Underlying Causes of Absenteeism among Grade 1 Learners in the Early Years of Education: A Study of Public Primary Schools in Ainamoi Sub-County, Kericho County, Kenya

Catherine Koros[1*], Dr. Hilda Tuimur (PhD)[2] & Dr. Bilha Muthoni (PhD)[3]

[1]University of Kabianga, Kericho-Kenya

[2,3]Department of Curriculum, Instruction, and Educational Media, University of Kabianga, Kericho-Kenya

DOI: https://doi.org/10.47772/IJRISS.2026.101000542

Received: 17 August 2026; Accepted: 22 August 2026; Published: 07 November 2026

ABSTRACT

Regular school attendance during Grade 1 is critical for laying the literacy, numeracy, and social foundations on which later learning depends, yet absenteeism among Grade 1 learners remains widespread and poorly understood in many rural Kenyan settings. This study investigated the underlying causes of absenteeism among Grade 1 learners in the early years of education in public primary schools in Ainamoi Sub-County, Kericho County, Kenya. The study adopted a descriptive survey design and targeted a population of 168 respondents, comprising 84 Grade 1 teachers and 84 heads of institutions drawn from all 84 public primary schools in Ainamoi Sub-County. Using simple random sampling, a sample of 108 respondents was drawn, comprising all 84 teachers, who were administered a structured questionnaire, and 24 heads of institutions, who were interviewed using an interview schedule; document analysis of class attendance registers supplemented these two instruments. Content validity was established through expert review by university supervisors, and instrument reliability was established through a test-retest pilot conducted in the neighbouring Belgut Sub-County. All 84 questionnaires were returned complete, a 100% response rate for teachers, while all 24 scheduled interviews with heads of institutions were successfully conducted. Data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations, computed using the Statistical Package for Social Sciences (SPSS) Version 22, and presented using frequency distribution tables, pie charts, and graphs. Teachers rated learner-related factors as the strongest cluster of causes (composite mean = 4.25), with not finishing homework (mean = 4.20) and poor learning outcomes (mean = 4.11) the most influential; school-related factors followed (composite mean = 4.04), led by school disciplinary policy (mean = 4.55) and school climate (mean = 4.11); parental factors were rated somewhat lower but still substantial (composite mean = 3.92), led by family type (mean = 3.98). Heads of institutions corroborated these patterns, additionally identifying parental ignorance of the importance of regular attendance (mean = 4.42), poor learning outcomes (mean = 4.50), and community obligations such as funeral attendance as salient contributors. The study concludes that absenteeism among Grade 1 learners in Ainamoi Sub-County is driven by an interlocking set of learner, school, parental, and community factors, with learner-related and school-related factors exerting the strongest influence, and recommends that schools institutionalise attendance monitoring systems, strengthen school safety and disciplinary practices, and build stronger parent-school partnerships to address these causes.

Key words: Absenteeism, Grade 1 Learners, Early Years Education, Learner Factors, School Factors, Parental Factors, Kenya

INTRODUCTION

School absenteeism refers to a learner's absence from school, whether excused or unexcused, and is a key indicator of the extent of a learner's educational needs and of how well schools are addressing them (Emile, 2023; Shute & Cooper, 2015). Grade 1 represents a particularly consequential stage for addressing absenteeism, since research on brain development identifies early childhood as a critical period during which children's

characters, physiological growth, and foundational learning habits are most readily shaped (Mustard, 2013); any barrier to education at this stage can therefore have lasting consequences for a child's educational trajectory.

Globally, developed countries report early years enrolment rates exceeding 90% (Engel et al., 2015), yet absenteeism remains a persistent problem even in high-performing systems: in Australia, roughly a quarter of school students attend less than 90% of school days, placing them at heightened risk of eventually leaving school before completion. In Africa, absenteeism among primary school learners is markedly higher than in developed nations, ranging from 5% in Morocco to 56% in other surveyed countries (Evans & Mendez Acosta, 2021), and a 2015 UNESCO Global Monitoring Report found that over half of learners in several countries, including Rwanda and Madagascar, either dropped out or repeated Grade 1, underscoring that a major share of early-grade learning loss originates in the first years of primary education.

