.1 Response Rate

A total of 205 questionnaires were distributed to respondents, and 188 were returned, resulting in a 91.7% response rate. According to Mugenda and Mugenda (1999), a response rate of 70% or above is considered adequate, making the 91.7% response rate acceptable for data analysis. Table 3 presents the response rate.

Table 3: Response rate

Category	Frequency	Percentage
Administered	205	100.0
Returned	188	91.7

Researcher, 2024

4.2 Distribution of Respondents by gender

The demographic information collected included gender, years of work experience, and education level. These variables were considered important in understanding the relationship between causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

4.2.1 Distribution by Gender

The participants were requested to specify their gender, and the outcomes are outlined in Table 4.

Table 4: Distribution by Gender

Category	Frequency	Percent
Male	125	66.5
Female	63	33.5
Total	188	100.0

Researcher, 2024

As depicted in Table 4, the majority of respondents, 125 (66.5%), were male, while the minority, 63 (33.5%), were female.

This indicates that the gender ratio complies with the two-thirds rule outlined in the Kenya Constitution during recruitment by the Teachers Service Commission.

4.2.2 Respondents' years of work experience

The participants were requested to specify their years of professional experience as a class teacher, with the outcomes detailed in Table 5.

Table 5: Respondents years of experience as a class teacher

Category	Frequency	Percent
<5 years	35	18.6
5-9 years	52	27.7
10-19 years	38	20.2
More than 19 years	63	33.5
Total	188	100.0

Researcher, 2024

As indicated in Table 5, the majority of respondents, 63 (33.5%), had more than 19 years of experience as class teachers. Additionally, 52 (27.7%) had 5 to 9 years of experience, 38 (20.2%) had 10 to 19 years, and 35 (18.6%) had less than 5 years of experience. This indicates that the respondents have considerable experience in as a class teacher, suggesting their familiarity with causes of truancy on the academic performance of the primary school pupils.

4.2.3 Respondents' highest level of education

The respondents were asked to indicate their highest level of education. The results are presented in Table 6.

Table 6: Respondents' level of education

Category	Frequency	Percent
P1	92	48.9
Diploma	68	36.2
Undergraduate	24	12.8
Post graduate	4	2.1
Total	188	100.0

Researcher, 2024

As illustrated in Table 6, most of the respondents, comprising 92 (48.9%), held an P1 qualification, followed by 68 (36.2%) with a diploma, and 24 (12.8%) with undergraduate degree and 4 (2.1%) possessing a post graduate degree. This implies that the respondents possess the necessary educational qualifications for primary teaching and had a good understanding of causes of truancy on the academic performance of the primary school pupils.

4.3 Influence of family-related causes of truancy on the academic performance of the primary school pupils

The study employed both descriptive and inferential statistical analysis to establish the influence of family-related cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. Descriptive statistics, including frequency, percentage, and mean distribution, were used to establish the level of agreement on a five-point Likert scale for the variable, with family-related cause of truancy established and summarized in Table 7.

Table 7: Descriptive statistics for family-related causes of truancy on the academic performance of the primary school pupils

Statements		SD	D	U	A	SA	MEAN
Low parental education level causes truancy among pupils in primary schools	F %	18 9.6	14 7.4	16 8.5	72 38.3	68 36.2	3.57
Parents occupation determine truancy among pupils in primary schools	F %	3 1.6	38 20.2	14 7.4	77 41.0	56 29.8	3.61
Inadequate parental attention and supervision causes truancy among pupils in primary schools	F %	6 3.2	4 2.1	40 21.3	54 28.7	84 44.7	3.51
Low parental household income causes truancy among pupils in primary schools	F %	6 3.2	25 13.3	8 4.3	61 32.4	88 46.8	3.98

Researcher, 2024

Table 7 indicates that 72 (38.3%) of the respondents agreed that low parental education level caused truancy among pupils in primary schools, while 68 (36.2%) strongly agreed, 18 (9.6%) strongly disagreed, 16 (8.5%) were undecided, and 14 (7.4%) disagreed with the statement.

The study findings suggested that the respondents had a tendency towards agreement (Mean=3.57) that low parental education level caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I can confirm that low parental education levels contribute to truancy by hindering parental involvement and support in their children's education. As a school, we implement initiatives to enhance parental engagement, providing resources and support for families, and promote community partnerships. This has so far helped us in addressing and fostering a supportive environment that encourages regular attendance ...Male Participant, 48 years, Head Teacher.

This implies that when parents have low level of education their children tend to be truant. This supports the findings of Klein, Sosu, & Dare (2020) that social housing and parental education had the most pervasive associations with school absences across all forms of absenteeism.

Likewise, 77 (41.0%) of the respondents agreed that parent's occupation determined truancy among pupils in primary schools, while 56 (29.8%) strongly agreed, 38 (20.2%) disagreed, 14 (7.4%) remained undecided, and 3 (1.6%) strongly disagreed. The findings indicated the respondents tended to agree (Mean=3.61) that parent's occupation determined truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I have observed cases where parents' occupations contribute to truancy when work demands limit their ability to be actively involved in their children's education or oversee their attendance. We encourage, flexible communication channels, offer resources for time management and family support, and foster a partnership between school and parents to mitigate this issue, thus, ensuring that all pupils receive the necessary support to attend school regularly and succeed academically...Male Participant, 49 years, Head Teacher.

This highlights that parent's occupation tends to determine truancy among pupils in primary schools. Armfield, *et al.*, (2020) that parents work in semi-routine and routine occupations had higher level of truancy and their peer with parents in professional and managerial positions. It is further supported by This is in line with the findings of Nasution and Fadillah (2024) parental attention and motivation reduces to truancy.

