

## **SCHOOL LITERACY ENVIRONMENT AND SCHOOL ATTENDANCE AMONG PUBLIC PRESCHOOL PUPILS IN MERU COUNTY, KENYA**

**Kinyua Purity.**

Masters of Education, Kenyatta University, Kenya.

**Dr. Damaris Kariuki.**

Department of Educational Management, Policy and Curriculum Studies, Kenyatta University, Kenya.

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## **ABSTRACT**

Trends in preschool attendance show Eastern region trailing at 48% and 58% behind Nairobi, Central, Nyanza, Rift Valley and Coast. This study sought to find out the relationship between school literacy environment and school attendance. Guided by correlational research design, this study collected data from 145 respondents including 120 parents, 12 preschool teachers and 12 preschool head teachers. Preschools were randomly selected while teachers, head teachers and sub-county director were purposively selected. Data were gathered via a semi-structured questionnaire, and information from the sub-county director of education at the sub-county and head teachers of preschools was gathered through interviews. Data was analyzed and frequencies, means and totals presented in charts and tables. Chi-square test was utilized to establish variable relationships. The study found that counting objects were readily available which improved the literacy environment for children at preschool. The study concluded that school literacy environment and school attendance have a significant relationship among pupils in early years' education in Imenti North. The study also concluded that the resources available would facilitate school attendance by children in preschool. The resources

available would be fit for normal operations of preschool children. The study recommends that the government, through the Ministry of Finance, provide more money to the SFP kitty to guarantee that there is a steady supply of school meals in order to support the students' regular attendance at school. The teachers should establish ties with the parents in order to keep tabs on their children's attendance at school. To the quality assurance officers at the county level and national government, the study recommends that there should be fund allocated for pre-school education in order to ensure the attainment of EFA goals and in line with vision 2030. This can be done through partnership with NGOs and faith based organizations.

**Key Words: School literacy environment, Preschool attendance, Resources, School meals, Pre-school education.**

## **INTRODUCTION**

Perception and usefulness of education of the twentieth century can be drawn back to the global declaration on human rights in 1948, which asserted education as a primary human right (Sturges & Gastinger, 2010). Children's Right Commission (CRC), article 28 emphasizes the need of countries to recognize children's rights to education (Dryden-Peterson, 2015). In the attempt to meet this declaration, the Kenya government signed various global policies like Jomtiem World Conference (1990), African Charter on Child's Rights and Welfare (1990),

Millennium Development Goals (MDGs) in the year 2000, Children's Act (2001), Sustainable Development Goals (SDGs) of 2015. Murungi (2013) asserts that these fora emphasized the need for Early Childhood Education (ECE).

According to Fägerlind and Saha (2016), developed countries in the world owe their economic growth to their deliberate decision to enhance national human resource via education; grounded on an idea that an educated populace has a drive and ability to create and utilize resources for local and national development. Indeed, Unicef (2009) underscores education as a definite means through which a country's future is established and sustained. Education offers knowledge, skills and attitudes that prepare one for employment and is globally viewed as a means for enhancing high standard of life through poverty and inequality reduction. Preschool education purposes at the holistic development of the emotional, physical, cognitive and social needs so as to shape a solid and extensive footing for lifelong wellbeing and learning. It is in recognition of this great usefulness of education that the present study will seek to assess the influence of factors associated with school on attendance among preschool children.

According to Lelei and Weidman (2012), after attaining self-rule in 1963, the government of Kenya made a commitment to improve access to education and create a specialized and qualified human resource as a catalyst to socio-economic development. However, ECE did not receive enough to late 1980s. It's only after this that focus was directed towards ECE by the government. High quality EC programmes have a lifelong effect in improving basic life skills intellect, physical wellbeing and future stable relationships. Benefits associated with intellect and social life associated with lifelong programmes of high quality are principally beneficial for early years of education among children hence the need to ensure constant participation in preschools.