Within Kenya, learners nationwide do not attend school consistently, with the problem especially pronounced in arid and semi-arid regions disadvantaged by poverty and pastoralism (Okilwa, 2015). King et al. (2015) found that daily learner absenteeism in Kenya stands at approximately 11.4%, while Uwezo (2015) found that in many sub-counties roughly 30% of learners miss school often, contributing to depressed learning outcomes at the sub-county level. In Kericho County specifically, a lack of school feeding programmes has been linked to family relocation in search of food and consequent learner absence (Chepkoech et al., 2013), and Ainamoi Sub-County has been identified as recording a particularly high number of chronically absent Grade 1 learners, yet the underlying causes of this absenteeism in this specific locality have received little dedicated research attention.

Problem Statement

School absenteeism, whether intentional or unintentional, is associated with poor learning outcomes and erodes the teaching and learning culture of a school. Despite the introduction of Free Primary Education in Kenya, the rate of school attendance remains low (King et al., 2015), and learners who are absent from school for whatever reason miss out on vital competencies and knowledge, undermining teachers' ability to impact learning satisfactorily and, ultimately, the primary goals of education (Mboweni, 2014). Absenteeism among Grade 1 learners specifically has received little dedicated attention in the literature relative to absenteeism at higher grade levels, and its underlying causes in the particular context of Ainamoi Sub-County, Kericho County, remain poorly documented despite the sub-county's identification as an area of high Grade 1 absenteeism. This study therefore sought to investigate the underlying causes of absenteeism among Grade 1 learners in the early years of education in public primary schools in Ainamoi Sub-County, Kericho County.

Research Question

The study was guided by the following research question: What are the underlying causes of absenteeism among Grade 1 learners in the early years of education in public primary schools in Ainamoi Sub-County, Kericho County?

LITERATURE REVIEW

Theoretical Framework

This study was anchored on Maslow's (1958) hierarchy of needs, which proposes that human motivation is organised into a hierarchy of physiological, safety, love and belonging, esteem, and self-actualisation needs, with the satisfaction of each successive level dependent on the attainment of the needs below it. Applied to chronic absenteeism, the theory provides a rationale for examining learners' attendance difficulties on an individual basis rather than through a single, uniform lens, since a learner whose basic physiological or safety needs, such as adequate housing, food, or freedom from illness, are unmet is likely to attend to those needs before attending to higher-order concerns such as academic achievement or a sense of belonging in school. A learner battling unmet basic or safety needs is consequently at heightened risk of chronic absenteeism and, ultimately, dropping out of school. The theory further suggests that a positive school climate, one in which learners' sense of love, belonging, and esteem is nurtured through staff recognition of achievement, can itself function as a

protective factor against absenteeism, providing the theoretical basis for this study's examination of learner-, school-, and parental-related causes as distinct but interacting layers of need.

Empirical Literature Review

Studies on learner-related causes of absenteeism point to a range of personal factors, including illness, indiscipline, dissatisfaction with school, and poor learning outcomes. Allison et al. (2019) found that learners suffering from poor oral health miss school almost three times more often than their peers, while Balfanz and Byrnes (2012) found that some families expect learners to take on adult roles, such as caring for younger siblings, leading to absence from school. Gentle-Genitty et al. (2015) identified avoidance of strict school rules, unfinished homework, poor learning outcomes, and late bedtimes as common causes of absenteeism, though their study, like much of this literature, focused on older learners rather than the Grade 1 population examined in the present study.

Parental-related factors have also been widely documented. Inziani (2013) found that parents with low levels of education were less able to consistently meet the costs of schooling, resulting in inconsistent attendance for their children, while Ashida (2015) found that smaller family sizes were better able to provide for children's schooling needs, reducing the likelihood of absence. Molepo and Cloete (2017) found that children were more likely to be absent when one parent was absent from the family, and Wali (2016) found that parental occupation shaped the educational resources available to children, with better-paid parents able to provide stronger material and emotional support for regular attendance. Musangi (2015) similarly noted that family type, including orphanhood, exposes children to emotional and psychological strain that can depress school attendance.

