

**ABSENTEEISM AND ACADEMIC PERFORMANCE OF PUPILS IN ECPE  
CENTRES IN CHIL CHILA DIVISION KERICHO DISTRICT KENYA**

**BY**

**CHEPKORIOR EUNICE**

**BED/21561/81/DF**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR  
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR  
OF EDUCATION IN EARLY CHILDHOOD PRIMARY  
EDUCATION IN KAMPALA INTERNATIONAL  
UNIVERSITY**

**AUGUST 2010**

**DECLARATION**

This research is my original work and has not been presented for the award of Degree in Education

NAME: CHPKORIR EUNICE

Sign: .....

ADMISSION NUMBER: BED/21561/81/DF

Date: .....

This work has been submitted for examination with my approval supervisor

Name: CISSY SENTAMU

Sign: .....

Date: .....

**KAMPALA INTERNATIONAL UNIVERSITY**

## **DEDICATION**

This research project is dedicated to my parents and my family whose continuous support and encouragement always inspired me

God bless you all

## **ACKNOWLEDGEMENT**

A lot of thanks go to almighty God for his care and gift of good health throughout my study period.

My thanks go to my supervisor Cissy Sentamu, Research, Monitoring and evaluation lecturer who provided guidance and encouragement. In addition I would like to thank all my lecturers.

Thanks goes to the field Education Officer, head teachers and teachers of Chilchila division who responded positively to my research instruments.

To my head teacher Mr. Samuel Kenduiwo and entire staff members of Chilehila Primary School who gave moral and material support during my studies.

To my husband Joseph Chirchir for material and financial support.

MAY GOD BLESS YOU ALL.

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
Declaration .....	i
Dedication .....	ii
Acknowledgement .....	iii
Table of contents .....	iv
List of tables .....	v
List of figures .....	vi
Abbreviations & acronyms .....	vii
Abstract .....	viii
<b>CHAPTER ONE .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	1
1.3 Research objectives .....	2
1.4 Research questions .....	2
1.5 Significance of the study .....	2
1.6 Scope and delimitation .....	3
1.7 Scope and limitation .....	3
1.8. Definition of terms .....	4
<b>CHAPTER TWO .....</b>	<b>5</b>
2.0 Review of related literature .....	5
2.1 School factors .....	
2.2 Out of school factors .....	
2.3 Social cultural practices.....	
2.4 Socio-economic factors .....	
<b>CHAPTER THREE .....</b>	<b>9</b>
3.0 Research methodology .....	9
3.1 Introduction .....	9
3.2 Research design .....	9
3.3 Location of the study .....	9
3.4 Target population .....	9
3.5 Sampling techniques and sample size .....	9
3.6 Research instruments .....	10
3.6.1 Questionnaire for the head teachers .....	10

3.6.2 Questionnaire for the teachers .....	10
3.6.3 Interview schedule for the Tac Tutor .....	10
3.7 Data collection procedure and data analysis .....	10
3.7.2 Data analysis and presentation .....	10
<b>CHAPTER FOUR .....</b>	<b>11</b>
4.1 Introduction .....	11
4.2 Background characteristics of head teachers .....	11
4.2.1 Age of head teachers and teachers .....	11
4.2.2 Sex of head teachers and teachers .....	12
4.2.3 Marital status .....	13
4.2.4 Professional qualification .....	13
4.2.5 Number of streams .....	14
4.3 Causes of absenteeism and academic performance of learners .....	14
4.3.1 School factors .....	15
4.3.2 Out of school factors .....	16
4.3.3 Social cultural practices .....	17
4.3.4 Socio economical factors .....	19
4.3.5 Curbing absenteeism .....	20
<b>CHAPTER FIVE .....</b>	<b>22</b>
Summary conclusion and recommendations .....	22
5.1. Introduction .....	22
5.2 Summary .....	22
5.3 Conclusion .....	23
5.4 Recommendation .....	23
5.5 Suggestion for further research .....	24
<b>BIBLIOGRAPHY .....</b>	<b>25</b>
Appendix I Head teacher questionnaire .....	26
Appendix II Teacher questionnaire .....	30
Appendix III Interview schedule for Tac-Tutor .....	34
Appendix IV Time plan .....	35
Appendix V Estimated budget .....	36
Appendix VI List of sample school .....	37
Appendix VII Letter from the institution .....	37

## LIST OF TABLES

Table 4.1 Head teacher and teacher distribution by Age .....	11
Table 4.2 Distribution of teachers and Head teachers by marital status .....	12
Table 4.3 Teachers professional qualification .....	14
Table 4.4 Number of streams .....	14

## LIST OF FIGURES

Figure 4.1 School factors .....	15
Figure 4.2 Distribution of school factors .....	16
Figure 4.3 Social cultural practices .....	17
Figure 4.4 Social-economic factors .....	19
Figure 4:5 Solutions for absenteeism .....	20



## **Acronyms**

PTA- Parents Teachers Association

TAC- Teachers Advisory Centre

FPE- Free Primary Education

SbTD — School based Teachers Development

SEP — School Empowerment Programme

FPESP — Free Primary Education Support Project

HIV — Human Immune Deficiency Virus

AIDS — Acquired Immune Deficiency Syndrome

ECD- Early Childhood Education

FGM — Female Genital Mutilation

## **ABSTRACT**

My purpose of the study was to find out absenteeism and academic performance of pupils in ECDE (age 6-8 years) in Chilchila Division, Kericho District. The division is situated in the pockets of white highlands once colonized by British in Kericho district, faced with adverse weather condition usually very hot, dry and hilly. The area also faces a lot of economic, social and cultural problems. The general performance of the learners in primary and secondary schools is not pleasing. This made the researcher to try to investigate problems faced together with their possible causes and solutions. The researcher explored on the important roles of head teachers, teachers in facilitating learning.

According to the study the researcher felt that the most cause of poor performance in national examination is absenteeism.

The research explored literature written about causes and solutions to absenteeism to come up with what other people have written in relation to research problem, the research described about the research design sampling procedures, research instruments, collections of data and analysis.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter is concerned with the background of the problem. Statement of the problem, research questions, delimitation, and limitation, significance of the study and definition of terms.

