EFFECTS OF TEACHERS’ ABSENTEEISM ON STUDENTS’ DISCIPLINE IN SCHOOLS: A CASE STUDY IN SELECTED SECONDARY SCHOOLS IN GABBA: MAKINDYE DIVISION KAMPALA DISTRICT:

BY
BUKENYA MARY IMMACULATE
BAE/22105/102/DU

A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF THE DEGREE OF BACHELOR OF ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

SUPERVISOR
MADAM GWOKYALYA EDITH.
DECLARATION

I, Bukunya Mary Immaculate, hereby declare that the content of this report is a result of my study and to the best of my knowledge. It is not duplicated of any other academic material unless acknowledged otherwise; it has never been forwarded for any form of award of a degree or diploma in any institution.

Sign: [Signature] Date: 27th August 2012

BUKENYA MARY IMMACULATE
This is to certify that this research report was done by Bukenya Mary Immaculate, a student of Education under my approval as a university supervisor.

Sign........................................Date...........

MS. GWOKYALYA EDITH
SUPERVISOR
DEDICATION

I dedicate this research to the queen of my heart; My beautiful mother, Mrs. Teopista Bukenya.
Thank you dear mum, for letting me experience the kind of love that people freely die for.
ACKNOWLEDGEMENTS

A huge thank you to:

My dear parents Teo, and B.K, for a lifetime of love and support, for providing for me both financially and emotionally. and for holding my hand, through things that make me nervous.

To my sweetheart, Fredrick, for being there for me through the process of writing this report.

To my unique and kind lecturers; Madam Gwokalya Edith and Nansikombi Esther, for inspiring me to be the best I can in the field of Education.
# TABLE OF CONTENTS

DECLARATION ................................................................................................................... i  
APPROVAL ....................................................................................................................... ii  
DEDICATION .................................................................................................................... iii  
ACKNOWLEDGEMENTS .................................................................................................... iv  
TABLE OF CONTENTS ....................................................................................................... v  

CHAPTER ONE .................................................................................................................. 1  
1.0 Introduction ............................................................................................................... 1  
1.1 Background to the study ......................................................................................... 1  
1.2 Statement of the Problem ....................................................................................... 3  
1.3 Purpose of the Study ............................................................................................... 3  
1.4 Objectives of the study ......................................................................................... 3  
1.5 Research Questions ............................................................................................... 4  
1.6 Scope of the Study .................................................................................................. 4  
1.7 Significance of the Study ....................................................................................... 4  
1.8 Limitations of the Study ....................................................................................... 5  

CHAPTER TWO ................................................................................................................ 6  
LITERATURE REVIEW ................................................................................................... 6  
2.1 Introduction ............................................................................................................. 6  
2.2 Literature Review .................................................................................................. 6  
2.2.2 Review of Related Literature ........................................................................... 7  
2.2.3 Measures that can be undertaken to curb down teachers’ absenteeism ........... 9  

CHAPTER THREE .......................................................................................................... 13  
METHODOLOGY ........................................................................................................... 13  
3.0 Introduction ............................................................................................................ 13  
3.1 Research design .................................................................................................... 13  
3.2 Study population ................................................................................................... 13
3.3. Sample size and Sampling procedure

3.4. Instruments of Data Collection

3.4.1. Self administered questionnaires

3.4.2 Interviews

3.4.3 Written documents

3.5 Quality control

3.5.1 The validity of instruments

3.4.2 The reliability of instruments

3.5 Procedure of data collection

3.6 Data analysis

CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

4.1 Respondents’ background information

CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

5.1 Discussions

5.1.1 Causes of teacher absenteeism

5.1.2 Analysis of absenteeism frequency

5.1.3 Effects of teacher’s absenteeism on students’ discipline

5.2 Conclusion

5.3 Recommendations

REFERENCES
APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

APPENDIX B: QUESTIONNAIRE FOR CLASS TEACHERS
CHAPTER ONE

1.0 Introduction
This chapter looks at the background to the study, statement of the problem, major aim of the study, specific objectives, research questions, hypotheses, scope, significance and justification of the study.

1.1 Background to the study
Johns (2007), defines absenteeism as failing to report for scheduled work. According to Gorff, et al, (1990), absenteeism refers to scheduled or unscheduled employee absences from workplace. The definition of absenteeism in this study is going to be looked at as the habit of not being at school when you should be, especially without a good reason. Absenteeism is a violation of a social obligation of missing work at a particular time.

Teachers' absenteeism in Uganda like elsewhere seems to be increasing in many schools and this problem has become the most pressing issue in the country today. A developing survey by international development consultants in 2007, of 401 schools in Uganda showed a gradual decline in teachers absenteeism from 25% in 2001 to 21% in 2005-2006. However, a new report by the Dutch development organization (SNV) indicated that the problem is so serious to the extent that the teachers' absenteeism in Uganda is ranked the highest in the world as 26% and above. (http://newvision.co.ug)

Discipline is viewed by many societies as a punishment given to students who violate the rules and regulations set down by the school or community. Hornby (2001), on the other hand defines it as the training especially of the mind and character expected to produce self control and habits of obedience.

Discipline is an important tool in every school as it is the foundation of successful learning but there are many hindrances in a student's life that disrupt the attainment of discipline like extreme relaxation with regard to school rules and regulations, isolation, dodging classes, fighting among others.
Discipline in schools or class is likely to be ineffective when the teacher is not present to administer students. Some students think that rule breaking is okay as long as they do not get caught. Disruptive behavior is a concern to schools and parents and to fellow pupils, whose education may be adversely affected. So it cannot be ignored, and schools must tailor a well understood sound behavior and discipline policy.