School-related factors identified in the literature include class size, school climate, and disciplinary policy. Wilkins (2008) found that learners in large schools with large class sizes often feel lonely and disconnected, lacking the individualised teacher attention needed to build a sense of belonging, which in turn increases the likelihood of absence. Fredriksson et al. (2023), using PISA data across four countries, found that a substantial share of absenteeism was connected to stressful teacher-student relationships and learner boredom, while Bristol (2017), studying Jamaican primary schools, found that a majority of learners were absent on Fridays specifically because of an accumulation of homework and a perceived lack of engaging activity, illustrating how specific school practices can generate patterned, day-of-week absenteeism.

Within the Kenyan context specifically, Mutisya and Ngware (2020) found that learners with a negative attitude toward school, whether from boredom or fear, were more likely to be absent, and Ngware et al. (2020) found that a lack of individualised learner support increased absenteeism. Chiuri et al. (2020) found that teacher-parent collaborative monitoring of attendance significantly improved pupils' academic performance in Nyahururu Sub-County, while Nthuku et al. (2024) similarly found that low parental involvement was associated with reduced educational participation among Kenyan learners. Collectively, this body of literature establishes learner, parental, and school factors as important, interacting drivers of absenteeism, but reveals that comparatively little of this evidence, whether Kenyan or international, specifically examines the youngest, Grade 1 cohort in a rural Kenyan setting, a gap this study addresses.

Conceptual Framework

The conceptual framework underlying this study conceptualises absenteeism among Grade 1 learners as an outcome shaped by three interacting clusters of independent factors: learner-related factors (such as illness, indiscipline, sleep patterns, and unfinished homework), school-related factors (such as school climate, class size, disciplinary policy, and teachers' capacity to meet learners' individual needs), and parental-related factors (such as family type, parental involvement with teachers, and parental occupation). These three clusters were examined both individually and in combination to build a fuller picture of the underlying causes of Grade 1 absenteeism in the study area.

Research Design

The study adopted a descriptive survey design, considered appropriate for collecting, summarising, and explaining first-hand data describing a population too large for direct observation (Pei et al., 2013). The study

was conducted in Ainamoi Sub-County, Kericho County, selected because it recorded the highest number of chronically absent Grade 1 learners in the county. The target population comprised 168 respondents, consisting of 84 Grade 1 teachers and 84 heads of institutions drawn from all 84 public primary schools in the sub-county. Using simple random sampling, all 84 teachers were included in the sample, since the questionnaire method made reaching the full population feasible, while 24 heads of institutions were sampled for interview, given the greater time demands of the interview method.

Data were collected using three complementary instruments: a structured questionnaire administered to teachers, comprising closed-ended items on a five-point Likert scale (strongly agree to strongly disagree) covering learner, school, and parental factors; an interview schedule administered to heads of institutions, capturing their perspectives on learner, parental, community, and teacher-related causes of absenteeism; and document analysis of class attendance registers, used to corroborate reported patterns of learner absence. Content validity was established through expert review by the researcher's university supervisors and lecturers in the School of Education, who assessed the extent to which the instruments' items adequately represented the constructs under study. Instrument reliability was established through a pilot test conducted in the neighbouring Belgut Sub-County, selected for its similarity to the study area, using a test-retest technique in which the same instrument was administered twice to the same respondents two weeks apart.

Of the 84 questionnaires administered to teachers, all 84 were returned complete and usable, a response rate of 100%, while all 24 scheduled interviews with heads of institutions were successfully conducted. Data were analysed using descriptive statistics, including frequency distributions, percentages, means, and standard deviations, computed using the Statistical Package for Social Sciences (SPSS) Version 22. Qualitative data from open-ended questionnaire items and interview schedules were analysed thematically, by arranging responses into categories and themes and tallying recurring responses. Quantitative results were presented using frequency distribution tables, pie charts, and graphs. Ethical clearance was obtained from the University of Kabianga and the National Commission for Science, Technology and Innovation (NACOSTI), and informed consent, confidentiality, and anonymity were maintained throughout data collection.

