

Examining Effect of Family, School and Community Factors on Primary School Students' Attendance and Learning Achievements in Burkina Faso: Focused on Gold Mining Areas

Families, schools, and local communities have can help improve school attendance and students' learning achievements. Education demand depends primarily on families and communities. When education supply is high in an environment where demand is low, issues are very likely to arise from the mismatch. Therefore, governments make efforts from a supply side, while encouraging demand side contributions as well. Interactions from both will likely reduce issues that currently plague educational systems. Research suggests that the educational contribution of families, schools, and communities seems to be more relevant in contexts with more educational issues, like small-scale gold mining areas (SGMA) in Burkina Faso (BF) where parents, children, communities, and even sometimes teachers seem to be more interested in "gold money" than education.

Despite evidence that these factors help improve education is sensitive areas like SGMA ones in BF, there is a body of research that suggests that the contribution of families and communities may not be effective to promote school attendance or learning achievements, but only schools may. In other words, interventions targeting families are ineffective to improve these outcomes, then interventions should target only schools. Moreover, while some studies support that low education participation and poor education quality are characteristics general to educational systems including Burkina Faso one, some others argue that these issues are worse in gold mining areas, due to poor families and communities that are more seeking to make a living than to get involved in children's education.

The main purpose of the study is then to analyze the influence of family, school and community factors on school attendance and learning achievements of students in Burkina Faso, with a focus on gold mining areas. The questions asked are: (1) To what extent do home environment factors affect the likelihood of primary school attendance across socioeconomic groups (SES) in gold mining areas in Burkina Faso's primary education? (2) What are the factors that determine students' learning achievements between high performing students and low performing ones in gold mining areas in Burkina Faso's primary education? (3) How does community involvement in school life influence students' learning achievements in gold mining areas in Burkina Faso's primary education?

Under a mixed-method sequential explanatory design, that is a sequential linkage between a quantitative and qualitative analyses, the study employed a probit model and a three-level Hierarchical Linear Modeling (HLM) with Burkina Faso 2014 household survey and PASEC 2014 data to analyze the factors that affect school attendance and learning achievements; the results of the quantitative analysis guided the qualitative one, where qualitative data was collected and analyzed to explain findings of the quantitative analysis.

The study finds that in Burkina Faso's SGMA, family factors determine school attendance and the voice of fathers appears to be very important, with parental effect higher for boys, non-working children, and children of higher SES. This finding is unique to SGMA, as no relationship between parental involvement and school attendance is found in non-mining areas. Moreover, parental involvement is not statistically related to students' learning achievements, regardless of students' performance, but the number of books at home positively influences learning achievements of high performing students. However, the study found that child labor is negatively associated with students' learning achievements, regardless of performance. What was found to be unique to SGMA is the positive influence of teacher professional training, school principal training and experience on students' learning achievements. On community factors, findings reveal that PTAs support of students in need has a positive effect on students' learning achievements, without any gender differences. However, Mothers Association (MA) involvement in school life also has a positive effect on students' learning achievements, with an effect higher for girls. This finding does not apply to non-gold mining areas, as the study found that the involvement of MAs profits boys more in non-gold mining areas. In conclusion, families can contribute to improve educational outcomes, but some other factors may moderate their effect. Moreover, schools and communities contribute to improve educational outcomes, provided they are able to know the learning needs of students.