Moreover, 84 (44.7%) of the respondents strongly agreed that inadequate parental supervision caused truancy among pupils in primary schools, while 54 (28.7%) agreed, 40 (21.3%) were undecided, 6 (3.2%) strongly disagreed, and 4 (2.1%) disagreed. The study findings revealed that the respondents tended to agree (Mean=3.51) that parental supervision caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I can attest that inadequate parental supervision contribute to truancy as pupils may not have the guidance or accountability needed to attend school regularly. Executing programs to support families in establishing routines, offering resources for parental involvement, and providing outreach and support to families facing challenges help address this issue, fostering a supportive environment where pupils are encouraged and empowered to attend school consistently...Female Participant, 46 years, Head Teacher.

This implies that parental supervision tends to cause truancy among pupils in primary schools. This is in line with the findings of Urien and Enoje (2024) that in order to prevent absenteeism, parents should continuously monitor and inquire about their children's school activities to find out when they are being bullied, to prevent needless punishment and bullying by instructors and older pupils, the school administration should review its disciplinary policies and procedures.

Lastly, 88 (46.8%) of the respondents strongly agreed that low parental household income caused truancy among pupils in primary schools, while 61 (32.4%) agreed, 25 (13.3%) disagreed, 8 (4.3%) were undecided, and 6 (3.2%) strongly disagreed. The study findings suggested a strong tendency towards agreement (Mean=3.98) among respondents regarding parental household income and cause of truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... Household income contributes to truancy when financial constraints limit families' ability to provide necessary support for their children's education, such as transportation or basic needs. We collaborate with community resources, and provide access to support services to help mitigate this issue, this ensures that all pupils have the resources they need to attend school regularly...Female Participant, 56 years, Head Teacher.

This implies that low parental household income has a strong tendency to cause truancy among pupils in primary schools. This supports the findings of Bojon (2022) that the lower income class account for between one-third and half of truancy cases. These descriptive statistics of objective one was followed by a Chi-square test of association. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya is as summarized in Table 8. To achieve this, the hypothesis below was tested.

H₀₁: There is no significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

Table 8: Chi-square test of association between family-related cause of truancy and the academic performance of the primary school pupils

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	590.628 ^a	160	.000
Likelihood Ratio	293.515	160	.000
Linear-by-Linear Association	105.553	1	.000
N of Valid Cases	188		

a. 180 cells (96.3%) have expected count less than 5. The minimum expected count is .01.

Researcher, 2024

Table 8 shows that the p value ($p=0.000$) for family-related cause of truancy was less than 0.05. Therefore, the hypothesis, “there is no significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya” was rejected. This implies that there is statistically significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

4.4 Influence of school-related causes of truancy on the academic performance of the primary school pupils

The study employed both descriptive and inferential statistical analysis to determine the influence of school-related causes of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. Descriptive statistics, including frequency, percentage, and mean distribution, were used to examine the level

of agreement on a five-point Likert scale for the variable, with school-related causes of truancy determined and summarized in Table 9.

Table 9: Descriptive statistics for school-related causes of truancy and the academic performance of the primary school pupils

Statements		SD	D	U	A	SA	MEAN
Unconducive school climate causes truancy among pupils in primary schools	F	34	13	11	64	66	3.34
	%	18.1	6.9	5.9	34.0	35.1	
Large class size and attitudes causes truancy among pupils in primary schools	F	10	26	8	64	80	3.85
	%	5.3	13.8	4.3	34.0	42.6	
Inadequate address to learners needs causes truancy among pupils in primary schools	F	4	5	24	48	107	4.00
	%	2.1	2.7	12.8	25.5	56.9	
Ineffective truancy discipline policy causes truancy among pupils in primary schools	F	6	24	4	68	86	4.07
	%	3.2	12.8	2.1	36.2	45.7	

Researcher, 2024

Table 9 shows that 66 (35.1%) of the respondents strongly agreed that unconducive school climate caused truancy among pupils in primary schools, while 64 (34.0%) agreed, 34 (18.1%) strongly disagreed, 13 (6.9%) disagreed, and 11 (3.9%) were

undecided on this statement. The study findings suggested that the respondents somehow agreed (Mean=3.34) that uncondusive school climate caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I recognize that an uncondusive school climate significantly contributes to truancy by making students feel unsafe, unsupported, or disengaged. By tackling these issues collaboratively, we can create a welcoming and supportive environment that encourages regular attendance and reduces truancy rates...Female Participant, 46 years, Head Teacher.

This implies that uncondusive school climate tends to cause truancy among pupils in primary schools. This is in line with the findings of Yankyerah, Asare and Ofori (2023) that sources of truancy among the students included school environment.

Additionally, 80 (42.6%) of the respondents strongly agreed that large class size and attitudes caused truancy among pupils in primary schools, while 64 (34.0%) agreed, 26 (13.8%) disagreed, 10 (5.3%) strongly disagreed, and 8 (4.3%) were undecided. The findings revealed that the respondents tended to agree (Mean=3.85) large class size and attitudes caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... Some of our classes are large and this strongly tend to lead to truancy by diminishing student-teacher interactions and individualized attention, fostering feelings of disconnection and disengagement among students. As a school we execute strategies like teacher aides which are crucial to addressing the issue by promoting regular school and class attendance...Female Participant, 57 years, Head Teacher.

This highlights that large class size and attitudes somehow cause truancy among pupils in primary schools. This supports the findings of Rasheed, Aliero and Danjuma (2024) that the strategy of reducing truancy is by checking on the size of the class.

Likewise, 107 (56.9%) of the respondents strongly agreed that inadequate address to learners needs caused truancy among pupils in primary schools, while 48 (25.5%) agreed, 24 (12.8%) were undecided, 5 (2.7%) disagreed, and 4 (2.1%) strongly disagreed. The study findings suggested that the respondents agreed (Mean=4.00) that inadequate address to learners needs caused truancy among pupils in primary schools.

This was supported by an interviewee who had the following to say;

... I can confirm that inadequate address to pupil's needs can contribute to truancy by fostering frustration and disinterest among students who feel unsupported or misunderstood. We implement personalized learning strategies, offer comprehensive support services, and regularly assess and adapt teaching methods to meet diverse student needs, thereby promoting a more inclusive and engaging environment that encourages regular attendance...Male Participant, 51 years, Head Teacher.