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

Since independence the government of Kenya has enriched the focus of Education so' to make it relevant to needs of the Kenyan citizens. This is evident by her tireless efforts to allocate the largest percentage of her total expenditures on education. The schools should therefore nurture students in mind and body up to a standard that they can be handed over for further training.

It is important therefore that there should be access to ECDE Education as stressed by the government.

Education plays an important role in human growth and development. It equips a person with relevant skills knowledge and values to enable one to survive and actively participate in national development.

Despite all the government achieves little success. This is due to problems like overloaded curriculum, absenteeism, among pupils and lack of sufficient resources,

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

Most schools in Kericho district are characterized by poor performance in National Examination. Despite the government supplying reasonable resources Chilchila division is associated with relatively low enrolment, high- absenteeism and even some of its pupils drop out of school.

Dullard and Millers(1950) mentioned that- the environment has a significant influence on children development and their subsequent behaviour and attitudes thus educators in the division have a big task of providing an enabling environment which will develop a well adjusted child.

This research was therefore-carried-to determine the causes and possible solutions to - absenteeism in ECDE.

## **1.3 RESEARCH OBJECTIVES**

### **1.3.1 General objective**

To examine the relationship between absenteeism and academic performance of learners.

### **1.3.2 Specific objectives**

The research was guided by the following research objectives

To find out the relationship between in school factors and academic performances of learners.

To find out the relationship between out of school factors and academic performance of learners.

To find out the relationship between social cultural practices and academic performance of learners.

To find out the relationship between socio-economic factors and academic performance of learners

## **1.4 RESEARCH QUESTIONS**

- a) What is the relationship between in school factors and academic performance of learners?
- b) What is the relationship between out of school factors and academic performance of learners?
- c) What is the relationship between social cultural practices factors and academic performance of learners?
- d) What is the relationship between socio-economic factors and academic performance of learners

## **1.5 SIGNIFICANCE OF THE STUDY**

This study will be significant because the findings and recommendations of the study will:

Assist the head teachers in identifying ways of improving the academic performance by alleviating absenteeism.

Assist teachers to know their role in curbing absenteeism.

Enable teachers' trainers to give necessary instructions to teacher trainees.

Assist head teachers in community mobilization and capacity building.

### **1.6. Scope and delimitation.**

The research was carried out between January and February 2007. It was a dry spelt in the division thus easy communication,

The school Chilchila primary resources of the study thus researcher had easy time in reviewing related literature.

The teachers in the sample schools were very co-operative and relied the relevant information.

### **1.6 SCOPE AND DELIMITATION**

The research was carried out between January and February. It was a dry spelt in the division thus easy communication.

The school chilchila primary had resources of the study thus researcher has easy time in reviewing related literature

The teachers in the sample schools were very co-operative and relied the relevant information

### **1.7 SCOPE AND LIMITATION**

The research was carried out between January and February 2010 which according to the researcher was short hence time was a limiting factor.

The research location was very hilly with poor road network. The schools are far apart from each other hence may have caused a problem in communication.

The study was carried out in ECDE (Primary schools) within Chilchila Division. This did not bring out the true picture of 'what was happening in other schools due to geographical. Cultural, environmental and economical differences. This did not allow generalization.

The budget made by the researcher was based on the distances and the current prices and did not put into consideration fluctuations. This may have limited the success of research study.

### **1.8 Definitions of the terms**

- 1) Community mobilization — means bring people together in order to achieve set goals and objectives.
- 2) Capacity building - creating an enabling environment to develop efficiency and effectiveness of the staff and other resources to meet current and future challenges of continuously changing environment
- 3) Curriculum. — The content of education set to be taught or covered in a particular level of learning.
- 4) Absenteeism — It is a habit where a pupil fail to attend school due to one or the other reason.
- 5) School factor — factors within the school that influences absenteeism.
- 6) Out of school factors — refers to factors outside the school that influence absenteeism.
- 7) Truancy — deliberate absenteeism by a pupil from school without a good reason.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

##### 2.2 School factors

##### 2.3 Out of school factors

##### 2.4 Social – cultural practices

##### 2.5 Socio-economic factors

#### **2.2 School factors**

Broadwin (1932) describe truancy as a school phobia or refusal, the child is absent from school for periods varying from several days months to years

According to core module (SbTD) name causes of truancy as:

The school environment being hostile to the learner

Teacher not understanding individual difference of pupils

Fear in failing in examinations.

Not getting homework done in time

Not having friends at school

Dislike of a school subject or teacher

According to professional studies for PT.E by Joseph M, Ngaroga states that truancy can be caused by the following.

Authoritarian policies at school

A dislike of certain school subjects or teacher

Preference for out-of- school activities

Boredom experienced by the pupils at school.

Lack of interest by parents in the pupil's education.

Personal problems experienced by pupil.

Failure to get along with members of the peer who may be issuing threats to pupil

#### **2.3 Out of school factors**

Home is the best place for children to grow, develop and learn. It provides the foundation on which future learning of children depends. Its where culture, traditional values, norms, taboos and beliefs are laid. Children take pride in their home as they view it as a place for security, shelter and where they belong.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

2.2 School factors

2.3 Out of school factors

2.4 Social – cultural practices

2.5 Socio-economic factors

#### **2.2 School factors**

Broadwin (1932) describe truancy as a school phobia or refusal, the child is absent from school for periods varying from several days months to years

According to core module (SbTD) name causes of truancy as:

The school environment being hostile to the learner

Teacher not understanding individual difference of pupils

Fear in failing in examinations.

Not getting homework done in time

Not having friends at school

Dislike of a school subject or teacher

According to professional studies for PT.E by Joseph M, Ngaroga states that truancy can be caused by the following.

Authoritarian policies at school

A dislike of certain school subjects or teacher

Preference for out-of- school activities

Boredom experienced by the pupils at school.

Lack of interest by parents in the pupil's education.

Personal problems experienced by pupil.

Failure to get along with members of the peer who may be issuing threats to pupil

#### **2.3 Out of school factors**

Home is the best place for children to grow, develop and learn. It provides the foundation on which future learning of children depends. Its where culture, traditional values, norms, taboos and beliefs are laid. Children take pride in their home as they view it as a place for security, shelter and where they belong.



