SOCIAL FACTORS THAT INFLUENCE THE ATTENDANCE AND PARTICIPATION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN YATTA DISTRICT, MACHAKOS COUNTY, KENYA.

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DECLARATION

This Research Project Report is my original work and has not been submitted for a degree or any other award in any other institution.

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DEDICATION

This Research Project Proposal is dedicated to my wife, Eileen W. Okwaro, the Rock of the foundation of our family and daughter Trizah N. Okwaro.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACT- Acceptance and Commitment Therapy

AIDS-Acquired Immune Deficiency Syndrome

ASAL- Arid and Semi-Arid Lands

CEE- Central and Eastern Europe

DHS – Department of Homeland Security

DID – Difference in Differences

EFA – Education Funding Agency

FFE – Food For Education

HIV- Human Immune Deficiency Syndrome

IQ – Intelligence Quotient

LLITN- Long Lasting Insecticide Treated Nets

MDGs – Millennium Development Goals

MICS – Multiple Indicator Cluster Survey

NELS – National Educational Longitudinal Study

NGO- Non Governmental Organization

OLS – Ordinary Least Squares

OVC – Orphans and Vulnerable Children

PASW-Predictive Analysis Software

STI –Sexually Transmitted Infections

UN- United Nations

UNESCO- United Nations Educational Scientific and Cultural Organization

ABSTRACT

The study set out to establish factors influencing the attendance and participation of pupils in public primary schools in Yatta District, Machakos County, Kenya. The objectives of the study were to establish the extent to which availability of food in schools influences attendance and participation among pupils in Primary schools in Yatta District, Machakos County, to determine the influence of health status of a pupil on attendance and participation in Primary schools in Yatta District, Machakos County, to establish the influence of the level of household income on attendance and participation among pupils in Primary schools in Yatta District, Machakos County and to investigate the influence of home social support on attendance and participation among pupils in Primary school in Yatta District, Machakos County. Attendance and participation of pupils in primary schools is an important factor in school success. Most interventions on attendance and participation in primary school fail to target what actually influences the decision of the pupils to absent themselves from schools. More than half the children aged 3-5 years in Machakos County are not attending preschool with learning levels in the county being lower than the national average. 13% of pupils are absent from school on any given day. Most interventions targeting absenteeism focus on the consequences rather than the root causes. The study was conducted as a descriptive survey research design. The target population was 62,500 primary school pupils and 1,000 teachers of 175 public primary schools in Yatta District, Machakos County. Primary school pupils and teachers were chosen as the population for this study since they possess vital information on the attendance and participation of pupils in class. Further, both were more likely to grasp the questions posed and answer them appropriately. Sample size was determined by use of Fischer equation ($n=Z^2pq/e^2$). Systematic random sampling was used in this study to determine the 25 schools that participated in the study whereas Simple random sampling was employed to determine the 175 pupils and 100 teachers that participated in the study. Questionnaires were pre-tested at Matuu Holy Ghost Memorial Primary school, Yatta District, Machakos County. Data was collected by the researcher over a period of four weeks by the use of self-administered questionnaires which were given to the sampled participants after reading out the letter of introduction to them. This was done after authority was granted by the administration of Yatta district. Use of PASW (Predictive Analysis Software) Statistics 18 was employed for data analysis. The key findings were that social factors such as availability of food in school, pupil's health condition, level of household income and availability of parent(s)/guardian(s) support significantly influence the attendance and participation of pupils in public primary schools in Yatta District, Machakos County. Recommendations were that Interventions targeting the adoption of school feeding programme in schools school be encouraged in public primary schools as they would motivate enrolment, attendance and participation of pupils. Sensitization for both parents and pupils on the importance of achieving and maintaining good health should be encouraged as this would ensure there is minimum interference with the attendance patterns of pupils and parents should also be encouraged to show concern about the academic progress of their children through seminars and sensitization sessions aimed at equipping them with the requisite knowledge and expertise for good parenting. Moreover, poverty eradication efforts need to be stepped up in both urban slums and rural areas as poorer households are more likely to have poor attendance and participatory patterns of pupils compared to richer families. Further studies on this topic are recommended.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Educating children is one of the main forms of human capital formation and is an important instrument for sustainable development and poverty reduction. Education is generally regarded as a powerful means for reducing poverty and achieving economic growth. It empowers people, improves individuals' earning potential, promotes a healthy population, and builds a competitive economy (Hanushek and Wossmann 2007; UNESCO 2007; World Bank 2006). Available evidence shows that there are several channels through which such effects may arise. For instance education raises labor productivity (Welch 1970), increases technological innovation and adaptation (Rodriguez and Wilson 2000), contributes to better health (World Bank 1993) and gives greater ability to deal with shocks (World Bank 2001).

Universal free primary education has been at the centre of most governments' policies in the developing world. However, in spite of substantial progress made as part of the Education for All campaign, millions of young children in Sub-Saharan Africa are still not in primary education. Worldwide, primary school net enrolment exceeds 90% in most of the worlds' sub regions except for sub-Saharan Africa, where it was around 70 in 2007 (Glewwe and Miguel 2008; UNESCO-UIS 2009). To improve the current situation in this region, it is of fundamental importance to gain a better understanding of the factors that influence school attendance of children there. Most studies on school enrolment focus on the influence of socio-economic and demographic factors and availability of education facilities (Bainbridge et al. 2003**;** Song et al. 2006; Toor and Parveen 2004; Huisman and Smits 2009). Regular attendance is an important factor in school success. Students who are chronic non-attenders receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system (House of Representatives 1996, p. 3). High rates of student absenteeism are believed to affect regular attenders as well, because teachers must accommodate non-attenders in the same class. It has been suggested that chronic absenteeism is not a cause of academic failure and departure from formal education,

but rather one of many symptoms of alienation from school. Chronic absenteeism, truancy and academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student-centred and supportive of students with different needs. This argument is supported by research that highlights significant associations between student background factors, poor attendance, and early school leaving (Altenbaugh, et al. 1995; Bryk&Thum 1989; Fernandez & Velez 1989).

Previous research has concentrated on students who are "chronic" or "persistent" non-attenders, examining family, academic and social background factors related to the student. Other research has concentrated on schools with high absence rates, examining student composition, school "climate" and other organisational factors associated with these rates. What has been missing is a combination of these two approaches, because the computational technology has not been available.

A European perspective on student absences was provided in a study of absenteeism in 36 high schools in four Dutch cities. Bos, Ruijters and Visscher (1992) examined aspects of absences for individual classes over three school days, a Monday, Wednesday and Friday, covering a total of 8,990 lessons. They differentiated between truancy (disallowed absence, one "without a reason that is considered valid by the school") and allowed absences (one "regarded as valid by the school"). They found variation by school in the determination of a truancy, but calculated overall absence rates of 9.1 per cent, comprising a 4.4 per cent truancy rate and a 4.7 per cent allowed absence rate. Truancy rates were lower in pre-university tracks than vocational education tracks, 60 School absence and student background factors: A multilevel analysis highest on Fridays, and tended to be higher later in the school day. Whole-day truancy occurred more frequently on Mondays. The proportion of "non-Dutch" students in the school accounted for 42 per cent of the variance in school truancy rate. The authors used schools' administrative data to get a snapshot of truancy, reporting valuable information about truancy and absenteeism in general.

DeJung and Duckworth (1986) reported on a study of absences in two cities in the western United States. Examining data from six high schools on class absences rather than whole-day absences, they calculated absence rates of 15 per cent for the larger of

the two districts, and 10 per cent for the smaller. When using whole-day absences only, rates were 4.4 per cent for the larger district and 2.8 per cent for the smaller. The researchers also asked students why they were absent from individual class periods. Of the 1,200 students in the sample, 20 per cent of students stated that they had "other things to do," rather than attend school for a day; illness and personal problems accounted for less than 10 per cent of absences. Students with very high absence rates identified parties, drugs and a general dislike of school for most of their absences. Throughout the 1970s, American high school principals consistently identified poor attendance as the major problem facing secondary school administrators. But rather than define poor attendance,studies concentrated on examining factors associated with it. Wright (1978) analysed secondary school-level data in Virginia, surveying schools on their attendance rates and aspects of the curriculum, organisation and staff. He found statistically significant differences by location: urban schools had the lowest attendance rates, then suburban schools; schools in other areas had the highest attendance rates. Within these geographical groupings, different factors were related to attendance rates, including subject offerings (electives), work programs for school credit, and age of the teaching staff.

Reid (1982), using data from an urban comprehensive school in a disadvantaged area of Wales, examined social background factors and self-concept in "persistent" absentees, whom he defined as students with absence rates of 65 per cent of every school term, and control groups of matched students, who were "good attenders, usually making 100 per cent attendance during an average term." He found differences in family structure, father's occupation, mother's employment and occupation, and eligibility for free school meals. Of the three groups in the study, persistent absentees also scored lowest on the Brookover scale of academic self-concept, and lowest on the Coopersmith scale of self-esteem, with no differences between male and female absentees. Two high schools in Ontario, Canada, contributed data on 54 students to a study to determine the influence of personal, family and school factors on absenteeism. Corville-Smith, Ryan, Adams and Dalicandro (1998) used discriminant analysis to identify which factors could identify truants. Perceptions of school and parental discipline and control were found to be significant factors, as were students' perceptions of family conflict, academic self-concept and social competence in class. Unfortunately, their sample was severely

restricted by selection bias: only 27 of a possible 295 volunteered to participate, and more than two-thirds were female. Some researchers have attempted to examine the influence of attendance on academic achievement.

In 1923, Odell (1923) reported small, non-significant correlations between attendance and either academic achievement or intellectual development, but significant correlations between attendance and grades awarded by teachers for class work. Finch and Nemzek (1935) reported that school grades were related to student attendance for the 1934 graduating class at one high school in Minneapolis, Minnesota. Kersting (1967) compared attendance records for the 100 highest achieving and 100 lowest achieving students in the junior high school where he was teaching. Comparing these extreme groups, he found significant differences in attendance. These studies show that while there may be a relationship between attendance and achievement, it is very poor attenders whose achievement is low, but no threshold absence rate is defined. Research on student attendance points to some groups of students whose attendance record, as a group, is relatively poor, such as the "non-Dutch" students reported by Bos, Ruijters and Visscher (1992). For most collections of student attendance data in Australia, however, suchinformation has not been available. Most education departments limit their annual end-of-year collections to absences at the school level, with no differentiation by any student factors. In 1997, South Australia began an annual collection of data on student absences during one ten-week term.

In a study carried out by Grace OhuneneMomoh in Nigeria, it was revealed that Institutional factors contributed a lot to pupils' poor school attendance in public primary schools. The therapy employed Acceptance and Commitment Therapy (ACT) which was found to be effective on enhancing pupils' attendance in public primary schools. The study recommended that school Administrators should beware of stringent rules and unbearable demands from parents as such rules and demands contribute to pupils' absence from school. Strategies to improve pupils' attendance such as encouraging healthy competition on the highest school attendant in each class and the entire school were recommended to be put in place.

Kathleen Burke and Kathleen Beegle in their study of why children were not attending school in Tanzania found that policies designed to increase education in low income settings required an understanding of why children did not go to school.

Drawing on longitudinal data of primary-school age children in Tanzania, their analysis evaluates the role various dimensions play in determining children's attendance. Their results indicate that policies directed towards increasing a child's attendance need to be focused on the demand for schooling within the context of the household. Policies that affect demand for child labour within the household especially those that promote substitutes for child labour, should be considered. Furthermore, programmes aimed at Secondary schools (including improving access) can have an indirect effect on hours of Primary school attendance, particularly for girls.

In Kenya, school attendance and participation has for long been adversely affected by the prevailing high HIV and AIDS prevalence rate that has culminated to an increased number of OVC within the area. Increased OVC has led to increased poor health among primary school pupils with most of those infected and affected failing to attend school regularly. Further, due to the socio-economic ramifications of the condition households have been adversely affected by the need to frequently take those infected to hospital, thereby leading to economic difficulties. Basic needs such as food have also been difficult to come by with resources being expended more on medication than food**.**

1.2 Statement of the Problem.

Yatta District is an Arid and Semi-Arid Land (ASAL) area that experiences erratic rainfall (450mm- 800mm) during the two rainy seasons (March – May) and (October - December). The area is prone to drought and famine and this predisposes the households to low income level as most families rely on agriculture for their livelihood. The absolute poverty index for the district is at 66% (World Vision, 2011). Inaccessibility to clean potable water also predisposes families to water borne diseases especially during the dry season where water for domestic and livestock use is drawn from open dams and water pans. Families with access to piped water are insignificant and the number of permanent rivers within the district is three.