School attendance involves participation in a programme of educational activities arranged and agreed by the school (Kearney & Graczyk, 2014). Purdie and Buckley (2010) on the other side defines attendance as the sum of learners who attends a particular level of education at a time in an academic year, notwithstanding age, given as a percent of certified school-going age children consistent with the same education level. School attendance in household surveys and population censuses is normally determined by whether learners attended a particular education grade or level in an academic year (Dynarski, 2003).

School attendance is a strong predictor of learner outcomes. American university (2021) points out three main causes of low attendance in schools; issues of physical health like obesity, diabetes, asthma, tooth decay and influenza; bullying and socio-economic hardship that may result in homelessness or lack of stable housing and limited resources for transportation. According to Calvary Lutheran church school in US, benefits of regular school attendance provides numerous exceptional benefits to the life of the child. They report that pupils who frequently attend school are more probable to excel in math and reading assessments than those who don't. Pupils are more likely to sustain daily homework and assignments as well as being better prepared for quizzes and tests. Young children are introduced to activities and classes

that are critical for development of language. Finally, steady school attendance aids a child to take part in various social situations which are useful for comprehension of the world they live in. Socializing with fellow peers assist them to understand social etiquette, social cues, and the expression of their opinions.

The enormous benefits of ECE gives the need to examine the several institutional determinants of learners' attendance in early childhood education. However, even with widely recognized benefits accruing from proper school attendance, we still have many school ready children not constantly attending preschools. UNESCO Global Monitoring Report (2014) noted that there were above 57 million school age children not in school. The report also predicted that by 2015, more than 30 countries would still be far from attaining the eighty percent universal ECE target. According to the report, of the 30 countries at least half would be from sub-Saharan Africa (SSA) with more than 20% of school age children in primary school not in school by 2011. These facts present the need to refocus on school attendance among children in preschools both nationally and globally.

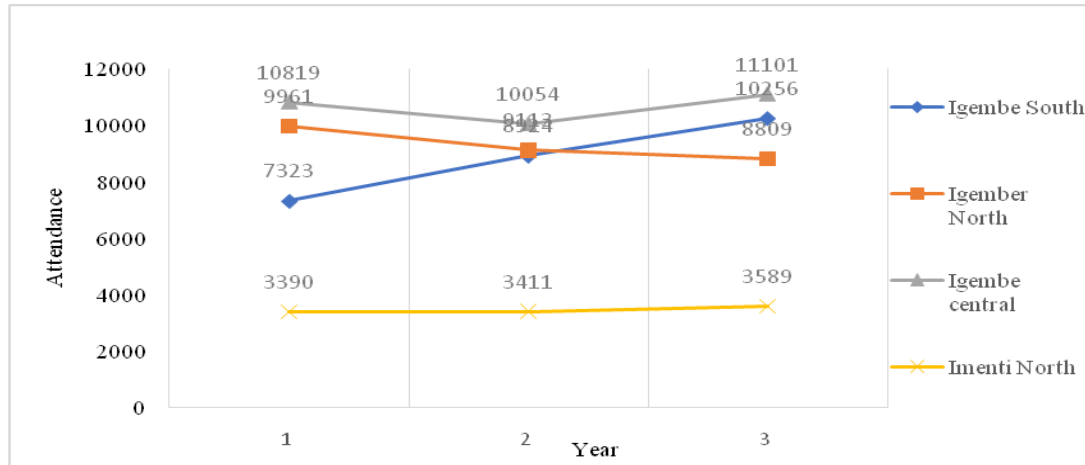
Many educational variables can be assessed to examine their impact on learner, including management of the school, the curriculum and the teacher quality. Lipka and Siegel (2007) maintained that a various ecological factor like school literacy environment and teacher characteristics have different influence on reading abilities of learners and that every variable has a considerable role in determining the learner's reading levels. Consequently, learners' educational attainment is influenced by management plans designed for in running processes associated with education (Desforges & Abouchaar, 2003).