Families where both parents are concerned with their children find themselves succeeding in life. They raise up strong, healthy and responsible children. The upbringing for young children lies in the hands of the parents:- With adequate resources each family would want each child to feel wanted, healthy, educated, safe and loved.

Most of the children say they have been forced to work to supplement their parent's wages because their parents are very strict while others have been hired for a paltry Sh. 50% per day, others dropped out of school after realizing that they could make money as hawkers (Alex Kiprotich Standard 2009).

## 2.4 SOCIAL CULTURAL FACTORS

According to S.E.P module name some of the social cultural practices that bring negative attitudes towards education thus causing absenteeism some of the practices are:

Funeral Rites- this practice involve children of the affected extended family, thus causes children to be away of school for some days.

Early marriages and F.G, M- these practices mainly affect girls and build poor attitudes towards education among young girls because the community looks them as a source of wealth in form of dowry.

Witchcrafts. This cultural belief creates fear and a feeling of insecurity in pupils this may lead to pupils withdrawing from school.

Discrimination against the physically challenged, some communities' regards children with challenges as community misfits or they are as a result of curse thus make them feel unwanted in school causing them to be absent.

Family conflicts. Family conflicts leads to divorce which is usually preceded by physical and verbal abuse, Wellestere and Kelly (1980), Dunlop and Burns mentioned that conflicts may be so overwhelming that children are unable to face school.

Socio-economical factors. The high cost of education and our deteriorating economic has reduced the income available to the families, this make it difficult for parents to provide education resources to their children for example uniforms, pencils, writing books etc. this will lead to children being absent ( SbTD core module).

Gender disparities. Wallerstein and Kelly (1980 pg 106) mentioned that there is indications that girls were treated somewhat better by teachers and mothers, FAWE ABC of Gender Analysis has noted that there is gender disparity in primary schools pupils enrolment and that more boys than girls overall enrolment in Kenya primary

Schools, the actual environment figures overall at National levels for the year 1995 SbTD module.

Gender disparities – is also seen in gender drop out rate of primary schools in Kenya FAWE ABC of Gender Analysis.

**Percentage drop-out by gender in Kenya primary schools 1995**

Province	Girls %	Boys %
Central	45.5	54.5
Coast	51.9	49.1
Eastern	47.8	52.2
North Eastern	60.9	39.1
Nyanza	50.0	50.0
Rift Valley	51.4	48.6
Western	49.3	50.7
Nairobi	50.0	50.0

*Source: FAWE ABC as Gender Analysis*

It is shown that primary school enrolment or school gender drop-out varies in numbers from one province to another mainly depend on social-cultural practices of one community to another thus community can invest on one gender than the other for example Rift valley and Coast province records high drop-out rate among the girls hence such communities girls are the most absentees.

**2.5 Socio-economic factors.**

Poverty – when a family is extremely poor it means that the basic necessities and other needs can not be provided for and this affects the Child’s education K.I.E (198) primary population and family life education mentioned that children from extremely poor families experience major problem such as:

Absenteeism, truancy and hunger

Lack of concentration in class work

Being tempted to steal

Being unable to relate to children from more affluent families.

Families where both parents are concerned with their children find themselves succeeding in life. They raise up strong, healthy and responsible children. The upbringing for young children lies in the hands of the parents. With adequate resources each family would want each child to feel wanted, healthy, educated, safe and loved.

Most of the children say they have been forced to work to supplement their parent's wages because their parents are very strict while others have been hired for a paltry Sh. 50% per day, others dropped out of school after realizing that they could make money as hawkers (Alex Kiprotich Standard 2009).

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The primary purpose of carrying out this study was to examine the causes of absenteeism and possible solutions in ECDE (Age 6-8yrs) in chinchilla Division. This chapter described the research design, location of the study, target population, sampling techniques and sample size, research instruments, analysis and presentation.

#### **3.2 RESEARCH DESIGN**

The research design to be applied in a study is dictated by the type of study one wants to conduct. This study intended to give description of causes and possible solutions of absenteeism. The study used a descriptive survey research design.

#### **3.3 LOCATION OF THE STUDY**

The study was conducted in chilhila division, Kericho district. The division borders the following, kipkelion division in the south, Nyando district in the North. The study location is quite hilly and with poor transport and communication network and the schools are far apart from each other it is also gazetted hardship area and once felt under British colony. It has 13 public primary schools, one mission. School and one private primary school, 31 ECDE centers, with a population of 4284 primary pupils and 132 teachers.

#### **3.4 TARGET POPULATION**

The target population for the study was 15 primary school, Head teachers, three lower primary school teachers in each school and one Tac-Tutor making a total of 61 people

#### **3.5. SAMPLING TECHNIQUES AND SAMPLE SIZE**

Sample refer to sub-group of a population that is used by a researcher to collect data generalize the findings to the target population; sample size depends on the variables in the study and the type of research design to be used in. the study.

The researcher adopted a simple random sampling technique to select 30% of the primary schools in the division. This resulted to 5 schools being sampled for the study, hence 5 Head teachers. In each school 3 lower primary school teachers were sampled, making a total of 15 teachers. The teachers and the Tac-tutor were selected

through application of purposive sampling technique, thus there was a total of 21 responders for the study

### **3.6. RESEARCH INSTRUMENTS**

The researcher collected data using head teacher's questionnaire, teacher's questionnaire and an interview schedule for Tac -tutor.

#### **3.6.1. HEADTEACHER QUESTIONNAIRE**

The questionnaire contained items for the head teacher to respond to. It consists of three parts, the personal profile, school information and causes and possible solution to absenteeism which is same as teachers questionnaire part B.

#### **3.6.2. TEACHERS QUESTIONNAIRE**

It contains items which sought information from the teachers, perception on causes and solutions to absenteeism.

#### **3.6.3. INTERVIEW SCHEDULE FOR THE TAC TUTOR**

Contains items which were used to identify causes of absenteeism as viewed by the TAC-tutor.