More than half the children aged 3-5 years in Machakos County are not attending preschool. With the exception of Mwala, learning levels in Machakos County are generally lower than the national average. A large proportion of the children are subjected to paid for extra tuition. More than 6 out of 10 children are receiving extra

tuition. Learner absenteeism is high with approximately 4 out of 10 children missing school daily. 1 out of 10 teachers are missing school daily too. Fifteen out of 100 fathers have never attended school. Families whose fathers have never been to school have higher numbers of children not attending school. In general enrolment decreases progressively from class 1 to class 7, then drops drastically in class 8. This can be attributed to repetition. On any given day 13 out of 100 children are absent from school. School attendance is higher in upper classes and lowest in special units. (Uwezo Kenya, 2011).

In view of the foregoing statistics there is urgent need to identify the major social factors that culminate to absenteeism and lack of participation in primary schools within Yatta district. Absenteeism as well as poor participation of pupils does not only have implications for the child but also to the country as a whole. Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child (Committee on the Rights of the Child, 1989). A child who has access to quality primary schooling has a better chance in life. A child who knows how to read, write and do basic arithmetic has a solid foundation for continued learning throughout life. Therefore, the general purpose of this study was to determine the social factors influencing school attendance and participation among pupils in Primary schools in Yatta district.

1.3 Purpose of the study

The purpose of this study was to establish Social factors that influence attendance and participation of pupils in Primary schools in Yatta District, Machakos County, Kenya.

1.4 Research objectives.

1. To establish the extent to which availability of food in school influences attendance and participation among pupils in Primary school Yatta District, Machakos County.
2. To determine the influence of health status of a pupil on attendance and participation in Primary school in Yatta District, Machakos County.
3. To establish the influence of the level of household income on attendance and participation among pupils in Primary school in Yatta District.
4. To investigate the influence of availability of parent (s)/guardians support on attendance and participation among pupils in Primary school in Yatta District.

1.5 Research Questions

1. To what extent does the availability of food in school influence attendance and participation of pupils in primary school in Yatta district, Machakos County?
2. How does the health status of a pupil influence attendance and participation in primary school in Yatta district, Machakos County?
3. How does the level of household income influence attendance and participation of pupils in primary school in Yatta district, Machakos County?
4. How does the parent (s)/guardians support influence attendance and participation of pupils in primary school in Yatta district, Machakos County?

1.6 Significance of the study.

The findings of this study will be useful to the Ministry of Education as they need to have information on attendance and participation of pupils in primary schools in Kenya. The information can be used to shape Education policy in Kenya especially with the introduction of Free Primary Education in the country.

Secondly, the Ministry of Higher Education will also find this information important in understanding challenges faced by pupils from primary school, through secondary school and into higher education. They would thus be able to come up with viable solutions to the same.

Non-governmental Organizations (NGOs) will use this information in programming to ensure that absenteeism and non-participation of pupils are tackled in an efficient and effective manner.

Parents, Colleges, Churches as well as other persons involved in guidance and counselling these pupils may also use the findings of this study to understand their background and the best approach to use to address the issue.

Communities will also benefit as adoption of recommendations herein would ensure that pupils are able to gain the most out of school and hopefully use knowledge acquired to enhance the well-being of the community.

1.7 Limitations of the study.

The major limitation of the study was that data on attendance was difficult to obtain especially since as part of research ethics, the respondents were made aware that the study was going on. They most probably altered their attendance patterns to ensure they complied with the school rules and regulations. However, this limitation was managed by the use of secondary data obtained in school registers that enabled the

researcher to have an objective look at patterns of attendance among pupils. Health status of pupils also posed a challenge as most pupils were unwilling to reveal their health status. This necessitated liaison with teachers and their guardians to obtain information of their health status and ensuring that both anonymity and confidentiality were maintained in both collection and handling of data. Both level of income at home and availability of food at school required interviews with key informants who were suspicious of the study and demanded for monetary compensation before availing the information. This was handled by ensuring that the purpose of the study was clearly explained to the respondents before they filled the questionnaires to remove any doubts or suspicion in the minds of the pupils and teachers before participating in the study.

1.8 Delimitations of the study

The study was conducted in twenty five primary schools within Yatta District, situated on the Nyika Plateau in Machakos County, Kenya, 120 Km. East of Nairobi. The area is vulnerable to chronic food and water shortages, especially during the dry season (Nov-April). Overall, the area is scarcely populated with poor provision of basic services. There is high level of food insecurity and the region receives significant amounts of development aid.

Public primary school pupils were appropriate for this study since the research intended to address attendance and participation at primary school level so as to ensure measures are put in place before the pupils graduate to higher education levels. Upper primary pupils in particular were chosen as they would be able to understand and respond to questions on attendance and participation with minimum challenges.

1.9 Basic assumptions of the study.

In this study, it was assumed that peace and tranquillity would prevail as the study is undertaken and that all sampled schools would cooperate with the researcher.

1.10 Definition of Significant terms used in the study

Attendance –Refers to the act of being present in school.

Health status– the condition of a person's body or mind i.e. the state of being physically and mentally healthy.

Household – all the people living together in a house.

Level of income; this refers to the approximate amount of money, in Kenyan shillings that the household of the respondent earns on a monthly basis.

Participation – this is the practice of taking part in an activity or event in class.

Pupils– a person who is being taught, especially a child in school.

Social factors -The facts and experiences that influence or control individuals' personality, attitudes and lifestyle.

Social support - this refers to encouragement obtained from ones surrounding e.g. parents, siblings etc.

1.11 Organization of the study

The study is organized into Chapters one to five. Chapter one is introduction which comprises background of the study, problem statement, purpose of the study, study objectives, research questions, significance of the study, delimitation and limitations of the study, assumptions of the study and definition of significant terms arediscussed. Chapter two reviews literature on availability of food at school, health status of a pupil, level of household income and parent(s)/guardian supportinfluence attendance and participation among pupils in primary school in Yatta District, Machakos County.

In chapter three, Research Methodology is presented. It comprises Research design, Target population, Sampling procedure, Methods of data collection, Validity of the instruments used, Reliability of the research findings and data analysis techniques.

Chapter four presents the data analysis, presentation, interpretation and discussions. The results are organized based on the themes of the study; availability of food at school, health status of a pupil, level of household income and parent(s)/guardian supportinfluence on attendance and participation among pupils in public Primary school Yatta District, Machakos County.

Chapter five is the last chapter and gives a brief summary of findings, conclusions and recommendations which are based on the themes of the study; availability of food at school, health status of a pupil, level of household income andparent(s)/guardiansupportinfluence on attendance and participation among pupils in public Primary school Yatta District, Machakos County.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviewed literature on availability of food in school, health status of a pupil, level of household income and availability of parent(s)/guardian support and their influence attendance and participation among pupils in Primary school.

2.2. Availability of food in school influencing attendance and participation among pupils in primary school.

In evaluations of Food For Education (FFE) programs, school participation is the most common education outcome empirically investigated by economists. Improving school participation is usually the primary objective, and in-school meals programs are designed so that beneficiaries must attend school to receive the transfer. Take-home rations conditional on school attendance also link beneficiary status with school participation, though the impact of take-home rations on school attendance has received less scrutiny. Most of this literature supports the conclusion that school feeding has a positive and significant impact on school attendance and enrolment, though the strength of this result is qualified by methodological shortcomings. One significant shortcoming is that most studies only investigate the effect of school feeding on attendance for students who are already enrolled in school. Measuring attendance effects conditional on enrolment could vastly understate the full effect of these programs on school participation in countries where nearly universal enrolment has not yet been achieved. In randomized controlled trials reported in Jacoby, Cueto, and Pollitt (1996) and Powell et al. (1998), for example, school based samples were used rather than random samples of school-aged children in the service area of the school. To my knowledge, the only studies that have looked atthe impact of the introduction of school feeding on the enrolment and attendance of all children in the service area of a school are those by Ahmed (2004) and Vermeersch and Kremer (2004). These studies find impacts of FFE programs on school participation in their samples, but each study has some limitations. I begin by reviewing the controlled trials before turning to the larger field studies by Ahmed and Vermeersch and Kremer.

Powell et al. (1998) studied 814 children in second- through fifth-grade classrooms in rural primary schools in Jamaica. Children were randomly assigned to receive a breakfast (576–703 kcal and 27 g of protein) or a placebo (orange slice with 18 kcal)

each day for one 8-month school year. This randomization occurred at the individual level, not the classroom level, so both treatment and control children were in a single classroom. This approach improves statistical power over randomizing at the school or classroom level by providing a larger number of treatment units. Attendance data taken from school registers showed a small improvement in attendance rates for children receiving breakfast over the control group. This effect was larger for undernourished children (a 3.1 percentage point difference in attendance rates) than for adequately nourished children (a 1.9 percentage point difference). Nonetheless, these impacts are small relative to the scope for potential impact, given that attendance rates in both groups were about 70 percent.

Jacoby, Cueto, and Pollitt (1996) found that a school breakfast program in Huaraz, Peru, improved attendance rates of fourth- and fifth-grade students. Ten schools were randomly assigned either to the treatment group, who participated in the program, or to the control group. The breakfast program started in April 1993, and the evaluation took place 30 days later. After those 30 days, the breakfast program was also implemented in the control schools. Therefore, there was little time for the program to have an effect. Jacoby, Cueto, and Pollitt (1996) found that there were no significant differences in attendance rates between the treatment and the control groups before the implementation of the program. During the program, attendance increased by 0.58 percentage points in the treatment schools and declined by 2.92 percentage points in the control schools. The difference in the change in attendance rates between the treatment and control schools was statistically significant. Ahmed (2004) evaluated the impact of a school feeding program implemented by the Government of Bangladesh and the WFP in food-insecure areas of Bangladesh. The evaluation took place in 2003, after most children in program schools had been receiving school feeding every school day they attended for more than 1 year. The school feeding program provided a mid-morning snack of fortified wheat biscuits to children in primary schools in these communities at the cost of US$18 per child per year.

Jacoby, Cueto, and Pollitt (1996) also show that attendance rates increased in both the treatment and initial control schools over the next 30 days, during which both groups received the program, but a statistically significant difference between the two groups remained. This second result is not very informative, however, because initial differences in attendance rates between the two groups were not controlled for. A

more rigorous approach would have used a DID estimator, which measures impact as the difference in the change in attendance between the treatment and control groups. With school feeding ongoing, measuring program impacts using an experimental evaluation design, such as a randomized field trial, was not possible. As an alternative, Ahmed estimated impacts by comparing outcomes in treatment communities running the program to outcomes in a set of comparison communities without the program that had similar observable characteristics. This empirical strategy should have reduced bias in the impact estimates by controlling for differences in observable community characteristics and for differences in *average* observable child and household characteristics at the community level.

Ahmed (2004) performed an econometric analysis to isolate the effects of the program from other factors. To calculate the impact on enrolment, he regressed a dummy variable of whether a school-aged child in the sample was enrolled in primary school on a dummy variable that took on the value of 1 if the child lived in a program community and 0 otherwise. He also included child and household characteristics, as well as location fixed effects in the regression. The coefficient on the program dummy variable provided an estimate of the impact of the program on enrolment. Ahmed found that the school feeding program increased enrolment by 14.2 per cent, and that this increase was statistically significant. Ahmed performed a similar regression of the number of days an enrolled child attended school in August 2003 on the same explanatory variables empirical evidence of impacts on education.

Child- and household-level matching methods may have further reduced bias in these impact estimates by constructing a statistical comparison group of children that more accurately represent the outcomes that children in the treatment group would have experienced in the absence of the program. See Ravallion (2001) for an accessible introduction to these methods. Also, see Zhao (2004) for a comparison of the statistical performance of matching estimators used in the enrolment estimation. He found that the school feeding program increased attendance by 1.34 days per month, equivalent to 6 per cent of total school days per month. This result was also statistically significant.

These results provide evidence of a fairly strong impact by the school feeding program on school participation. Nonetheless, these findings rely on the assumption that there are no unobservable characteristics of households living in program

communities that affected both the household's access to the program and its decisions about school enrolment or attendance. Another possible caveat is that the data collection did not include any data for two of the three control areas before the implementation of the program in the treatment communities. Therefore, it is not possible to determine whether the enrolment differences were due to the program or whether the control communities had lower enrolment before the introduction of school feeding for reasons that were not controlled for in the regression. Finally, because the error term in the regression may be correlated across students within a community, standard errors of the impact estimates should have been modified to control for community clustering in the sample design. Without such controls for community clustering, standard errors may be underestimated, causing the significance level of the results to be overstated.

Ahmed and del Ninno (2002) also examined the impact of the program on attendance. School attendance data were taken from school registers. The overall rate of attendance in program schools was 70 percent, compared to 58 percent in non-program schools. The authors were concerned that because a minimum level of school attendance is a condition for schools to receive the take-home rations, attendance may have been overstated in school registers at program schools. Therefore, survey enumerators took attendance on unannounced visits, and the attendance results were found to be similar to those in the attendance records. Again, based on their methodology, it is unclear to what extent this difference can be attributed to the impact of the school feeding program.

