

**THE RELATIONSHIP BETWEEN TRUANCY, ACADEMIC PERFORMANCE AND  
SCHOOL DROPOUT AMONG STUDENTS  
A CASE STUDY OF OLYMPIC HIGH SCHOOL IN KIBRA, NAIROBI COUNTY**

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**A Research Project Submitted to the Department of Psychology in Partial Fulfillment of  
the Requirements for the Award of Master's Degree in Counseling Psychology.**

**UNIVERSITY OF NAIROBI**

## DECLARATION

### Declaration

This project is my original work and has not been submitted to any other institution of higher learning for examination.

Signature  \_\_\_\_\_

Date 19<sup>th</sup> NOV, 2021

Hellen Achieng Olwande  
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### Approval

This project has been submitted for examination with my approval as the supervisor

Signature  \_\_\_\_\_

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## **DEDICATION**

I want to dedicate this research to God Almighty, my maker, my cornerstone, my source of motivation, wisdom, knowledge, and insight. He has been a source of strength for me throughout this program, and it is only on His wings that I have been able to fly. Special thanks go out to the people who have helped me along the way, especially my family, who have shown steadfast moral support and encouraged me to complete what I started. To my son Peter Jnr. (Pitts) and my niece Sarah (Shir), thank you for your contributions to this journey in every manner that you have been able. I'd want to pay tribute to my late parents with this piece the Late Mr. Peter Edwin Olwande and Mrs. Sarah Vivian Olwande for setting a strong foundation upon which I stand today, your memories will forever remain fresh and dear to me.

Thank you very much. God's blessings be upon you.

## **ACKNOWLEDGEMENT**

Special thank you to the Almighty God for bestowing upon me the will, wisdom, and direction required to complete this project. Distintive acknowledgement goes to my supervisor, Prof. Priscilla Kariuki who tirelessly ensured that this research is of the required standard through her academic guidance, positive criticism, suggestions, and encouragement which has been of great help to me.

I am greatly thankful to my employer the National Police Service for according me the opportunity to undertake this master's degree program.

Thank you to my sister Treazer Olwande, my son Peter Edwin Olwande, and my niece Sarah Vivian for all your help, encouragement, and understanding during this time of study. A special thanks to Bertram Attles and Terje Nygard, two of my closest friends.

## ABSTRACT

The study's specific goals were to assess the impact of truancy on students' academic performance at Nairobi County's Olympic High School in Kibra Sub-County. Determine the relationship between truancy, academic performance, and school dropout among students at Olympic High School in Kibra Sub County within Nairobi County and the effect of truancy on school completion among students at Olympic High School in Kibra Sub- County within Nairobi County. The researcher adopted correlational research design. The research was carried out at Olympic High School, a public day school in Kibera informal settlements, Kibra sub county, Nairobi County. Olympic Secondary School has 9 class teachers for both form two and form three, a guidance and counseling teacher, 259 students in form two, and 206 students in form three. This means that 475 people were included in the study's target population. Simple random sampling and judgmental sampling were utilized in the identification of participants. The research employed mixed methods approach to collect data. In order to gather primary data, the researcher used pre-structured questionnaires, while secondary data was gleaned from classroom teachers and the principal's office by way of oral interview. Percentages, means, and standard deviations were used to describe the relationship of truancy on academic achievement and school dropout. Pearson Product-Moment correlation tested the relationship between truancy, academic performance, and school dropout. Truancy, according to the findings, has a negative impact on academic performance, it also found out that truancy positively affects school dropout. This conclusion is in line with that of Yahaya et al (2010) who found out that truancy is an obstacle to students' performance and school completion as students who miss classes fall behind their colleagues and in turn drop out of school. Lastly, the findings depicted a positive relationship between truancy, academic performance, and school dropout. According to the data, there was a strong link between truancy and poor academic performance. The conclusion is supported by the study of Oluremi (2013) who carried out a study in South Western Nigeria on truancy and secondary school performance and concluded that truancy indeed contributes to dismal academic performances. In addition, parents should become more involved in their children's education, according to the study. This is due to research indicating that parental involvement is paramount in dealing with truancy among students. Strengthening of school policies must also be emphasized if school-related determinants are to be effectively addressed. This is due to the fact that each school has both a Ministry of Education and internal truancy policies.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Schools are social groups that adhere to a set of rules and regulations. The educational institutions serve as factories in which individuals are moulded into successful and responsible persons and citizens. Individuals' ability to satisfy future needs is largely dependent on their level of education. Academic success is assessed by the performance of students in their tests, which in turn reflects the degree of education, training, and employability that they have obtained throughout their academic career.

#### **1.1 Background of the Study**

In recent years, many researchers have studied the concept of truancy among high school students (Rivers 2010; Ekstrand 2018; Henry and Yelkperci 2017; Umar, Sabo and Dahuwa 2015, Olekete (2017) among many others. Truancy is characterized by a pattern of frequent, unjustifiable absences from school, and it has negative consequences for students, families, schools, and communities in the short and long term. Rivers (2010) on research carried out in the United States of America argued that truancy is a serious issue that has a negative impact on large metropolitan district schools' overall performance. He described truancy as “consecutive illegal absences from class or school”. Truancy has serious repercussions such as poor academic performance, leaving school without completion, substance and drug abuse, delinquency, early teenage pregnancies among the youth, violence and criminal acts due to lack of jobs and engagements and at a later date in life, such individuals may be faced with marital challenges due to financial problems to run the family and work problems due to lack of qualification Rivers (2010).

Ekstrand (2018) in Sweden observed that truancy; absenteeism and school dropouts are major problems that have been on the increase recently as supported by a report by the Swedish National Agency for Education, county councils, communities, and media. He as well observed that many students leave school without having the right papers and this has serious repercussions for the individual and the rest of the society. Absenteeism has a negative impact on a student's performance, promotion, graduation, self-esteem, and employment prospects. Henry and Yelkperci

(2017) argued that in Ghana, all children are expected to attend schools in order to gain knowledge and add to the human resource base of the country but contrary to this, there have been complaints by community elders, parents, and teachers that students are absent from schools. In some schools it has become a norm to see students roaming around during the school hours and yet they have made their parents to believe that they are at schools.

Truancy is defined as the willful or tenacious failure to attend school within the framework of the school. It is unavoidable that students will miss some school activities and classes from time to time. This becomes an issue following the student's absenteeism from school for several days. A student's education and social development are dependent on regular attendance at school. In both social and intellectual terms, absenteeism hurts children. Their academic performance suffers because they miss out on critical social contact and growth opportunities with their classmates. Having low self-esteem, feeling isolated and dissatisfied are all things that might be linked to being absent. Non-attendance in school is a critical problem that impacts everyone, from administrators to teachers to parents to society as a whole and even to individual students. Peer relationships suffer and may suffer if absences go unacknowledged. Teachers, according to some experts, have noted the effects of absence on children's academic underachievement, trouble forming friends, which results in boredom and loss of confidence. Furthermore, a child's long-term well-being may be harmed by repeated absences. Attendance is a strong predictor of early graduation for students who are chronically absent. Also, absenteeism and truancy make it difficult for the teacher to present the subject in a logical and organized fashion. There is a chance that this will have an impact on the student achievement across the board. Students who fall behind in class may require teachers to make adjustments to the lesson plan (Obardor, 2014).

In Nigeria, truancy is a major disciplinary issue among secondary school students. Oluremi (2013) argued that truancy leads to poor learning which results in dismal performance by students. Umar, Sabo and Dahuwa (2015) in a study carried out in Nigeria argued that teaching and learning can only be effective if both the learners and the teachers are present but nowadays, learners are always absent from schools without valid reasons, hence, truancy is a major issue that affects learning, performance, and quality of education in Nigeria. The researchers further observed that truancy emanates from the learner's behaviour like peer influences, weak grasping level, physical

challenges, social and emotional imbalances, and maladjustments. Truancy can also emanate from school situations such as cruel and unsupportive teachers, unsupportive school environment, and poor management of the school, inactive environment, and uninteresting curriculum.

Kieti (2017) in his research on the factors that influence the performance of learners in schools conducted in Machakos County, found out that adequate learning facilities and resources, administrative related factors, teacher related factors and social background of the learners influenced the performance of learners. In a study carried out in South Meru District (Kanga, 2014) observed that truancy can also emanate from learners inability to complete given assignments at school, threats and bullying at school, drug and substance abuse, little or no support from the school towards the learners, little or no support by the family and socio-economic issues. The study further found out that truancy leads to poor performance in schools, waste of time by learners, school dropouts, juvenile delinquency, instability, and maladjustments.

Olekete (2017) showed that truancy is a worrying factor that contributes to poor performance in schools since most of the students help their families in carrying out domestic activities and farm work. When left with no option, they end up absconding school and eventually dropping out. This trend can make students lose interest in schools and eventually drop out completely.

## **1.2 Statement of the Problem**

Despite the efforts of the Kenyan government to make sure that there is 100% transition rate from secondary schools to tertiary levels of education, there is still a wide gap to achieve this goal since not all students pass their final exams in order to graduate to higher education institutions. School dropout among High School students is a major issue in many societies and school dropout is a process that begins by withdrawal from school for a long time Teuscher and Makarova ( 2018). Doll et al (2013) asserted that despite the growth in school completion rate in the United States of America from the 20<sup>th</sup> Century to date; there are still cases of school dropouts that need to be addressed as it is a worrying trend. Rumberger and Lim (2008) argued that there is school dropout crisis as over 50% of learners in the ninth grade in California fail to graduate in some schools and communities amounting to high rate of non-school completion among high school students. School completion is a major problem for many countries across the globe, in Turkey particularly, it was estimated that 44.3% of youth are expected not to complete school as per European

Commission Press Release of 2011. This phenomenon causes losses to all counties both socially and economically Tas et al (2013). According to Henry and Yelkpieri (2017) in Nigeria, truancy has been found to be a factor that contributes to school dropout and leads to dismal academic performance among truants as opposed to those who regularly attend classes.

In another study carried out in Nigeria by James and Ekpe (2018), it was observed that truancy leads to poor academic achievement among learners and eventually the Government and other stakeholders had to intervene. In Ghana (Nyame, 2010), observed that there is a relationship between students' class attendance and their academic performance and that truant students are likely to perform worse than those who attend classes regularly. A study carried out in South Africa by (Moseki, 2004), observed that truancy leads to poor academic performance, juvenile delinquency and not completing school. Mgonja (2016), in a study carried out in Tanzania, asserted that little or no mandatory attendance of classes by the government, little or no support by parents towards learners and little or no support by teachers all lead to truancy by students and eventually poor performance and finally not completing school.

According to Livumbaze and Achoka (2017), students in Hamisi Sub-County in Kenya do not attend classes consistently. The study found out that attendance was way below the standard required and thus resulting into poor academic performance. In another study carried out in Nyandarua County by Richard (2016), it was clearly spelled out that not attending classes leads to poor academic performance resulting into non-school completion. In many studies done on truancy, there has never been a study done on Olympic High School, yet it is one of the highly populated public schools in the country situated in one of the biggest slums in the world, Kibera creating the need for this study. This research therefore investigated the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra.

### **1.3 Purpose of the Study**

The research aimed at assessing the relationship between truancy, performance, and school dropout among Olympic High School students in Kibra, Nairobi County

## 1.4 Objectives of the Study

The objectives of this are to:

- i. Identify the effects of truancy on school performance among students in Olympic High School in Kibra Sub County within Nairobi County.
- ii. Establish the effect of truancy on school dropout among students in Olympic High School in Kibra Sub County within Nairobi County.
- iii. Determine the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub County within Nairobi County.

## 1.5 Research Questions

- i. Does truancy affect school performance among students in Olympic High School in Kibra Sub County?
- ii. Does truancy affect school dropout among students in Olympic High School in Kibra Sub County?
- iii. What is the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub County?

## 1.6 Research Hypotheses

The following  $H_0$  were tested:

**$H_{01}$ :** Truancy has no effect on school performance among students in Olympic High School in Kibra Sub County within Nairobi County.

**$H_{02}$ :** Truancy has no effect on school dropout among students in Olympic High School in Kibra Sub County within Nairobi County.

**$H_{03}$ :** There is no relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub County within Nairobi County.

## 1.7 Justification of the Study

Education is one of the big agendas in the Kenya Vision 2030. This is because education is a fundamental foundation towards social, economic, and political growth. This means keeping students in school, having them complete their studies and moving on to the next level is not only important to the family and the immediate community within which the school is located but also to the Government and the Nation as a whole. There is need, therefore, for proper understanding of the effects of truancy and the relationship between truancy, academic performance, and school

completion. Once this is understood, policy changes can be put in place to help address cases of truancy in learning institutions.