### **3.7. DATA COLLECTION PROCEDURES AND DATA ANALYSIS**

#### **3.7.1. Data collection procedures.**

The data collection procedures were:

- i) Obtaining the introduction letter form the university.
- ii) Seeking permission form district education officer to visit sample schools.
- iii) Colleting back the questionnaires by the researcher.

#### **3.7.2. DATA ANALYSIS AND PRESENTATION**

The completed instruments were assembled to enable the researcher rank and group the data collected according to particular research questions. Quantitative data was analyzed in form of simple frequencies, percentage tables and figures.

## CHAPTER FOUR

### Data presentation, analysis and interpretation

#### 4.1 INTRODUCTION

The purpose of the study was to find out causes of absenteeism in division of Kericho district and to find out solutions to absenteeism. This chapter presents the results of the study according to data obtained from the head teacher's questionnaires, the teacher's questionnaire and the Tac-tutor interview schedule, This was done focusing on the following guided by the research questions.

- a) Background of the school and respondents
- b) Significant causes of absenteeism
- c) School factors
- d) Out of school factors
- e) Social cultural practices
- f) Social-economical factors
- g) Curbing absenteeism

#### 4.2 Background characteristics of head teachers and teachers

This section presents the characteristics of head teachers and teachers as follows age, sex, teacher's marital status and professional qualifications

##### 4.2.1 Age of head teachers and teachers

Table 4.1 head teachers and teachers' distribution by age

Age	Head Teacher	%	Teachers	%
20-30 yrs			5	33.33
31-35 yrs	1	20	4	26.66
36-40 yrs	1	20	5	33.33
41-45 yrs	1	20	1	6.66
46-50 yrs	2	40		
51-55 yrs	2			
	5	100.00	15	100.00

Table 4.1 above reveals that 2(40%) of head teachers fell within the age brackets of 46-50 years 1(20%) of the head teachers fell within the age bracket of 31-35 years, 36-40 years and 41-45 years

The teachers on the other hand 5(33.33%) were in the age bracket 20-31 years 4(33.33%) of teachers fell between the age bracket of 31-35 years 5(33.33%) and 116.66%) fell within the age bracket of 41 -45 years and 46-50 years respectively, from the findings majority of teachers fell within the age bracket of 20-45years, thus majority of teachers in the zone have adequate time to serve the nation and to build their careers. The finding also clarify the fact that the zone fell under the colonial powers of the white settlers whose interest was to acquire wealth rather than educating the inhabitants of the area since most teachers are 50 and below.

#### 4.2.2 SEX OF HEAD TEACHERS AND TEACHERS

TABLE 4.2 DISTRIBUTIONS OF HEAD TEACHERS BY SEX.

SEX	HEAD TEACHERS NO	%	No	%
MALE	5	100	10	66.7
FEMALE	0	0	5	33.3

The table 4.2 revealed that 5(100%) of head teachers were male and there was no female head teacher and on the other hand 10(66.7%) of the teachers were male and 5(33.3%) were female teachers. The findings clearly show that the community living in the zone value a boy child than girl child, girl child in the community is seen as a source of wealth through dowry hence few girls continue with education leading to a low number female teachers in teaching profession



### 4.2.3 Marital status of head teachers and teachers

Table 4.3 distribution of teachers and head teachers by marital status

Marital status	Head teachers		Teachers	
	No	%	No	%
Married	5	100	11	73.7
Single			4	26.7
Divorced				

Table 4.4 illustrated the marital status of head teachers and teachers. 5(100%) of head teachers were married, none of the head teachers and teachers were divorced

The single teachers may be the newly trained recruited teachers already employed or serving under P.T.A. teachers in the zone deserve to be congratulated for magnifying high level of integrity by remaining united to their respective families and acting as role models to the community since there is no divorce case among the teachers in the division

### 4.2.4 Head teachers and teacher's professional qualification

Figure 4.1 Professional qualifications of head teachers and teachers

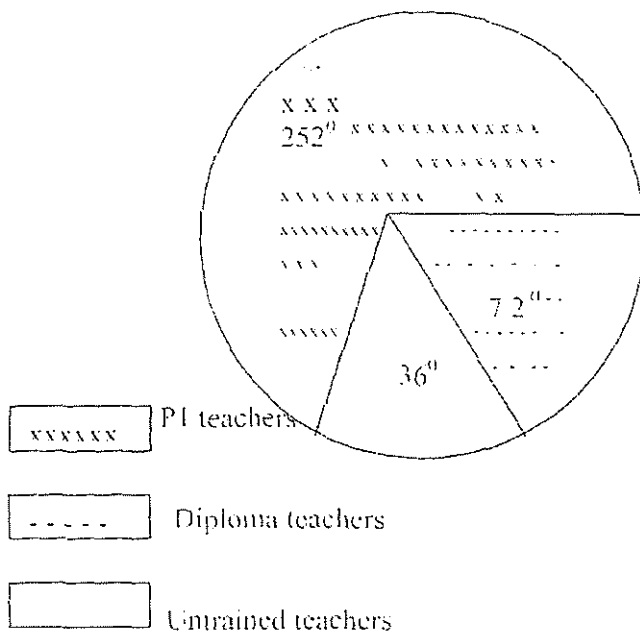


Figure 4.1 illustrates the findings about professional qualification of teachers 4(72%) of teachers were diploma teachers and 14 (252%) of teachers were P1 2(36%) were untrained. The untrained teachers were KCSE holders employed temporarily by the PTA to alleviate the problem of understaffing. The fact that primary teachers have started to develop their career is evident by 4(72%) diploma teachers, they took advantage of open learning opportunities.

#### 4.2.5 Number of streams

**Table 4.4 No. of streams**

Streams	No. of streams	%
Single	6	40.0
Double	9	60.0
Triple		
Total	15	100

Table 4.4 above shows that out of 15 classes in the sample schools 6(40%) were single stream, 9(60%) were double stream and there was no triple stream. This showed that there was a lot of congestion in the schools.