Vermeersch and Kremer (2004) used data from a randomized school feeding evaluation in Western Kenyan preschools between 2000 and 2002 to evaluate program impacts on school participation and achievement. This study had an extremely well-planned randomized field-study evaluation design. Unfortunately, participation in preschools in Kenya is not the norm; therefore, it is difficult to assess the relevance of these results for a primary school feeding program in a country with a policy of achieving universal primary education. Twenty-five preschools were randomly selected from 50 to receive a fully subsidized in-school breakfast. Prior to the introduction of the breakfast program, the treatment and control preschools had very similar characteristics. The sample of children Vermeersch and Kremer (2004) were interested in was all children between the ages of 4 and 6 who lived within

walking distance of a school in their sample, and they would like to have known which school parents would have chosen for their child in the absence of the program. This choice is unobservable, but Vermeersch and Kremer spent considerable effort trying to identify an estimate of this population. They assumed that parents would send their younger children to the preschool attached to the primary school attended by their older children. They were then able to identify a sample of children for each school who either attended the preschool or whose older sibling(s) attended the attached primary school. Unfortunately, they missed children who did not attend preschool and who did not have older siblings or who had older siblings who did not attend school. This study demonstrates the difficulty in estimating the true impact of a school feeding program on enrolment.

Achar et.al 2001, assessed household characteristics, feeding patterns and academic achievement of 645 schoolchildren (aged 9–15 years) in Kumi district, eastern Uganda, in 2006–2007, using a modified cluster sampling design which involved only grade 1 schools (34 in total) and pupils of grade four. Household questionnaires and school records were used to collect information on socio-demographic factors, feeding patterns and school attendance. Academic achievement was assessed using unstandardized techniques, specifically designed for this study. Results: Underachievement (the proportion below a score of 120.0 points) was high (68.4%); in addition, significantly higher achievement and better feeding patterns were observed among children from the less poor households ($p < 0.05$). Achievement was significantly associated with consumption of breakfast and a midday meal, particularly for boys ($p < 0.05$), and a greater likelihood of scoring well was observed for better nourished children (all OR values > 1.0).
The conclusion therefore was that they observed underachievement was relatively high; inadequate patterns of meal consumption, particularly for the most poor, significantly higher scores among children from ‘less poor’ households and a significant association between academic achievement and breakfast and midday meal consumption.

Giving children a daily breakfast or a meal at school improves their scholastic achievement through several mechanisms, for example by activation of the brain, which is sensitive to short-term variations in the availability of nutrient supplies . This

indication is particularly strong for undernourished children. Meals at school also play important roles in alleviating short-term hunger in malnourished or even well-nourished children, motivate parents (especially among the poor) to enrol their children in school and have them attend regularly, address micronutrient deficiencies among children and increase community participation and involvement in schools. Our finding on the relationship between provision of breakfast and midday meals with academic achievement should be given credibility as it has provided a picture of the experience of rural school children in Uganda. Regular attendance is closely related to scholastic achievement, which our study also demonstrated. We found that an attendance rate above 70% was significantly positively associated with achievement, corroborating findings by others.

During the study, we observed that children who did not go home for lunch, possibly due to distance, stayed in school until the end of the school day, which means that they continued attending school while hungry. We also observed that often some of the children who went home for lunch did not report back for afternoon lessons. Moreover, 90% of the schools in our study did not have operational canteens or tuck shops where children could buy snacks in case of need. Half of the schools had no access to safe drinking water; defined in the Uganda Demographic Health Survey report as borehole, piped or tap water. Absence of these facilities in schools would be less of a concern if children were provided with at least a meal or a snack at school. Our results, when treated by the type of meal indicated that midday meals had stronger effects on achievement compared to breakfast. However, the effect was much stronger when both meals were provided.Countries where school feeding has been successfully implemented including South Africa, Ghana, Kenya and Angola, have registered improved primary school enrolments, 90–95% retention rates–in comparison to Uganda, whose current retention rate is 52%.

The limitations to these findings may be the fact that the study was not interventional, but was based on reported data, with unknown quality and quantity of foods consumed daily by the children. Secondly, not having been interventional, cases of misreporting were likely. It is possible that children who go home for lunch are not provided with food and because of time constraints they return to school unfed for the afternoon classes. For the future, I recommend that data collected on food intake

record their actual food intake. Lastly, it is hard to infer a cause-and-effect relationship between feeding and achievement, because there are several confounding factors that are likely to influence achievement. In spite of the relative crudeness of the achievement tests used I believe their findings should be given credibility because they were able to capture a relatively holistic picture of the situation in the rural school children in Uganda.

Both in-school meal programs and take-home ration programs had a significant impact on school attendance. For students aged 10 to 17 years, attendance among program participants increased 12 percent. Lower impacts (6 percent increase for those receiving take-home rations; 9 percent for in-school meal beneficiaries) were seen for children aged six to nine. In-school meals had the highest impact on girls aged 10 to 13 years (an increase of 13 percent), while take-home rations saw their highest impact on boys aged 10 to 17 years (15 percent). Where incentives to attend school are placed thus does not seem to change FFE programs' effect on school attendance. (International Food Policy Research Institute ,2011).

A school feeding programme in Kenya found improvements in attendance as a result of the intervention of a cup of porridge for breakfast. School participation was 27.4% where meals were not provided and 35.9% where they were, an improvement in attendance of about one-third. The higher participation was believed to have resulted both from the attraction of new children to the school and by the greater attendance of children already enrolled.

2.3. Health status of a pupil as a determinant on attendance and participation in primary school.

The three significant educational concerns include: children who are unprepared to begin school at the usual age, the failure of many students to learn adequately while in school, and the unequal participation in schooling by girls. Iodine deficiency and iron deficiency have been shown to affect cognitive function and school achievement, and are also known to increase in females with the onset of puberty. One study from Bolivia found that the relationship between reduction in goitre and improvement in intelligence quotient scores was even more significant among school-age girls than school-age boys. It seems possible, therefore, that not only school feeding but also

some micronutrient supplementation could offer particular benefits in terms of girls' participation and achievement in school.

Attending school is (or should be) the principal occupation of children. The main adverse consequence of their ill health, then, beyond immediate welfare losses and the cost of care, is in learning opportunities forgone. Conversely, an important potential instrument for affecting their health and nutrition status will be school-based policies, particularly since the health problems of school-age children are often relatively neglected by the formal health services. (Dean T. Jamison and Joanne Leslie,1990).

A "child's readiness for school" is defined in terms of physical capabilities and activity level, cognitive ability, learning style, knowledge base, and social and psychological competencies. These characteristics reflect the child's nutrition and health status as well as psychosocial development at the time of school entry. This psychosocial development results from the child's interaction within a number of environments, including the family, the immediate community of friends and neighbors, the institutional community of formal service programmes (which provide support through such channels as health centres, child care and preschool programmes), and the larger society with its predominant ethos, economic and political conditions, and social organization.

A growing body of research supports the idea that health, nutrition, and psychosocial processes interact to affect survival and development in the early years of life. The outcomes of these interactions condition the readiness of the child for school, which in turn influences the child's chances of enrolment and success. Poor health negatively affects the level and quality of a child's activity in school, and also the child's school attendance patterns (Moock and Leslie 1984; Popkin and Lim-Ybanez 1982). Berg (1981) reports that in some Latin American countries, children miss as much as a third of scheduled school days a year because of illness and poor health. The result may be repetition of a school year and/or early drop-out. Thus, the child with a history of illness is not as ready for school as a healthy child is, and subsequent progress and performance in school is at risk.

There is evidence that explicit literacy-nurturing activities are not a part of most poor children's early childhood experience in the developing countries. (Pollitt 1984) To

the extent that this is true, the transition to abstract and disembodied learning, which typifies the majority of schools in Third World settings, is further complicated. A family's knowledge, attitudes, beliefs, and practices will have important effects on the nutrition, health, and psychosocial condition of their children. Constricted by economic factors, parents make decisions about feeding and diet, about preventive and curative health care, and about the frequency and quality of psychosocial interactions they will have with their children. These decisions can lead to enhanced or impaired school readiness. In summary, the readiness of children for school reflects the child's condition as well as the family's knowledge, attitudes, beliefs, and practices.

Although nutritional supplementation seemed to have no effect on school performance, the quality of home stimulation during the early years was strongly associated with primary school performance, especially for boys. (Irwin et al. 1978) It was found in these generally poor villages that even slight differences in economic status affected family ability to cope with the costs of children's education. For the same group, Barrett and Radke-Yarrow (1981) found effects of the nutritional supplementation on the social development of children as indicated by their adjustment and 19behaviour in school. The results suggest that a more comprehensive assessment of the effects, rather than assessment by traditional IQ or cognitive tests, is required to determine the impact of early intervention programmes Cali, Colombia. An investigation in Colombia (McKay 1982) found that children in all of the experimental groups, when compared to a low-income comparison group, demonstrated significantly increased physical growth and enhanced cognitive ability during and immediately after the treatment periods. These cognitive gains were related to age of entry into the programme as well as to duration of treatment. Increases in IQ scores were maintained until at least 8 years of age, when the last measurement was made.

The commitments made through adoption of the Dakar Framework for Action during the World Education Forum (Dakar, 2000) are revitalising efforts to achieve Education for All. In developing National Action Plans to achieve the goals and strategies embodied in the Dakar Framework, countries must take advantage of the lessons learned through direct country experience in the decade since the first World

Conference on Education For All (Jomtien, 1990) and the data collected and analysed for the EFA 2000 Assessment. Now is the time to benefit from this knowledge, and to exploit new opportunities for collaboration among all individuals and sectors with resources to contribute. Already in Jomtien, the link between student health and nutrition status on the one hand, and educational outcomes on the other, was clear. Information presented there demonstrated that poor health and malnutrition lead to low school enrolment, high absenteeism, poor classroom performance and educational wastage. In spite of this, the Framework for Action that resulted from Jomtien contained no specific goals for school health and nutrition for the decade 1990-2000.

In the years since, additional research and experience have further clarified the relationships among health, cognition, school participation and academic achievement. It has been shown, for example, that nutritional deficiencies and parasite infections, which impair both physical and cognitive development, are causes of reduced school enrolment, absenteeism and individual learning impairment. Social and mental health issues such as violence, injury and suicide, and lifestyle behaviours such as drug and alcohol abuse, are now universally recognised as reasons for which young people are not in school or not learning while there. Sexual behaviours, especially unprotected sex that results in infection with HIV or other sexually transmitted diseases and unplanned pregnancy, affect both students' and teachers' participation in education.

In some countries, Malaria alone is the leading cause of school absenteeism due to ill health. In the Thematic Study on School Health and Nutrition prepared for the EFA 2000 Assessment, research-based evidence and direct country experience in the post-Jomtien era are cited as the basis for the study's conclusion that comprehensive school-based health, hygiene and nutrition programmes are effective means to improve student health and thereby, educational outcomes. In addition, the study reports that such programmes, when linked to and supported by the surrounding community, benefit not only students but school personnel, families and entire communities as well.

The increasingly urgent need to combat AIDS and drug abuse among young people accelerated the establishment of prevention education programmes in schools during

the decade between Jomtien and Dakar. Rigorous evaluations of many such programmes have confirmed the effectiveness of school health interventions for improving learning outcomes and provided additional information about what works best. In general, single strategy or "piecemeal" interventions that ignore the specific characteristics and needs of the target group are less effective than more comprehensive, co-ordinated and customised strategies. A substantial body of evidence supports approaches in which policy development, health-promoting environmental change, skills-based health education and school-based health services are strategically combined to address priority health problems that interfere with learning for the targeted group.

One important piece of evidence from research in Ghana is that malnutrition, stunted growth are correlated with delayed enrolment in school. Health factors are important determinants of when a child goes to school. Differences exist in the health status of enrolled and non-enrolled children, with out-of-school children often more vulnerable to health problems. Studies also indicate that health status has implications for attendance, retention and drop out, with hunger, malaria, headaches and poor eyesight noted as major causes of absenteeism and dropping out (Fentiman, et al., 1999, 2001). Health issues have also been found to be gendered, with girls reporting more health-related problems than boys. Painful menstruation, a lack of sanitary facilities and pregnancy has been found to lead to both absenteeism and drop-out of adolescent girls (Fentiman et al., 1999, 2001). Other research has noted that interventions targeted at infants and first years of primary schooling helps to improve enrolment to quite a significant extent (see Fentiman et al., 2001). Similarly gender-sensitive programmes that focus on female adolescent health and specific strategies to reach out to those most at risk have potential to improve access and retention.