### **1.8 Significance of the Study**

The research shades light on the relationship between truancy, academic performance and school dropout and thereby gives recommendations on how to deal with truancy among Olympic school students in Kibra. Olympic school together with the community, parents and students must work together to find solutions to the causes of truancy. Students' performance may also improve with the availability of solutions to causes of truancy. Other effects of truancy especially on the community holistically may be minimized as more students will complete their secondary school education and further their career. The findings of this study could help the government and other education stakeholders develop interventions to mitigate secondary school truancy, poor academic performance, and dropout rates in the country. The information provided by this study may also guide the government in carrying out sensitization campaigns. The findings of this study may also benefit religious institutions such as churches and mosques to offer guidance to truants and to let them know that their behaviors not only affect them but also their beliefs. The research findings will also be of value to Churches and mosques as they work with young people. The religious leaders will have a better understanding of truancy and its effects on academic performance and school completion. With such information the leaders will be able to objectively guide the adolescents and their parents on better ways to handle truancy. The findings of the study will be valuable to Counselors as they will have additional materials while handling truants and or their parents in a bid to address truancy as a phenomenon. Study findings may help scholarship sponsors better understand their scholarship recipients because some of the students are in school thanks to various organizations' scholarships.

### **1.9 Scope of the Study**

The study highlighted the relationship between truancy, academic performance, and school completion among students. Target population of the study was students in Olympic High School. The study was conducted in Nairobi County.



### **1.10 Limitations and Delimitations of the Study**

The study concentrated on the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra. The researcher was met by various challenges in this study, ranging from negative attitude towards the study by the respondents, unwillingness to give accurate information which may compromise the quality of data collected, due to the sensitive nature of the study, some teachers thought that the researcher was trying to evaluate their ability and measures of dealing with truancy while truant students felt that the study is too personal. It was therefore prudent for the researcher to let them know that the study was purely an academic research whose findings will assist the school to improve academically. Confidentiality and privacy of the respondents during and after the study was assured. The participants were not required to give their names; instead, alphabetical letters were used to identify them. Confidentiality helped put the respondents at ease. The researcher sought voluntary and informed consent of the respondents before administering the research instruments. The benefits of the findings were explained to the respondents. The researcher had a large target population yet was faced with limited study timeline; this challenge was solved by selecting a sample using purposive sampling and simple random sampling techniques that represented everyone in the target population. The findings of this study can only be generalized to other schools within Kibra Sub County and not anywhere else within the Republic of Kenya.

### **1.11 Assumptions of the Study**

The study operated on the following assumptions:

The participants provided correct information on the relationship between truancy, academic performance, and school dropout among students

There was enough data to show the attendance, academic performance, and school dropout of students in Olympic High School

## 1.12 Definition of Terms

<b>Truancy:</b>	Refers to absconding from attendace of classes without valid reasons.
<b>Academic Performance:</b>	Refers to students achievements across different subjects studied.
<b>School Completion:</b>	Refers to the success rate of enrolling into a secondary school and transitoning to the next class successfully.
<b>School Dropout:</b>	When a student gives up and withdraws from school without completing the requirements for graduation.
<b>Juvenile Delinquency :</b>	Refers to crimes or offences committed by a young person.
<b>Adolescent:</b>	This is the time when a young person transitions from being a child to an adult after the onset of puberty. It is usually marked by appearance of secondary sex characteristics; it takes place between 11-19 years. In this study, the students will be considered adolescent given that they are within that age.
<b>Education:</b>	This is a method for making learning, knowledge, abilities, values, beliefs, and habits easier to acquire. It involves giving systematic instructions by a facilitator to the receiver (students).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter lays out critical review of past literature from previous studies. The objectives serve as reference for doing the literature review of this research: truancy and school performance, truancy, and school dropout and finally truancy, school performance and school completion. The chapter started with literature review, theoretical perspective, and finally conceptual framework.

#### 2.2 The Effect of Truancy on School Performance

Olekete (2017) studied the effects of public primary school learning environments on the performance of Kenya Certificate for Primary Education (KCPE) students in Kenya. These were the study's goals: to determine how teacher factors affect learner performance in Kenya's primary school certificate, to determine the impact of school funding on learners' primary school performance in Kenya, to examine the impact of physical school environment on learners' primary school certificate performance in Kenya. The study had a population of 1,500 people from which a sample of 306 was randomly selected using a descriptive research approach. The researcher utilized questionnaire as data collection instrument. Piloting was rolled out in Bungoma West Sub-County. Frequency tables and percentages were employed in data analysis. The research found out that training for teachers was a very important factor as it heightened the performance of the pupils. The study also stipulated that enough facilities reduce congestion and the attitude of the communities surrounding the schools and their socio-economic status affect the performance of the school. The researcher concluded that truancy was the biggest factor that contributes to poor performance in schools as the pupils absconded classes to help their families in the family farm. The Researcher focused on factors that influence learner's performance while the current study looks at effect of truancy on school performance and school dropout which is very specific.

Mlowosa, Kalimangasi and Mathias (2014), looked at the implication of truancy on academic performance among secondary learners. The study applied simple random sampling and 60 respondents participated in the study. A questionnaire, both closed and open-ended, was utilized to gather information for the study. The researchers employed both English and Kiswahili as the language of communication to collect data. The use of Swahili language was to mitigate the

challenge of language barrier. Secondary data was collected from official sources. The study employed correlation and regression in analysing data. The researchers found out that truancy is the cause of dismal academic performance among secondary students. According to the findings of the research, truancy is an element that is attributed to poor performance among secondary students in Kigamboni Ward. The study was carried out in Tanzania. The researcher also employed Kiswahili language to collect data and the study addressed only the impact of truancy on academic performance leaving out school dropout. Therefore, the current study not only focuses on truancy and academic performance but also brings in another variable of school dropout which the study did not look at.

Sekiwu, Ssempala and Frances (2020) conducted research on the link between school attendance and student achievement. To obtain a sample size of 104 people, researchers used a technique known as systematic random sampling. Sample members included both students and teachers and the school principals. Qualitative and quantitative information were gathered by the researchers in equal measure. Descriptive and inferential statistics were used to analyse the acquired information. According to the outcome, school attendance correlated well with academic achievement, and students' academic performance improved when they were consistent in going to school, while those who were inconsistent recorded poor performance. However, the previous research only looked at the link between school attendance and academic achievement; this new research looks at three other aspects of student success: truancy, academic achievement, and school completion.

Musa (2014) used descriptive survey research design to investigate the implications of absenteeism and truancy on academic achievement of secondary school learners in Nigeria. The study's target population included all twenty-one secondary schools in Ogun State, and the researcher selected five schools at random. The study's participants were 200 students chosen at random from five secondary schools. As a data collection sheet, the researcher used a non-school attendance assessment scale. Information gathered was examined using both descriptive and inferential statistics. According to the study, absenteeism and truancy are two of the problems affecting secondary school students' academic performance, and they not only affect their academic performance but also have a significant impact on the students' future. This research was carried

out in Nigeria, a country with a different education system from Kenya and therefore, this warrant research to be conducted in Kenya.

(Azizi et al., 2010) in his study on the level of education one has being a strong indicator of a range of health outcomes. Truancy among teenagers puts their educational aspirations in jeopardy. Premature mortality and lifestyles are strongly correlated with levels of educational attainment. Contrarily, truancy may impede students' possibilities for real growth in the classroom. 75 percent of students who were frequently absent in elementary and high school did not graduate, he discovered. Graduation failure is associated with reduced adult earnings potential as well as other negative outcomes

Gitonga, Muriungi and Omondi (2019) investigated the relationship between students' conduct disorder and academic performance in Kamukunji and Olympic High Schools. This research utilized a cross-sectional research approach. 840 students drawn from both institutions participated in the research. The researchers used a multi-stage sampling procedure to draw a sample of 611 people from the general community. To gather information, the researchers used a questionnaire. The information collected was analysed using descriptive and inferential statistics. Secondary school pupils' academic performance is harmed by conduct disorder, of which truancy is a component. The researchers recommended that appropriate psychological interventions should be put in place in order to do away with effect of conduct disorder on academic performance of adolescents which in turn will contribute to healthy adolescents' development and take away the burden of the disorder from parents of the affected students, schools, and community at large. The researchers looked at conduct disorder in a generalized manner which as well included truancy, but the current study focuses on truancy versus school performance and school completion.

### **2.3 The Effect of Truancy on School Dropout**

Yahaya et al (2010) investigated the academic performance of secondary school students as a result of various types of absenteeism issues. Population under study was 80 respondents, all learners from form 1, 2 and 3. The study employed simple random sampling. Information collected was analysed using mean, frequency, and standard deviation. The researchers found out that truancy is an obstacle to students' performance and school completion as students who miss classes fall behind their colleagues which leads to low self-worth and which in turn leads to school dropout.

The study focused only on the connection between absenteeism and academic achievement whereas the current study focuses on truancy, school performance and school completion.

Crouch (2018) carried out a study in Kentucky on elements that influence students' resolution to either dropout or successfully transition from high schools and interviewed 21 graduates and 6 dropouts. The study employed focus group interview as data collection instrument. The study suggested that the 21 graduates and 6 dropouts experienced similar challenges while school and the factors that influenced their decisions were employment, attendance, worth of education, and the connection between them and their teachers. The research was carried out in Kentucky which has dissimilar schooling system from the Kenyan education system and therefore this warrants a study to be carried out in the Kenya context.

Henry and Yelkpiri (2017) investigated the effect of truancy and its influence on learning. Descriptive survey design was employed. The respondents of the research constituted a sample of 135 obtained using simple random as well as purposive sampling techniques. Data collection tools utilised were semi-structured questionnaire and semi-structured interview schedules. Descriptive statistics was used to analyse data collected which included means and standard deviation. The study established truancy contributes to school dropouts and eventually affect academic performance of the learners. Students who showed up to class more often did better academically than those who were absent on a regular basis. The study looked at truancy versus learning and neglected what learning results into and therefore the current study focuses on truancy, school performance and school completion.

Ukanga (2015) used a survey research design to look into the link between truancy and academic performance in secondary schools. The researcher's intended audience was 360 college students. Out of which the researcher sampled 162 students from junior secondary school using stratified random sampling technique. The research employed a self-structured questionnaire as the data gathering tool. The information gathered was subjected to correlation analysis. The researcher found out that truancy hampers achievements of students, progress, school completion and employment opportunities. Truants are likely to fall behind in schools compared to their peers and this eventually leads to them dropping out of schools. Truancy also affects the society as the truants

engage in criminal activities such as property damages, drug, and substance abuse among other vices. The researcher also looked at only the relationship between truancy and academic performance and did not include school completion. The researcher also employed inferential statistics only whereas the current study employs both descriptive and inferential statistics.

Rivers (2010) attempted to develop solutions to truancy by examining causes, effects, and solutions to truancy. The study was directed by three objectives: to identify causes, effects and solutions to truancy based on critical review of past literature, to look into the genesis of truancy in school draw comparison between the results and opinion of teachers, understanding the teachers' perspectives on absenteeism and how much effort they are willing to put in to mitigate it. The participants in the study were grade nine and ten and all teachers from grade seven to ten. Data was collected from literature review, survey, academic records, attendance records and teacher surveys. The data was collected from September 2009 to April 2010. The findings of the study revealed that erratic school attendance may lead to dismal academic performance, dropping out of school, usage of illicit drugs, delinquent behaviour, pregnancies in the short run and criminal activities, marriage problems and job problems in the long run. The researcher looked at causes, effects, and solution to truancy in general whereas the current study looks at effect of truancy on school performance and school dropout.

Mireles-rios Rios and Reyes (2020) carried out a study titled “pushed out for missing school: The role of social disparities and school truancy in dropping out”. Researchers main goal was to learn about the perspectives of former Black American and Latino California high school students who had either dropped out or been expelled. The study's specific goal was to investigate the challenges that students faced that caused them to give up on school. The research found that harsh truancy control measures were used to address students' mental and physical health requirements, mobility issues, strained interactions between teachers and students, and other issues. The study recommended that inequalities within the schools to be addressed and some of the measures of dealing with truancy to be revised as to give the students chances before chasing them away. Educators, administrators, and counsellors should receive training on how to interact with both parents and students before anyone is expelled. The study was done in California which has a different set up of schooling from Kenya and therefore this warranted the undertaking of this study.

Ishak and Fin (2015) did a study on factors contributing to truancy among students and correlated the predictors. The researcher wanted to identify the elements contributing to truancy and the correlation between the elements among the secondary school students. The researchers sampled 472 respondents who were chronic truants for over more than 40 days per annum. The findings stipulated that personality of the teachers, attitudes of the students towards school, school environment, school management, class teachers, external environment and group pressure are some of the most important elements that lead to truancy and the correlation between factors were significant. The truant behaviours of the students cause them to lag behind in schools and eventually dropout. The study looked at elements that lead to truancy whereas the current study looks at the relationship of truancy on school performance and school completion.