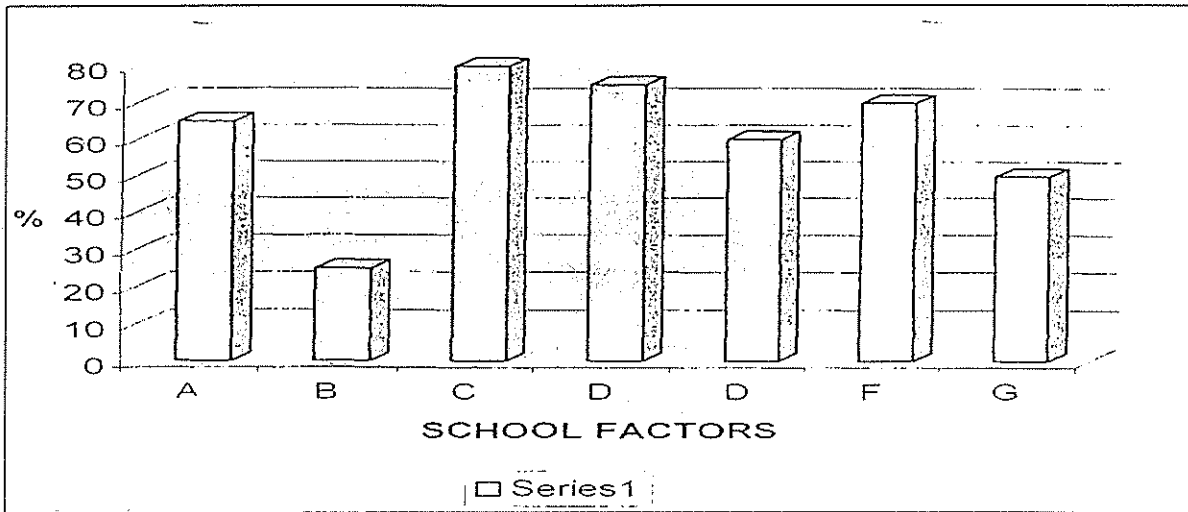
#### 4.3 Cause of absenteeism and its possible solution.

This section presents the causes of absenteeism and its possible solutions as follows:

- School factors
- Out of school factors
- Social economic factors
- Social — cultural factors
- Curbing absenteeism

### 4.3.1 School factors

Figure 4.2 school factors



#### SCHOOL FACTOR

#### KEY

A- School environment being hostile to the learner

B - Not having friends at school

C- Not having homework done on time

D- Boredom experienced by pupils at school

E- Authoritarian policies at school

F- Teachers not understanding individual difference

G- Poor learning approaches

Figure 4.2 indicated that 13(65%) of the teachers interviewed agreed that the main cause of absenteeism was school environment being hostile to the learner. 15(70%) teachers agreed that teachers not understanding individual difference causes absenteeism 16(80%) of teachers agreed not having homework done on time causes absenteeism 12(60%), agreed authoritarian policies at school causes absenteeism 10(50%) of teachers agreed poor teaching approached causes absenteeism 7 (35%) agreed that not having friends at school causes absenteeism. The respondents attributed these problems to:

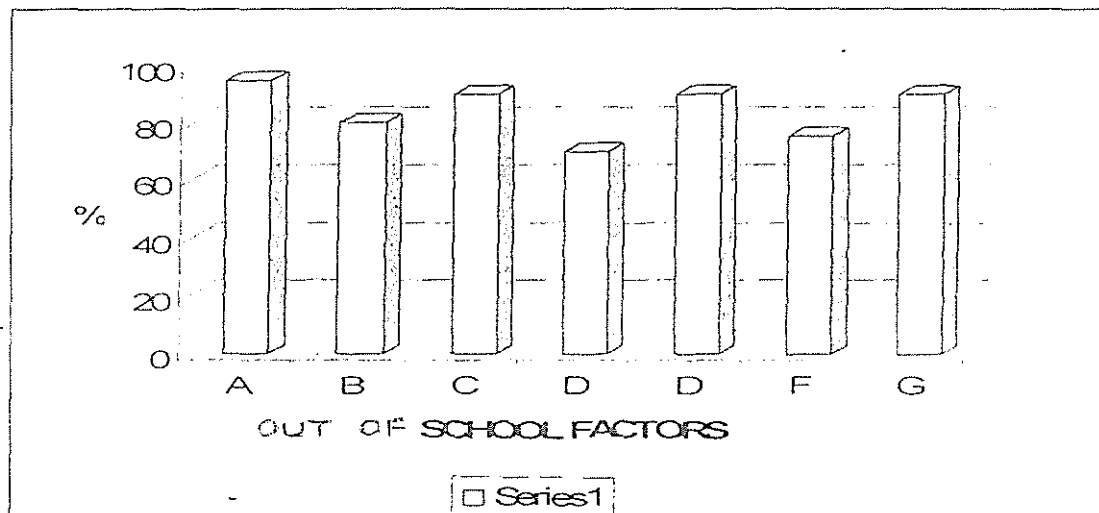
Population increase of pupils

Lack of enough resources such as facilities and teachers Lack of educational inset for teachers.

Walczac and Burns-(1984) asserts for creation of positive atmosphere by teachers creating a friendly classroom environment which encourages openness and respect and which is supportive when children choose to share their problems creating time to find out what is causing and solution to those problems also young voice issue no 23 June 2007 mentioned that children have a responsibility to place their physical and intellectual abilities at the service of the state so that they can serve national interests. The government has to assist children in this area by allowing an environment that is conducive to citizen participation.