There is substantial difference in teacher productivity across the globe (Dobbie, Fryer and Fryer 2011). Dobbie et al., (2011) notes that if the characteristics of teachers are obtained, then examining teacher characteristics with the greatest influence on learner performance can inform and help in the identification of designs that can help learners to achieve. A teacher's professional and qualifications, resilience, management, gender, teacher-pupil ratio (TPR), experience, and commitment are likely to influence learners' reading levels.

Instructional resources provide a chance for learners to extend and reinforce their knowledge through a variety of first hand, appropriate instructional experiences ideal in development and also call in resources from pre-primary. These resources also aid children in acquisition of symbolic knowledge. This knowledge permits the children to show their learning experiences through various age-appropriate activities.

In Kenya, noteworthy progress in attendance have been noted in pre-school since independence. Despite remarkable increase in enrolment particularly at primary school level, attendance at the preschool level has not been the same. Uwezo (2012) points out that 4 out of every 10 children below six years in Kenya are not attending school. Trends in preschool attendance 2011 and 2012 shows Eastern region trailing at 48% and 58% behind Nairobi, Central, Nyanza, Rift Valley and Coast with the exception of Western and North Eastern

regions only. The situation is even dire in Imenti North, Meru County. Appendix I shows the trend of preschool attendance for children between three to five years in Meru County in 2019. Comparing the attendance of Imenti North and other sub-counties, it is revealed that the attendance in Imenti North was behind the rest of the sub-counties. For example, figure 1 presents the graphical presentation of Igembe South, Igembe Central, Imenti North and Igembe North for the years 2019 – 2021 denoted as 1, 2 and 3 respectively.



**Figure 1. Attendance of preschool learners in Igembe South, Igembe North, Igembe Central and Imenti north.**

The data show that Imenti North was trailing behind all other regions in Meru County with the graph below other sub-counties. When doing a study on causes of low enrolments in ECE in Kenya, Murungi (2013), noted that in 390 parents who took part, 6% had their enrolled children attending pre-school irregularly. It is against this knowledge that this study will seek to assess school-based factors influencing attendance among preschool children in Meru County and particularly in Imenti North sub-county.

### **Statement of the Problem**

Education in EC aims at providing holistic cognitive, social, physical and emotional needs of a child in order to shape a strong and broad footing for lifetime learning and wellbeing. It develops capable, responsible and caring future population. Hence, any factor that may impede access to education at this vital stage in children requires a careful assessment and mitigation based on reliable data. Studies done in Imenti north sub-county shows that it is one of the most hard-hit areas in the county in terms of low attendance among preschool children. Even with these glaring evidences of non-attendance and/or low attendance amongst children in preschool education, few studies have been examined the role of school factors in either impeding or improving attendance. While most studies in Meru County have focused on school dropout and completion rates particularly in primary and secondary schools, preschool level of education seems forgotten. This study sought to bridge this gap by assessing the relationship between school literacy environment and school attendance in pre-school pupils in Imenti North sub-county.

## **Theoretical Framework**

Sociological theory of absenteeism and withdrawal developed by Hill and Trist will guide this theory. This theory stems from John B. Knox, who after doing a study on absenteeism and labor turnover in Argentina, conjectured that this phenomenon was related to adjustment of employees to job situation. Building upon absenteeism theory, Knox noted that being absent could be midway between steady attendance and separation. In this case, those absent are transitional from those who are regular attenders and the leavers. He argues that this phenomenon is based on incentives (motivations) or barriers (discouragers) or both.

Knox observes that three factors affect attendance: Incentives/inducements to attendance which may include physical and social environment of the job, wages, and practices of the managers; Barriers (factors that impede attendance) involving family conditions, health, or distance from home to work place; and barriers related to adjustment that involves age, work place unfamiliarity, and the culture. Fox and Scott noted discrete variances among employees who had low absence and their counterparts (co-workers) with more than ten absences.