Alaba (2008) carried out a research project aimed at reducing high rates of truancy, drop-out, and dismal academic performance in secondary schools in Osun state. The specific goals were to determine whether truancy, drop-out, and failure rates were caused by secondary school teaching methods, whether the failure rate correlates with instructional design expertise and what kind of a difference there would be between teachers who studied educational technology and the ones who did not. The study drew 363 respondents from across Osun state. The study's findings revealed a link between teaching methods, truancy, school dropouts, and non-performance rates in secondary schools in Osun State. The research was conducted in Nigeria which is a different schooling system from the Kenyan one and therefore this warranted the undertaking of this study.

#### **2.4 The Relationship between Truancy, Academic Performance and School Dropout**

Oluremi (2013) conducted research in South Western Nigeria on truancy and secondary school performance. In the study, hypotheses such as: truancy has no significant relationship with student academic performance, school physical environment has no significant relationship with student truancy, male and female academic performance have no significant relationship, and male and female manifestations of truancy behaviour are not significantly different were all tested. The research design used was a descriptive one. All junior secondary school pupils in south-western Nigeria were the intended audience. The researcher selected 80 respondents as population sample using simple stratified and random sampling techniques. The researcher employed three research



instruments to collect data which included: records of student accomplishment in academics, attendance register and a survey about the educational setting by use of questionnaire. The validity of various hypotheses was examined by way of Chi-Square and T-test. The researcher found out that truancy indeed contributes to dismal academic performances which not only affect the students but also the society at large in both short and long term. The study variables are also different from the current study.

Schoeneberger (2012) two key research topics were addressed in the study: how often students attend school and how many go on to complete high school. Is there a correlation between a high rate of absenteeism and the likelihood of failing to graduate from high school? In other words, how different are the student profiles for each pattern of absence? An urban school district in the southeast of the United States, with a student population of 100, provided the research data. The researcher collected a longitudinal data spanning between 1997 and 2008 for grade through 12 from the district's data warehouse. The researcher found out that the chronic absentees showed a very high level of school disengagement and eventually drop out of schools. The study was carried out in United States which is different from Kenyan school set up. The study also looked at attendance pattern and school dropout and failed to address school performance and school completion, hence, the need for the current study to bring those variables.

Okwakpam and Okwakpam (2012) carried out research on truancy among secondary school learners: reasons and levels. The researchers used a sample of 105 teachers who were chosen using purposive sampling technique. Data was collected by way of structured questionnaire. The researchers employed mean, standard deviation and T-test to analyse the raw information gathered. The study found out that truancy is an obstacle to learners' achievement, career progression, school completion and employability. Learners who do not attend classes fall behind their counterparts in their classes and eventually drop out of schools. The above study utilized structured questionnaire only to collect data whereas the current research made use of both questionnaire and interview as information collection tools.

Santa, L., Urosa, B., Mota, R and Rubio, E. (2020) carried out a study on truancy and school performance in social exclusion settings in Canada. The researchers adopted exploratory and

descriptive research designs. Questionnaire was employed as data collection instrument. The researchers collected data from 120 mentor teachers from 12 different schools for the period spanning between 2018 and 2019. The information gathered was analysed through descriptive and inferential statistics. The researchers established that truancy is the biggest problem to their schools and the researchers highlighted that there is a high correlation between truancy and school performance. The researchers further argued that Real Galiana is an area that had been hit so hard by social exclusion and the children had suffered from an early age and these have affected their school enjoyment, school continuation and eventually drop out of schools. These were all as a result of the kind of environment and lack of support from all those who are concerned. The study was carried out in Canada and this makes it different from the current study because of the schooling contexts in the two countries. The study also employed questionnaire only as data collection instrument whereas the current study will employ questionnaire and interview.

Teuscher and Makarova (2018) carried out a study on students' engagement and their truant behaviour and if their relationship with classmates and teachers matters. The study's goal was to identify school-related and individual factors that influence school engagement and dropout in countries. The investigative technique used in the research was cross-sectional. A simple random sampling technique was engaged to pick out 220 students from seven public learning institutions. Information was gathered by use of questionnaires. The research findings identified that teachers could increase their students' school commitment by establishing and maintaining good and professional relationships in the classroom. Teachers can also help their students avoid truancy by cultivating caring and supportive relationships with them, which can help them stay in school. The study emphasized on the relationship between truants' behaviour and that of their co-workers and teachers. The study also employed questionnaire only and therefore the current study will look at effect of truancy on school performance and school completion and also employ questionnaire and interview as data collection instruments.

Kirksey (2019) carried out research on the academic consequences of not attending high school and the precision of current policy criterion. The research used administrative information from a small urban California district school from 2013-2014 and 2016-2017 school years to investigate the impact of missed classes on academic achievement. The researchers used daily absence records

alongside students' demographics, exam results, information on the course of study, records of disciplinary action, including suspensions and expulsions, failure to complete high school or exit strategies, and teacher characteristics in the study. The data was sourced using ordinary least square regression, which was supplemented with fixed effects modelling techniques. The study concluded that school attendance influences academic performance of high school students, and thus safeguards should be put in place to ensure that students attend classes in order to perform well and complete their studies. The study was California, and this makes it different from the current study. The researcher also employed least square regression fixed effects modelling methods which the current study will not employ in data analysis.

London, Sanchez and Castrechini (2016) carried out research on the relationship between chronic truancy and academic achievement in students. The study employed data from two different schools, a primary school, and a secondary school. Data analysed was based on three years, 2008-2011. A total of 21 schools were engaged. The study revealed that students with poor attendance normally miss important educational aspects and they are at high risk experiencing negative outcomes. Chronic absenteeism and its negative impact led to poor academic performance. The study used data from two different schools and the current study will only look at data from one school.

Maynard, Mccrea, Terri, Kelly, Brandy, Katherine, Terri and Michael (2012) examined the results of interventions on school attendance to inform policy, practice, and research. The research sought to answer the following questions: do truancy programs aimed at increasing student attendance for truant youth affect the school attendance behaviours of primary and secondary school students with chronic attendance problems? Is there any difference in the effects of school based, clinic/community based, and court-based programs? Are some modes of increasing student attendance more effective than others? To analyse data, the study used descriptive analysis and a mixed model. The study's findings revealed that interventions intended at improving attendance behaviours benefit chronic truant students. The study concluded that it is worthwhile to intervene because in the short- and long - term, truancy has negative effects for youths, families, schools, and society as a whole. The study looked at the interventions on school attendance and how to develop policies, practices, and research and therefore it different from the current study.

Richard (2015) investigated the student absenteeism's impact on Nyandarua County secondary schools' grades. The research target population was 869 form three students from 11 schools, and it used stratified, simple, and purposive sampling techniques to find 72 respondents, who included 54 students, 9 class teachers and 9 school guidance and counsellors. In the analysis, both inferential and descriptive statistics were considered. The research outcomes pointed out that student absenteeism had an impact on their academic performance. The previous research was undertaken in Nyandarua County, whereas the current research was carried out in Nairobi County. The research focal point was only on form three as respondents whereas the current study will focus on form two and three as the respondents. The study also looked at 11 secondary schools whereas the current study will focus on only one secondary school.

## **2.5 Theoretical Framework**

This research was guided Differential Association Theory.

### **2.5.1 Differential Association Theory**

This theory was propagated by Edwin Sutherland in 1939 and revised in 1947. It is one of learning theories of deviance. The theory postulates that good and bad behaviour can both be learnt through interactions with social groups. Through engagement and conversation, abnormal and deviant behaviour can be picked up from other people. The majority of learning takes place in small groups of people. The strategies of commission are part of the learning of deviant behaviour. These strategies could be straightforward or complex. Motives, impulses, rationalization, and attitudes are all influenced by learning. Legal code definitions like the school disciplinary policies teach and inform on whichever paths are favourable and unfavourable for motives and urges. As long as there are more definitions that favour breaking the law than ones against it, students may be more likely to skip school without reason. The frequency, duration, priority, and intensity of distinct relationships may differ.

Deviant people use their past experiences to define their lives. Students can use their past childhood experiences and then generalize the meanings of those experiences to provide a framework for

making decisions in their future lives. According to the study, if a subject is mistreated by his or her parents or those close to them, in this case their parents or guardians and teachers, given that students spend the majority of their time at school, he or she will have a significantly different perspective on the world and hence behaviour. The case can be different if the subject or his or her family or environment is supportive. A person's reaction to the same scenario may differ depending on how their previous experiences have informed their perception of the current situation.

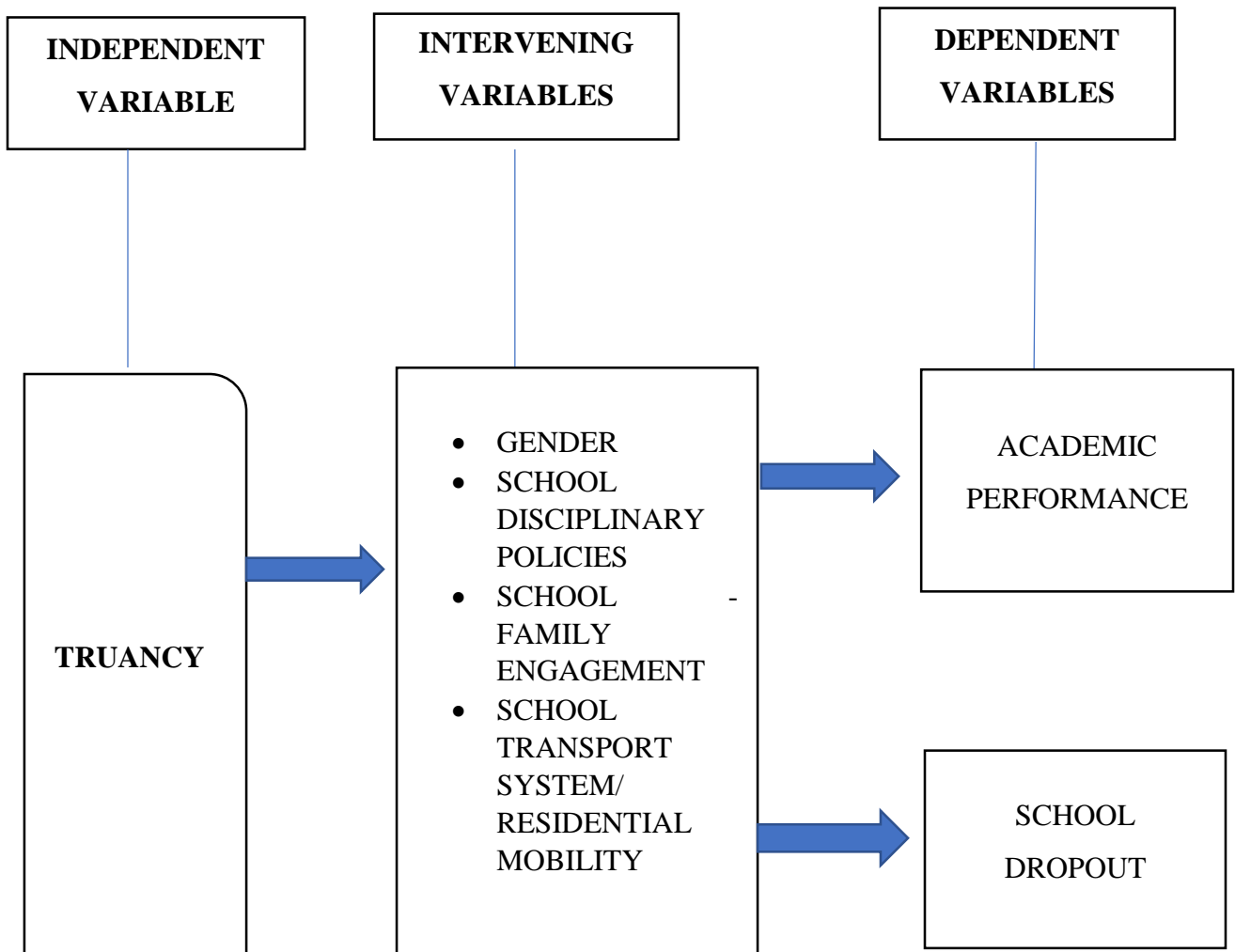
A student tends to behave the way his or her peers behave as they interact which in the long run influences the student's behaviour and eventually develop delinquent behaviours Bosiakoh and Andoh (2010). Matsueda (2010) opined that "crime at the societal level is rooted in normative conflict". Normative conflict is where the society is segregated into different groups that operate differently. Lack of normative conflict within the society meant low crime rate while presence of normative conflict meant high crime rate. Delinquency definitions may act as a medium between the effects of parent and peer influence on delinquent behaviour. Differential reinforcements add to the explanatory power of delinquency models by increasing their explanatory power. (Matsueda, 2010).