#### 4.3.2 Out of school factors

Figure 4.3 distribution of out of school factors



Key

- A -- Preference for out of school activities
- B — Insecurity at home
- C- -Lack of interest by the parents in child's education
- D — Failure to get along with members of the peer
- E --- Lack of basic needs Sickness
- F — Long distance to school
- G — Sickness

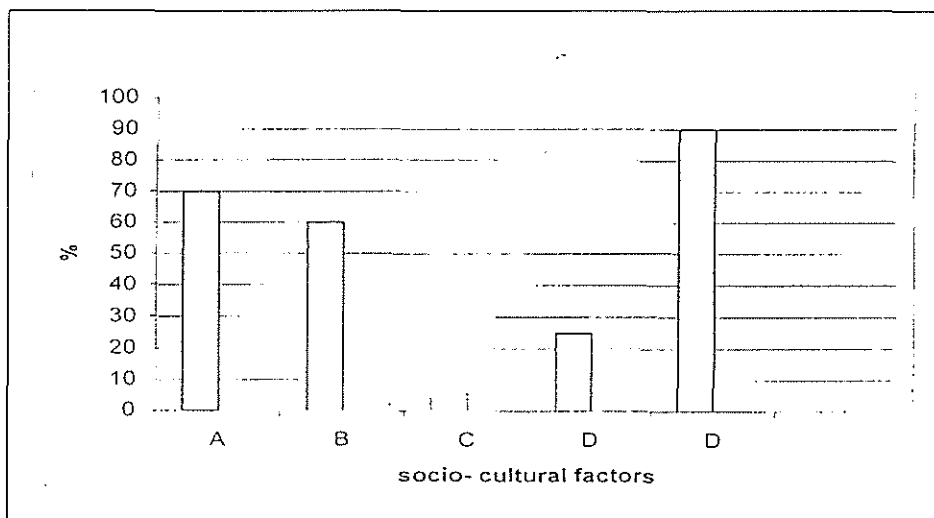
Fig. 4.3 shows that the main out of school factors causing absenteeism is preference of out of school activities 19(95%) of teachers interviewed agreed, 18(90%) of teachers agreed that lack of basic needs, lack of interest by the parent in Childs education and sickness causes absenteeism 16(80%) of teachers also agreed on long distance to school and 14(70%) teachers agreed on failure to get along with members of the peer causes absenteeism. The respondents to the following

- Colonial effects
- Economic activities in the area
- Lack of employment opportunities in the country
- Poor parenting

SEP 2004 described community mobilization as involving members of the community to support the school for effective teaching arid learning. Community mobilization is important in capacity building because of empowers community members to play their roles effectively. It ensures that rumours and false assumptions are cleared; from the words of Dullard and Miller (1950) we can see that environment has significant influence on children development and their subsequent behaviours and attitudes. By environment in this context it means the people who are around the child. these include parents, aunties, uncles, grandparents and the community. It is important they provide an enabling environment which will develop a well adjusted child.

### 4.3.3 Social cultural practices

Fig. 4.4 social cultural practices



Socio- cultural factors

## Key

A — Funeral

B — Initiation

C — Witchcraft cases

D — Discrimination against physically challenged.

Fig. 4.4 shows that 14(70%) teachers agreed funeral rites causes absenteeism, 12(60%) agreed initiation ceremonies causes absenteeism, 5(35%) agreed discrimination against physically challenged and 1(10%) agreed that witchcraft causes absenteeism. The respondent attributed these problems to:

HIV/ AIDS pandemic

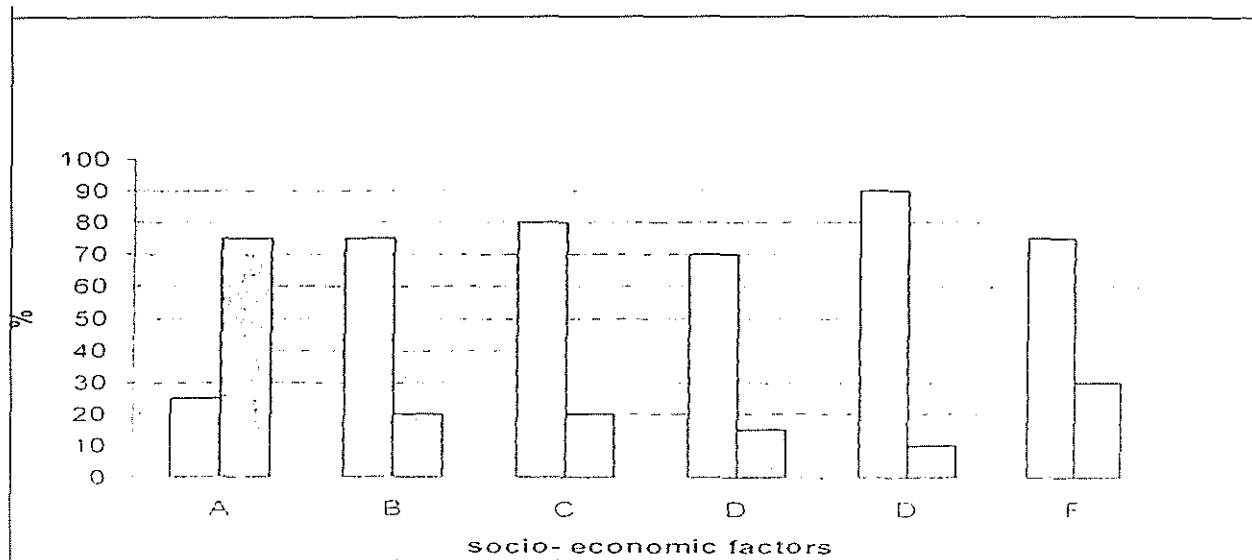
Gender disparities

Cultural beliefs and practices


According to SEP (2004) mentioned that not all cultural practices are negative. Some are quite good and if assimilated by the school can have a positive impact on resource utilization to enhance teaching and learning. Some of the values help learners to develop positive attitudes in taking responsibility. They stimulate in pupils a desire to learn, appreciate and up-hold morals and creativity. Young voice magazine issue no. 23 June 2007 point out one of the duties and responsibilities as children should preserve and strengthen the positive cultural values of their community in relation with members of the community, children must strive to learn and appreciate positive cultural values of their community. They however must shun any negative practices and should not be ostracized for airing their views on the negative practices.

## Socio economic factors

Fig. 4.5 social — economic factors



 Agreed

 Disagreed

A- Lack of uniform

B- Lack of exercise books

C- Lack of writing pencils

D- Lack of school shoes

E- Lack of school

F- Lack of money to pay education trips.