There is limited research on children, HIV/AIDS and educational access in Ghana. In comparison to some other Sub-Sahara African countries, Ghana is not seen as one of the high prevalence countries. It appears that in the coming years the percentage of orphans in Ghana is likely to remain largely unchanged (Bennell et al., 2002). There are a number of potential impacts on educational access if teachers become infected with the HIV/AIDS virus. For example, infected teachers might experience long and frequent absences from school, low productivity, financial hardships and non-

completion of curricula. There are claims that the prevalence rate for Ghanaian teachers is higher than the national average (Tamukong, 2004). Further research is required to draw firmer conclusions on the impact of HIV/AIDS on educational access.

School systems work with the children who come into them. Many elements go into making a quality learner, these include health, early childhood experiences and home support. Adequate nutrition is also critical for normal brain development. Prevention of infectious diseases and injury prior to school enrolment are critical to the early development of a quality learner (UNICEF, 2000). Poor health is one of the factors that contribute to absenteeism and irregular attendance in schools. When children reach school age, research demonstrates that to achieve academically, a child's exposure to curriculum, his or her opportunity to learn; significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al, 1999).

For Glewwe and Jacoby (1994) malnutrition is seen as the main factor driving late enrolment in Ghana as this reduces the child's ability to learn and thus the likelihood of high returns to schooling.It is clear that more research is needed concerning the extent of the adverse impact of health and nutrition conditions on school outcomes. Nonetheless, despite the research gaps, there is already sufficient evidence that poor health, malnutrition, and premature fertility are constraining educational achievement to justify active discussion and development by education planners of ways to reduce the burden of these conditions among school-age children-both those who are in school and those who are not.

2.4 Influence of the level of household income on attendance and participation of pupils in primary school.

According to Filmer and Pritchett (2001), the wealth index classifies households and individuals in quintiles, allowing for multiple ways to compare groups by income level. The total obtained from household survey data shows that primary-school-age children belonging to the poorest 20 per cent of households are 3.2 times more likely to be out of primary school than those belonging to the richest 20 per cent. The highest levels of disparity are observed among children living in Latin America and

the Caribbean, and in the Middle East and North Africa (a ratio of 4.5 each). Countries in the CEE/CIS show lower levels of disparity (1.6), especially when compared to Latin America and the Caribbean, where similar levels of children out of primary school prevail (12 per cent versus 8 per cent). Household wealth is used here as a proxy for poverty of the household in which children live. This indicator is constructed with data on household assets that was collected in MICS and DHS. Filmer and Pritchett (2001) have shown that an asset-based indicator of household wealth is a good alternative to indicators that are based on household income and expenditures. (Filmer, Deon, and Lant H. Pritchett, 2001).

Individual countries in each of these regions exhibit extreme disparities, although at different levels of primary school participation. Examples include: Surinam, Peru, Venezuela and Nicaragua (6.0 or more) in Latin America and the Caribbean; Indonesia (5.6) in East Asia and the Pacific; Kazakhstan and Moldova (5.0 or more) in CEE/CIS; Cameroon (5.0) in West and Central Africa; Zambia, Madagascar and Eritrea (4.9 or more) in Eastern and Southern Africa; Sudan (North), Algeria and Bahrain (4.9 or more) in the Middle East and North Africa; and India (3.4) in South Asia. Seventy seven per cent of children out of primary school belong to the poorest 60 per cent of households in the developing world. This situation is even worse in Latin America and the Caribbean (84 per cent), and Eastern and Southern Africa (80 per cent). At the country level, Cameroon, Eritrea, Indonesia, Iraq, Nicaragua, Sudan (North), Surinam and Venezuela present differences of 20 percentage points or more between the proportion of children of school age belonging to the poorest 60 per cent of the households and the proportion of children out of school in the same group. Beyond this small group of countries with extreme differences, it is possible to conclude that for all countries, except Trinidad and Tobago, the proportion of out-of primary- school children from the poorest 60 per cent of the population is significantly greater than 60 per cent.

Disparity reduction in school attendance associated with household poverty requires programs and interventions that conform to the particular conditions of the country, the levels of school attendance and the complexity of the affected groups. In Venezuela, Nicaragua and Eritrea two thirds of school-age children and 90 per cent or more of children out of school are found in the poorest 60 per cent of households. The

total percentage of children out of school is, however, only 7 per cent in Venezuela, 20 per cent in Nicaragua and 37 per cent in Eritrea. School attendance services for these children require different strategies and approaches.

In Mali, more than 60 per cent of primary-school-age children are out of school and have never attended school. At the secondary level, only 29 per cent of secondary-school-age children are attending school (16 per cent in primary and 13 per cent in secondary). Children of the poorest 20 per cent of households barely participate in the education system; only 26 per cent of primary-school-age children attend primary school, and 14 per cent of secondary-school-age children are, in fact, attending primary school. A significant proportion of children in the richest 20 per cent of households are also out of school, either because they have never been in school or because they drop out of the system. This same group presents a high proportion of children attending a lower grade for their age ('overage'). The proportion of children who have left school in the recent past increases after age 9 among the children in the poorest 20 per cent of the population. This increase is contributing to a greater pool of children out of school at any age.

Mali faces challenges related to basic participation in education as only a small proportion of the population is currently attending school. This participation can be determined by lack of access to school or by other factors restricting the ability of the population to enrol in and attend both primary and secondary school. The observed drop-out and overage rates are associated with late entry into the system, as well as prevalent repetition rates. Policies and interventions under these conditions require a comprehensive approach that responds to the needs of the population (including marginalized groups) and to the limitations imposed by currently available human and financial resources. To enhance participation and accountability, a greater involvement and commitment by members of the affected communities is also required. The 2000 UN Millennium Summit affirmed the gender gap in education and pushed forward the goal of narrowing this gap. This trend appears to be a major thrust in education policies being currently evolved by governments in developing economies, Ghana inclusive. In the absence of in-depth studies on the determinants of child education, however, policies may lack empirical relevance. Although the Ghana government's broad education policy objective is to ensure that all people,

irrespective of gender and socioeconomic status, have some level of literacy, this objective is far from being realized.

The education sector is saddled with various problems that tend to work against the attainment of education policy objective. Notable among these are limited access and low enrolments especially for the poor and females, and poor educational outcomes (Government of Ghana, 1997).

Becker and Tomes (1986) point out that parents' concern for the economic capabilities and success of their children prompts them to invest resources in the children's education, health, motivation and other credentials. These expenditures influence the human capital and earnings of children later in life. School attendance is one measure of investment in human capital (Thomas et al., 2003).

Parental education is a decisive factor in the educational attainment of their children. Card (1999) points out that there is a strong intergenerational correlation in education. The quantity and quality of time devoted by parents to their children is positively related to the parents' education status. Parents' attributes also influence family income, which in turn affects the quality and quantity of goods that bear directly on home investment (Leibowitz, 1974). The amount of family income or household resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children (Haveman and Wolfe, 1995). The child quality production function implies that parents may increase the satisfaction they derive from a given child quality by increasing the resources devoted to the child and that a given level of child quality may be obtained with alternative combinations of time and goods. Tansel (1997) points out that since education improves child quality, the child quality production function could be interpreted as being a function of the time children spend in school and the household expenditures on education.

Models reflecting unitary behaviour of the household and collective approach of households in terms of intra-household resource allocation have emerged (Haddad et al., 1997). An important dimension is the recognition of the family and ultimately the household as a basic social unit whose motivations are driven by economics with respect to their quality (i.e., the cost of a unit increase in quality, holding the number

of children constant) is greater, the larger the number of children. In other words, an increase in child quality is more expensive if there are more children because the increase has to be applied to more units.

Aakviket al.(2005) have analyzed the effect of aspects of family background such as family income and parental education on the educational attainment of persons born from 1967 to 1972 in Norway. Standard OLS regression was applied to compute study estimates, where the dependant variable accounted for the level of education of the individual, and the independent variables included family income, family education and mother's labor supply. The individual and household characteristics are clearly very important determinants of school enrolment, particularly for girls. A child's probability of enrolment is increasing in parental education, with mother's education being relatively important in encouraging girls' enrolment. The estimates also confirm the importance of some village contextual effects.

Schultz (1999) identifies three key socioeconomic determinants of household demand for schooling: public expenditure on education, education of the parents, and wealth of the family. Public expenditure on education is obviously of fundamental relevance to increase the enrolment rate ratio, especially for countries where the level of school and other public infrastructure is deficient, and this is well emphasized in the literature. Duflo has a larger impact on primary school enrolment rates compared with public interventions that raise household income. Similar results are also found in Handa and Simler (2005) for the same country. School building campaigns have also been proven effective to foster school enrolment in Egypt in the 1990s, as observed by Ahlburg et al. (2004).

There is little evidence indicating otherwise. Al-Samarrai (2006), for example, argues that the link between educational access (and performance) and public education expenditure is weak, but this is not because such expenditure is unnecessary but because this is usually scaled up insufficiently. Another stream of literature focuses on the quality of education. The main discussion started in Hanushek (1986). The author used a dataset for the United States to claim that school quality factors such as class size or level of infrastructure do not really have an impact on student behaviour and that the latter is more effectively influenced by the skills of the teacher.

Hanushek's paper has been strongly criticized by subsequent contributors to this debate. Krueger (1999), for example, has offered strong evidence for the United States that students in small classes score much higher than students attending in regularly-sized classes. Angrist and Lavy (1999) similarly find that the size of the class is a crucial determinant of pupil's performance in Israel. Using a dataset for South Africa during the apartheid, Case and Deaton (1999) found a strong and significant effect of the pupil/teacher ratio on enrolment and educational achievement, especially among black children belonging to poorer families. The pupil/teacher ratio has also been found to be a significant determinant of educational achievement in Latin American countries. For example, Vos and Ponce (2004) and Hammill (2006) offer evidence of this for Ecuador example found that, on average, 10 percent of a sample of Egyptian parents who were child labourers would most likely send their children to work rather than to school. To this some other evidence can be added. Tansel (2000) for Turkey and Al-Qudsi (2003) for the cases of Kuwait, Jordan, Gaza, and Yemen, for instance, coincide in that parental education and income are the most important determinants of education. Roushdy and Namora (2007) also provide evidence on the importance of parents' educational level for enrolment and drop out in Egypt's primary education.

Jacoby (1994) shows that Peruvians' entry into school may be delayed due to liquidity constraints faced by the household. In other words, Peruvian children at entry age may need to work first in order to save sufficiently and be able to pay for their own schooling expenses later on. But late entry into the school system might also be correlated with the rationing of the supply of schools, according to the study of Bommier and Lambert (2000). Further, having an older sibling is shown to have a significant negative impact of the probability of the three earliest educational milestones for both boys and girls implying a competition for limited family resources is a determinant of school attendance.

Household characteristics are one of the important determinants of schooling decisions and outcomes. The household production function approach developed by Becker (1975) show that household characteristics such as income and levels of parental education determine whether a child enrols in school, stays in school, learns and makes progress to higher levels of education (Al-Samarrai&Peasgood, 1998).

According to Pereznieto and Jones (2006), despite allocating resources to expand access to schooling, parental decisions on children's schooling could prevent realization of the anticipated goals.

According to Chishti and Lodhi (1988) and Mishra, 2005, Income is one of the major determinants of enrolment at primary school level as the resourceful households are in a better position to provide education to their children. The total income earned by the adult member in the household in the age cohort above 14years is taken into consideration. The other variable of households of not sending at least one of their girl child to school is lowest at the higher income group, depicting a negative relationship between household income and parents decision of not sending at least one of their girl child. This supports the hypothesis that household income is positively related to girls demand for schooling.

At the global level, gender disparity at the primary level in 2005 was still in favour of boys (87 per cent versus 84 per cent for girls). The multivariate analysis presented in this paper, however, demonstrates that when such factors as household wealth and the mother's education are included in the analysis, many of these gender differences are less significant.

However the household income is not a reliable income as households' size modifies the effect of income. The impact of per capita income monthly is therefore analyzed on demand for girls schooling. Studies affirm that the highest per capita income group has the highest percentage of sending girls to school and the proportion of households not sending one girl child is highest, in the lowest per capita income of households per month. The higher the per capita income group, the higher is the enrolment of girl child.

2.5 Influence of parent(s)/guardiansupport on attendance and participation of pupils in Primary schools.

Early research in the field showed a variety of inconsistent and conflicting findings. Some studies found that parental involvement had no effect whatsoever on pupil achievement or adjustment, others found striking, positive effects whilst yet other studies found a negative relationship. Parental involvement, it seemed, diminished pupil achievement under some circumstances. These inconsistencies are relatively

easy to explain. First, different researchers used different definitions of parent involvement. Some took it to be ‘good parenting’ which went on in the home. Others took it to be ‘talking to teachers’ whilst yet others defined parental involvement as a thoroughgoing participation in school functions and school governance. At the same time, different researchers used different measures of parental involvement even for a given definition. For example, parental involvement in the home has been measured using teachers’ judgements, parents’ judgements, pupil judgements or researchers’ observations. A similar range of metrics has been used for pupils’ achievements and adjustment running from subjective self-ratingsthrough to the use of public examinations and on to the completion of psychometric tests. Measuring different ‘things’ under the same name and measuring the same ‘thing’ with different metrics was bound to lead to apparent inconsistencies.