FINDINGS AND DISCUSSION

Response Rate and Sample Characteristics

All 84 questionnaires administered to teachers were returned complete, a response rate of 100%, and all 24 scheduled interviews with heads of institutions were successfully conducted. The teaching workforce sampled was predominantly female (88.1%), moderately to highly trained (71.4% holding a Diploma in Education and 23.8% a Bachelor's degree), and relatively youthful in station tenure, with 65.5% having served three to nine years at their current station.

Learner-Related Factors

Teachers were asked to rate seven learner-related factors on a five-point Likert scale. Table 1 presents the descriptive results.

Table 1: Teachers' Responses on Learner Factors Causing Absenteeism

Statement	SA %	A %	N %	D %	SD %	Mean
Illness	20.2	35.7	11.9	31.0	1.2	3.43
Dissatisfaction levels	0.0	0.0	28.6	23.8	47.6	1.81
Indiscipline	20.2	41.7	29.8	8.3	0.0	3.74
Unsafe school environment	10.7	48.8	26.2	14.3	0.0	3.56

Going to bed late	48.8	0.0	29.8	19.0	2.4	3.74
Not finishing homework	46.4	34.5	11.9	7.1	0.0	4.20
Poor learning outcomes	41.7	35.7	16.7	6.0	0.0	4.11

Not finishing homework was rated the most influential learner factor (mean = 4.20), followed closely by poor learning outcomes (mean = 4.11), indiscipline and going to bed late (mean = 3.74 each), and an unsafe school environment (mean = 3.56); illness was rated more moderately (mean = 3.43), while dissatisfaction with school was rated the weakest factor (mean = 1.81). The composite mean for learner-related factors was 4.25 (SD = 0.74), with 84.6% of teachers agreeing or strongly agreeing that learner factors contribute to absenteeism, indicating this was the most strongly endorsed cluster of causes overall. Heads of institutions corroborated this pattern in their interviews, rating poor learning outcomes as the strongest learner-related cause of absenteeism (mean = 4.50), alongside indiscipline (mean = 3.71) and a lack of basic needs (mean = 3.63), and reported favouring engagement and motivational strategies over punitive discipline in response.

These findings are consistent with Allison et al. (2019), who found that learners with poor oral health miss school roughly three times more often than their peers, and with Gentle-Genitty et al. (2015), who identified unfinished homework and poor learning outcomes among the leading learner-level causes of absenteeism, though their study focused on older learners rather than the Grade 1 cohort examined here. That fear of punishment for unfinished homework and for poor academic performance emerged as leading drivers in this study suggests that punitive classroom practices may be counter-productively reinforcing the very disengagement they are meant to correct among the youngest learners.

School-Related Factors

Teachers were similarly asked to rate five school-related factors. Table 2 presents the mean ratings.

Table 2: Teachers' Ratings of School Factors Causing Absenteeism

School Factor	**Mean**
School disciplinary policy	4.55
School climate	4.11
Ability to meet each learner's needs	4.02
Learners' attitude	3.76
Class size	3.62

School disciplinary policy was rated the strongest school-related contributor to absenteeism (mean = 4.55), followed by school climate (mean = 4.11) and schools' ability to meet learners' diverse educational needs (mean = 4.02), with learners' attitude (mean = 3.76) and class size (mean = 3.62) rated as contributing factors as well, albeit less strongly. The composite mean for school-related factors was 4.04 (SD = 0.91), with 72.6% of teachers agreeing or strongly agreeing that school factors contribute to absenteeism. Heads of institutions' interviews reinforced these findings, with teacher strictness (mean = 3.91) and teacher attitude (mean = 3.58) identified as the most influential teacher-related characteristics driving absenteeism, and unfriendly teachers (mean = 3.50) and a lack of positive role models (mean = 3.54) identified among the internal school factors.