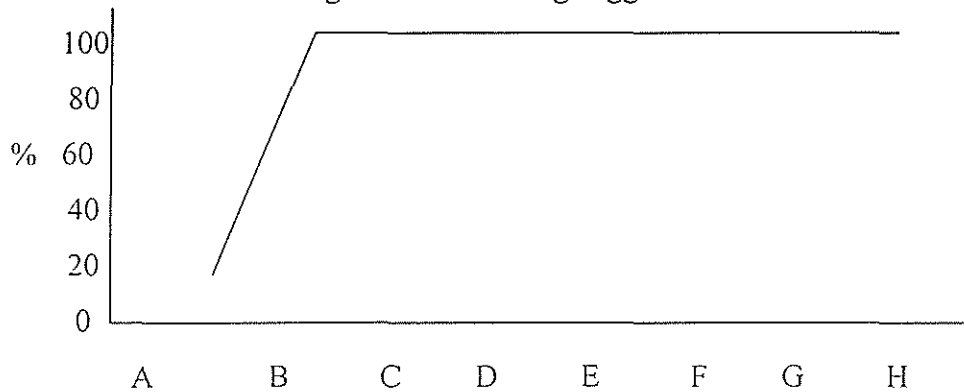
The above figure 45 revealed 15(75%) agreed lack of school uniform causes absenteeism 15(75%) of teachers disagreed that lack of exercise books causes of absenteeism 14(70%) of teachers disagreed lack of school shoes and money to pay education trips do not causes absenteeism 16(80%) of teachers disagreed lack of writing pencils do not causes absenteeism 18(90%) of teachers also agreed lack of school fees as cause of absenteeism. The respondents attributed the response to:

a) Poverty

b) Introduction of free primary education according to FPESP (2004) state that introduction of FPE in Kenya has brought about many challenges to schools-which requires the use of alternative teaching approaches which are tailored made to address specific challenges that emerge in the class, 23<sup>rd</sup> Saturday June daily nation reports that uniform is still a major cause of absenteeism in Africa regardless of introduction of F.P.E

#### 4.35. Curbing absenteeism

Teachers interviewed gave the following suggestion as solutions to absenteeism



#### SOLUTION FOR ABSENTEEISM

##### KEY

- A- Improving staff housing
- B- Improving teachers salaries
- C- Provision of free primary education
- D- Improving teachers learner relationship
- E- Organizing guidance and counseling
- F- Programme for learners
- G- Improving teaching approaches
- H- Provision of more play things in school
- I- Community sensitization

In the above figure (25%) of teachers agreed that improving staff housing will help to curb absenteeism 10(50%) of the teachers interviewed agreed that improving teachers salary will solve the problem of absenteeism. All teachers 20(100%) agreed on the following solutions

- Provision of free primary education
- Improving teacher learner relationship



Organizing guidance and counseling programme of learners

Improving teaching approaches

Provision of play things

Sensitization of the community on education

The respondents attributed this suggestion to:

Making a school child friendly

Making learning child centered

Developing the whole child as advocated by psychologist such as Froebel, Maria

Montessori and Steiner.

Galloway and Edward's (1991) mentioned that your role as a teacher is to facilitate learning and you can only do this when your relationship with pupils is warm and friendly. This is because the ideal model of teacher/ learn interaction is one of the mutual regard in which the child feels assured that their contributions are valued.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The study came up with some findings which were summarized and discussed in this chapter. The study involves 30% of the target population of 61 people from the 15 schools in the division. 5 head teachers in the zone. 5 head teachers, 15 teachers from 5 sample schools and zonal TacTutor.

The study was descriptive design in nature and the data for the study was obtained through questionnaire for head teachers, and teachers and an interview schedule for the zonal TacTutors.

The findings were presented in bar graphs, pie-chart, percentages and tables of frequency distribution.

#### SUMMARY OF THE FINDINGS

The results of the findings indicated that majority of the head teachers in the schools understudy were in the age bracket of 46-50 years, hence have been in the teaching service for long. It is noted that 100% of the head teachers are male. The study findings showed that all head teachers are married and majority of them had qualifications required by the TSC to head a primary school of at least form 4 level of education and a P1 certificate. The study revealed that 66.6% of the head teachers were of age between 20-40 years, 66.7% of teachers are male whereas 33.3% are female, It also indicated that gender disparity in the sense that there are fewer female teachers than male. The study also indicated most teachers are qualified as required by the TSC and they have started to develop their career this is evident by 4(72) diploma teachers On the perception of causes of absenteeism, the most prevalent school factor causing absenteeism were school environment being hostile to learner and boredom experienced by the pupils at school.

The top causes of out of school factor as perceived by teachers were preference of out of school activities Lack of basic needs, lack of interest by the parent in child's education and sickness In social —cultural practices researcher found out that 14(70 ) of the teachers agreed funeral rites and initiation ceremonies (Tumin according to Kipsigis) cause' absenteeism. In social economic factors researcher found that the top most cause of absenteeism was lack of school uniform 15(75%) of teachers agreed.

Regarding to possible solutions for absenteeism the researcher found that 20(100%)

of teachers agreed on the following.

- Provision of free primary education
- Organizing guidance and counseling programme for learners
- Improving teaching approaches
- Providing more play facilities
- Sensitization of the community on education

### **5.3. CONCLUSION**

Based on the findings of the study, a lot of information was revealed about the causes and possible solutions for absenteeism in ECDE (lower primary) in Chilchila division, the following conclusions were made:

- i) The major causes of absenteeism are the school factors, social economical activities
- ii) The main cause of poor academic performance is absenteeism
- iii) Colonization had impact on community perception on development
- iv) Lack of uniform remains the major cause of absenteeism regardless of free primary education.

### **5.4. RECOMMENDATION**

From the findings conclusions were made.

- The government should provide more funds for building, and maintenance so as to make the school child friendly.
- The government should provide for extra funds to cater school uniform for every pupil.
- The school should organize guidance and counseling programme for learners.
- The female teachers should organize should be appointed to leadership so as to eliminate gender disparity in the headship and to encourage girl child to pursue education
- The government should organize in-service courses for teachers.

## 5.5 SUGGESTION FOR FURTHER RESEARCH

From the research findings and recommendation the following suggestions for further research was made:

- 1) This was a case study of Chilchila division; there is need for similar research to be conducted in any division on causes and solutions to absenteeism in the upper, primary.
- 2) A study should be carried out to investigate the effects of economic and cultural practices on learner's performance
- 3) A study to be carried to investigate other causes of poor academic performance in Chilchila division.