When studying employees in iron and steel works in 1953, Hill and Trist conceptualized employees as potential "stayers" or "leavers." This conceptualization gave credence to the theory of absenteeism. With stayers and leavers concept, Hill and Trist identified a third class of workers who try to momentarily pull out of work (absentees). Knox contributes to this frame of reference by conceptualizing enticements & barriers to attendance and adjustment. Taking advantage of the hypothesis: absence are intermediate amid steady attenders and leavers on motivations to attendance, this study applies this hypothesis to elucidate school motivational determinants and barriers to attendance among preschool pupils. In this study barriers to adjustment are not considered and hence none study variables. Incentives to attendance are considered as snack provision at school. School physical environment, literacy environment and teacher characteristics may be categorized as either incentives or barriers depending on whether they are enablers or they impede attendance among pupils. As much as teacher characteristics affect pupils in a school almost equally, different teacher factors among the preschools become a strong factor among pupils in different preschools.

A literacy environment includes written resources (books, newspapers and posters), electronic media and information and communications technology (ICT) like computer, phones and Internet access, that aid acquisition of literacy, a culture of reading and enhanced learning retention. A literacy-rich environment constitutes a situation with the ability to stimulate students with varied disabilities to take part in linguistic and literacy activities in a daily living thus providing them the initial comprehension of the use and usefulness of spoken and written language. An environment that is literacy-rich is not only vital for early literacy but also provides support for content-specific learning.

Depending on learner level and content area, fundamentals of a rich literacy environment may include classrooms, well stocked school library, literacy workstations, centers for writing, computers, students' work display, books & information display, bulletin boards, and enough

room for reading, writing, listening, and speaking. Machet and Tiemensma (2009) did a study on literacy environment that aid the growth of skills of literacy and voluntary reading among learners in South Africa. The study focused on the environment under which pupils develop reading and literacy habits and further on ways in which such surroundings can offer opportunities for pupils to becoming fully active in literacy events and reading voluntarily. The study observed that lack of a supportive literacy environment contributed to low literacy levels. Lewis et al. (2016) examined the relationship between children's communicative vocabulary and spoken knowledge skills in English and Spanish, as well as their home language and literacy practices. The learners successfully completed the accomplishment test's image lexicon and oral comprehension subtests. The results indicated that the kid's proficiency in the Spanish language was influenced by the language used by mothers and their children as well as the frequency of reading between mother and child at home.

Achola, Gudo and Odongo (2016) established the consequences of teaching and learning materials (TLMs) on spoken language skills among EC learners. Using a descriptive survey with population of 3180 learners, 126 teachers and 42 head teachers. The study found that that TLM improved the performance in repetition of letters and words and enhanced the ability to write words that were dictated. In Bondo, Kenya, secondary schools, Otieno (2010) investigated the impact of TLM on academic attainment in mathematics. using a descriptive design using data from a regression analysis on 405 senior four students. According to the study, there is a correlation between using TLM and performing well in arithmetic ( $R= 0.486$ ;  $p<0.05$ ).

Mudulia (2012) examined how availability of human and non-human TLMs influenced performance in Science subjects in KCSE in Eldoret. The study findings indicated that 29% of least performing schools had no laboratory. The study also showed that all the least performing schools did not have a laboratory technician other than one was well equipped. Furthermore, no low performers owned a library in the school, while highly performing schools owned more than one laboratory.

## **RESEARCH METHODOLOGY**

### **Research Design**

Correlational design was employed in the current study. This design seeks to determine the relationship between and among a number of facts. This design permits researchers to evaluate relationships that exist among large number of different variables in a single study (Asamoah, 2014). Curtis, Comiskey and Dempsey (2016) asserts that correlational research has a larger flexibility especially when examining complicated relationships between variables. Seeram, (2019) conversely notes that correlational research has a probable basis for future experimental researches and creates a model for finding out relationships not manipulated. This design was therefore instrumental in examining the relationship between the variables.