Children are affected by family and economic concerns, which lead to deviance. Children may become deviant as a result of their families' inability to meet their basic needs and desires. To meet their needs and desires, such children engage in a variety of deviant activities that eventually lead to delinquency. The researchers went on to say that early exposure to delinquent children predisposes people to deviant behaviour. People who are discovered to be delinquent grew up around delinquent classmates and eventually became delinquent themselves as they developed the mind-sets that led to their delinquency (Bosiakoh & Andoh, 2010). This theory is paramount to this study as it deals with how students acquire bad and good behaviours from their social network and peer pressure at the school and how it affects them eventually as students and long after leaving schools



## 2.6 Conceptual Framework

In this research, the independent variable is truancy, and the dependent variables is operationalised as school performance and school dropout. The variables and their relationships are indicated in Figure 2.1



**Figure 2.1: Relationship between Truancy, School Performance and School Completion in Olympic Secondary School**

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Specifically, this section explains the research investigative methodology, the subject matter, the intended audience, the sample size, the sampling procedure for that population, the information gathering tools, the information collection process, the information analysis, and presentation, and finally the ethical issues to be considered. These are covered in more detail further down the page.

#### 3.2 Research Design

Research design as defined by Kothari (2004) is the creation of conditions for data collection and analysis in such a way that it aids the researcher in achieving the objectives of the research. The author further contends that research design is important as it helps in smoothening the operations of the research activities and thus helps the researcher in collecting enough information with minimal expenditures. The study adopted correlation research approach. Zheng (2015), Correlational research design is an investigation into the condition of affairs in a population at a specific moment is called a correlational research design. Sample survey elements are frequently chosen at random to come to a conclusion about the general population. A correlational study aims to find out if two or more variables have a connection with one another. d according to Williams (2007).

#### 3.3 Area of Study

The research was undertaken in Olympic High School, a public day school located in Kibera informal settlements, Kibra sub-county in Nairobi County. The school was chosen because of its location and its mixed population of both male and female students.

#### 3.4 Target Population

Easterby-Smith, Thorpe and Jackson (2015), population refers to the whole set of items that a researcher is deciding about. The term "population" pertains to all of the objects that are included in a certain study, according to (Kothari 2004). The researcher targeted teachers and students from forms two and three. According to the statistics from the Principal's Office, Olympic Secondary School has 9 teachers for both form two and three streams as class teachers, the guidance and



counseling teacher, 259 students in form 2 and 206 students in form three. This means that a total of 475 people were included in the research's target demographic. This is presented in Table 3.1.

**Table 3.1 Target Population**

Teachers	Form Two	Form Three	Total
10	259	206	475

### 3.5 Sample Size

Sampling is a practical way investigating the population or sample under question and their activities, thoughts, abilities, attitudes, and relationships. According to Easterby-Smith, Thorpe and Jackson (2015), sample size states the number of items that make up a sample. The table below indicates the sampling size calculated using Slovin's Formula which is:

$$n = \frac{N}{1 + Ne^2}$$

Where n= Sample Size

N= Population

e= Error Term

**Table 3.2 Sample Size**

	Teachers	Form Two	Form Three
Population	10	259	206
Sample Taken	8	78	74
<b>TOTAL SAMPLE</b>			<b>160</b>

**Source: Principal's Office (2021)**

The researcher considered all the nine class teachers for the nine streams for both form two and three.

### 3.6 Sampling Procedure

The research embraced simple random sampling and judgmental sampling techniques. According to Kothari C.R (2004), using simple random sampling ensures that every person in the target population has the same chance of getting chosen for the sample. Saunders, Lewis and Thornhill (2009) argued that Simple random sampling enables researchers to select a sample that is free of

bias and can be said to be a true representation of the target population. Purposive sampling technique was used to identify the class teachers of the 9 streams of form two and three classes and the guidance and counseling teacher.

### **3.7 Data Collection Instruments**

The researcher gathered information using questionnaires and an oral interview schedule. The instruments were developed with respect to the indicators of truancy, school performance and completion. A questionnaire “consists of a number of questions printed or typed in a definite order on a form or set of forms”. Questionnaire was regarded as being at the centre of the study and was therefore constructed with much attention in order to make sure the study does not fail. Using unstructured questions, the researcher provided the participants with guidance on the type of information to be obtained, Kothari (2004). There was use of Focus Group Discussion with the teachers.

### **3.8 Data Collection Procedure**

In the research process, the procedure for gathering data refers to the approach that the researcher employs to collect both primary and secondary data from the various sources. A technique of mixed methodologies was utilized in gathering information by the researcher. According to Saunders et al (2009), mixed method approach is used when a researcher applies both quantitative and qualitative information collection methodologies and analysis procedures in the course of his or her research. The researcher gathered materials from both primary and secondary sources. Primary data was gathered through the use of a structured questionnaire, while secondary data was gathered through the use of oral interview and information obtained from the principal, guidance and counselling offices, and other sources Kothari (2004).

### **3.9 Data Analysis**

The term "data analysis" refers to the procedure of breaking down anything into its constituent elements in order to gain a better knowledge of that object. Data was coded and analyzed using SPSS (Statistical Package for Social Sciences) version 25, which is the most recent version available. The use of descriptive statistics, such as percentages, means, and standard deviations, to describe the influence of truancy on academic performance and school dropout was carried out in this study. The Pearson Product-Moment correlation coefficient was utilized to determine whether

there was a relationship between truancy and academic performance. The model's significance was assessed using the ANOVA test. A general multiple regression model, as illustrated below, was utilized in the research.

$$Y = \beta_0 + \beta_1 x_1 + \varepsilon$$

Where:

Y= Dependent Variable (School Performance and Dropout)

$\beta_0$  = Constant

$\beta_1$  = Regression Coefficient or change induced in Y by X

X<sub>1</sub> = Independent Variable (Truancy)

$\varepsilon$  = Standard Error Term

Tables, graphs, and charts were used to present the data, which was then interpreted. The researcher used the interpretation to debate the results and to come up with new study ideas.

### **3.10 Validity of Research Instruments**

(Kothari C.R, 2004), Validity defines the extent to which a study was measure what the researcher intends to measure. Saunders et al (2009) argued that validity checks whether the results of a study measure what they ought to measure while internal validity refers to the degree to which the study's findings are free of inconsistencies or faults. According to Ellen A.Drost (2011), internal validity is all about the validity of the study itself. The extent to which a study's findings are applicable to other settings or contexts is referred to as external validity. Easterby-Smith et al (2015) argued that, to maximize internal validity, it is paramount to do away with any possible contradictions within the study and external validity refers to ensuring that the results of the research can be generalized and hold waters beyond the study in question. Saunders et al. (2009) noted that historical events and tests as well as mortality and maturation pose a threat to a model's validity.

### **3.11 Reliability of Research Instrument**

Kothari (2004) asserted that reliability refers to an instrument being accurate and precise in its measuring procedure and that an instrument is reliable if it provides the same results over time. Easterby-Smith et al (2015) contended that reliability depends on the mean correlation among the

study variables and it is measured by Cronbach Alpha Correlation with a threshold of 0.7 and therefore values greater than 0.7 are accepted and values less than the threshold are rejected. Greener (2008) argued that research should be consistency in such a way that a reader can adopt the methods and methodology and be able to produce the same results as the study or at least the study can instil confidence such that the reader is convinced that the results are genuine. Risks to reliability include mistakes made by the subjects or participants, as well as mistakes made by the observers and prejudice from the observers.

In order to test the hypothesis, a pilot research was conducted with 55 students and teachers who were not a part of the main investigation. Research instruments were evaluated for internal consistency using Cronbach's alpha coefficient. According to Sekeran (2006), an internal consistency value of 0.5 to 0.8 is sufficient. The study's alpha was set at 0.7 as the lower limit. The alpha values for the research instrument are as depicted in Table 3.1.

**Table 3.1 Reliability Test Results**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>No of Items</b>	<b>Conclusion</b>
Truancy	.907	11	Reliable
School Performance	.789	7	Reliable
School Dropout	.775	11	Reliable

The following are the reliability coefficients (a) for each of the variables: A student's academic achievement was rated at 0.90, while their school completion at 0.78. (0.775). All the variables had reliability coefficients greater than 0. 70. The measuring scale has a high level of internal consistency in line with (Sekaran, 2006) recommendation for a value of 0.70.

### **3.12 Pilot**

Kothari (2004) asserts that piloting is a dummy of the main study and it helps a researcher to figure the shortcomings of the research instruments employed and therefore make necessary adjustments to correct it. Piloting helps in ensuring that the research instrument is thoroughly prepared such that the participants will not face any obstacles when answering questions and the researcher not as well face any challenges to when recording the data. Piloting also helps in ensuring that the instruments employed have validity and reliability.

### **3.13 Ethical Consideration**

Authorization to conduct this research was obtained from the Ministry of Education through the Regional Director of Education Nairobi Region, Olympic Secondary School administration and NACOSTI. Saunders et al (2009) argued that the research methodology employed by the researcher needs not to expose the respondents to any kind of harm, embarrassment or disadvantage them in any way and as such, the respondents were notified that they were participants and guaranteed that the data submitted would be treated as confidential. The researcher made sure to get informed consent from the participants. They were also notified about their right to pull out of the research anytime at will. Greener (2008) argued that ethics deals with moral choices that affect the decisions, standards, and behaviour. Participants' identity also remained anonymous. All data generated from the research is purely for academic purposes.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results of the questionnaires and the oral interview. It shows how the results relate to the goals of the study. A three-stage data analysis process was used, starting with data preparation, then moving on to data analysis and finally reporting. As a result of fieldwork, the data was cleaned and double-checked before being entered into the database.

#### 4.2 Response Rate

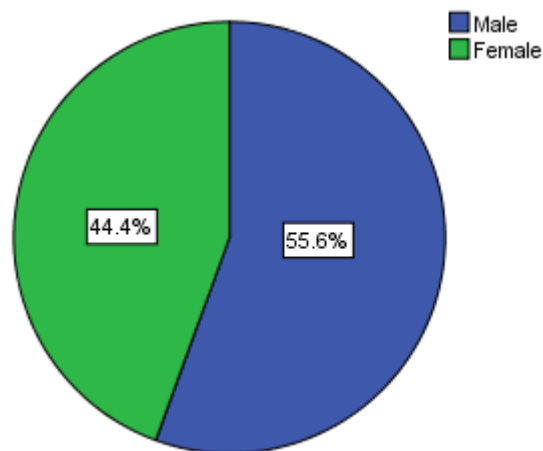
152 students received questionnaires, and 152 of those completed and returned them satisfactorily. This represents a 100% return rate. The researcher also distributed 10 questionnaires to the teachers, with 8 questionnaires successfully filled out and returned, representing 80 percent rate of response.

#### 4.3 General Information

This section focuses on the students' and teachers' demographics.

##### 4.3.1 Teachers' Demographic Information

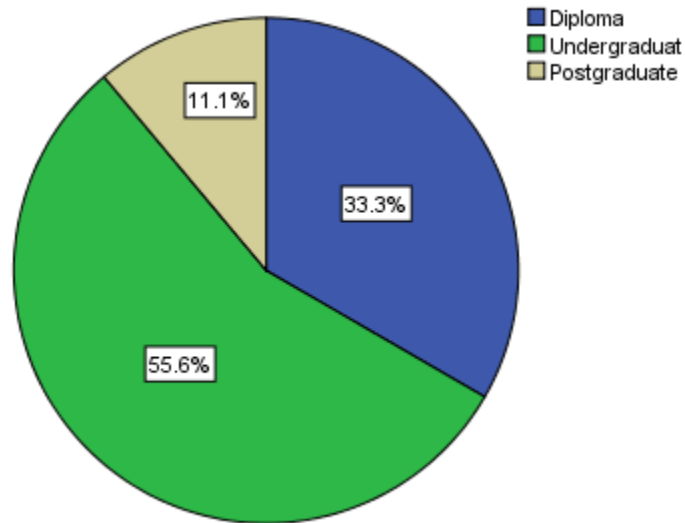
**Figure 4.1 Gender of the Sample Population**



Those that responded in this research were either male or female, and fifty-five-point six percent (55.6 percent) of the respondents were male, while forty-four-point four percent (44.4 percent) of

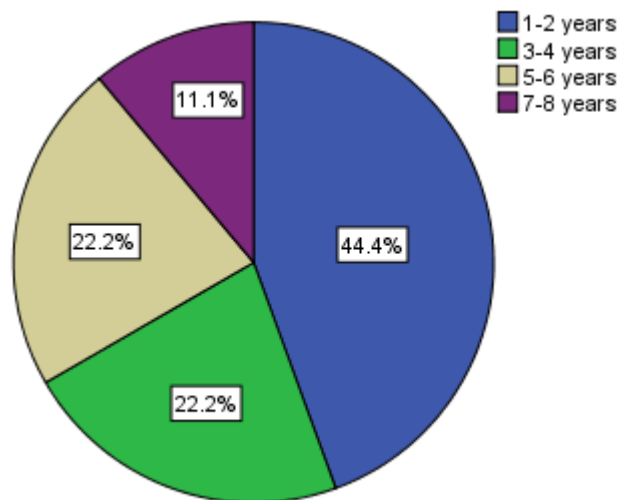
the target participants were female, implying that the vast majority of teachers handling form two and three are male.