This implies that inadequate address to learners needs cause truancy among pupils in primary schools. This concurs with the findings of McNeely, Chang and Gee (2023) that inadequate address to learners needs cause truancy.

Lastly, 86 (45.7%) of the respondents strongly agreed that ineffective truancy discipline policy caused truancy among pupils in primary schools, while 68 (36.2%) agreed, 24 (12.8%) disagreed, 6 (3.2%) strongly disagreed, and 4 (2.1%) were undecided. The study findings indicated that the respondents agreed (Mean=4.07) that ineffective truancy discipline policy caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I can attest to the fact that ineffective truancy discipline policies exacerbate truancy by failing to address underlying issues and instead focusing solely on punishment. It's essential as a school to implement restorative practices, provide support services, and foster a positive school climate to address the root causes of truancy and promote attendance through supportive measures...Male Participant, 45 years, Head Teacher.

This implies that ineffective truancy discipline policy cause truancy among pupils in primary schools. This is in line with the findings of Kearney and Childs (2023) that unsuccessful truancy discipline policy interventions cause truancy. These descriptive statistics of objective one was followed by a Chi-square test of association. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between school-related causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya is as summarized in Table 10. To achieve this, the hypothesis below was tested.

H₀₂: There is no significant association between school-related causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

Table 10: Chi-square test of association between school-related causes of truancy and the academic performance of the primary school pupils

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	559.708 ^a	120	.000
Likelihood Ratio	244.191	120	.000
Linear-by-Linear Association	73.392	1	.000
N of Valid Cases	188		

a. 134 cells (93.7%) have expected count less than 5. The minimum expected count is .01.

Researcher, 2024

Table 10 shows that the p value ($p=0.000$) for school-related causes of truancy was less than 0.05.

Therefore, the hypothesis, “there is no significant association between school-related causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya” was rejected. This implies that there is statistically significant association between school-related causes of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. This supports the findings of

4.5 Influence of learner-specific cause of truancy on the academic performance of pupils

The study employed both descriptive and inferential statistical analysis to assess the influence of learner-specific cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. Descriptive statistics, including frequency, percentage, and mean distribution, were used to assess the level of agreement on a five-point Likert scale for the variable, with learner-specific cause of truancy assessed and summarized in Table 11.

Table 11: Descriptive statistics for learner-specific causes of truancy and academic performance of pupils

Statements		SD	D	U	A	SA	MEAN
Pupil’s physical and mental health issues causes truancy among pupils in primary schools	F	22	8	20	70	68	3.46
	%	11.7	4.3	10.6	37.2	36.2	
	F	18	34	14	70	54	3.37

Pupil's substance abuse causes truancy among pupils in primary schools	%	9.5	17.9	7.4	36.8	28.4	
Pupil's self-perception causes truancy among pupils in primary schools	F	2	4	38	53	91	3.67
	%	1.1	2.1	20.2	28.2	48.4	
Pupil's disengagement from school causes truancy among pupils in primary schools	F	6	18	10	84	70	3.92
	%	3.2	9.6	5.3	44.7	37.2	

Source (Researcher, 2024)

Table 11 indicates that 70 (37.2%) of the respondents agreed that pupil's physical and mental health issues caused truancy among pupils in primary schools, while 68 (36.2%) agreed, 22 (11.7%) strongly disagreed, 20 (10.6%) were undecided, and 8 (4.3%) disagreed with the statement. The study findings suggested that respondents somehow agreed (Mean=3.46) that pupil's physical and mental health issues caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I can confirm that pupil's physical and mental health issues lead to truancy by making it difficult for them to attend school regularly. We have started providing access to healthcare services, offering mental health support, and creating a supportive school environment that prioritizes pupils' well-being, ensuring they feel safe and capable of attending school consistently...Female Participant, 59 years, Head Teacher.

This implies that pupil's physical and mental health issues somehow cause truancy among pupils in primary schools. This is in line with the findings of Flynn, Cahill and Connolly (2023) and Knage (2023) that psychological disorders cause truancy.

Additionally, 70 (36.8%) of the respondents agreed that pupil's substance abuse caused truancy among pupils in primary schools, while 54 (28.4%) strongly agreed, 34 (17.9%) disagreed, 18 (9.5%) strongly disagreed, and 14 (7.4%) were undecided. The findings indicated that the respondents somehow agreed (Mean=3.37) that pupil's substance abuse caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I can attest that pupil's substance abuse contribute to truancy by impairing their ability to attend and perform in school. We address this issue by implementing comprehensive substance abuse education, offering counseling and support services, and creating a supportive school environment that encourages healthy choices and provides the necessary resources for pupils to overcome addiction and maintain regular attendance...Male Participant, 48 years, Head Teacher.

This highlights pupil's substance abuse somehow cause truancy in primary schools. This concurs with the findings of Mmako and Ngwato (2023) drug abuse as determinants of unauthorized absenteeism.

On whether, pupil's self-perception caused truancy among pupils in primary schools, 91 (48.8%) of the respondents strongly agreed, while 53 (28.2%) agreed, 38 (20.2%) were undecided, 4 (2.1%) disagreed, and 2 (1.1%) strongly disagreed. The study findings indicated that the respondents tended to agree (Mean=3.67) that pupil's self-perception caused truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

...Negative self-perception can lead to truancy as pupils may feel unmotivated or incapable of succeeding academically. As the head of the school, addressing this involves fostering a positive school environment, providing personalized support, and implementing programs that boost self-esteem and confidence, ensuring that all pupils feel valued and capable of achieving their educational goals...Male Participant, 52 years, Head Teacher.

This implies that pupil's self-perception tends to cause truancy among pupils in primary schools.

