

**AN ASSESSMENT OF THE RELATIONSHIP BETWEEN HOME-BASED
DYNAMICS OF TRUANCY AND LEARNING OUTCOMES IN
LOWER PRIMARY SCHOOLS IN KIVAA ZONE,
MACHAKOS COUNTY, KENYA**

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ABSTRACT

The role of parents in determining learning outcomes of learners cannot be overemphasized. However, the nature of the activities at home contributes towards children's truancy which influences learning outcomes. Thus, the study intended to assess the relationship between home-based dynamics on truancy and learning outcomes of pupils in lower primary in Kivaa Zone, Machakos County, Kenya. The literature review was based on the concept of learning outcomes, the concept of pupils' truancy, parents' disciplinary practices, parents-child relationships, physical conditions and parents' incomes in relation to learning outcomes. This study was guided by The Self-Determination Theory which was postulated by Deci and Ryan (1991). The study adopted quantitative and qualitative methods. The study applied explanatory sequential design since the study involved collecting quantitative and qualitative data. Questionnaires were used to collect data from school head teachers and lower primary school teachers whereas interviews and focused group discussions will be used to collect data from parents' representatives and pupils in lower primary respectively. Piloting of research instruments was conducted amongst 5 lower primary teachers to establish validity. Reliability coefficient of $r = 0.75$ was obtained using Pearson's Product Moment Correlation Method. Target population comprise 22 head teachers, 220 lower primary school teachers, 80 parents' representatives and 1200 pupils in lower primary all totaling to 1524. Using The Central Limit Theorem, a sample of 7 primary schools, that is, 30% of the targeted 22 public primary schools and 300 respondents, that is, 19.69% of 1524, was selected. The researcher applied stratified sampling to create 4 strata based on the number of sub-zones in Kivaa Zone each consisting of 6 schools. From each stratum, 2 head teachers and 1 lower primary teachers were selected using purposive sampling. At the same time, 6 parents' representatives and 65 pupils in lower primary were selected using simple random sampling. Data analysis began by identifying common themes. The relevant information will be broken into phrases or sentences, which reflect a single, specific thought. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that are under investigation. Qualitative data was analyzed thematically based on the research objectives whereas quantitative data was analyzed inferentially using Pearson's Product Moment Correlation (PPMC) in Statistical Packages for Social Science (SPSS version 21). The findings of the study was presented using tables. The study established that there are different home dynamics which contribute to truancy which include parents' disciplinary practices, parent-child relationships, home conditions and parents' incomes which, in turn, influence pupils' learning outcomes. The study thus, concludes that such dynamics have a significant relationship with pupils' acquisition of basic numeracy, language development and creativity skills. Thus, parents be advised to adopt appropriate disciplinary practices in order to minimize instances of truancy amongst pupils in lower primary schools, provide conducive environment to enable pupils acquire basic numeracy, language development and creativity skills. Parents should create a good and healthy interpersonal relationships with their children by acting as good role models for their academic success. Parents should constantly follow their children's homework by providing conducive learning environment. Ministry of Education should help parents adopt practices such as discipline which can enhance positive interactions with their children as a strategy for enhancing their learning outcomes.