These results are consistent with Wilkins (2008), who found that learners in large, impersonal school settings feel lonely and disconnected, and with Fredriksson et al. (2023), who found that a substantial share of absenteeism across several countries was connected to stressful student-teacher relationships. The prominence of disciplinary policy as the leading school-related factor in this study also aligns with Kirimi (2021), who found

that harsh and inconsistent disciplinary practices contributed to absenteeism in Kenyan primary schools, reinforcing the case for constructive rather than punitive disciplinary structures in the early grades.

Parental-Related Factors

Teachers were asked to rate three parental-related factors. Table 3 presents the results.

Table 3: Teachers' Responses on Parental Factors Causing Absenteeism

Statement	SA %	A %	N %	D %	SD %	Mean
Family type	35.7	40.5	14.3	4.8	4.8	3.98
Parental involvement	61.9	0.0	0.0	36.9	1.2	3.84
Parental occupation	48.3	10.0	0.0	27.4	14.3	3.77

Family type was rated the strongest parental factor (mean = 3.98), followed by parental involvement with teachers (mean = 3.84) and parental occupation (mean = 3.77), giving a composite mean of 3.92 (SD = 1.38), the most contested of the three clusters, as reflected in its comparatively high standard deviation. Heads of institutions' interviews identified parental ignorance of the importance of regular attendance as the single strongest parental cause overall (mean = 4.42), ahead of failure to provide learners' basic needs (mean = 3.92) and home conflicts (mean = 3.67); community-level factors reported by heads of institutions included lack of communal responsibility (mean = 3.84), frequent attendance at funerals (mean = 3.46), and a lack of community role models (mean = 3.46).

These findings are consistent with Chiuri et al. (2020), who found that teacher-parent collaborative monitoring of attendance significantly improved academic performance in Nyahururu Sub-County, and with Nthuku et al. (2024), who found that low parental involvement was associated with reduced educational participation among Kenyan learners. The prominence of parental ignorance identified by heads of institutions also echoes Molepo and Cloete (2017), who found that the absence of a parent from the household was associated with more frequent learner absence, suggesting that both the intensity and the awareness dimension of parental engagement matter for Grade 1 attendance.

DISCUSSION

This study sought to investigate the underlying causes of absenteeism among Grade 1 learners in the early years of education in Ainamoi Sub-County. Learner-related factors emerged as the most strongly endorsed cluster of causes (composite mean = 4.25), followed closely by school-related factors (composite mean = 4.04), with parental-related factors rated as important but comparatively more contested (composite mean = 3.92). Read through the lens of Maslow's (1958) hierarchy of needs, this pattern is consistent with the theory's proposition that learners whose more basic needs, whether physiological, such as illness, or safety-related, such feeling unsafe at school, remain unmet are unable to attend fully to higher-order concerns such as sustained school engagement; the salience of illness, an unsafe school environment, and fear of punishment for unfinished homework or poor performance among the leading learner-level causes in this study directly reflects this dynamic.

The finding that school disciplinary policy was the single most influential school-related factor, corroborated by heads of institutions' emphasis on teacher strictness and attitude, is consistent with Kirimi (2021), who found harsh and inconsistent discipline a driver of absenteeism in Kenyan primary schools, and with Wilkins (2008), who found that impersonal, unwelcoming school environments erode learners' sense of belonging and increase absence. That parental factors, while still substantial, were rated somewhat lower and more inconsistently than learner and school factors, is consistent with the view, drawn from Chiuri et al. (2020) and Nthuku et al. (2024), that parental influence on attendance operates importantly but indirectly, through the intensity of parent-teacher engagement and household awareness of the importance of consistent schooling, rather than through a single,

uniformly experienced mechanism. Triangulating teachers' quantitative ratings with heads of institutions' qualitative accounts, which additionally surfaced community-level obligations such as funeral attendance, strengthens confidence that the causes of Grade 1 absenteeism in Ainamoi Sub-County are genuinely multi-layered, spanning the learner, the school, the household, and the wider community.