## **Study Population**

According to Etikan, Musa & Alkassim (2016), a research population is a definite assembly of individuals with like qualities. All objects or individuals within a certain population usually have similar traits. The target population for the study was all the preschools, all teachers, pupils and parents of the preschools. The study therefore targeted 773 preschools, 773 headteachers, 1698 teachers and all parents of the children in the preschools in Meru County. This is because the population helped obtain the data required. Imenti North sub-county purposively sampled for study since it has the lowest attendance rates among preschool children in the county (Meru County Integrated Development Plan, 2018-2022).

## **Sample Size and Procedures**

To obtain a total sample of 145 respondents from each respondent's cadre, a fisher-based method developed by Gorstein (2007) was employed. Because cluster sampling is used in the calculation rather than conventional random sampling, the sample size is increased. The degree of precision is set at 10%, and the design effect (ratio of estimation mistakes) is set at 2. The equation is provided by:

$$n = \frac{z^2 \cdot p \cdot q \cdot D}{d^2}$$
 Where: Z is the standard score at the 95 percent level of confidence (1.96), n is the sample size, and is the variable of focus occurrence fraction. In cases when it is unknown what number will provide the most variability, 0.5 is chosen. The proportion of the variable that does not occur is denoted by the number q, which equals 1-p =0.5. d is the uncertainty margin, level of significance, or the error calculated within 0.115 or 11.5% of precision will be acceptable for this study. D is the design effect, which the researcher has set at 2 in a largely homogeneous population. Therefore;

$$\frac{(1.96)^2 \times (0.5) \times (0.5) \times 2}{0.115^2} = 145$$

The sample size was therefore 145 respondents.

Meru County has nine sub counties. Imenti-north sub-county was sampled through purposive sampling because it has the lowest figure of ECDE centers and pupils. Simple random was employed to select 12 preschools from the study area starting from the largest town centre in the sub-county. From the selected schools, purposive sampling was employed to sample twelve head teachers and twelve teachers from each school selected. The study also used purposive sampling to select 120 parents who can read and write, ten from each of the sampled schools. Using the pupils' admission register, parents of the pupils were automatically selected such that the selected parents have the ability to read and write until the number 12 is reached. The sub-county director of education was purposively sampled. This made the sample size of 145 respondents. Table 1 presents the sample grid



**Table 1. Sample Grid**

<b>Respondent</b>	<b>Population</b>	<b>Sample</b>	<b>Percent</b>
Pre-schools	59	12	20.4
Sub-county directors	9	1	11
Parents	3390	120	3.6
Head teachers	59	12	20.4
Teachers	146	12	8.2
<b>Total</b>	<b>3604</b>	<b>145</b>	<b>4.0</b>

### **Data Collection and Analysis**

This study employed a questionnaire, observation schedule and an interview schedule to collect data. This study used a semi-controlled questionnaire with both open closed items. Including open-ended items, these questions were useful in evading prompting respondents through provision of a list of probable responses to selected from. In closed-ended items, reply classes were given and respondents only needed to pick a specific answer or answers. It was used to gather information from teachers. The tool employed a 4 level-Likert scale of Strongly disagree, Disagree, Agree and Strongly Agree.

An interview schedule was employed to gather information from preschool pupils. The interview was used to gather data on attendance and the school literacy environment. Observation Checklist was employed to assemble data on resources in the school and the classroom. The information collected complimented data collected using other tools. A pre-test was conducted on a selected sample of the sample size. The pre-test sample selected was not in the actual sample. The pilot sample included all cadre of respondents to ensure that all the instruments were pre -tested. The pretest of research instruments was done to guarantee validity and reliability.

Descriptive information obtained was clustered, cleaned, coded and analyzed by use of frequencies, means and percentages while tables and figures were used to present the findings. Qualitative data was presented objectively in form of essays from the respondents and analysis done based on specific themes.

## **RESEARCH FINDINGS AND DISCUSSIONS**

### **Resources Availability**

The respondents were requested to indicate whether the various resources were available. The findings are shown in table 2.