**Figure 4.2 Level of Education**



According to the researcher in Figure 4.2, eleven-point one percent (11.1 percent) of respondents had a diploma, fifty-five percent (55.6 percent) had an undergraduate degree, and 33.3% (33.3 percent) had postgraduate degree, indicating that the majority of respondents were adequately trained to teach the students in the school because the majority were degree holders.

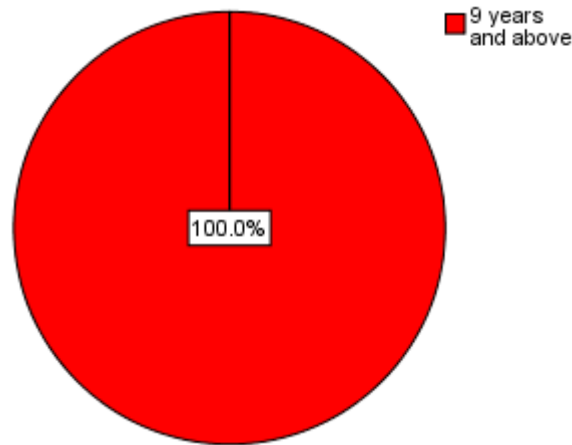
**Figure 4.3 Duration Worked in the Same at the School**



In figure 4.3, forty-four-point four percent (44.4%) of the participants depicted that they have taught in the school between 1 and 2 years, twenty-two-point two percent (22.2%) have worked 3

to 4 years while the same percent have worked between 5 and years and eleven-point one percent (11.1%) have worked between 7 and 8 years. This implies that most teachers in the institution have worked for 2 years and below.

**Figure 4.4 How Long the School has been in Existence**



The study also assessed how long the institution has been in existence and it found out that the school has been in existence for more than 9 years as a registered government institution. The results are summarized as presented in figure 4.4

### 4.3.2 Students' Demographic Information

**Figure 4.5 Gender of the Student**

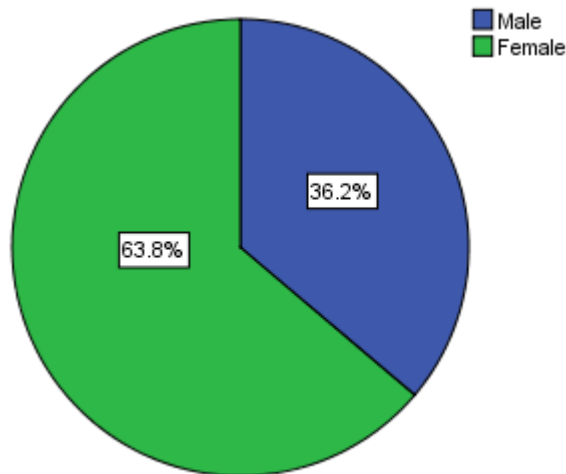
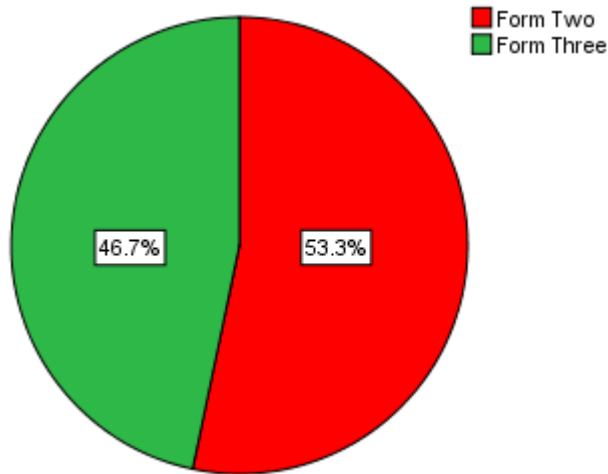


Figure 4.5 exhibits the study's findings on student gender, showing that 36.2% of respondents were male while sixty-three-point eight percent (63.8%) were female, this finding implies that most of the students in form two and three are female as compared to the male.

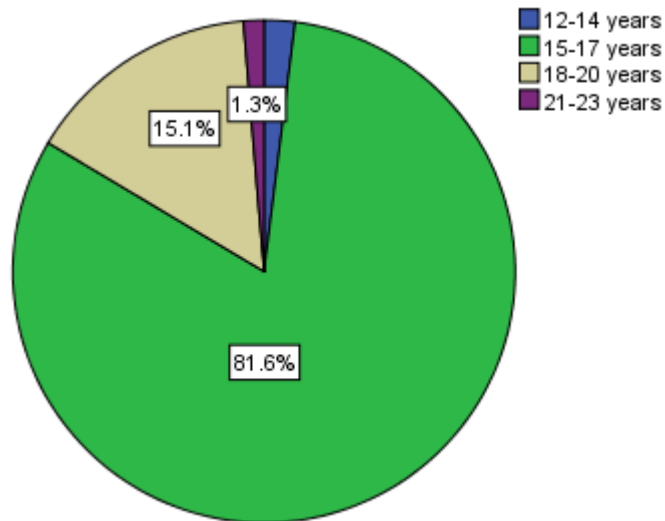


**Figure 4.6 Current Class**



Students in form two and form three made up 53.3% of respondents, while 46.7% of the respondents were in form three, according to the research. Figure 4.6 depicts the outcome in a nutshell.

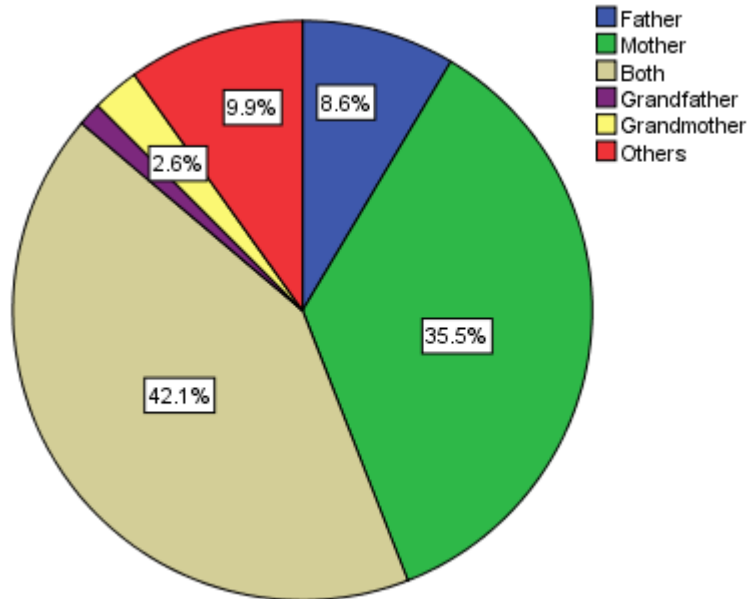
**Figure 4.7 Age of the Student**



The researchers figured out how old the participants were where two percent (2%) are aged between 12 and 14 years, eight one-point six percent (81.6%) are aged between 15 and 17 years while fifteen-point one percent (15.1%) are aged between 18 and 20 years and one point three

percent (1.3%) are aged between 21 and 23 years, this depicts most students are aged between 15 and 17 years.

**Figure 4.8 Who Make decision about education life**



Lastly the study assessed on who sponsor the students, eight-point six percent (8.6%) depicted only father, thirty-five-point five percent (35.5%) depicted mother only while forty-two-point one percent (42.1%) indicated both mother and father. Two-point six percent (2.6%) indicated grandmother and nine-point nine percent (9.9%) depicted others which can include friends, cousins, aunties, and any other relatives for that particular family. This implies that most of the decision makers based on the findings are both father and mother. The findings are summarized in figure 4.8

#### **4.4 Descriptive Statistics**

##### **4.4.1 Effects of Truancy on School Performance**

The research's overarching goal was to determine the consequences of truancy on school performance among students at Olympic High School in Kibra Sub-County, Nairobi County. In this regard, the study determined that it was prudent to examine the impacts of truancy on school performance among students at Olympic High School in Kibra Sub-County, Nairobi County. A tool known as the Likert scale was used to collect primary data about how truancy affects school performance among students at Nairobi County's Olympic High School in the Kibra Sub-County.

To assess respondents' opinions, five-point rating On a Likert scale (No extent at all =1; little extent=2; Moderate extent =3; Great extent =4; Very great extent =5) was used. The upper and lower bounds were determined using a mean analysis of Likert scale data. No extent is represented by a mean score of 1.0 - 1.80, Little extent is represented by a mean score of 1.81 - 2.60, Mean score of 2.61 - 3.40 represents Moderate extent, Mean score of 3.41 - 4.20 represents Great extent, and mean score of 4.21 - 5.0 represents Very great extent (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the participants agree truancy affect school performance among students in Olympic High School in Kibra Sub- County within Nairobi County and mean score equal to or below 1.81 signifies no relationship

**Table 4.1 Teachers’ Truancy and School Performance**

	N	Minimum	Maximum	Mean	Std. Deviation
I attend all my lessons on time everyday	8	3.00	5.00	4.11	.78
I am given too much workload	8	2.00	4.00	2.88	.61
Our school performs well every year	8	2.00	4.00	2.88	.92
Too much homework and assignment force students to be truant	8	1.00	3.00	2.00	.70
Poor health issues contribute to students’ truancy	8	1.00	4.00	2.88	1.05
Illiteracy by parents contributes to students’ poor performance	8	2.00	5.00	3.22	1.20
Poor performance by the students is as a result of truancy	8	1.00	4.00	2.88	1.05
Prolonged repetition of the same class by students is a result of truancy	8	1.00	3.00	2.00	.86
Habits such as stealing, smoking, and bullying contribute to poor performance by the students	8	2.00	5.00	3.66	1.00
Students who do not take their studies serious repeat the same class very year and eventually become truant	8	1.00	4.00	1.44	1.01

Broken homes and others where parents always fight make students to join bad groups and become truants	8	1.00	5.00	3.55	1.33
Lower grade in exams is associated with truancy	8	1.00	5.00	3.66	1.50
Valid N (listwise)	8				

The study assessed if teachers attend all the lessons on time every day, the study recorded an average of 4.11 with 0.78 as the standard deviation, this inferred that teachers attend all the lessons on time, the study also assessed if I am given too much workload, the study registered an average of 2.88 and 0.60 standard deviation, which illustrates that the teachers is given too much workload, Our school performs well every year recorded 2.88 mean of 2.88 and 0.92 standard deviation which depicts that the school performs well, Too much homework and assignment force students to be truant recorded an average of 2.00 and 0.70 standard deviation which means that too much homework and assignment do not force students to be truant. Poor health issues contribute to students' truancy recorded an average of 2.88 and standard deviation of 1.05 which implies that poor health issues contribute to students' truancy. Poor performance by the students is a result of truancy registered an average of 2.88 and 1.05 standard deviation which depicts that poor performance by the students is a result of truancy. Students who do not take their studies serious repeat the same class very year and eventually become truant reported 1.44 mean and 1.01 standard deviation which postulates that students who do not take their studies serious repeat the same class very year do not become truant. The study also assessed if lower grade in exams is associated with truancy and the study registered an average of 3.66 and the standard deviation of 1.50 based on the finding the lower grade in exams is associated with truancy. Table 4.1 displays the results.

**Table 4.2 Students' Truancy and School Performance**

	N	Minimum	Maximum	Mean	Std. Deviation
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I regularly miss school	152	1.00	5.00	1.43	.85
It takes me very long to get to school	152	1.00	5.00	2.43	1.45
I love my school very much	152	1.00	5.00	3.84	1.49
I always get excited about coming to school	152	1.00	5.00	3.75	1.46
Truancy affects the overall performance of our school	152	1.00	5.00	3.30	1.52
Our school has enough teachers	152	1.00	5.00	4.03	1.42
Schools' tuitions are very high	152	1.00	5.00	2.36	1.56
My parents do not pay for my remedial classes	152	1.00	5.00	2.07	1.46
Lack of seriousness in class contributes to poor performance	152	1.00	5.00	3.80	1.59
Truancy affects the progress of students in school	152	1.00	5.00	3.36	1.60
Unconducive school environment contributes to students' poor performance	152	1.00	5.00	2.64	1.61
Valid N (listwise)	152				

The study also assessed the perception of students on how truancy affects the performance, I regularly miss school registered a mean of 1.43 which implies that missing school does not affect the performance, It takes me very long to get to school recorded 2.43 mean and 1.45 standard deviation which depicts that It takes me very long to get to school does not affect the performance, I always get excited about coming to school registered 3.75 as mean and 1.46 standard deviation, Truancy affects the overall performance of our school recorded a mean of 3.30 which imply truancy affects the overall performance of our school, Schools' tuitions are very high registered an average of 2.36 and a standard deviation of 1.56. Lack of seriousness in class contributes to poor performance register a mean of 3.80 while Unconducive school environment contributes to students' poor performance recorded 2.64 mean and 1.61 standard deviation this infers that unconducive school environment contributes to students' poor performance. The respondents agreed that truancy affects academic performance negatively with a composite mean of 3. The outcome is presented in table 4.2.