The present interest in this model is the presumed role for parental involvement. Involvement is assumed to be a working link between social class and pupil achievement and adjustment. In this process, involvement is assumed to be influenced by material deprivation and parental aspiration. The poorer are people’s circumstances the more difficult it is assumed to be to support a child’s educational development. The latter, parental aspiration, is in turn influenced by the child’s evident achievement. The more the child achieves, the greater is the parental expectation. The arrows in the diagram indicate presumed directions of influence, showing the anticipated direction of causes to effects. It is assumed here that social class has its influence through the four intervening variables (parental involvement, material deprivation, parental aspiration and school composition). Additionally, it is assumed that social class influences achievement and adjustment in ways not specified in the model, hence the direct arrows from class to achievement and adjustment.

George and Kaplan (1998) used the NELS: 88 data to focus more narrowly on parental involvement and its relationship to students’ attitudes to science. Again, key background variables were factored out. The researchers concluded, ‘One of the important effects seen in the present study is the influence of parental involvement on science attitudes.’ The more the parents showed a positive attitude to science the better the pupils achieve in science. The parental effect works through discussion of

school experiences and through arranging or supporting activities in libraries and museums.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

The extent and form of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role. Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. Other forms of parental involvement do not appear to contribute to the scale of the impact of 'at-home' parenting. Differences between parents in their level of involvement are associated with social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. Some parents are put off by feeling put down by schools and teachers.

Henderson and Berla (1994), also cite the following conclusion of one extensive review. In summarising the research on parent participation, it becomes very clear that extensive, substantial, and convincing evidence suggests that parents play a crucial role in both the home and school environments with respect to facilitating the development of intelligence, achievement and competence in their children.

In general, parent involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programs, greater academic persistence, better behaviour, better social skills and adaption to school, better attendance and lower drop-out rates (Heymann 2000, Henderson and Mapp 2002).

Two different types of studies support these conclusions. One group of studies has examined family life, the way families behave and the interaction of parents and their children. The focus of these studies is parent involvement in children's learning in the absence of support from the school. This group of studies may be termed 'parent involvement' studies (Epstein 2001). The second group of studies has assessed the effects of school programs to support parent participation in schooling. Following Epstein, these may be described as school and family partnership program studies.

Many studies have examined the impact of family involvement in student learning and student achievement. Historically, these studies provided a basis to support active intervention programs to support parent participation in schooling (Epstein 2001). There is considerable variation in research studies as to the definition of parent involvement (see Baker and Soden 1998). Some have focused on parental aspirations or expectations of children's educational success. Others have focused on behavioural aspects such as assistance with homework while others looked at parenting styles and family environment.

In general, these studies demonstrate that particular forms of family involvement have an important and postive impact on student outcomes. One study reviewed by Henderson and Berla found several ways in which families, through their attitudes and behaviour, influence their children's performance in school:
Parents become involved with teachers and schools; parents spend time with their children pursuing educational activities; parents impart values, aspirations and motivations needed to persevere in school; and parenting styles promote good communication and responsible behaviour. Kellaghan et.al. (1993) suggest that the following factors are important aspects of parent support for children's learning:
A regular family routine and priority given to schoolwork over other activities;

encouragement and guidance for children ’s schoolwork; providing opportunities to experience and explore ideas and activities; providing opportunities for language development; parent awareness of their children ’s school experience; and high parent aspirations for their children and their school achievement. Family attitudes such as parental expectations and the child’s self-esteem provide part of the emotional framework for children’s home learning environment and appear to be a strong influence on student achievement. A large number of studies have found that creating a positive learning environment, including encouraging attitudes towards education and high expectations of children’s success, has a powerful impact on student achievement (see Henderson and Berla 1994, Kelleghan et.al. 1993). While most studies focus on early childhood and primary school years, some studies have also demonstrated that parent expectations, beliefs and support are also important in secondary school success (for example, Bryk et.al. 1990). Parent involvement in learning activities at home is generally found to be a critical factor for student achievement. It involves reading to children, listening to children reading, helping with homework and other activities. The success of such involvement has been confirmed by many studies (see Epstein et.al. 1997, Henderson and Berla 1994). Parent involvement in literacy learning, in particular, has been shown to be an important element in student achievement (Cairney et. al. 1995, Delgado-Gaitan 1990, Rowe 1991, Schaefer 1991). Parent involvement with the school also appears to have a positive impact on student outcomes. This includes regularly talking to teachers, assisting in planning curriculum choices in secondary school, monitoring of school work and attending school functions (for example, Henderson and Berla 1994). In particular, a positive attitude toward the school, as exemplified in participation in school events and interaction with teachers, seems to be important. These positive effects are apparent in secondary schools as well as primary schools. The few studies that look at parent involvement at the high school level reached similarfindings. Students whose parents monitored their schoolwork and daily activities, talked frequently to their teachers, and helped develop their plans for education or work after high school, were much more likely to graduate and go on to post-secondary education. [Henderson and Berla 1994, p.18]

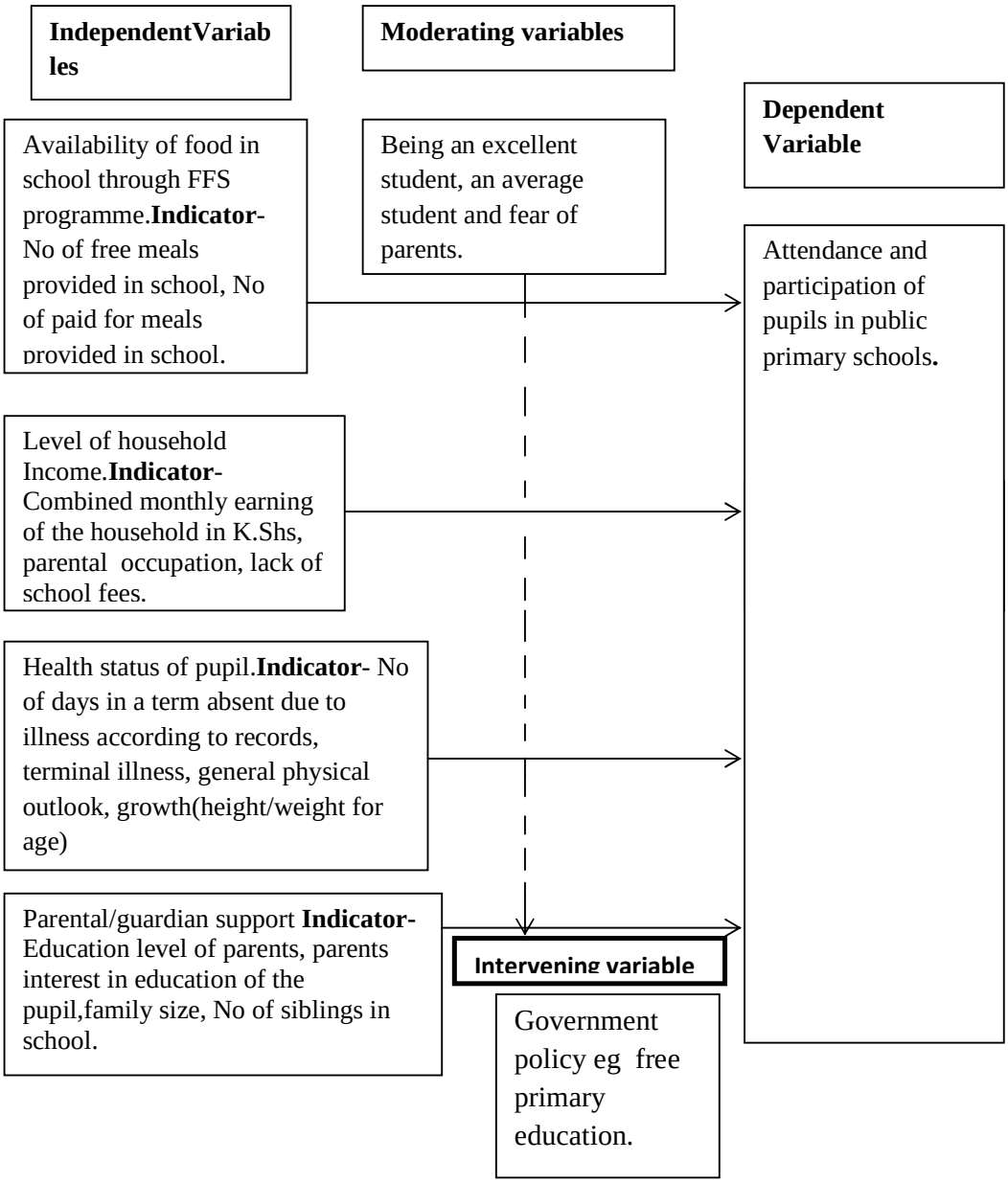
Parenting style also appears to be an important influence on student outcomes. Studies reviewed by Henderson and Berla (1994) found that parenting style is a more

powerful predictor of student achievement than parent education, ethnicity or family structure. For example, students whose parents adopt authoritarian or permissive practices tend to do worse than those of parents who adopt more considered and authoritative approaches. Henderson and Berla (1994), also report that the evidence is mixed on the effects of parent participation in decision-making on student achievement. There is little evidence that putting parents on advisory committees or governing bodies improves student outcomes unless the parents are also involved in the school and their child's learning in other ways. The best results seem to occur when parents were involved in both learning and decision-making roles. However, it should also be noted that the rationale for parent participation in decision-making has more to do with the role of parents as citizens and the need to ensure school accountability to the parent community than as a way of improving student outcomes. One important measure of the significance of parent involvement is the differences in outcomes for students from low socio-economic status (SES) backgrounds. While there is a general relationship between socio-economic background and student achievement, a low socio-economic background does not automatically mean poor school outcomes. Many students from such backgrounds achieve very successful school outcomes. It appears that parent involvement in their children's learning is likely to be a factor contributing to these different outcomes for students of similar backgrounds.

2.6. Conceptual framework

The following is a conceptual framework useful for understanding the relationship between the dependent and independent variables in this study.

Figure 1: Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In simple terms methodology can be defined as, it is used to give a clear cut idea on what the researcher is carrying out his or her research.This chapter details the methods of data collection, analysis and presentation that will be used in this study. It focuses on Research design, Target population, Sampling procedure, Methods of data collection, Validity of the instruments used, Reliability of the research findings and data analysis techniques that will be used in the study.The methods employed in this research design included observation, questionnaires and unstructured interviews. The research was carried out with the help of the pupil's and teachers, who in conjunction with the prefects played the role of key informants. Yatta District was purposely chosen for this research because the area is prone to drought and famine and this predisposes the households to low income level as most families rely on agriculture for their livelihood. The absolute poverty index for the district is at 66% (World Vision, 2011).

3.2 Research Design.

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002).Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg &Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Target Population.

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of all the 62,500 pupils and 1000 teachers from the 125 public primary schools in Yatta

District, Machakos County. Upper Primary pupils were randomly sampled from the population of this study since they have a common observable characteristic and it was believed that they would understand and respond to the questions posed more accurately. Teachers were purposively sampled depending on the sampled pupils since they were to shed some more light on the attendance and participation patterns on their pupils. Therefore the total population for the study was a total of 63,500 subjects.

3.4 Sampling Procedures and Sample Size.

3.4.1 Sample size determination.

The minimum sample size (**n**) required for determining the attendance and participation of pupils was calculated using the formula.

$\mathbf{n}=\mathbf{Z^2pq/e^2}$ (Fisher et al, 1990)

Where **Z**= the value of the standard deviate at the 95% confidence level= (1.96).

p= the proportion of the pupils hypothesized not to be attending and participating in class = (13%) (Uwezo Kenya**,** 2011).

q = 1-p

e= level of error allowable at the given level of confidence = 0.05

Therefore,

$\mathbf{n}=1.96^2(0.13 \times 0.87)/0.05^2 =$**173**

For this study, a sample size of **175** was taken to be adequate representation of the population.

3.4.2 Sample selection

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). Gay (1992) recommends that when the target population is small, a minimum sample of 20% is adequate for educational research. From the 125 schools (District Education Officer, Yatta District) of the target population, the researcher used systematic random sampling to select 25 schools, picking every 5^{th} school on a list of all the schools provided by the District Education Officer. This formed 20% of the target population of schools, which is consistent with Gay's (1992) recommendation.