Lastly, 84 (44.7%) of the respondents agreed that pupil's disengagement from school caused truancy among pupils in primary schools, while 70 (37.2%) strongly agreed, 18 (9.6%) disagreed, 10 (5.3%) were undecided, and 6 (3.2%) strongly disagreed. The study findings indicated a strong tendency towards agreement (Mean=3.92) among respondents regarding pupil's disengagement from school as a cause of truancy among pupils in primary schools. This was supported by an interviewee who had the following to say;

... I have observed that when pupils disengage from school, they lose interest and motivation to attend school, thus causing truancy. We continue to address this by enhancing pupil's engagement through relevant and interactive curriculum, extracurricular activities, and strong teacher-pupil relationships, ensuring that students find school stimulating and worthwhile...Male Participant, 44 years, Head Teacher.

This implies that pupil's disengagement from school strongly tend to cause truancy among pupils in primary schools. These descriptive statistics of objective two was followed by a Chi-square test of association. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between learner-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya is as summarized in Table 12. To achieve this, the hypothesis below was tested.

H₀₃: There is no significant association between learner-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

Table 12: Chi-square test of association between learner-specific cause of truancy and the academic performance of the primary school pupils

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	394.046 ^a	130	.000
Likelihood Ratio	231.902	130	.000
Linear-by-Linear Association	37.191	1	.000
N of Valid Cases	188		

a. 146 cells (94.8%) have expected count less than 5. The minimum expected count is .01.

Source (Researcher, 2024)

Table 12 shows that the p value ($p=0.000$) for learner-specific cause of truancy was less than 0.05. Therefore, the hypothesis, “there is no significant association between learner-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya” was rejected. This implies that there is statistically significant association between learner-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

4.6 Influence of peer-group cause of truancy and the academic performance of the primary school pupils

The study employed both descriptive and inferential statistical analysis to examine the influence of peer-group cause of truancy on the academic performance of the primary school pupils in Kakamega central Sub County, Kenya. Descriptive statistics, including frequency, percentage, and mean distribution, were used to examine the level of agreement on a five-point Likert scale for the variable, with peer-group cause of truancy examined and summarized in Table 13.

Table 13: Descriptive statistics for peer-group cause of truancy and academic performance of primary school pupils

Statements		SD	D	U	A	SA	MEAN
Hanging out with peers causes truancy	F	42	16	10	68	52	3.08
	%	22.3	8.5	5.3	36.2	27.7	
Peer pressure related to substance abuse causes truancy	F	44	24	10	60	50	2.94
	%	23.4	12.8	5.3	31.9	26.6	
Peer pressure related to sports and extra curriculum activities causes truancy	F	12	18	26	44	88	3.55
	%	6.4	9.6	13.8	23.4	46.8	
Fear of social exclusion causes truancy	F	30	42	28	46	42	2.62
	%	16.0	22.3	14.9	24.5	22.3	

Researcher, 2024

Table 13 shows that 68 (36.2%) of the respondents agreed that hanging out with peers caused truancy, while 52 (27.7%) strongly agreed, 42 (22.3%) strongly disagreed, 16 (8.5%) disagreed, and 10 (5.3%) were undecided. The study findings suggested that the respondents somehow agreed (Mean=3.08) that hanging out with peers caused truancy. This was supported by an interviewee who had the following to say;

... Some pupils prioritize socializing with their peers over attending school, leading to truancy. As a school to tackle this, we focus on creating engaging school programs and activities, fostering a positive school culture, and providing support to help pupils balance their social lives with academic responsibilities...Male Participant, 46 years, Head Teacher.

This implies that hanging out with peers somehow cause truancy. This is in line with the findings of Fareo (2019) that learners preferred staying around with my friends rather than coming to school and liked hanging out with my friends playing computer games.

Additionally, 60 (31.9%) of the respondents agreed that peer pressure related to substance abuse caused truancy, while 50 (26.6%) strongly agreed, 44 (23.4%) strongly disagreed, 24 (12.8%) disagreed, and 10 (5.3%) were undecided. The findings revealed that the respondents tended to be undecided (Mean=2.94) on whether peer pressure related to substance abuse caused truancy. This was supported by an interviewee who had the following to say;

... Some pupils feel compelled to skip school to engage in drug-related activities with their peers. As the head of the school, I prioritize education about the dangers of substance abuse, offer support services for students dealing with addiction or peer pressure, and promote a school environment that emphasizes healthy choices and responsible decision-making...Female Participant, 57 years, Head Teacher.

This highlights that peer pressure related to substance abuse tends to somehow cause truancy.

Similarly, 88 (46.8%) of the respondents strongly agreed that peer pressure related to sports and extra curriculum activities caused truancy, while 44 (23.4%) agreed, 26 (13.8%) were undecided, 18 (9.6%) disagreed, and 12 (6.4%) strongly disagreed. The study findings indicated that the respondents tended to agree (Mean=3.55) that peer pressure related to sports and extra curriculum activities caused truancy. This was supported by an interviewee who had the following to say;

... I have noticed that some pupils are influenced by their peers to prioritize participation in sports and extracurricular activities over attending classes. As a school we strive to strike a balance between academic and extracurricular commitments, providing support for time management and encouraging students to prioritize their education while still engaging in enriching activities outside of the classroom ...Female Participant, 52 years, Head Teacher.

This implies that peer pressure related to sports and extra curriculum activities tend to cause truancy.

Lastly, 46 (24.5%) of the respondents agreed that fear of peer social exclusion caused truancy, while 42 (22.3%) strongly agreed, another 42 (22.3%) disagreed, 30 (16.0%) strongly disagreed, and 28 (14.9%) were undecided. The study findings indicated a that the respondents tended to be undecided (Mean=2.62) on whether fear of peer social exclusion caused truancy. This was supported by an interviewee who had the following to say;

... The fear of social exclusion by peers contribute to truancy as pupils may skip school to avoid feeling left out or rejected. To address this, we emphasize creating a supportive and inclusive school environment where all students feel valued and accepted, fostering positive relationships among peers, and providing opportunities for pupils to connect and engage with one another...Male Participant, 52 years, Head Teacher.

This implies that fear of peer social exclusion tends to somehow cause truancy. This concurs with the findings of Knage (2023) that the fear of social exclusion by peers contributes to truancy, as pupils may skip school to avoid feeling left out or rejected. These descriptive statistics of objective one was followed by a Chi-square test of association. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya is as summarized in Table 14. To achieve this, the hypothesis below was tested.