#### 4.4.2 Effect of Truancy on School Dropout among Students

The study's overarching purpose was to find out how truancy affects students' chances of graduating from Olympic High School in Kibra Sub-County, Nairobi County. In this regard, the study thought it would be prudent to investigate the impact of truancy on school completion among students at Olympic High School in Kibra Sub-County, Nairobi County. The Likert data collection instrument sourced for primary data on the consequences of truancy on school completion among students at Olympic High School in Nairobi County's Kibra Sub-County. To assess respondents' opinions, five (5) point Likert scale (No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5) was used. The upper and lower bounds were determined using a mean analysis of Likert scale data. No extent is represented by a mean score of 1.0 - 1.80, Little extent is represented by a mean score of 1.81 - 2.60, Moderate extent is represented by a mean score of 2.61 - 3.40, Great extent is represented by a mean score of 3.41 - 4.20, and Very great extent is represented by a mean score of 4.21 - 5.0 (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the participants agree truancy affect school dropout among students in Olympic High School in Kibra Sub- County within Nairobi County and mean score equal to or below 1.81 signifies no relationship

**Table 4.3 Teachers' Perception on Truancy on School Dropout among Students**

	N	Minimum	Maximum	Mean	Std. Deviation
Availability of teaching and learning resources influence school dropout of students	8	2.00	5.00	4.2222	1.09291
Peer pressure forces many students to drop out of school	8	2.00	5.00	4.1111	1.16667
Truancy intervention will help students complete their studies	8	4.00	5.00	4.6667	.50000
Over indulgence in social media contributes to poor performance and hence not completing schools	8	2.00	5.00	3.5556	.88192
Students disregarding absenteeism and truancy policies contribute to not completing schools	8	2.00	4.00	3.1111	.60093

Lack of support for the school from the community contributes to truancy	8	2.00	5.00	3.7778	.97183
Community culture may contribute to truancy and school dropout	8	1.00	5.00	3.7778	1.48137
Students who commute from far becoming truants	8	1.00	5.00	2.8889	1.05409
High prevalence of criminal activities in the community contributes to truancy among the students	8	2.00	5.00	3.4444	.88192
Poor socio-economic conditions force students not to complete schools	8	2.00	5.00	3.7778	1.09291
Valid N (listwise)	8				

The study investigated whether the availability of educational materials influences student school dropout. The study yielded 4.22 as the mean with 1.09 standard deviation, Peer pressure causes many students not to complete school, as measured by 4.11 mean and 1.16 standard deviation, implying many students drop out of school due to peer pressure. Truancy intervention will assist students in finishing their studies, with 4.66 mean and 0.50 standard deviation. Overindulgence in social media contributes to poor performance, as measured by 3.55 mean and 0.60 standard deviation, implying Excessive use of social media contributes to poor performance. Students who disregard absenteeism and truancy policies contribute to students failing to complete school. The average was 3.11, with a standard deviation of 0.60, to mean that students who disregard absenteeism and truancy policies contribute to students failing to complete school; the outcomes are summed up in table 4.3.

**Table 4.4 Students' Perceptions on Truancy on School Dropout among Students**

	N	Minimum	Maximum	Mean	Std. Deviation
I always do house chores and other domestic work when I am at home	152	1.00	5.00	3.31	1.55
We frequently have domestic problems at home	152	1.00	5.00	2.44	1.47
My parents always encourage me to study and perform well in school	152	1.00	5.00	4.24	1.27
Financial difficulties have forced me to be truant and I feel like I may not be able to complete my studies	152	1.00	5.00	2.11	1.40
My colleagues think that I am a juvenile delinquent	152	1.00	5.00	2.31	1.43
Improvement in relationship between teachers and students will curb truancy problem	152	1.00	5.00	3.13	1.69
High level of indiscipline in the school forces students to become truants	152	1.00	5.00	3.40	1.58
Valid N (listwise)	152				

The study also assessed the students perceptions on school dropout, I always do house chores and other domestic work when I am at home registered 3.31 as the mean with 1.55 standard deviation which implies I always do house chores and other domestic work when I am at home, My parents always encourage me to study and perform well in school recorded a mean of 4.24 which depicts My parents always encourage me to study and perform well in school, Financial difficulties have forced me to be truant and I feel like I may not be able to complete my studies all recorded 2.11 mean and 1.45 as standard deviation which implies financial difficulties have forced me to be truant and I feel like I may not be able to complete my studies. Improvement in relationship between teachers and students will curb truancy problem registered a mean of 3.13 which depicts that Improvement in relationship between teachers and students will curb truancy problem and High level of indiscipline in the school forces students to become truants recorded a mean of 3.40



which implies that High level of indiscipline in the school forces students to become truants. The respondents agreed that truancy affects school dropout with a composite mean of 2.6.

#### 4.4.3 Truancy, Academic Performance and School Dropout among Students

The study's overarching goal was to investigate the relationship between truancy, academic performance, and school completion among Olympic High School students in Kibra Sub County. In this regard, the researcher thought it would be prudent to investigate the relationship between truancy, academic performance, and school completion among students at Olympic High School in Kibra Sub-County, Nairobi County. The Likert data collection instrument obtained primary data on the effects of truancy on school completion among students at Olympic High School in Nairobi County's Kibra Sub-County. To assess respondents' opinions, a (5) five-point Likert scale (No extent at all =1; little extent=2; Moderate extent =3; Great extent =4; Very great extent =5) was used. The upper and lower bounds were determined using a mean analysis of Likert scale data. No extent is represented by a mean score of 1.0 - 1.80, Little extent is represented by a mean score of 1.81 - 2.60, Moderate extent is represented by a mean score of 2.61 - 3.40, Great extent is represented by a mean score of 3.41 - 4.20, and Very great extent is represented by a mean score of 4.21 - 5.0 (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the participants agree truancy affect school dropout among students in Olympic High School in Kibra Sub County within Nairobi County and mean score equal to or below 1.81 signifies no relationship.

**Table 4.5 Teachers Perception on Truancy, Academic Performance and School Completion**

	N	Minimum	Maximum	Mean	Std. Deviation
I believe that truancy is responsible for the poor academic performance of the truants	8	2.00	5.00	3.77	.97
Motivated teachers positively influence students' performance	8	3.00	5.00	4.55	.726
Teachers-student ratio influence the performance of students	8	3.00	5.00	4.22	.66
Students who involve in drug and substance abuse fail academically	8	3.00	5.00	4.11	.60

I deal with truancy and absenteeism as part of my responsibilities	8	1.00	5.00	4.11	1.36
We have many interventions in place to make sure that students attend schools frequently	8	4.00	5.00	4.33	.500
Truancy is a predictor of health problems which eventually forces students out of school on health grounds	8	3.00	4.00	3.33	.500
Movements of students from one class to another contributes to truancy	8	1.00	3.00	2.33	.70
Truants always fall behind in their classroom which forces them to eventually drop out of school	8	2.00	4.00	2.66	.70
Truancy disrupts class teacher's plan to monitor and present the results of students in an organized way	8	1.00	5.00	3.55	1.42
Parent's illiteracy contributes to poor performance and school dropouts	8	1.00	4.00	3.00	1.11
Valid N (listwise)	8				

The study assessed I believe that truancy is responsible for the poor academic performance of the truants, the study recorded 3.77 mean with 0.97 standard deviation, this implies, I believe truancy is responsible for the poor academic performance of the truants, Motivated teachers positively influence students' performance recorded mean of 4.55 which depicts that Motivated teachers positively influence students' performance, Teachers-student ratio influence the performance of students recorded a mean of 4.22 which implies that Teachers-student ratio influence the performance of students while students who are involved in drug and substance misuse do not succeed academically it had 4.11 mean score with 0.06 standard deviation. Truants always fall behind in their classroom which forces them to eventually drop out of school registered 2.66 as the average and 0.70 as standard deviation which implies that Truants always fall behind in their classroom which forces them to eventually drop out of school and Truancy disrupts class teacher's

plan to monitor and present the results of students in an organized way registered an average of 3.55 and the standard deviation of 1.42 which depict that Truancy disrupts class teacher’s plan to monitor and present the results of students in an organized way and Parents illiteracy contributes to poor performance and school dropouts recorded a mean of 3.00 which implies Parents illiteracy contributes to poor performance and school complete, Table 4.5 has summed up of the outcome.

**Table 4.6 Students’ Perceptions on Truancy, Academic Performance and School Dropout**

	N	Minimum	Maximum	Mean	Std. Deviation
I have very minimal time to study when at home	152	1.00	5.00	2.7500	1.52789
Truancy affects our academic performances	152	1.00	5.00	3.3618	1.52050
Teachers attend classes regularly on time	152	1.00	5.00	3.4737	1.51787
I do not read materials at home	152	1.00	5.00	2.5066	1.45573
We always complete syllabus on time	152	1.00	5.00	2.7105	1.49892
My parents help me in my studies	152	1.00	5.00	2.9474	1.58130
Poor parental guide contributes to school dropout	152	1.00	5.00	3.1974	1.68766
I do not attend all classes because of responsibilities at home	152	1.00	5.00	1.7171	1.23104
My parents are not concerned about my schooling	152	1.00	5.00	1.9145	1.39983
There are no co-curricular activities in our school which force students to become truants	152	1.00	5.00	2.5855	1.54167
There are a few teachers in our school	152	1.00	5.00	1.9408	1.45226

Valid N (listwise)	152			
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Final results showed that truancy hurts students' academic performance; the study's mean was 3.35 with a standard deviation of 1.52; the researcher concluded that there was a mean of 3.47 for teachers attending courses on time with a standard deviation of 1.51. The results gave a 2.71 mean and a 1.49 standard deviation for we always finish the syllabus on time. My parents help me with my studies recorded 2.71 mean and 1.49 standard deviation, this implies parents do help their children with their studies. My parents are not concerned about my schooling registered a mean of 1.91 which implies some parents are not concerned about their children's schooling schooling. There are no co-curricular activities in our school which force students to become truants recorded an average of 2.58 and the standard deviation of 1.39 which implies that lack of cocurricular in the school has contributed towards students becoming truants. There are a few teachers in our school recorded a mean of 1.94 which depicts a lack of sufficient number of teachers in Olympic school. The respondents agreed that truancy affects academic performance negatively and leads to school dropout with a composite mean of 3. The findings are summarized in table 4.6

#### 4.5 Test of Hypotheses

These results are discussed in regard to what the study's hypotheses were. To find out how truancy, school performance, and school dropout all interacted, the researcher conducted a study on Hypotheses H01 to H03. This analysis was carried out using Pearson's Product Moment Correlation and the findings are as shown in Table 4.7.

**Table 4.7 Correlation Coefficient Matrix between Truancy, School Performance and School Dropout**

		Truancy	School Performance	School Completion
Truancy	Pearson Correlation	1	-.337**	.346**
	Sig. (2-tailed)		.000	.000
	N	160	160	160
School performance	Pearson Correlation	-.337**	1	.431**
	Sig. (2-tailed)	.000		.000
	N	160	160	160
School Completion	Pearson Correlation	.346**	.431**	1

Sig. (2-tailed)	.000	.000	
N	160	160	160

\*\* .05 level (2-tailed) is the significance of Correlation

#### 4.5.1 Truancy and School Performance

The study sought to identify the effect of truancy on school performance. It was hypothesized that truancy has no effect on school performance. Data was analysed using Pearson's Product Moment Correlation and the results are shown in Table 4.7.

Findings on Table 4.7 revealed ( $r = -0.337$ ,  $p < 0.05$ ) a significant negative correlation between truancy and school performance. Therefore, according to the results, the hypothesis that truancy has no significant effect on school performance was rejected. It was concluded that truancy affects school performance. The finding of this study is consistent with the findings of Musa (2014) who argued that absenteeism and truancy are two of the problems affecting secondary school students' academic performance, and they not only affect their academic performance but also have a significant impact on the students' future.

#### 4.5.2 Truancy and School Dropout

The study sought to examine the effect of truancy on school dropout. It was hypothesized that truancy has no effect on school dropout. The raw information was analysed using Pearson's Product Moment Correlation and the findings are presented in Table 4.7.

The outcome in Table 4.7 revealed ( $r = 0.346$ ,  $p < 0.05$ ) meaning a significant positive correlation between truancy and school dropout. Therefore, according to the results, the hypothesis that truancy has no significant effect on school dropout was rejected. It was concluded that truancy affects school dropout. The results of this research is consistent with the findings of Yahaya et al (2010) who argued that truancy is an obstacle to students' performance and school completion as students who miss classes fall behind their colleagues which leads to low self-worth and which in turn leads to school dropout. The outcome of the study is in agreement with the findings of Ukanga (2015) who argued that truancy hampers achievements of students, progress, school completion and employment opportunities. Truants are likely to fall behind in schools compared to their peers and this eventually leads to them dropping out of schools

#### 4.6 Effect of Truancy on School Performance and School Dropout

This sought to establish the effect of truancy on both school performance and school completion. It was hypothesized ( $H_{03}$ ) truancy has no effect on school performance and school dropout. The researcher used a multivariate regression model to evaluate our hypothesis. The investigation's findings are summarized in the table below.