## **BIBLIOGRAPHY**

1. FAWE ABC of gender analysis
2. Galloway D (1985) schools and-persistent absenteeism, program press London
3. Jacinta M. and Regina M (1981) primary methods handbook holder and Stoughton London.
4. Kenya institute of Education (1989) primary population and family life education Jomo Kenyatta foundation Nairobi
5. MOEST FPESP, school empowerment programme module (2004)
6. MOEST 2004 primary school instructional materials management handbook,
7. Jomo Kenyatta foundation, Nairobi.
8. MOEST SbTD core module 2001Ngaroga J.M (1996) professional studies for primary, teacher education East Africa educational publishers Ltd Nairobi.
9. UNESCO (1996) behaviour modification module
10. Walczak Y and burns S (1984) divorce harper and row London
11. Young voice issue No.. 23 June 2007 Legal resource foundation trust Nairobi.



Number of students in your school

Boys

girls.....

2007.....

.....

2006.....

.....

2005.....

.....

### CAUSES OF ABSENTEEISM

Put appropriate mark (x) as a sign that absenteeism is caused by the suggestions indicated. Coding

Strongly agree  1 Agree  2 disagree  3 strongly disagree  4

School factor

e) school environment being hostile to the learner

1  2  3  4

f) Not having friends at school  1  2  3  4

g) Not getting homework done in time  1  2  3  4

d) boredom experienced by pupils at school  1  2  3  4

e) Authoritarian policies at school  1  2  3  4

f) Teachers not understanding individual differences  1  2  3  4

g) Poor teaching approaches  1  2  3  4

Out of school factors

a) Preference for school activities  1  2  3  4

b) Insecurity at home  1  2  3  4

c) Lack of interest by the parents in child's education  1  2  3  4

d) Failure to get along with methods of the peer  1  2  3  4

e) Lack of basic needs

f) Long distance to

g) Sickness

**Social cultural practices**

a) Funeral rites

b) Initiation ceremonies

c) Witch crafts cased

d) Discrimination against physically challenged

**Social — economic factors**

a) Lack of school uniforms

b) Lack of exercise books

c) Lack of writing pens

d) Lack of school shoes

e) Lack of school fees

f) Lack of money to pay education

**Curbing absenteeism**

a) Improving staff housing

b) Improving teachers salaries



c) Provision of free primary education

d) Improving teachers learner relationship

e) Organizing guidance and counseling programme for learner

f) Improving teaching approaches

g) Provision of more playing things in school

h) Community sensitization on education

i) Any specify .....

## APPENDIX II

### QUESTIONARE FOR TEACHERS

This study is carried out to investigate causes-of absenteeism academic performance in

Chilchila Division of Kericho District. Please feel free to answer the questions as frankly as possible. Do not write your name anywhere on this paper.

Response to this question will be treated confidentially and strictly for research purposes.

#### 1.0 PART A

1.1 General background information

1.2 Name of school.....

1.3 Your age 20-30yrs  31-35yrs  36-40yrs

41—45yrs  46-50yrs  50-60yrs

1.4 Your sex, female  male

1.5 Marital status married  Single

1.6 Your highest academic qualifications

C.P.F JGSE  EASE4K/CSE  A LEVEL

Any other specify.....

1.7 Your professional qualification

Untrained  P4  P3  P1

Diploma  Graduate

## CAUSES OF ABSENTEEISM

Put appropriate mark (x) as a sign that absenteeism is caused by the suggestions indicated. Coding

I Strongly agree  1 agree  2 disagree  3 strongly agree  4

### School factor

h) School environment being hostile to the learner  1  2  3  4

i) Not having friends at school  1  2  3  4

j) Not getting homework done in time  1  2  3  4

h) boredom experienced by pupils at school  1  2  3  4

i) Authoritarian policies at school  1  2  3  4

j) Teachers not understanding individual differences  1  2  3  4

k) Poor teaching approaches  1  2  3  4

### Out of school factors

h) Preference for school activities  1  2  3  4

l) Insecurity at home  1  2  3  4

j) Lack of interest by the parents child's education  1  2  3  4

k) failure to get along with members of the peer  1  2  3  4

l) Lack of basic needs  1  2  3  4

m) Long distance to school  1  2  3  4

n) Sickness  1  2  3  4

**Social cultural practices**

- a) Funeral rites
- b) Initiation ceremonies
- c) Witch crafts cased
- d) Discrimination against physically challenged.

**Social — economic factors**

- g) Lack of school uniforms
- h) Lack of exercise books
- i) Lack of writing pens
- j) Lack of school shoes
- k) Lack of school fees
- l) Lack of money to pay education

**Curbing absenteeism**

- a) Improving staff housing
- b) Improving teachers salaries
- c) Provision of free primary education
- d). Improving teachers learner relationship
- e) Organizing guidance and counseling programme for learner
- f) Improving teaching approaches
- g) Provision of more playing things in school

h) Community sensitization on education

Any specify.....

### **APPENDIX III**

#### **INTERVIEW SCHEDULE FOR TA-TUTOR**

- a) What are major causes of absenteeism in the zone?
- b) What is the role of TAC Tutor in alleviating absenteeism in the zone?
- c) How is the performance in Chilehila?
- d) How is staffing in the division?
- e) What are inset courses in the division?

**APPENDIX IV**

**TIME PLAN**

DECEMBER 2009..... Identification of the problem  
JANUARY —FEBRUARY ..... Literature review and proposal writing  
MARCH ..... Administering research instruments and collecting  
Completed questionnaires  
MAY-JULY..... Analyzing of data and compiling of final project  
AUGUST..... Presentation of the project report.

**APPENDIX V**

**ESTIMATED BUDGET**

Stationary — Kshs3000

Typing - Kshs 4000

Travelling Kshs7000

Photocopy — Kshs 1000

Binding — Kshs3000

Miscellaneous — Kshs 3000

TOTAL KSHS 21,000



## APPENDIX VI

### List of sample schools

- CHERARA PRIMARY SCHOOL
- CHILCHILA PRIMARY SCHOOL
- KOISAGAT PRIMARY SCHOOL
- KIPSINENDE PRIMARY SCHOOL
- SERENG PRIMARY SCHOOL