H₀₄: There is no significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.

Table 14: Chi-square test of association between peer-group cause of truancy and the academic performance of the primary school pupils

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	712.832 ^a	120	.000
Likelihood Ratio	341.349	120	.000
Linear-by-Linear Association	140.024	1	.000
N of Valid Cases	188		

a. 136 cells (95.1%) have expected count less than 5. The minimum expected count is .01.

Researcher, 2024

Table 14 shows that the p value ($p=0.000$) for peer-group cause of truancy was less than 0.05. Therefore, the hypothesis, “there is no significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya” was rejected. This implies that there is statistically significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County, Kenya.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the findings, gave conclusions and recommendations. It also suggested areas for further research in the following sub themes.

5.2 Summary of the study findings

Based on the data and information analyzed in chapter four. The findings are summarized in this section.

5.2.1 Influence of family-related causes of truancy on the academic performance of the primary school pupils

The study findings suggested that the respondents had a tendency towards agreement that low parental education level caused truancy among pupils in primary schools. Similarly, the findings indicated the respondents tended to agree that parent's occupation determined truancy among pupils in primary schools. Moreover, the study findings revealed that the respondents tended to agree that parental supervision caused truancy among pupils in primary schools. Lastly, the study findings suggested a strong tendency towards agreement among respondents regarding parental household income and cause of truancy among pupils in primary schools. Chi-square test of association revealed that there is statistically significant association between family-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County.

5.2.2 Influence of school-related causes of truancy on the academic performance of the primary school pupils

The study findings suggested that the respondents somehow agreed that uncondusive school climate caused truancy among pupils in primary schools. Similarly, the findings revealed that the respondents tended to agree large class size and attitudes caused truancy among pupils in primary schools. Moreover, the study findings suggested that the respondents agreed that inadequate address to learners needs caused truancy among pupils in primary schools. Lastly, the study findings indicated that the respondents agreed that ineffective truancy discipline policy caused truancy among pupils in primary schools. Chi-square test of association revealed that there is statistically significant association between school-related cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County.

5.2.3 Influence of learners-specific causes of truancy on the academic performance of the primary school pupils

The study findings suggested that respondents somehow agreed that pupil's physical and mental health issues caused truancy among pupils in primary schools. Similarly, the findings indicated that the respondents somehow agreed that pupil's substance abuse caused truancy among pupils in primary schools. Moreover, the study findings indicated that the respondents tended to agree that pupil's self-perception caused truancy among pupils in primary schools. Lastly, the study findings indicated a strong tendency towards agreement among respondents regarding pupil's disengagement from school as a cause of truancy among pupils in primary schools. Chi-square test of association revealed that there is statistically significant association between learners-specific cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County.

5.2.4 Influence of peer-group causes of truancy on the academic performance of the primary school pupils

The study findings suggested that the respondents somehow agreed that hanging out with peers caused truancy. Similarly, the findings revealed that the respondents tended to be undecided on whether peer pressure related to substance abuse caused truancy. Moreover, the study findings indicated that the respondents tended to agree that peer pressure related to sports and extra curriculum activities caused truancy. Lastly, the study findings indicated a that the respondents tended to be undecided on whether fear of peer social exclusion caused truancy. Chi-square test of association revealed that there is statistically significant association between peer-group cause of truancy and the academic performance of the primary school pupils in Kakamega central Sub County.

5.3 Conclusion

Based on the findings, the study concludes that family-related, school-related, learner-specific, and peer-group causes of truancy significantly influence the academic performance of primary school pupils. Thus, when family-related, school-related, learner-specific, and peer-group causes of truancy are effectively managed and minimized, primary school pupils experience notable improvements in their academic performance.

The study establishes a statistically significant association between family-related causes of truancy and the academic performance of primary school pupils. Thus, when parents have higher levels of education, occupations allowing time with their children, provide adequate supervision, and maintain a high household income, primary school pupils' academic performance improves significantly.

Additionally, the study reveals a statistically significant association between school-related causes of truancy and the academic performance of primary school pupils. Enhancing school climate, maintaining appropriate class sizes, effectively addressing learners' needs, and implementing truancy discipline policies all contribute to enhancing primary school pupils' academic performance.

Similarly, the study demonstrates a statistically significant association between learner-specific causes of truancy and the academic performance of primary school pupils. Addressing physical and mental health issues, eradicating substance abuse, improving self-perception, and actively engaging pupils in school all contribute to enhancing primary school pupils' academic performance.

Lastly, the study finds a statistically significant association between peer-group causes of truancy and the academic performance of primary school pupils. Consequently, prioritizing school attendance over socializing with peers and shielding pupils from negative peer influences related to substance abuse, sports, extracurricular activities, and fear of social exclusion significantly improves primary school pupils' academic performance.

5.4 Recommendation for practice

Based on the study objective and the results, the researchers herein recommend the following:

School management should prioritize supporting pupils from low socioeconomic backgrounds by ensuring access to resources, supervision, and academic assistance programs to address potential challenges and promote academic success.

School management should prioritize fostering a positive school climate, maintaining manageable class sizes, providing personalized support services, and enforcing truancy policies to promote attendance and academic success.

School management and parents should collaborate to address students' physical and mental health, eradicate substance abuse, promote positive self-perception, and engage students in school activities to enhance overall well-being and academic success.

School management and parents should collaborate to prioritize school attendance, emphasizing education's value over socializing, while also providing guidance to shield pupils from negative peer influences, fostering an environment conducive to academic success.

Education policymakers should prioritize the development and enforcement of comprehensive guidelines and support systems aimed at effectively managing and minimizing the various causes of truancy related to family, school, learners, and peer groups.

5.5 Recommendation for further studies

The researcher suggests the following further areas of research.

Research should be carried out on the influence of other different causes of truancy and academic performance of primary school pupils.