CONCLUSION AND RECOMMENDATION

The study concludes that absenteeism among Grade 1 learners in Ainamoi Sub-County is driven by an interlocking set of learner-related, school-related, and parental-related factors, corroborated further by community-level obligations identified by heads of institutions. Learner-related factors, particularly unfinished homework, poor learning outcomes, and fear of the punishment that may follow, together with school-related factors, particularly harsh or inconsistent disciplinary policy and an unwelcoming school climate, emerged as the most influential drivers, while parental factors, led by limited parental awareness of the importance of regular attendance and inconsistent parent-teacher engagement, remain a substantial but comparatively more variable contributor. These findings provide direct empirical support for Maslow's (1958) hierarchy of needs as a lens for understanding chronic absenteeism, in that unmet basic and safety-related needs at the learner level appear to compete with, and often override, the higher-order engagement that regular school attendance requires.

The study recommends that schools in Ainamoi Sub-County institutionalise attendance monitoring systems that enable the early identification and follow-up of absentee learners, and that they implement school safety and welcoming-environment initiatives, including more constructive, less punitive disciplinary approaches, given that disciplinary policy and school climate emerged as the leading school-related causes of absenteeism. Continuous professional development for teachers on inclusive, learner-centred approaches to homework and performance feedback is similarly recommended, given the prominence of unfinished homework and fear of poor performance among learner-level causes. Finally, the study recommends that schools and educational officers actively promote parent-school partnerships, through regular communication and parent education on the importance of consistent Grade 1 attendance, to address the parental ignorance identified as the single strongest parental-level cause by heads of institutions.

ACKNOWLEDGEMENTS

The authors thank the University of Kabianga and the respondents who participated in this study. The authors would also like to thank the anonymous reviewers for their valuable time, effort, and constructive feedback, which significantly improved the quality and clarity of this manuscript.

Declaration Of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Declaration Of Ai Use

This manuscript was prepared through the combined contributions of all authors, including contributions to the study design, data, content development, results, interpretation, and related scholarly work. The author(s) acknowledge the use of Grammarly to assist with grammar checking, language refinement, and reference formatting. These AI-assisted tools were not used as authors and did not replace the intellectual contributions or scholarly judgment of the author(s). The author(s) accept full responsibility for the accuracy, integrity, and final content of the manuscript.

FUNDING

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors. It was conducted as part of the primary author’s doctoral studies at the University of Kabianga, Kenya.