**Table 2. Parents Opinion on Resources Availability**

<b>Resources</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
Text books	107	3.037	1.090
Picture books	107	3.103	0.852
Exercise books	107	3.056	0.899
Hangings	107	3.168	0.783
Counting objects	107	3.187	1.017
Story books	107	3.150	0.856
iPad	107	3.056	1.063

Laptops	107	3.056	0.881
Computers	107	2.991	0.941
Charts	107	3.056	0.970
Blocks and Puzzles	107	1.140	0.526
Manipulatives	107	1.284	0.628

From the findings the respondents agreed that counting object (mean=3.187) were readily available which improved the literacy environment for children at preschool, followed by hangings (mean=3.168), story books (mean=3.15), and picture books (mean=3.103). This depicts that counting objects were readily available which improved the literacy environment for children at preschool. Ene-Obong et al. (2012) concur with the study's conclusions that a child's scholastic development is strengthened by a suitable physical environment since it stimulates the mind. A suitable learning environment is crucial for safety, active learning, and development, according to Asiyai (2011).

**Table 3. Teachers' Opinion on Resources Availability**

<b>Resources</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
Text books	8	3.125	0.641
Picture books	8	3.375	0.886
Exercise books	8	3.250	0.463
Hangings	8	2.625	1.302
Counting objects	8	3.250	1.309
Story books	8	3.125	0.991
iPad	8	2.875	0.641
Laptops	8	2.750	0.744
Computers	8	3.000	0.886
Charts	8	3.250	1.165
Blocks and Puzzles	8	1.109	0.542
Manipulatives	8	1.243	0.335

From the findings the respondents agreed that picture books (mean=3.375) were readily available, followed by exercise books (mean=3.25), counting objects (mean=3.25), charts (mean=3.25), text books (mean=3.125, and story books (mean=3.125). This depicts that picture books were available which improved the literacy environment for children at preschool. Apter (2014) states that in the school environment, factors such pictures books, story books, exercise books and maps may improve or hinder a child academic performance in preschool.

### **Resources Adequacy**

The respondents were requested to indicate whether the various resources were adequate. The findings are shown in table 4.

**Table 4. Parents Opinion on Resources Adequacy**

<b>Resources</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Text books	107	3.084	0.814
Picture books	107	3.243	0.930
Exercise books	107	3.178	0.737

Hangings	107	3.084	1.056
Counting objects	107	3.215	0.824
Story books	107	3.056	0.960
iPad	107	3.084	0.902
Laptops	107	3.094	0.771
Computers	107	3.103	0.800
Charts	107	3.000	1.037
Blocks and Puzzles	107	1.532	0.463
Manipulatives	107	1.609	0.345

From the findings the respondents agreed that picture books (mean=3.243) were adequate, followed by counting objects (mean=3.215), and exercise books (mean=3.178). This depicts that picture books were adequate and thus they improved the literacy environment of preschool children. The findings concur with those of Popoola (2009) who found that picture books significantly influence children school performance in Nigeria.

**Table 5. Teachers Opinion on Resources Adequacy**

Resources	N	Mean	Std. Dev
Text books	8	3.375	1.061
Picture books	8	3.125	0.641
Exercise books	8	3.250	1.035
Hangings	8	3.250	0.463
Counting objects	8	3.625	0.518
Story books	8	3.500	1.414
iPad	8	3.000	0.535
Laptops	8	3.125	1.165
Computers	8	2.750	1.035
Charts	8	3.000	1.195
Blocks and Puzzles	8	1.346	0.665
Manipulatives	8	1.270	0.713

From the findings the respondents agreed that counting objects (mean=3.625) were adequate available resource in the school, followed by story books (mean=3.5), text books (mean=3.375), exercise books (mean=3.25), hangings (mean=3.25), and picture books (mean=3.125). This depicts that counting objects were adequate available resource in the school. Dudek (2000) noted that a lack of counting might lead to issues including short attention spans and counting challenges, which diminish learning possibilities and school attendance.