Research should be done on the mediating effects on the relationship between causes of truancy like family-related, school-related, learner-specific, and peer-group causes of truancy and academic performance of primary school pupils.

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APPENDICES

Appendix I: Consent Form

My name is Phoebe Mario I am a post-graduate student at **Mount Kenya University** and carrying out a study on **Influence of Truancy on pupils' academic performance in public primary schools in Kakamega central sub-county, Kenya**. Being one of the respondents, you have been selected to participate in this study. If you consent to answering the questionnaire or giving an interview, your will be treated with utmost confidentiality and will be used for academic purposes only. The study will not cause any disadvantage to the school or to your job description. If you agree to participate in the study you will be doing so professionally and voluntary and there will be no any monetary returns. Any benefits of the research will largely be to contribute knowledge and evidence in order to improve policy and practice in Ministry of education in Kenya. You are free to ask any question before, during and after filling the questionnaire or interview. You are also at liberty not to respond to questions you do not feel comfortable answering. The filling of the questionnaire/ interview will take approximately 30 minutes. Kindly note that if you have any queries as far as ethical issues are concerned do not hesitate to contact The Chairman, MKU ERC, P.O Box 342-0100 Thika.

Thank you

Phoebe Mario

Phone No.:

Email:

Appendix II: An Introductory Letter

P.O. Box Kakamega

8th May 2024

Dear Sir/Madam,

RE: AUTHORITY FOR DATA COLLECTION

I am a Master of Education Administration student at Mount Kenya University. As part of the requirements of the master's degree in Educational Management and Leadership, I am conducting research titled **“Influence of causes of truancy on pupils’ academic performance in primary schools in Kakamega Central Sub-County, Kenya”**. You have been chosen to participate in this research study, and your input is invaluable. Please, take a moment to fill out the attached questionnaire or arrange an interview at your convenience based on the provided schedule. Additionally, I kindly ask for permission to conduct observations as part of the study. Your confidentiality and privacy are paramount, and all responses will be treated with the utmost confidentiality. Your honest feedback is highly valued. Thank you for participating in this research endeavor.

Yours sincerely,

PHOEBE NANZALA MARIO

Appendix III: Questionnaires for pupils

This instrument is meant to collect data from the respondents on the determinants of truancy among primary school students and its effect on academic performance in Kakamega Central Sub County, Kenya. Kindly answer the following questions to the best of your ability by marking where necessary and responding to questions with no choices in the provided spaces. Thank you.

PART A: DEMOGRAPHIC INFORMATION

1. What is your gender? Male () Female ()
2. What is your age in years? 10-15 () 16-17 ()

PART B: Determine the Influence of Habitual Truancy on Pupils academic Performance

3. Are there days you when you miss school?

Yes [] No []

4. If yes, what are some of the factors that make you miss school?

6. Do the school-related determinants influence truancy in one gender more than the other?

Yes [] No []

7. If yes, which gender is the most affected?

Male [] Female []

8. Kindly rate as strongly agree [SA], agree [A], undecided, disagree [D] and strongly disagree [SD] with respect to how school-related determinants affects truancy among pupils.

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Tough school rules increases truancy among pupils					
Lack of interest on truants by teachers leads to increased truancy					
Severe punishment for truancy at school makes truant learners miss school more					
Poor class attendance record keeping by class teachers presents excuses for truant students to miss class					
Bullying in school increases truancy rates Lack of guidance and counselling for truant learners leads to increased truancy					
Lack of a well fenced school compound encourages truancy					

PART C: Evaluate the Influence of Causal Truancy on pupils academic performance

9. Are there home related factors that determine truancy?

Yes [] No []

10. If yes, which are these home related determinants of truancy? (Kindly state the main one)

11. To what extent does the mentioned home related determinant influence truancy?

To a very high extent []

To a moderate extent []

To a low extent []

To a very low extent []

12. Do the home related determinants influence truancy in one gender more than the other?

Yes [] No []

13. If yes, which gender is the most affected?

Male [] Female []

14. Kindly rate as strongly agree [SA], agree [A], undecided, disagree [D] and strongly disagree [SD] with respect to how home related determinants affects truancy among pupils.

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Staying with one parents encourages truancy					
Parental attitude towards education influences truancy					
Having chores at home during school days increases truancy and poor academic achievement					
Coming from a polygamous family increases truancy rates as parents don't pay attention to learners education leading to poor academic achievement					
Poor income forces learners to be truants leading to their poor academic achievement					
Family poverty forces learners to skip school to look for work leading to their poor academic achievement					

PART D: Establish the Influence of Occasional Truancy on pupils academic performance

15. Are there individual student-related determinants influencing truancy?

Yes [] No []

16. Which are these determinants? (State one)

17. To what extent do the mentioned determinants influence truancy?

To a very high extent []

To a moderate extent []

To a low extent []

To a very low extent []

18. Do the individual pupils' related determinants influence truancy in one gender more than the other?

Yes [] No []

19. If yes, which gender is the most affected?

Male [] Female []

20. Kindly rate as strongly agree [SA], agree [A], undecided, disagree [D] and strongly disagree [SD] with respect to how individual student-related determinants influencing truancy among pupils.

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Low self-esteem influence truancy					
Gender of students influence truancy					

Lower academic self-concept influence truancy					
Abusing drugs and substances influences truancy					
Engaging in deviant behaviours influence truancy					
Being a bread winner increases truancy					

21. Does truancy have any impact on your academic achievement?

Yes [] No []

22. In what way doe truancy affect your academic achievements?

It improves academic achievement greatly []

It moderately improves achievement []

Has little impact []

Has very little impact []