##### 4.6.1 Model Summary

The model summary results are presented in **table 4.8**.

**Table 4.8 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404 <sup>a</sup>	.163	.152	.50382

- a. Predictor: (Constant), Truancy
- b. Dependent Variables: School Performance, School Dropout

Regression model in table 4.8 revealed the impact of truancy on school performance and school dropout. The model showed that 0.152 is the Adjusted R Square which shows that 15.2% of the variations in school performance and school dropout are explained by truancy. The remaining 84.8% is explained by factors not considered in this research.

##### 4.6.2 ANOVA

The ANOVA tested the model significance, and the findings are presented in table 4.9.

**Table 4.9: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.355	8	3.678	14.489	.000 <sup>b</sup>
1 Residual	37.821	152	.254		
Total	45.176	160			

- a. Predictor: (Constant), Truancy
- b. Dependent Variables: School Performance, School Dropout

The ANOVA tested the effect of truancy on both school performance and school Dropout. According to the ANOVA results, the model was significant ( $F=14.489$ ,  $p<0.05$ ). This further pointed out that the independent variable (Truancy) is statistically significant in predicting academic performance and school dropout among students in Olympic High School in Kibra Sub-County within Nairobi County.

#### 4.6.3 Regression Coefficients

The regression coefficient results are as shown in table 4.10.

**Table 4.10 Regression Output - Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant) Truancy	1.456	.228		6.390	.000
Truancy-School Performance	-.209	.075	-.230	2.774	.006
Truancy-School Dropout	.187	.063	.247	2.968	.003

a. Predictor: (Constant), Truancy

b. Dependent Variables: School Performance, School Dropout

The standardized coefficients revealed that the effect of truancy on school performance is negative and significant ( $\beta = -0.230$ ,  $t=2.774$ ,  $p < 0.05$ ) and the effect of truancy on school dropout is positive and significant ( $\beta = 0.247$ ,  $t=2.968$ ,  $p < 0.05$ ). This implies that truancy has greater effect on school dropout ( $\beta = 0.247$ ). The unstandardized coefficients show that for every unit increase in truancy, a -0.209 decrease in school performance is predicted holding other variable constant. For every unit increase in truancy, a 0.187 increase in school dropout is expected while keeping the other variable constant.

The findings of this research are in support of the findings of Sekiwu, Ssempala and Frances (2020) who established that school attendance correlated well with academic achievement, and students' academic performance improved when they were consistent in going to school, while those who were inconsistent did worse. Schoeneberger (2012) found out that the chronic absentees showed a very high level of school disengagement and eventually drop out of schools. Henry and Yelkpiri (2017) found out that truancy contributes to school dropouts and eventually affect academic

performance of the learners. Students who showed up to class more often did better academically than those who were absent on a regular basis. Okwakpam and Okwakpam (2012) found out that truancy is an obstacle to learners' achievement, career progression, school dropout and employability. Learners who do not attend classes fall behind their counterparts in their classes and eventually drop out of schools. Santa, L., Urosa, B., Mota, R and Rubio, E. (2020) established that truancy is the biggest problem to their schools and the researchers highlighted that there is a high correlation between truancy and school performance. The researchers further argued that Real Galiana is an area that had been hit so hard by social exclusion and the children had suffered from an early age and these have affected their school enjoyment, school continuation and eventually drop out of schools. These were all as a result of the kind of environment and lack of support from all those who are concerned. Kirksey (2019) concluded that school attendance influences academic performance of high school students, and thus safeguards should be put in place to make sure that students attend classes in order to perform well and complete their studies.

#### **4.7 The researcher sought to find out why students in Olympic high school may perform poorly in KCSE and the study revealed the following results:**

##### **Teachers**

The teachers observed that peddling drugs and illegal substances, high rate of indiscipline, high rate of truancy and students being not serious with their academics, lack of learning materials and equipment, over engagement on social media, few teachers, few learning resources, being a day scholar may make some students not to pay attention to their school studies especially at home, lack of mentorship program, motivation, high school fees, lack of respect for each other, drugs and substance abuse and theft are the reasons why the students perform poorly.

##### **Students**

The students argued that drugs and substance abuse (both use and peddling), absenteeism and being truant for long, not studying well due to laziness, disrespect for the teachers and poor relationship between teachers and students, high level of indiscipline, poor feeding program by the school as those without meal cards are not given food, high level of low self-esteem by the students, domestic chores by students after school giving them no time to study, high level of peer



pressure, poor parenting leading to depression of students, high rate missing lessons, high school fees, poor time management, lack of co-curricular activities, sexual relationships among the students leading to pregnancies and eventually dropping out of school, not paying attention in class and being noisy, poor leadership by students' governing body as they bully students, lack of learning materials, poor management of the school, students carrying cellphones to school and engaging in social media at the expense of school work, students engaging in income generating activities rather than studying, poor syllabus coverage on time, domestic issues leading to depression and negative attitudes towards some subjects are some of the reason why students are likely to perform poorly.

After careful analysis of all the responses given, the factors that came out strongly that influence students' performances are drugs and substance abuse (both use and peddling), students not studying on their own, high level of disrespect for teachers by the students, poor feeding program by the school as over ninety percent of the students respondents complain of not eating at the school, students missing classes regularly, students engaging in sexual activities thereby making girls pregnant and drop out of school, high school fees and shortage of learning materials.

#### **4.8 Focus Group Discussion**

##### **What is contained in the class register?**

The class register contains the students' names, ages, admission numbers, term dates, as well as absent and present columns, which are filled in by the teacher in the appropriate manner. Teachers are required to keep a daily attendance record for all pupils enrolled in their classes.

##### **How often is the school attendance registered?**

The attendance register is taken at the beginning of the morning session of each school day and once during the afternoon session. If a student leaves school after registration, the teacher must still record them as present at registration, as they will still count as present for statistical purposes. There's no minimum time that a student must be in school to be recorded as attending, so long as they're there during registration.

##### **In case of absent is there a column that captures the reason why the student is not in class?**

There is no column in the class register that captures the reason why the student is absent; instead, there is a column in the class black book. The black book allows the teacher to record the reason for the student's absence and then follow up with the parent by phone. This is the same book in which contact information for the student's parent or guardian is recorded.

### **Who defines whether an absence is authorized or not?**

The class teacher, in collaboration with the school administration, determines what constitutes authorized and unauthorized absence. If it is for a longer period of time or for medical reasons, the class teacher must notify the office; however, if it is only for a day or half day, such as attending a funeral, the class teacher has complete discretion. Students now have insurance that allows them to seek medical attention from specific clinics in the event of illness. If a student becomes ill, the school gives them a sick sheet, which the attending physician must sign as proof of their visit to the doctor. However, if the student becomes ill while away from school and visits a doctor without the sick sheet, they must return with a letter from the doctor.

### **How do you as a school draw a line between absence and truancy?**

This is when the black book comes into play to assist the school in drawing the line. When a student is absent, the contact number for the parent is used to determine why the student was absent, and if the parent is aware that the student did not come to school, the school can determine whether it is absence or truancy based on the answer received from the parent together with the school records.

### **What is the school pass mark?**

The school pass mark differs depending on the class and subject. In form one, for example, the pass mark is C+, or 55 points. The pass mark for form three and form four is C+, or 55%. This is because form one students do not have many notes to write and have plenty of time. The pass mark in form two is rather low because students are choosing and dropping subjects as they prepare to move on to form three. As a result, they frequently tend to focus more on the subjects in which they are interested. The pass mark for languages is higher (C+) than for sciences and mathematics (C-)

**What acts constitutes truancy?**

Truancy occurs when a student arrives at school and leaves without permission before the end of the school day. When a student does not show up for school on a regular school day and the teacher calls the parent to ask why the student did not come to school and is told that the student left for school in the morning, the student's absence is considered truancy. If a student is given permission for one or two days but does not show up for two weeks, the school considers this to be truancy. Students who show up on certain days but are absent on others without the authority of the school or their parents are also considered truants. The Ministry of Education has a policy that a student should not be absent for more than 14 days in a row, so some students disappear for ten days and then reappear. When they act in this manner, they protect themselves so that the school cannot strike them off the register and expel them. When a student is to be expelled or stricken off the school register, the administration must present proof of absence for more than 14 days consecutively to the Sub County Education Director, but this becomes not only complicated but also tricky to the school administration when students disappear and reappear after 10 days.

**What are some of the measures in place to help deal with truancy?**

Making a secure learning environment, monitoring student attendance, and communicating with parents are responsibilities of the school. This also includes making certain that all policies are transparent, consistent, and conveyed to all parties. The Guidance and Counseling department also plays a vital role when it comes to dealing with issues of truancy and offering guidance to both parents and students when need arises.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **5.1 Introduction**

After doing the research, the researcher, guided by the objectives of the study, came up with the following observations, conclusions, and suggestions.

#### **5.2 Summary of the Findings**

##### **5.2.1 The effects of truancy on school performance among students in Olympic High School in Kibra Sub County within Nairobi County**

The first goal was to assess the impacts of truancy on academic performance among students at Olympic High School in Kibra Sub County, Nairobi County. The research findings show that there is a negative relationship between truancy and academic performance. Thus, hypothesis H<sub>01</sub> was rejected, which predicted that truancy has no effect on school performance among students at Olympic High School in Kibra Sub-County, Nairobi County. The findings indicated that truancy has a direct negative impact on academic performance among students at Olympic High School in Kibra Sub-County, Nairobi County, as evidenced by -0.209 beta value and 0.006 p value.

##### **5.2.2 The effect of truancy on school Dropout among students in Olympic High School in Kibra Sub County within Nairobi County**

The second goal of the research was to determine the effect of truancy on school dropout among students in Olympic High School in Kibra Sub County within Nairobi County. The findings reveal a positive relationship between truancy and school dropout as shown by 0.187 beta value and 0.003 p value. Therefore, hypothesis H<sub>02</sub> which predicted that truancy has no effect on school completion among students in Olympic High School in Kibra Sub County within Nairobi County was rejected. Regarding school dropout, the research found out that truancy has a positive effect on the school dropout among students in Olympic High School in Kibra Sub County within Nairobi County.

##### **5.2.3 The relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub County within Nairobi County**

Finally, the study's third goal was to discover the connection between truancy, academic performance, and school completion among students in Olympic High School in Kibra Sub-

County within Nairobi County. The findings revealed a positive relationship between truancy, academic performance, and school completion. Therefore, hypothesis H<sub>03</sub> which predicted that there is no relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub- County within Nairobi County was rejected.

### **5.3 Conclusions**

According to the findings, there is a negative relationship between truancy and academic performance. Truancy, according to the findings, has a negative impact on academic performance. The findings demonstrated that truancy had a direct negative effect on academic performance among students at Olympic High School in Kibra Sub-County, Nairobi County, as demonstrated by -0.209 beta value and 0.006 p value. The finding is supported by the study of Olekete (2017) who concluded that truancy is the biggest factor contributing to poor performance in schools as the pupils absconded classes to help their families in the family farm. The revelation is also consistent with the findings of the study of Mlowosa, Kalimangasi and Mathias (2014) who concluded that truancy is a factor that has been linked to poor secondary school performance in Kigamboni Ward.

Based on the second objective, the study found out that truancy positively affects school dropout. The findings revealed a positive and strong connection between truancy and school completion as shown by 0.187 beta value and 0.003 p value. The conclusion is in line with the research of Yahaya et al (2010) who depicted that truancy is an obstacle to students' performance and school dropout as students who miss classes fall behind their colleagues which leads to low self-esteem and which in turn leads to school dropout.

Lastly, the findings depicted a positive relationship between truancy, academic performance, and school dropout. The study concluded that truancy has a positive effect on the school performance and the school dropout. The conclusion is supported by the study of Oluremi (2013) who carried out a study in South Western Nigeria on truancy and secondary school performance and concluded that truancy indeed contributes to dismal academic performances which not only affect the students but also the society at large in both short and long term.

## **5.4 Recommendations**

### **5.4.1 Policy Recommendation**

If school-related determinants are to be effectively addressed, it is necessary to improve school policies and procedures. This is owing to the fact that each school has truancy regulations that are both Ministry of Education and school specific. Similarly, existing policies should be examined in order to implement only those policies that appear to prevent truancy while repealing those rules that tend to encourage it. As an illustration, students should not be absent from school for a period of fourteen days consecutively, because if they are, the school only needs to present a record of absence to the respective Sub County Director of Education for ratification, allowing for the student to be removed from the school strength and subsequently expelled. The students have devised a method of getting around this guideline, namely, by absenting themselves for ten days and reappearing just before the 14-day period expires in order to avoid being stricken off strength. This is an example of policy that should be re-examined.

In addition, the education of children should become a greater priority for parents. This is due to research indicating that parental involvement is an effective method of reducing truancy among students. In order to improve school attendance, parents must monitor their children's attendance and maintain a positive attitude toward their education. As a result, there is an urgent need for schools and the government to work together to develop a policy on how to promote parental involvement and help eliminate variables within home and family set up that influence truancy among students.