Simple random sampling procedure was used to obtain the 175 subjects from the 25 public primary schools where each school had seven representatives in the sample. Class 7 had three representatives, class 6 two representatives, class 5 one representative and class 4 had one representative, totalling to seven representatives per school. There were more representatives in higher classes since the researcher felt that attendance and participation decreased as pupils more to higher classes (Uwezo Kenya, 2011).

3.5 Methods of Data collection

3.5.1 Piloting of the study

The questionnaires were pre-tested at Matuu Holy Ghost Memorial Primary school, Yatta District, Machakos County, over a period of two days, a week prior to embarking on the actual study. After pre testing, the data collection instruments were adjusted as appropriate to enhance the validity of the data collected.

3.5.2 Validity of the instruments used

Validity in relation to research is a judgment regarding the degree to which the components of the research reflect the theory, concept, or variable under study.
(Streiner& Norman. 1996) .Content validity refers to the extent to which different items in the assessment measure the trait or phenomenon they were meant to.High level of content validity indicates that test items accurately reflect the trait being measured. As a way of improving content validity, questionnaires to assess attendance and participation included questions about known symptoms of poor attendance and participation such ashealth status and level of household income of pupils.

3.5.3 Reliability of the instruments used

Reliability of an instrument reflects its stability and consistency within a given context.It is defined as a characteristic of an instrument that reflects the degree to which the instrument provokes consistent responses(Streiner& Norman. 1996). The Test- retest method was used to test for the reliability of the instruments used in the study by implementing the measurement instrument (questionnaire) at two separate times for each subject. The correlation between the two separate measurements was then computed with an assumption that there was no change in the underlying

condition between test 1 and test 2. Data was collected and analysed by the researcher to minimize error caused by different researchers.

3.6 Data Collection Procedures

Data was collected by the researcher over a period of four weeks by the use of self-administered questionnaires which were given to the respondents after authority was granted by the administration of the District Education Office as well as the sampled schools. Detailed interviews with the teachers and other key informants provided adequate data for the research. Secondary sources of data were also used to collect information on the attendance patterns of pupils. The researcher first read the letter of transmittal to the sampled respondents and clarified all the concerns of the respondents before they filled the questionnaires.

3.7 Data analysis techniques

All questionnaires were edited and responses coded before data was entered into the computer by the use of the Predictive Analysis Software (PASW) Statistics version 18. Cross tabulation is the main method that was used for data analysis. Data analysis was carried out by use of descriptive statistics such as frequencies and percentages.

3.8 Data Presentation

After analysis, data was summarised and presented in form of descriptive statistics such as frequency tables and cross tabulations.

Table 3.1: Operationalization Table

Objective	Variable	Indicators	Measurement	Measurement Scale	Data Collctn.	Data analysis
To establish factors influencing the attendance and participation of pupils in primary school.	**Dependent**. Attendance and participation of pupils in primary schools.	Likelihood of failure to attend and participate in school.	Level of likelihood	Ordinal	Survey	Descriptive
To establish the extent to which availability of food in school influences attendance and participation among pupils in Primary school Yatta District, Machakos County.	**Independent** Availability of food in school.	Meals provided in school. Lack of food at home.	No. of meals provided No of meals taken in a day.	Ordinal Ordinal	Survey	Descriptive
To determine whether the health status of a pupil influences attendance and participation in Primary school Yatta District, Machakos County.	Health status	Absence due to illness. Hospital card School register	No of days in a term absent due to illness according to records Inherent terminal condition.	Ordinal Nominal	Survey	Descriptive
To establish whether the level of household income influences attendance and participation among pupils in Primary school Yatta District.	Level of household income.	Combined monthly earning of the household in K.Shs, Parental occupation. Family size Siblings in	Amount in Kenya Shillings What do parents do for a living.	Nominal Nominal	Survey	Descriptive

		school				
To investigate the influence ofInfluence of parent(s)/guardian(s)support**on** attendance and participation among pupils in Primary school Yatta District.	Availability of parent(s)/guardian (s) support.	Education level of parents Parents interest in education of the pupil.	Level of education No of times parents ask about performance. No of family members No of siblings in school.	Nominal Ordinal Ordinal Ordinal	Survey	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION

4.1. Introduction

This chapter presents the findings of the study on social factors influencing attendance and participation of pupils in public primary schools in Yatta district, Machakos County. It is organized based on the themes of the study; influence of food in school on attendance and participation, influence of level of household income on attendance and participation, influence of availability of parent(s)/guardian support on attendance and participation. The results are presented in tables and an interpretation and discussion is given after each table.

4.2. Response return rate

A sample size of 175 respondents was targeted based on Fisher et al, 1990 formula for sample size calculation. The researcher therefore administered 175 questionnaires to the respondents. However, 154 questionnaires were returned giving a response rate of 88%. According to Baruch (1999) an overall average response rate of 55.6% is acceptable.

4.3. Background characteristics of pupils

4.3.1 Sex and Age

The study sought to establish the influence of availability of food in school on attendance and participation among pupils in public primary schools in Yatta district, Machakos County. As mentioned earlier, this study covered respondents from 25 public primary schools from 7 zones and interviewed a total of 154 pupils and 88 teachers whose findings are being presented. Of these pupils, 76 (49.4 per cent) comprised males whereas 78 (50.6 per cent) were females.(see table 4.1)

Table 4.1Age and Sex of pupils

Frequency	**Percentage**
Sex	
Male 76	49.4
Female 78	50.6
Total 154	**100.0**
Age	
9 and below 6	3.9

10 – 14	133	86.4	
15 – 19	14	9.1	
20 and above	1	.6	
Total	**154**	**100.0**	

Further, it emerges that 86.4 per cent of the sample were between 10 and 14 years and had not attained Kenya's adult age of 18 years and above. These pupils were majorly from the upper primary level of primary education and provided a reliable information source for social factors that influence attendance and participation.

4.3.2 Individuals Pupils Live With

It was the interest of this study to find out the persons whom the pupils lived with in order to establish whether these individuals provided advice to the pupils with regard to attendance and participation in class. The study revealed that 61.7 per cent of the 154 pupils reported to be living with both parents, 26.6 per cent were living with the mother alone, 3.2 per cent with the father alone, 1.3 per cent alone and 7.1 per cent with guardians. Detailed information about the living arrangements is presented in Table 4.2.

Table 4.2: People pupils live with

	Frequency	Percentage
Both parents	95	61.7
Mother	41	26.6
Father	5	3.2
Alone	2	1.3
Other	11	7.1
Total	**154**	**100.0**

As reflected in Table 4.2, 'both parents' were cited as the most frequent providers of accommodation. It is important to note that 38.2 per cent of the sample was not living with both parents. Hence a significant number of pupils were growing up being reared without the images of the two parents which is essential in shaping personality of this category of young people, particularly in relation to attendance and participation in primary schools.

The implication is that a significant number of them were faced with skewed socialization due to the absence of one parent during the crucial period of primary socialization**.**

Moreover, Table 4.2 also reveals that about 7.1 per cent of the pupils were growing up without getting any parental care at all, since they were not living with either parent. This category consists of those living with guardians. The absence of parental care may result to rejection on the part of the guardian with regard to issues such as attendance and participation in school.

For those who reported to be living with a single parent, they were asked to state the marital status of the same. The finding was that there were 63 cases of children living with a single parent. This constituted approximately 41 per cent of the sample. On the basis of this, it seems that a substantial number of pupils can be associated with single parenthood. In relation to attendance and participation, single parenthood implies inability of a parent to cater for all her/his children in so far as imparting knowledge on importance of education is concerned. Most single parents face financial challenges and may not regard education as a priority need for the children.

Further, the study revealed that women comprised a higher percentage of single parents at 26.6 per cent compared to men at 3.2 per cent. The implication of this is that the mortality rate of men may be higher than their female counterparts and that in situations of divorce or separation it is women who are usually left with the responsibility of taking care of children.

4.4 Influence of food in school on attendance and participation in public primary schools

Respondents were asked if their schools provided meals. Their responses were as per the table below. As results are shown in table 4.3 below, 25.3 per cent of the respondents stated that their schools provided meals. A whopping 74 per cent stated the contrary that their schools did not provide meals for pupils. This scenario can be attributed to the fact that the

government school feeding programme in the country has been dormant in Kenya and most schools have been forced to make local arrangements to ensure pupils are fed in school.

Table 4.3 Does school provide meals

Frequency	Percentage
Yes	39 25.3
No	114 74.0
Missing system	1 .6
Total	**154 100.0**

Further, pupils were asked what their views were on the meals provided by school. 38.9% per cent of the respondents felt that the meals were either very good or good. Only 3.2 per cent thought the meals were either poor or very poor. This is therefore evidence that most of pupils who attended schools that offered meals were delighted by these meals. Table 4.6 below illustrates this.

Table 4.4: Pupils' views on meals provided

Frequency	Percentage
Very good	23 14.9
Good	37 24.0
Poor	4 2.6
Very poor	1 .6
Missing system	89 57.8
Total	**154 100.0**

Moreover, an attempt made to establish the attendance patterns of the pupils who favorably viewed the school feeding programme revealed that 56 out of the 65 pupils with school feeding programme were found in either the category of very good or good as far as their class participation patterns were concerned. It can therefore be justified to say that pupils

with favorable views with regard to meals provided also exhibited favorable class participation. Table 4.5 below gives an illustration of this.

Table 4.5: Pupils' view of meals in comparison to class participation.

Class participation

	Very good	Good	Poor	Total
Views				
Very good	3 19	1	23	
Good	5	29	3	37
Poor	13	0	4	
Very poor	0	1	0	1
Total 9	**52**	**4**	**65**	

Moreover, respondents were asked if they had ever missed school due to hunger. Their responses were as per the table below. Majority of the respondents had never missed school due to hunger (78.6%). However, a significant number (21.4%) of pupils stated that they had missed school due to hunger.

Table 4.6: Have you ever missed school due to hunger

Frequency	Percentage
Yes	33 21.4
No	121 78.6
Total 154100.0	

An attempt was made to establish the effect that provision of meals in schools would have on attendance and participation. As illustrated in table 4.7 below, a whopping 92.9 per cent of the pupils said that these meals would make them attend and participate more whereas 3.9 per cent felt these meals would make them attend and participate less. 2.6 percent of respondents felt that these meals would have no effect on them.

Table 4.7: Effect of meal provision on attendance and participation of pupils

Frequency	Percentage
1.143	92.9
2.6	3.9
3.4	2.6
4.1	.6
Total	**154** **100.0**

KEY

1. Attend and participate more
2. Attend and participate less
3. It would have no effect on me
4. Other

In addition to that, a cross tabulation between class participation and the effect that meals provision would have on the pupils revealed that a total of 126 pupils out of 143 who said that meals would enable them to participate more were also in the very good and good categories of class participants as expressed by their teachers. This indicated that pupils who felt that meals would enable them to attend and participate more were actually the most consistent as far as attendance and participation is concerned. Table 4.8 below illustrates this.

Table 4.8: Effect of school providing meals on pupils and class participation.

Class participation				
	Very good	**Good**	**Poor**	**Total**
Effect				
127 99	17	143		
2. 0	6	0	6	
3.0	4	0	4	
4.0	1	0	1	
Total	**27**	**110**	**17**	**154**

KEY

1. Attend and participate more
2. Attend and participate less
3. It would have no effect on me
4. Other

4.5 Influence of pupils' health on attendance and participation

The study sought to find out what influence pupils' health had on attendance and participation in class. The pupils were asked if they considered themselves healthy and their responses were compared to their teachers' view of their attendance records. Table 4.9 below illustrates this comparison which revealed that 112 pupils who thought they were healthy had an attendance record of 61 per cent and above. Only four students who thought they were healthy had an attendance of 60 per cent and below.

Table 4.9: School attendance and pupils' opinion of their health status.

Are you healthy

	Yes	**No**	**Total**
Attendance %			
31- 40	0 1 1		
41- 50	1	1 2	
51- 60	3	1 4	
61- 70	10	2	12
71- 80	25	9	34
81-90	45	9	54
91-100	42	5	47
Total 126	**28**	**154**	

Further, about 83.8 percent of respondents said they had missed school due to illness. Only 16.2 percent claimed they had never missed school due to illness. This significant numbers indicated indeed that illness had adverse effect on the attendance and participation of pupils in public primary schools. Table 4.10 below shows this finding.

Table 4.10: Have you ever missed school due to illness

		Frequency	Percentage
Yes		129	83.8
No		25	16.2
Total	**154**	**100.0**	

In addition to that, pupils were asked whether they felt sickness interfered with their ability to attend and participate in class. 70.8 per cent of the respondents said that sickness interfered with their ability to attend and participate in class. 28.6 per cent said that sickness did not interfere with their ability to attend and participate in class. This finding illustrates that majority of the pupils indeed felt that sickness negatively impacted on their attendance and participation patterns. Table 4.11 below illustrates this.