23. Which gender suffers the most academically due to truancy?

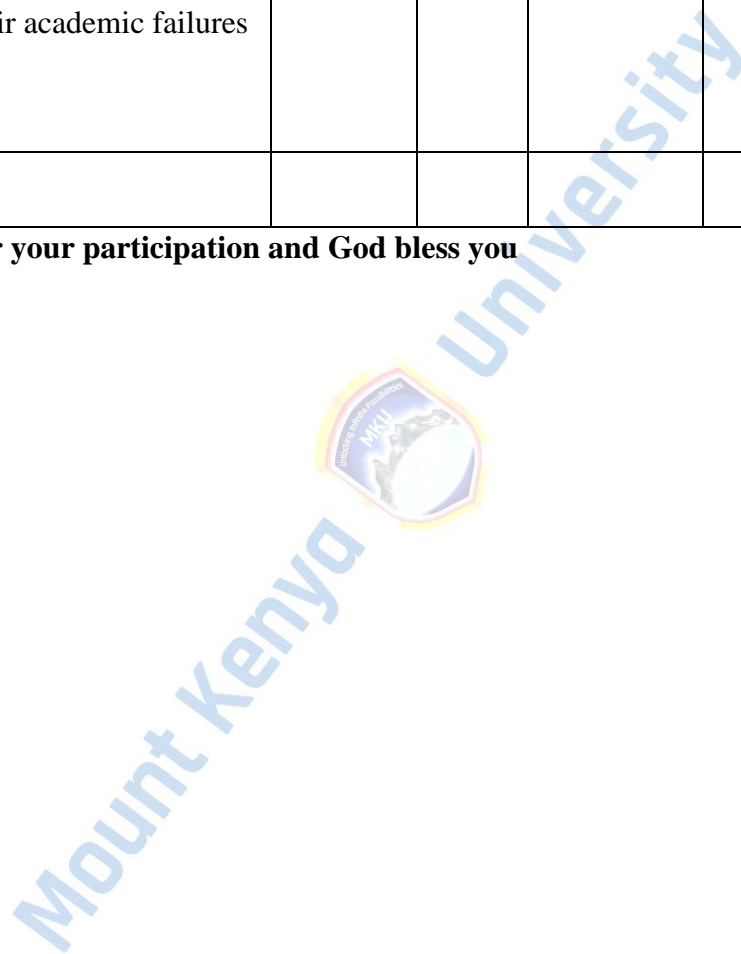
Male [] Female []

24. Kindly rate as strongly agree [SA], agree [A], undecided, disagree [D] and strongly disagree [SD] with respect to how truancy affects academic achievement of pupils.

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Truancy causes one to lack notes needed for revision leading to poor academic achievement					
<p>Truant learners lack the aid of class discussions which affect their understanding of content leading to poor academic achievement</p> <p>Truant learners do not have time for revision which leads to poor academic achievement</p>					
Truant learners have very little interest in education which leads to poor academic achievement					
Truant learners engage in deviant behaviours which interfere with their interest in education leading to poor academic achievement					

Truants have no future academic aspirations leading to poor academic achievement					
Truant learners often miss CATs and End Term exams which also contribute to their academic failures					

Thank you for your participation and God bless you



Appendix IV: Questionnaire for Class Teachers

This questionnaire seeks to explore the influence of truancy causes on the academic performance of pupils in primary schools within Kakamega Central Sub-County, Kenya. Kindly indicate your responses by marking (✓) the appropriate option or following the provided instructions. Rest assured that your responses will be kept confidential and solely utilized for research purposes.

SECTION 1:

Kindly answer all questions.

Kindly answer all questions.

1. What is your sex? Male Female
2. How many years have you worked in this school?
Below 5 years 5-9 years 10-19 years More than 10 years
3. What is your level of education?
P1 Diploma Undergraduate Post Graduate

**SECTION 2A: INFLUENCE OF FAMILY-RELATED CAUSES OF TRUANCY
ON THE ACADEMIC PERFORMANCE OF THE PRIMARY SCHOOL
PUPILS**

Please rank the following statement on Likert scale ranging from strongly disagree to, strongly agree. Where; **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1	2	3	4	5
Low parental education level causes truancy among pupils in primary schools					
Parents occupation determine truancy among pupils in primary schools					
Inadequate parental attention and supervision causes truancy among pupils in primary schools					
Low parental household income causes truancy among pupils in primary schools					

**SECTION 2B: INFLUENCE OF SCHOOL-RELATED CAUSES OF TRUANCY
ON THE ACADEMIC PERFORMANCE OF THE PRIMARY SCHOOL
PUPILS**

Please rank the following statement on Likert scale ranging from strongly disagree to, strongly agree. Where; **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1	2	3	4	5
Unconducive school climate causes truancy among pupils in primary schools					
Large class size and attitudes causes truancy among pupils in primary schools					
Inadequate address to learners needs causes truancy among pupils in primary schools					
Ineffective truancy discipline policy causes truancy among pupils in primary schools					

SECTION 2C: INFLUENCE OF LEARNER-SPECIFIC CAUSES OF TRUANCY ON THE ACADEMIC PERFORMANCE OF THE PRIMARY SCHOOL PUPILS

Please rank the following statement on Likert scale ranging from strongly disagree to, strongly agree. Where; **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1	2	3	4	5
Pupil's physical and mental health issues causes truancy among pupils in primary schools					
Pupil's substance abuse causes truancy among pupils in primary schools					
Pupil's self-perception causes truancy among pupils in primary schools					
Pupil's disengagement from school causes truancy among pupils in primary schools					

SECTION 2D: INFLUENCE OF PEER-GROUP CAUSES OF TRUANCY ON THE ACADEMIC PERFORMANCE OF THE PRIMARY SCHOOL PUPILS

Please rank the following statement on Likert scale ranging from strongly disagree to, strongly agree. Where; **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1	2	3	4	5
Hanging out with peers causes truancy					
Peer pressure related to substance abuse causes truancy					
Peer pressure related to sports and extra curriculum activities causes truancy					
Fear of social exclusion causes truancy					

SECTION 2E: THE ACADEMIC PERFORMANCE OF THE PRIMARY SCHOOL PUPILS

Please rank the following statement on Likert scale ranging from strongly disagree to, strongly agree. Where; **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1	2	3	4	5
Grades or scores reduced due to causes of truancy					
Participation in class activities reduced due to causes of truancy					
Assignments completion rate reduced due to causes of truancy					
Standardized test performance reduced due to causes of truancy					

Appendix V: Interview Schedule for Deputy Head Teachers

1. Could you please elaborate on how family-related causes of truancy impact the academic performance of primary school pupils in Kakamega Central Sub County, Kenya?
2. How do school-related causes of truancy influence the academic performance of primary school pupils in Kakamega Central Sub County, Kenya?
3. What influence do learner-specific causes of truancy have on the academic performance of primary school pupils in Kakamega Central Sub County, Kenya?
4. How does peer-group influence contribute to truancy and affect the academic performance of primary school pupils in Kakamega Central Sub County, Kenya?