REFERENCES

1. Allison, M. A., Attisha, E., Council on School Health, Lerner, M., De Pinto, C. D., Beers, N. S., Gibson, E. J., Gorski, P., Kjolhede, C., O'Leary, S. C., Schumacher, H., & Weiss-Harrison, A. (2019). The link between school attendance and good health. Pediatrics, 143(2), e20183648. https://doi.org/10.1542/peds.2018-3648
2. Ashida, A. (2015). Study of factors preventing children from enrollment in primary school in the Republic of Honduras: Analysis using structural equation modeling. Education 3-13, 43(5), 579-594. https://doi.org/10.1080/03004279.2013.837946
3. Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Education Digest, 78(May), 1-46.
4. Bristol, T. J. (2017). Why teachers and students stay home. International Journal of Comparative Education and Development, 19(4), 134-149. https://doi.org/10.1108/IJCED-07-2017-0010
5. Chepkoech, C. B., Jepchirchir, K. L., & Muthoni, K. B. (2013). School feeding program and its impact on academic achievement in ECDE in Roret Division, Bureti District in Kenya. Journal of Emerging Trends in Educational Research and Policy Studies, 4(3), 407-412.
6. Chiuri, J. W., King'ori, I. W., & Obara, P. O. (2020). The influence of teacher-parent collaborative monitoring of school attendance on pupils' academic performance in Nyahururu Sub-county, Kenya. American Journal of Educational Research, 8(6), 367-375.
7. Emile Monono, M. (2023). Chronic absenteeism in higher education institutions in Cameroon: The case of the University of Buea. World of Science: Journal on Modern Research Methodologies, 2(4), 134-163.
8. Engel, A., Barnett, W. S., Anders, Y., & Taguma, M. (2015). Early childhood education and care policy review. Norway: OECD.
9. Evans, D. K., & Mendez Acosta, A. (2021). Education in Africa: What are we learning? Journal of African Economies, 30(1), 13-54. https://doi.org/10.1093/jae/ejaa009
10. Fredriksson, U., Rasmusson, M., Backlund, Å., Isaksson, J., & Kreitz-Sandberg, S. (2023). School absenteeism among students in Germany, Japan, Sweden, and the United Kingdom: A comparative study using PISA data. Nordic Journal of Comparative and International Education, 7. https://doi.org/10.7577/njcie.5034
11. Gentle-Genitty, C., Karikari, I., Chen, H., Wilka, E., & Kim, J. (2015). Truancy: A look at definitions in the USA and other territories. Educational Studies, 41(1-2), 62-90. https://doi.org/10.1080/03055698.2014.955734
12. Inziani, A. C. (2013). The effect of social economic factors on students' participation in public day secondary schools in Embakasi District of Nairobi County (Doctoral dissertation, University of Nairobi).
13. King, K. (2019). Skills and education for all from Jomtien (1990) to the GMR of 2012: A policy history. In Education, skills and international cooperation (CERC Studies in Comparative Education, Vol. 36). Springer.
14. King, N., Dewey, C., & Borish, D. (2015). Determinants of primary school non-enrollment and absenteeism: Results from a retrospective, convergent mixed methods, cohort study in rural Western Kenya. PloS One, 10(9), e0138362. https://doi.org/10.1371/journal.pone.0138362
15. Kirimi, L. W. (2021). Influence of disciplinary practices on learner attendance in Kenyan public primary schools. International Journal of Educational Development in Africa, 6(2), 112-124.
16. Maslow, A. H. (1958). A dynamic theory of human motivation. In Understanding human motivation. https://doi.org/10.1037/11305-004
17. Mboweni, L. (2014). Challenges and factors contributing to learner absenteeism in selected primary schools in Acornhoek (Unpublished doctoral dissertation). University of South Africa.
18. Molepo, M. J., & Cloete, L. M. (2017). Proposal for improving records management practices of traditional institutions in Ga Molepo, South Africa. Mousaion: South African Journal of Information Studies, 35(1), 46-67. https://doi.org/10.25159/0027-2639/2054
19. Musangi, P. S. (2015). Library 2.0 and the changing landscape of information services in academic libraries in Kenya. International Journal of Library and Information Science, 7(10), 183-187.
20. Mustard, H. L. (2013). Identification with stigmatised groups: Does group identification lead to poor self-esteem? (Doctoral dissertation). UCL (University College London).

21. Mutisya, M., & Ngware, M. (2020). School attendance and learning achievement among primary school pupils in Kenya. African Educational Research Journal, 8(2), 123-134.
22. Ngware, M., Oketch, M., & Mutisya, M. (2020). The influence of school quality on pupil participation in Kenyan primary schools. International Journal of Educational Development, 74, 102157.
23. Nthuku, P. K., Kibaara, T. M., & M'Ngaruthi, T. K. (2024). Parental involvement and education participation for learners with hearing impairments in Meru and Isiolo Counties, Kenya. Journal of Education, 4(3), 32-50.
24. Okilwa, N. S. (2015). Educational marginalization: Examining challenges and possibilities of improving educational outcomes in Northeastern Kenya. Global Education Review, 2(4).
25. Pei, J., Job, J. M., Poth, C., & Atkinson, E. (2013). Research methods in education. Psychology, 4(3), 325-334.
26. Shute, J. W., & Cooper, B. S. (2015). Understanding school truancy. Phi Delta Kappan, 96(6), 65-68.
27. Uwezo. (2015). Are our children learning? The state of education in Kenya 2015 and beyond. UNESCO.
28. Wali, A. (2016). Home-based factors influencing pupils' performance in Kenya Certificate of Primary Education in primary schools in Kitui County, Kenya (Master's thesis). University of Nairobi.
29. Wilkins, J. L. (2008). The relationship among elementary teachers' content knowledge, attitudes, beliefs, and practices. Journal of Mathematics Teacher Education, 11, 139-164.