Table 4.11: Does sickness interfere with attendance and participation

	Frequency	Percentage
Yes	109	70.8
No	44	28.6
Missing system	1	.6
Total	**154**	**100.0**

An attempt was made to establish which health condition the pupils usually suffered from while in school. Table 4.12 below disclosed that the most commonly suffered health condition is headaches which represented 42.9 per cent of cases, Malaria followed with 33.1 per cent, and poor eyesight was third with 10.6 per cent.

Table 4.12: Health condition most commonly suffered

	Frequency	Percentage
Poor eyesight	16	10.4
Headaches	66	42.9
Malaria	50	32.5
Hunger	9	5.8
Other (specify)	10	6.5
Missing system	3	1.9

Total	**154**	**100.0**

Pupils were further asked if their schools had school based health services. Their responses revealed that only 26.6 per cent of respondents said their schools had school based health services. 70.8 percent of the respondent on the contrary said that their schools did not have these services. Table 4.13 illustrates this finding.

Table 4.13: Does your school have school based health facilities

	Frequency	**Percentage**
Yes	41	26.6
No	109	70.8
Missing system	4	2.6
Total	**154**	**100.0**

The study also sought to find out whether painful menstruation or lack of sanitary facilities had ever negatively affected pupils' ability to attend and participate in class. The findings were as illustrated below in table 4.14.

Table 4.14: Does painful menstruation or lack of sanitary facilities affect your ability to attend and participate.

	Frequency	**Percentage**
Yes	35	22.7
No	80	51.9
Missing system	39	25.3
Total	**154**	**100.0**

According to table 4.14, 22.7 per cent of pupils stated that painful menstruation or lack of sanitary facilities had adversely affected their ability to attend and participate in class. 51.9 per cent revealed that for them this had never occurred. It turned out that almost a quarter of the respondents had been adversely affected by painful menstruation or lack of sanitary facilities.

4.6 Influence of level of household income on attendance and participation

A comparison was made between the question how many the pupils were in their households and their attendance patterns. As indicated in table 4.15 below, households with more than 5 recorded the highest number of pupils whose attendance was above 70 per cent with 59 pupils falling within this category. Households with less than 5 occupants had 45 pupils in this category whereas households with 5 occupants had 40 pupils in this category. This is an indicator that larger families did not necessarily have poor attendance patterns on the part of pupils.

Table 4.15: School attendance and number in household.

Number in household			
< 5	**5**	**>5**	**Total**
Attendance %			
31- 40	0 0 1	1	
41- 50	1	0 1	2
51- 60	2	0	2 4
61- 70	5	5	2 12
71- 80	13	9	12 34
81- 90	12	14	28 54
91- 100	15	15	17 47
Total	**48**	**43**	**63** **154**

Moreover, a comparison was also made between respondents who had both parents alive and their attendance patterns. From the findings shown in table 4.16 below, it emerged that 112 respondents with both parents living had attendance patterns of 70 percent and above. Conversely, only 31 respondents with only one parent or no parent living had attendance patterns of 70 per cent and above. Failure of a pupil to live with both parents implies a reduction in the household income and this seems to have far reaching consequences as far as attendance and participation is concerned.

Table 4.16: School attendance and whether both parents are living.

	Both parents living			
	Yes	**No**	**Missing system**	**Total**
Attendance %				
31- 40	1 0 1 1			
41- 50	1	1 0 2		
51- 60	3	1	0	4
61- 70	8	4	0	12
71- 80	27	7	0	34
81- 90	43	11	0	54
91- 100	35	11	1	47
Total	**118**	**35**	**1**	**154**

Moreover, respondents were asked what the combined average monthly monetary earning in ksh of their parents. 100 per cent of parents earning between 50,000 and 100,000 had their children on the very good and good category of class participation. However, 88 per cent of parents earning less than 10,000 had their children in the very good and good category of class participation. This signified the impact that household income has on attendance and participation in class. Table 4.17 summarizes these findings.

Table 4.17: Combined average income and class participation.

	Class participation			
	Very good	**Good**	**Poor**	**Total**
Income				
< 10,000	16	76 13	105	
10,000-30,000	8	23	4 35	
30,000-50,000	1	6	0 7	
50,000-100,000	1	1	0 2	
Total	**26**	**106**	**17**	**149**

In addition to that, the respondents were also asked whether they had ever failed to participate in class because their parents could not afford a school requirement. As illustrated in table 4.18 below, 60.4 per cent of the respondents said they had failed to attend school due to lack of a requirement. 37.7 per cent said they had never failed to attend school due to lack of a school requirement. From these findings it emerged that low household income in majority of the families within the area of study had been unable to afford some school requirements which led to failure of their children attending school as is required of them.

Table 4.18: Failure to attend school due to lack of a school requirement.

	Frequency	Percentage
Yes	93	60.4
No	58	37.7
Missing system	3	1.9
Total	**154**	**100.0**

The researcher went further to investigate which requirement most pupils could not afford. As shown in table 4.19, Uniform turned out to be this requirement as 36.4 per cent of respondents revealed whereas a set was the school requirement that least led to failure to attend and participate by pupils.

Table 4.19: Requirements pupils could not afford.

	Frequency	Percentage
Books	14	9.1
Uniform	56	36.4
Set	1	.6
Other	23	14.9
Missing system	60	39.0
Total	**154**	**100.0**

When asked it they lived with relatives, it turned out that 58.4 per cent of the respondents lived with relatives. 40.9 per cent said they did not live with relatives. Living with relatives may imply a strain on the family resources that would have otherwise been expended on the

immediate family alone. In a typical rural family, living with relatives may significantly affect the provision of basic needs to that family. Therefore, with less income attendance and participation is adversely affected. Table 4.20 below illustrates.

Table 4.20: Do you live with relatives.

	Frequency	Percentage
Yes	90	58.4
No	63	40.9
Missing system	1	.6
Total **154**	**100.0**	

In addition to that, it turned out that 44.8 per cent of respondents who said they lived with relatives lived with two or more relatives whereas only 14.9 per cent confessed to live with less than two relatives. In an already economically challenged household, living with two or more relatives wears down the ability of the family to cope with harsh economic times. Table 4.21 below illustrates this finding.

Table 4.21: How many relatives do you live with.

	Frequency	Percentage
Less than two	23	14.9
Two	21	13.6
More than two	48	31.2
Missing system	62	40.3
Total	**154**	**100.0**

When asked if they thought their parents would be able to pay their school fees when they got into Secondary school, respondents, despite 56.5 percent saying they though their parents would be able to pay their school fees, a significant 42.2 per cent felt that their parents would not be able to pay their school fees at Secondary school level. This implies that a considerable number of pupils felt that due to economic constraint they would not be able to attain the Secondary school education level. This is illustrated in the table below.

Table 4.22: Will your parents be able to pay your fees in Secondary school.

	Frequency	Percentage
Yes	87	56.5
No	65	42.2
Missing system	2	1.3
Total	**154**	**100.0**

4.7 Influence of availability of parent(s)/guardian(s) support on attendance and participation.

4.7.1 The study sought to establish the influence that availability of parent/guardian support would have on attendance and participation of pupils in public primary schools. In relation to the education level of the parent, it turned out that class participation was not negatively affected by low education levels of parents. For example, parents with only Primary level of education had their children participating at optimum levels. A total of 94 pupils with participation of very good and good had mothers with only Primary school education. This showed that education levels of mothers did not determine the level of class participation of pupils.

Table 4.23: Mother's education level and class participation.

Mother's education level

	Primary	Secondary	University	Other	Total
Participation					
Very good	19 2 2 2	25			
Good	75	4 3	20	102	
Poor	12	1 03	16		
Total	**106**	**7**	**5**	**25**	**143**

However, on the other hand, it emerged that Fathers educated to Secondary level had a total of 63 pupils at either very good or good category of participation compared to their counterparts with Primary school education who totaled 54 in the same categories. Table 4.24 below illustrates this finding which tends to suggest that Fathers' education level affected class participation. Fathers with secondary school education had more pupils in the very good and good categories of class participation whereas those with primary school level of education had less pupils in these two categories.

Table 4.24: Father's education level and class participation.

Father's education level

	Primary	Secondary	University	Other	Total
Participation					
Very good	9 15 2 0	26			
Good	45	48 5	5	103	
Poor	10	5 0	0	15	
Total	**64**	**68**	**7**	**5**	**144**

Moreover, respondents were also asked if their parents/guardians ever ask about their progress in school. The responses tend to suggest that 32 pupils who scored 98 per cent and above in school attendance happened to have parents/guardians that asked about their progress in school. Only 2 students whose parents never asked about their progress in school featured with 98 per cent and above on school attendance. Table 4.25 below illustrates this finding.

Table 4.25: School attendance and parents/guardians ever asking about progress in school

Do your parents ask about school progress

	Yes	No	Total
Attendance %			
31- 40	1 0	1	
41- 50	1	1	2

51- 60	3		1		4			
61- 70		12	0		12			
71- 80		29		5		34		
81- 90		51		3		54		
91- 100		45		2		47		
Total		**142**		**12**		**154**		

When asked if their parents supported them on school issue, it emerged that 129 pupils whose parents supported them on issues to do with school were in the very good and good categories of class participation, However, only 8 pupils whose parents didn't ask about their progress in school managed to fall on the very good and good categories. Table 4.26 below illustrates this.

Table 4.26: Parents inquiry about school progress and class participation.

Class participation

	Very good		**Good**		**Poor**		**Total**
Do parents ask							
Yes	25	104	13	142			
No	2		6		4	12	
Total	**27**		**110**		**17**		**154**

Moreover, pupils were also tasked to give information on whether their parents /guardians supported them on school issues. It emerged that 94.8 felt their parents supported them on issues to do with school. Table 4.27 shows this analysis.

Table 4.27: Parents who support their children on issues to do with school.

	Frequency	**Percentage**
Yes	146	94.8
No	7	4.5
Missing system	1	.6
Total	**154**	**100.0**

In comparison to class participation it turned out that 133 pupils who said their parents supported their educational endeavours were between the very good and good categories of class participation. However, those whose parents did not support them only comprised 3 within the same categories. Table 4.28 below shows this finding.

Table 4.28: Parents support in comparison to class participation.

Class participation

	Very good	Good	Poor	Total
Parents support				
Yes	26	107	13	146
No	1	2	4	7
Missing system	0	1	0	1
Total	**27**	**110**	**17**	**154**

Further, an inquiry on the type of support rendered by parents revealed that the most common support rendered was by ensuring the pupil had all school requirements whereas the least common was by ensuring their performance was exemplary. Table 4.29 below illustrates this.

Table 4.29: Support rendered by parents.

	Frequency	Percentage
Most common support		
1.68	44.2	
2.25	16.2	
3.28	18.2	
4.10	6.5	
5.18	11.7	
Missing system	.5	3.2
Total	**154**	**100.0**

KEY

1. By ensuring I have all school requirements
2. By ensuring that I do my homework

3. By ensuring that there is a conducive environment for me to study
4. By ensuring that my performance is exemplary
5. Other (specify)

On comparing the way of support with class participation, it emerged that parents/guardians who ensured their children had all school requirements had the highest number of pupils in the category of very good in class participation at 10 pupils. Conversely, pupils who were supported by ensuring that there performance was exemplary had the least representation on the very good category of class participation at 2. Table 4.30 below illustrates this**.**

Table 4.30: Way of support compared with community participation.

Class participation

	Very good	Good	Poor	Total
Parents support				
1.10 51	7	68		
2.4	20	1	25	
3.6	18	4	28	
4.2	7	1	10	
5.4	14	0	18	
Total	**26**	**110**	**13**	**149**

KEY (Way of support)

1. By ensuring I have all school requirements
2. By ensuring that I do my homework
3. By ensuring that there is a conducive environment for me to study
4. By ensuring that my performance is exemplary
5. Other (specify

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

In this chapter, a summary of the findings of the study are presented and conclusions made from the said findings. Recommendations based on the study findings and conclusions are made and suggestions for further research given.

5.2. Key findings

Social factors such as availability of food in school, pupil's health condition, level of household income and availability of parent(s)/guardian(s) support were found to significantly influence the attendance and participation of pupils in public primary schools in Yatta District, Machakos County.

5.3. Discussions

Availability of food in school was found to greatly influence the attendance and participation of the respondents. Pupils who attended schools that offered meals were delighted by these meals andpupils with favorable views with regard to meals provided also exhibited favorable class participation. This finding is consistent with that of Zhao (2004) who found that school feeding programme increased attendance and participation by 1.34 days per month equivalent to 6 per cent of total days per month. This result was statistically significant. Meals at school also play the important roles in alleviating short term hunger in malnourished or even well nourished children, motivates parents (especially among the poor to enroll their children in school and have them attend regularly, addresses micronutrient deficiencies among children and increases community participation and involvement in schools (Achar et.al 2001).