Mount Kenya University

Appendix VI: NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 458569	Date of Issue: 29/April/2024
RESEARCH LICENSE	
	
This is to Certify that Miss.. PHOEBE NANZALA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega on the topic: INFLUENCE OF TRUANCY ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC DAY PRIMARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY, KENYA for the period ending : 29/April/2025.	
License No: NACOSTI/P/24/35093	
458569 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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See overleaf for conditions	

Appendix VII: Introductory letter



DIRECTORATE OF GRADUATE STUDIES

MED/2018/25511

15th April, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: PHOEBE NANZALA MARIO - REGISTRATION NO. MED/2018/25511

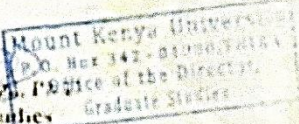
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Truancy on Pupils' Academic Performance in Public Day Primary Schools in Kakamega Central Sub-County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2024 and June, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karanja, P.O. Box 342-01000 Thika
Director, Graduate Studies
Enc.



Appendix VIII: ERC certificate



REF: MKU/ISERC/3610
TO: PHOEBE NANZALA MARIO

Date: 12 April 2024

REG: MED/2018/25511

Dear Sir/Madam,


RE: INFLUENCE OF TRUANCY ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC DAY PRIMARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2654**. The approval period is **12/04/2024 - 11/04/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

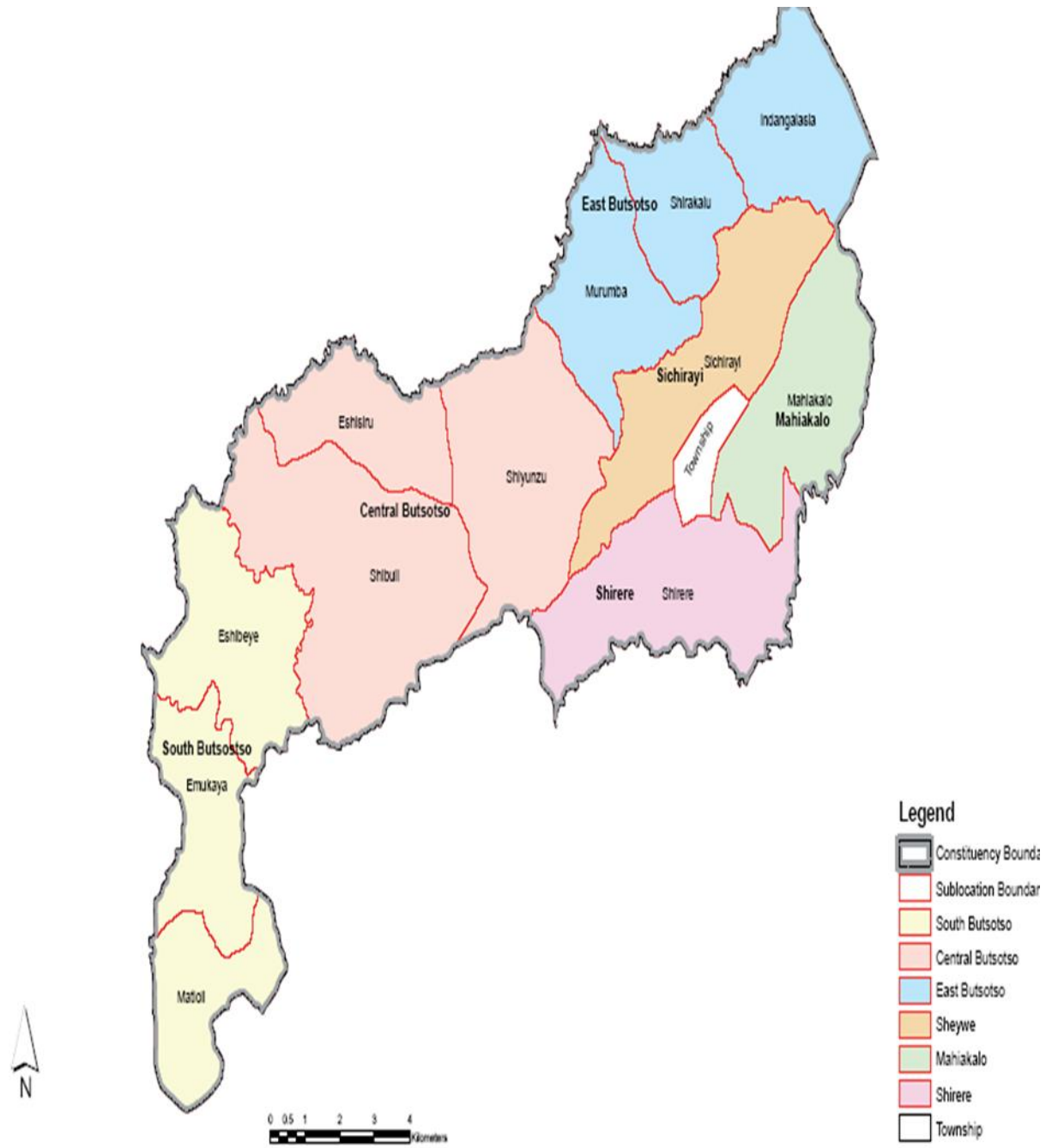
Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342-0100, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix IX: Kakamega Central Sub County Map



Appendix X: Turnitin Report



Phoebe Mario

INFLUENCE OF TRUANCY ON PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN KAKAMEGA CENTR...

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