### **5.4.2 Recommendations for Further Research**

The researcher gave recommendations on areas of focus for future studies centered on the outcomes of this study. The research was concerned with the relationship between truancy, performance, and school dropout among Olympic High School students in Kibra, Nairobi County. Truancy could explain 15.2% of the school performance and school dropout. The remaining 84.8% can only be explained by other elements not considered in this study. Therefore, there is need to establish the other factors. This will help to better explain the relationship between truancy, performance, and school completion among Olympic High School students in Kibra, Nairobi County.

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## APPENDICES

### Appendix I Letter of Introduction

Dear Participant

#### **RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH**

I am a student at the University of Nairobi's Department of Psychology pursuing a Master's degree in Counseling Psychology. I finished my course work and am now working on a research project titled **“The Relationship between Truancy, Academic Performance and School Dropout among Students in Olympic High School Students in Kibra, Nairobi County”** as part of fulfillment of the course.

You have been selected as one of my respondents and should you consent to take part, I request you to be truthful. Please note that any information you give is important. I'm writing to ask for your cooperation in completing the questionnaire in a factual manner and providing any additional information you deem necessary for the research. There will be no commercial use made of any of the information gathered for this project.

Your cooperation is highly appreciated.

Thank you.

Hellen Olwande

## Appendix II Research Questionnaire

Please mark the appropriate column with a check mark ( ) if you know the answer. The space provided at the back of the questionnaire allows you to add any further remarks, as long as you clearly indicate the section and row in which you wish to make them. Any information you enter will be kept completely private and secure.

### Section A: Demographic Data

1. Gender

Male [ ]

Female [ ]

2. Educational Qualification

a. Secondary [ ]

b. Diploma [ ]

c. Undergraduate [ ]

d. Postgraduate [ ]

3. How long have you been teaching at this school?

a. 1-2 Yrs. [ ]

b. 3-4 Yrs. [ ]

c. 5-6 Yrs. [ ]

d. 7-8 Yrs. [ ]

e. Above 9 Years [ ]

4. How long has the school been in existence?

a. 1-2 Yrs. [ ]

b. 3-4 Yrs. [ ]

c. 5-6 Yrs. [ ]

d. 7-8 Yrs. [ ]

e. Above 9 Years [ ]

### Section B: Effects of Truancy on School Performance

5. The following statements relate to the effects of truancy on school performance among students in Olympic High School. As you read the following statements, please indicate

how much you are in agreement or disagreement with each one.: The scale ranges from No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5.

	Statements	Rating				
		1	2	3	4	5
	I attend all my lessons on time everyday					
	I am given too much workload					
	Our school performs well every year					
	Too much homework and assignment force students to be truant					
	Poor health issues contribute to students' truancy					
	Illiteracy by parents contributes to students' poor performance					
	Poor performance by the students as a result of truancy					
	Continuous repetition of the same class by students as a result of truancy					
	Habits such as stealing, smoking, and bullying contribute to poor performance by the students					
	Students who do not take their studies serious repeat the same class very year and eventually become truant					
	Broken homes and others where parents always fight make students to join bad groups and become truants					
	Lower grade in exams is associated with truancy					

**Section C: Effect of Truancy on Dropout among Students in Olympic High School in Kibra Sub-County**

The following statements effect of truancy on school dropout among students in Olympic High School in Kibra Sub- County. Using the scale, No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5, Please mark how much you concur with each of these statements.

	Statement	Rating				
		1	2	3	4	5
	Availability of teaching and learning resources influence school dropout of students					
	Peer pressure forces many students to drop out of school					
	Truancy intervention will help students complete their studies					
	Over indulgence in social media contributes to poor performance and hence not completing schools					
	Students disregarding absenteeism and truancy policies contribute to not completing schools					
	Lack of support for the school from the community contributes to truancy					
	Community culture may contribute to truancy and school dropout					
	Students who commute from far becoming truants					
	High prevalence of criminal activities in the community contributes to truancy among the students					
	Poor socio-economic conditions force students not to complete schools					

**Section D: The Relationship between Truancy, Academic Performance and School Dropout among Students in Olympic High School in Kibra Sub-County**

The following statements relate to the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub- County. Using the scale, No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5, Please mark how much you concur with each of these statements.

	Statement	Rating
--	-----------	--------

		1	2	3	4	5
	I believe that truancy is responsible for the poor academic performance of the truants					
	Motivated teachers positively influence students' performance					
	Teachers-student ratio influence the performance of students					
	Students who involve in drug and substance abuse fail academically					
	I deal with truancy and absenteeism as part of my responsibilities					
	We have many interventions in place to make sure that students attend schools frequently					
	Truancy is a predictor of health problems which eventually forces students out of school on health grounds					
	Movements of students from one class to another contributes to truancy					
	Truants always fall behind in their classroom which forces them to eventually drop out of school					
	Truancy disrupts class teacher's plan to monitor and present the results of students in an organized way					
	Parent's illiteracy contributes to poor performance and school dropouts					

**Plases state why you think students in Olympic school may perform poorly in KCSE**

.....

.....

.....

**I appreciate you taking the time to complete the survey.**



### Appendix III Research Questionnaire

Please mark the appropriate column with a check mark ( ) if you know the answer. The space provided at the back of the questionnaire allows you to add any further remarks, as long as you clearly indicate the section and row in which you wish to make them. Any information you enter will be kept completely private and secure.

#### Section A: Demographic Information

6. Gender

Male [ ]

Female [ ]

7. Current Class

Form Two [ ]

Form Three [ ]

8. How old are you?

e. 12-14 Yrs. [ ]

f. 15-17 Yrs. [ ]

g. 18-20 Yrs. [ ]

h. 21-23 Yrs. [ ]

9. Who makes decisions about your education life?

f. Father [ ]

g. Mother [ ]

h. Both [ ]

i. Grandfather [ ]

j. Grandmother [ ]

k. Others (Specify) [ ]

**Section B: Effects of Truancy on School Performance**

10. The following statements relate to the effects of truancy on school performance among students in Olympic High School. As you read the following statements, please indicate how much you are in agreement or disagreement with each one: The scale ranges from Not At All to Very Great Extent. No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5.

	Statements	Rating				
		1	2	3	4	5
	I regularly miss school					
	It takes me very long to get to school					
	I love my school very much					
	I always get excited about coming to school					
	Truancy affects the overall performance of our school					
	Our school has enough teachers					
	Schools' tuitions are very high					
	My parents do not pay for my remedial classes					
	Lack of seriousness in class contributes to poor performance					
	Truancy affects the progress of students in school					
	Unconducive school environment contributes to students' poor performance					

**Section C: Effect of Truancy on School Dropout among Students in Olympic High School in Kibra Sub-County**

The following statements effect of truancy on school dropout among students in Olympic High School in Kibra Sub- County. Using the scale, No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5, Please mark how much you concur with each of these statements.

	Statement	Rating				
		1	2	3	4	5
	I always do house chores and other domestic work when I am at home					
	We frequently have domestic problems at home					
	My parents always encourage me to study and perform well in school					
	Financial difficulties have forced me to be truant and I feel like I may not be able to complete my studies					
	My colleagues think that I am a juvenile delinquent					
	Improvement in relationship between teachers and students will curb truancy problem					
	High level of indiscipline in the school forces students to become truants					

**Section C: The Relationship between Truancy, Academic Performance and School Dropout among Students in Olympic High School in Kibra Sub-County**

The following statements relate to the relationship between truancy, academic performance, and school dropout among students in Olympic High School in Kibra Sub- County. Using the scale, No extent at all =1; Little extent=2; Moderate extent =3; Great extent =4; Very great extent =5, Please mark how much you concur with each of these statements.

	Statement	Rating				
		1	2	3	4	5
	I have very minimal time to study when at home					
	Truancy affects our academic performances					
	Teachers attend classes regularly on time					
	I do not read materials at home					
	We always complete syllabus on time					
	My parents help me in my studies					

	Poor parental guide contributes to school dropout					
	I do not attend all classes because of responsibilities at home					
	My parents are not concerned about my schooling					
	There are no co-curricular activities in our school which force students to become truants					
	There are a few teachers in our school					

**Plases state why you think students in Olympic school may perform poorly in KCSE**

.....

.....

.....

.....

I appreciate you taking the time to complete the survey.

## **Appendix IV Focus Group Discussion**

1. What is contained in the class register?
2. How often is the school attendance registered?
3. How do you as a school draw a line between absence and truancy?
4. What is the school pass mark?
5. Who defines whether an absence is authorized or not?
6. What acts constitutes truancy?
7. What are some of the measures in place to help deal with truancy?

### Appendix V Budget

Item(s)	Unit of Measure	No. of items	Unit cost (KSHs)	Total cost (KSHs)
Printing of Draft Project	Page	84	10.00	840.00
Binding of Draft Project	Copy	4	150.00	600.00
Printing Proposal for Final Defense	Page	84	10.00	840.00
Photocopying Data Collection Tools	Page	650	2.00	1,300.00
Binding Final Project	Copy	4	200.00	800.00
Stationary	Ream of Papers	6	500.00	3,000.00
Field Work				15,000
Research Assistant	2	2 people for 3 days @ 1500/= each		9,000
Miscellaneous expenses				5,000
<b>Grand Total</b>				<b>36,380.00</b>

**Appendix VI Timeline/ Work Plan**

<b>YEAR</b>	<b>2021</b>										
<b>ACTIVITY/ MONTH</b>	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>Proposal Preparation</b> ○ Preliminary Literature Review ○ Problem Identification ○ Proposal Writing and Submission											
<b>Departmental proposal Defense</b> ○ Oral examination at the Department ○ Correction of Proposal after Defense											

<p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>○ Administration of Research Instrument</li> <li>○ Collection of Research Instrument for data Analysis and Data Analysis Report Writing and Project Defense</li> </ul>											
<ul style="list-style-type: none"> <li>○ Correction of Project after Defense Submission of Project to Graduate School</li> </ul>											
<p><b>Graduation</b></p>											

**Appendix VII: University of Nairobi Research Authorization Letter**





**UNIVERSITY OF NAIROBI**  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
FACULTY OF ARTS  
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi  
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Telex 22095 varsity Ke Nairobi, Kenya

P.O. BOX 30197, 00100  
NAIROBI  
KENYA

2/9/2021

The Chief Executive Officer  
National Council for Science Technology and Innovation.  
P.O. Box 30623-00100  
Nairobi – Kenya

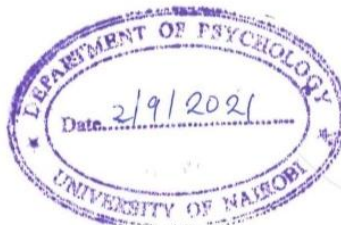
**REF: HELLEN ACHIENG OLWANDE -C50/34324/2019**

The above named is a student in the Department of Psychology, undertaking a Masters Degree in Counseling Psychology at the University of Nairobi. She is doing a project on “**The relationship between truancy, academic performance and school completion among students: A case study of Olympic high school in Kibra, Nairobi County**”. The requirement of this course is that the student must conduct research project in the field and write a project.

In order to fulfill this requirement, I am introducing to you the above named student to kindly grant her permission to collect data for her Master’s Degree Project.

Sincerely,

**Dr. Charles O. Kimamo**  
Chairman,  
Department of Psychology



**Appendix VIII: NACCOSTI Research Permit**



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 716800

Date of Issue: 21/September/2021

RESEARCH LICENSE



This is to Certify that Miss., HELLEN ACHIENG' OLWANDE of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: THE RELATIONSHIP BETWEEN TRUANCY, SCHOOL PERFORMANCE AND SCHOOL COMPLETION AMONG STUDENTS. A CASE STUDY OF OLYMPIC HIGH SCHOOL IN KIBRA, NAIROBI COUNTY for the period ending : 21/September/2022.

License No: NACOSTI/P/21/13031

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Applicant Identification Number

Walter Mwangi

Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
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7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
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Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

Appendix IX: Ministry of Education Research Authorization Letter



Republic of Kenya  
**MINISTRY OF EDUCATION**

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL DIRECTOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 – 00200  
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

DATE: 22<sup>nd</sup> September, 2021

Miss Hellen Achieng' Olwande  
University of Nairobi

Noted and

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"The Relationship Between Truancy, School Performance and School Completion among Student. A Case Study of Olympic High School in Kibra, Nairobi County."*

This office has no objection and authority is hereby granted for a period, ending **21<sup>st</sup> September, 2022** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the County you intend to visit.

**HESBON NYAGAKA**  
**FOR: REGIONAL DIRECTOR OF EDUCATION**  
**NAIROBI.**

**Copy to:** Director General/CEO  
National Commission for Science, Technology and Innovation  
**NAIROBI.**





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27/10/2021

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28-10-21

CHAIRMAN  
 DEPT. OF EDUCATION  
 SCHOOLS  
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 11.11.2021