Moreover, significant numbers of respondents claimed to have missed school due to hunger. It was also established that a whopping 92.9 per cent of the respondents felt that school meals would have positively impacted on their attendance and participation patterns. These pupils also turned out to be ranging in the very good and good categories as far as their class participation are concerned.

The study also established that pupils' health was to a great extent a determinant of attendance and participation. All pupils who considered themselves healthy had an attendance record of 70 per cent and above. These findings were consistent with those of Moock and Leslie 1984 that revealed that poor health negatively affects the level and quality of a child's activity in school, and also a child's school attendance patterns. Further, 83.8 per cent of respondents revealed they had regularly missed school due to illness. This showed that poor health had had adverse effect on the attendance and participation patterns of pupils in primary schools. This finding is consistent with Berg (1981) who reports that in some Latin American countries, children miss as much as a third of scheduled school days a year because of illness and poor health. 70.8 per cent of respondents also confirmed that sickness interfered with their ability to attend and participate in class. Improved focus on school health services as well as prevention of illnesses would have a positive bearing on attendance and participation patterns.

In addition to that, the most commonly suffered health conditions happened to be headaches, Malaria and Poor eye sight in that order. This finding was consistent with those of the first World Conference on Education For All (Jomtiem,1990) which revealed that in some countries, Malaria alone is the leading cause of school absenteeism due to ill health. These conditions can preventatively be addressed by establishment of measures to specifically these health conditions. Pupils were also regularly reporting cases of illness to their teachers with most cases being reported back to their parents by the teachers. It also seemed as if most schools did not have the necessary first aid knowledge and skills since an insignificant number of ill pupils were given first aid.

Further, it emerged that only of schools had school based health services, an indication that measures need to be taken to avail these services in schools for improved health.

It also emerged that painful menstruation had adversely affected attendance and participation patterns. This finding was consistent with those of Fentiman, et.al.,1999, 2001) who assert that health issues seem to be gendered with painful menstruation, a lack of sanitary facilities and pregnancy having been found to lead to both absenteeism and drop out of adolescent girls

Moreover, findings in relation to the influence of household income on attendance and participation revealed that indeed more pupils from households with high incomes were doing well as far as attendance and participation is concerned. However, pupils in lower household income levels were not as good in attendance and participation as their counterparts in high income households. According to Filmer and Pritchett (2001), primary

school age children belonging to the poorest 20 per cent of households are 3.2 times likely to be out of primary school than those belonging to the richest 20 per cent.
When asked whether they had missed school due to some requirement, it emerged that 60.4 per cent had failed to attend school due to lack of a school requirement.

In addition to that,the responses in relation to influence of a pupil's parents' support, 45 pupils who scored 91 per cent and above in school attendance happened to have parents/guardians that asked about their progress in school. Only 2 students whose parents never asked about their progress in school featured with 91 per cent and above on school attendance. According to Heyman 2000, Henderson and Mapp 2002, in general, parent involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programs, greater academic persistence, better behavior, better social skills and adaption to school, batter attendance and lower dropout rates. These findings are therefore consistent with those of Heyman 2000, Henderson and Mapp 2002. Further, 129 pupils whose parents supported them on issues to do with school were in the very good and good categories of class participation. In general parents who become involved with teachers and schools, parents spend time with their children pursuing educational activities, parents impart values, aspirations and motivations needed to persevere in school; and parenting style promote good communication and responsible behavior (Henderson and Berla,1994). These findings are therefore consistent with those of (Henderson and Berla,1994).

5.4Conclusion

From the study findings discussed above, the following conclusions were made. First, it was concluded that availability of food in school, health status of pupils, level of household income and parental support do influence the attendance and participation in public primary schools in Yatta District, Machakos County. These factors are therefore important intervention points for the government as well as the Non-Governmental Organizations in the effort to improve attendance and participation in public primary schools.
Secondly, it was concluded that adoption of school feeding programme in primary schools would improve the attendance and participation patterns of pupils, and would specifically significantly reduce absenteeism in class.
Thirdly, establishment of school based health services would provide primary schools with avenues for pupil treatment in times of illness and therefore improvement of attendance and

participation in class. Empowerment of both teachers and pupils in first aid expertise would also enable reduction absenteeism.

Fourth, improvement of household income would significantly positively affect the attendance and participation patterns of pupils in primary schools.

Finally, greater parental involvement and support of pupils in primary schools would greatly lead to improvement of the attendance and participation of pupils in public primary schools.

5.5Recommendations

The following recommendations were put forward based on the study findings discussed above;

1. Interventions targeting the adoption of school feeding programme in schools school be encouraged in public primary schools as they would motivate enrolment, attendance and participation of pupils.
2. Sensitization for both parents and pupils on the importance of achieving and maintaining good health should be encouraged as this would ensure there is minimum interference with the attendance pattern of pupils. This can be done through trainings as well as capacity building sessions on good hygiene and sanitation as well as preventive measures such as use of Long Lasting Insecticide Treated Nets (LLITNs) and hand washing facilities both in schools and at home. These would ensure that fewer pupils are forced to be out of school due to illness.
3. Parents should also be encouraged to show concern about the academic progress of their children through seminars and sensitization sessions aimed at equipping them with the requisite knowledge and expertise for good parenting. They should also be encouraged to lead by example and pursue academic courses which would encourage their children to emulate. Follow up on homework and performance would encourage pupils to take education seriously and therefore ensure their attendance and participation is within acceptable standards.
4. Poverty eradication efforts need to be stepped up in both urban slums and rural areas as poorer households are more likely to have poor attendance and participatory patterns of pupils compared to richer families. The proportion of out-of –school primary-school children from the poorest 60 per cent of the population is significantly greater than 60 per cent. (Filmer and Prichet, 2001).

5.6 Suggestions for further Research

Further research needs to be carried out in the following areas;

1. The area of social factors that influence the attendance and participation of pupils in public primary schools in Yatta district, Machakos County. For example, research on the impact of school feeding program on pupils needs to go beyond pupils who are already enrolled in school since this can vastly understate the full effect of these programs on school participation in countries where nearly universal enrolment has not yet been achieved. Therefore, it would be important to conduct a similar study among children who are not in school and compare the findings.
2. Other methodologies such as experiments should also be used for useful comparison of the independent variables.

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APPENDICES

APPENDIX 1:

LETTER OF INTRODUCTION

Dear respondent,

I am Mr. Robert Bruno OkwaroOmbisa, a Student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education , Department of Extra – Mural Studies pursuing a Masters Degree course in Project Planning and Management.

This is a Research Questionnaire on **Social factors influencing the attendance and participation of pupils in public primary schools in Yatta District, Machakos County, Kenya.** All information given will be treated with confidentiality and shall not be traced to the person of the respondent.
Do not write your name on the questionnaire. Please answer all questions to the best of your knowledge.

Please respond by making a circle on the option provided against each response where applicable and give comments where necessary.

Thank you

APPENDIX 2:

QUESTIONNAIRE FOR PUPILS

Questionnaire on Social factors influencing the attendance and participation of pupils in public primary schools in Yatta District, Machakos County, Kenya.

School.....

Class.....

Questionnaire No.....Date.....

Instructions: Please circle the correct answer and briefly explain where applicable

SECTION A: PERSONAL DETAILS

1. Age (in completed years)
   a) 9 and below b)10-14 c) 15-19 d) 20 and above
2. Sex
   a) Male b) Female
3. Where do you live?.....
4. Whom do you live with?
   a) Both parents b) Mother c)Father d) Alone e) Other (Specify)……
5. What is your Religion?
   a) Christianity (Catholic) b) Christianity (Protestant) c) Islam d) Other (specify)……
6. What type of Primary school do you attend?
   a) Day Public b) Day Mission c) Boarding Public d)Boarding Mission

SECTION B. INFLUENCE OF FOOD IN SCHOOL ON ATTENDANCE AND PARTICIPATION

7. How many meals do you take in a day at home?
   a) One b) Two c) Three d) Four and more

8. Does your school provide any meals for pupils?
   a) Yes b) No

9. If yes, at what time?
   a) Break
   b) Lunch
   c) Break and lunch

10. What is your view of these meals?
   a) Very good
   b) Good
   c) Poor
   d) Very poor

11. Have you ever missed school due to hunger?
   a) Yes b) No
12. If yes, in 11 above, how often has this occurred?
   a) Regularly b) Fairly regularly c) Rarely

13. If your school provided meals for pupils, what effect would this have on your attendance and participation?
   a) Attend and participate more.
   b) Attend and participate less.
   c) It would have no effect on me.
   d) Other (specify)……

SECTION C. INFLUENCE OF PUPILS' HEALTH ON ATTENDANCE AND PARTICIPATION.

14. Do you consider yourself healthy?
    a) Yes b) No
15. Have you ever missed school because you were sick?
    a) Yes b) No
16. If yes, for how many days were you absent?
    a) One day b) One week c) One month d) More than one month

17. In your view, does sickness interfere with your ability to attend and participate in school?
    a) Yes b) No

18. If yes, which classroom activities have you been unable to participate in due to sickness?
    a) Reading
    b) Writing
    c) Other (Specify)……..

19. Which health condition (if any) do you usually suffer from while in school?
    a) Poor eyesight
    b) Headaches
    c) Malaria
    d) Hunger
    e) Other (Specify)……..
20. Have you reported this to your teacher?
    a) Yes b) No
21. If yes, what action has she/he taken?
    a) Took me to hospital
    b) Told my parents
    c) Gave me first aid
    d) Other (Specify)…….

22. Does your school have school based health services?
    a) Yes b) No

23. If yes, which ones?
    a) Sex education
    b) Rape prevention education
    c) Family planning information
    d) Dispensing contraceptives
    e) Other (specify)
24. Has painful menstruation or lack of sanitary facilities ever negatively affected your ability to attend and participate in class?
    a) Yes b) No
25. Do you think infection with a terminal illness such as HIV and AIDS would negatively affect your ability to attend and participate in class?
    a) Yes b) No

SECTION D. INFLUENCE OF LEVEL OF HOUSEHOLD INCOME ON ATTENDANCE AND PARTICIPATION.

26. How many are you in your household?
    a) Less than 5
    b) 5
    c) More than 5

27. Are both your parents alive?

    a) Yes b) No
28. If No, which one is living?
    a) Mother b) Father c) Both

29. What does your father do for a living?
a) Peasant farmer
b) Civil servant
c) Teacher

d) Other (specify)…….

30. What does your mother do for a living?

a) Peasant farmer

b) Civil servant

c) Teacher

d) Other (specify)…….

31. What is the combined average monthly monetary earning in KShs. of your parents?

a) Less than 10,000

b) 10,000-30000

c) 30000-50000

d) 50000-100000

e) More than 100,000

32. Have you ever failed to attend and participate in a class because your parents could not afford a school requirement?

a) Yes b) No

33. If yes, which requirement was this?

a) Books

b) Uniform

c) Set

d) Other (specify)

34 Have you ever felt discouraged to attend and participate in school because you lacked a school requirement?

a) Yes b) No

35. If yes, which requirement did you lack?

a) Books

b) Uniform

c) Set

d) Other (specify)

36. Do you live with relatives?

a) Yes b) No

37. If yes, how many relatives live with your family?

a) Less than 2

b) Two

c) More than two

38. Do you believe that your parents will be able to pay your school fees in Secondary school?

a) Yes b) No

SECTION E: INFLUENCE OF AVAILABILITY OF PARENT(S)/GUARDIANS SUPPORT ON ATTENDANCE AND PARTICIPATION

39. What is the education level of your father/guardian?

a) Primary school

b) Secondary school

c) University

d) Other (specify)

40. What is the education level of your mother/guardian?

a) Primary school

b) Secondary school

c) University

d) Other (specify)

41. How many of your family members are in: (Give number in space)

a) Pre-primary school……..

b) Primary school……..
c) Secondary school…….
d) University…….
e) Other (specify)……..

42. Do your parents/guardians ever ask about your progress in school?

a) Yes b) No

43. If yes, what do they ask about?

a) If you like your teachers
b) If your teachers teach well
c) If you participate in class
d) Other (specify)……

44. Do your parents/guardians support you on issues to do with school?

a) Yes b) No

45. If yes, how do they support you?

a) By ensuring I have all school requirements
b) By ensuring that I do my homework
c) By ensuring that there is a conducive environment for me to study
d) By ensuring that my performance is exemplary.
e) Other (Specify)…….....

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

Questionnaire on Social factors influencing the attendance and participation of pupils in public primary schools in Yatta District, Machakos County, Kenya.

School.....

Class.....

Questionnaire No.....Date.....

Instructions: Please circle the correct answer and briefly explain where applicable.

i) Pupil's Class participation

a. Very good
b. Good
c. Poor
d. Very poor

ii) School attendance %.....