### **Relationship between School Literacy Environment and School Attendance**

A chi square test was carried out to check whether school literacy environment had a relationship with school attendance. Results are as given below.

**Table 6. Chi-square test between School literacy environment and school attendance.**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.807 <sup>a</sup>	4	.000
Likelihood Ratio	22.038	4	.000
Linear-by-Linear Association	19.210	1	.000
N of Valid Cases	127		

From these results captured in table 6, there was a statistically significant relationship between School literacy environment and school attendance ( $\chi = 21.807, p < 0.000$ ). Therefore, it can be argued that school literacy environment influence school attendance. From the findings the null hypothesis that school literacy environment and school attendance have no relationship among pupils in early years' education in Imenti North is rejected and the alternative hypothesis is accepted that school literacy environment and school attendance have a significant relationship among pupils in early years' education in Imenti North. Friedlander (2020) agrees with the study findings who indicated that school literacy environment influences children academic performance and which is a determinant on children preschool attendance.

### **Attendance of Learners in Preschool**

The respondents were requested to indicate the enrolment in the preschool for the previous 4 years. According to the key informants in 2022, about 55% of 4- to 5-year-olds were enrolled in school. 5 year olds had a greater enrollment rate than 4 to 5 year olds (84 vs. 40 percent). The enrollment rates were lower than they had been in 2021, before the coronavirus outbreak, for both age categories.

The respondents were requested to indicate whether they believe the attendance is good enough. According to the key informants the attendance is good considered the hardships that have been occurring in the country. The parents have tried their best to ensure the children remain in school.

The respondents were requested to indicate the challenges that impede attendance of learners in preschool. According to the key informant children missed school due to illness, issues with child care, transportation, and family obligations. There were variations in attendance rates according to race/ethnicity, school, and household characteristics. Parents reported that it was challenging to ask for assistance in overcoming attendance hurdles because they did not feel connected to other parents in the school or area. This supports Saadia's (2010) assertion that some Kenyan communities support polygamous families, in which a man can wed more than one wife. Preschool enrollment is low as a result of this. Due to the tendency of these families to have too many mouths to feed, children, especially in dry areas and poor homes, assist their parents in fending off their families by accompanying them as they search for water and pasture in the case of pastoralists. Ginther (2004) also claims that there are instances of favoritism in which the favored children or the children of the favored wife are sent to school while the others are instructed to stay at home and assist with household chores or are informed that there isn't enough money to send them to school.

### **Conclusion of the Study**

The study concluded that the resources available would facilitate school attendance by children in preschool. The resources available would be fit for normal operations of preschool children. Further it was concluded that the playground were the most adequate resources for curriculum activities for children at preschool. Children were not offered nutrition in school and in the case where it was present they were offered drinks as form of nutrition in school. In addition, children are encouraged to go to school because of the provision of nutrition in school and that

nutrition provided in school was inadequate for children. It was concluded that school literacy environment and school attendance have a significant relationship among pupils in early years' education in Imenti North.

In addition, it was concluded that children missed school due to illness, issues with child care, transportation, and family obligations. There were variations in attendance rates according to race/ethnicity, school, and household characteristics. Parents reported that it was challenging to ask for assistance in overcoming attendance hurdles since they didn't feel connected to other parents in the school or area.

### **Recommendations of the Study**

The study suggests that the government, through the ministry of education, establish a preschool feeding program with a steady supply of food to ensure that the kids aren't going hungry and to keep them alert in class so they can fully participate in learning.

The study further suggests that the government, through the Ministry of Finance, provide more money to the SFP kitty to guarantee that there is a steady supply of school meals in order to support the students' regular attendance at school.

To the quality assurance officers at the county level and national government, the study recommends that there should be fund allocated for pre-school education in order to ensure the attainment of EFA goals and in line with vision 2030. This can be done through partnership with NGOs and faith based organizations.

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