Discipline is a rudimentary ingredient that plays a crucial role in a school system, which insists on upholding the moral values of students. It comprises of a wide spectrum of meaning, from the negative or positive perspective. However, it is humans habit to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society.

Schon, D. (1983) aptly states that every child has a need to attend school. Schools are seen as provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure-trove of knowledge. Students' misbehavior is a prevailing problem affecting schools not only in Makindye but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

One of the most widespread reasons for bad discipline, however, is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive (Sternberg, R.J. & Williams, W.W. (2002). Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioral codes for their lives. It is important that parents work with their child's school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share the similar and ideal vision which, leads to prolific missions. We are all part of the society and our behavior will reflect current values and mores. Young students are particularly impressionable
and vulnerable if much of their behavior is learned and they will copy and act out what they observe to be fashionable and attractive (Feldman, RF.S., 1996).

Though its not easy to directly attribute any level of indiscipline acts to a single factor, its important to find out the contributions of teacher absenteeism on the students’ deteriorating discipline and this is what the current researcher intends to establish.

1.2 Statement of Problem
The purpose of this study was to identify the students discipline problems such as absenteeism, of teachers stealing and fighting among the secondary school students of Gaba Mixed High School, and Molly and Paul Makindye Division Kampala District based on the perception of the discipline teachers. Indiscipline in schools is certainly a matter of immediate concern to the teaching profession. Ensuring discipline in schools should be the concern of everyone. It is important for the people to accept the fact that ensuring discipline is not a sole responsibility of teachers alone. Discipline problems in schools have been serious breaches of school discipline policy that had profound negative effects on the schools.

However much the school gives students information bulletin containing school rules and regulations, breaking or disobeying of school rules and regulations, fighting, escaping from school and absenteeism is creating an out cry and real concern from the school administration about students indiscipline. In Ggaba Mixed High School, the list of challenges is long and complex and yet the threats are many in a way that if these bad behaviors are not controlled, the goals of education will not be attained. Thus there is a need to put an end to all of these.

1.3 Purpose of the Study
The study was to establish the relationship between teachers’ absenteeism on students’ discipline in selected secondary schools of Makindye Division Kampala district and student’s discipline

1.4 Objectives of the study
(i) To find out the causes of teachers’ absenteeism that affect students’ discipline.
(ii) To examine the effects of teachers’ absenteeism on students’ discipline.
(iii) To find out the measures that can be undertaken to curb down teacher absenteeism and thus improve on students’ discipline.

1.5 Research Questions

(i) What are the causes of teachers’ absenteeism that affect students’ discipline?
(ii) What are the effects of teachers’ absenteeism on students’ discipline?
(iii) What are the measures that can be undertaken to curb down teacher absenteeism?

1.6 Scope of the Study

The study focused on the relationship between teachers’ absenteeism and students’ discipline. It was carried out in the selected secondary schools of Makindye Division, Kampala district. Makindye division is located two kilo meters West of Kampala town. It is preferred because its near and easy to access. The study was carried out in 2012 between May and July.

1.7 Significance of the Study

The findings of this study are of benefit to several categories of people:

1. It is hoped that this study is likely to benefit the government, and other persons in the Ministry of Education and Sports may be sensitized about the causes of teachers’ absenteeism, its effects on students’ discipline and therefore try hard to solve the problem.

2. The study is hopefully to benefit the School Management committees dealing with the habit of teachers’ absenteeism in Ugandan secondary schools. This is hopefully to help them come up with relevant policies and recommendations on how to handle the problem of teachers’ absenteeism.

3. The study findings are also likely to benefit teachers who absent themselves from schools to understand that their absence from school has a lot to do with students’ discipline.

4. The study is hopefully to provide future researchers with guidelines to look at teachers’ absenteeism.

5. The study is hopefully to provide prospectus to the problem and develop key recommendations that may be utilized by education system to reduce its financial costs and to significantly improve staff and student attendance.
6. It hones on the idea that educational leaders must be cognizant of the factors relating to absenteeism and its cost to the educational community at large.

1.8 Limitations of the Study.

1. The major limitations the researcher met include: limited finances because money was needed in typing and printing out the materials, transport because the researcher had to go to the two schools. The researcher needed to be stable financially so as to carry out the research successfully. However, the researcher was determined to raise all the necessary funds with the help of the supervisor, parents, friends and all the well wishers. This ensured a successful research.

2. In these schools the administrators were not available to give me information and others thought that I was spying on them. It is also worth noting that some of the administrators never wanted the research to be carried out in the schools they were administering.
2.1 Introduction
This chapter contains the literature review and the review of related literature and this has been done in line with the research objectives.

2.2. Literature Review
Teachers are not present in their classrooms and in contact with their students due to different reasons that include: Remoteness, whereby schools are located in remote areas and are far away from the ministry of education offices that are probably less subject to supervisions is also another reason for higher absence of teachers from school. This may be so because of transportation difficulties in remote areas that makes it harder for a teacher to arrive at school every day. (Alcazar, 2000).

Many schools lack facilities, equipment, and textbooks. Students are frequently absent, which reduces the efficacy of even well trained and motivated teachers. And in practice, even when they are present, many teachers are poorly trained and motivated. Without all these complementary inputs into the learning process, one could imagine that the difference between more and less frequent teachers’ absence may not translate into a significant difference in discipline gains. More so, some teachers are absent for training or even personal leave. And perhaps the government cannot afford to pay teachers well enough therefore they have to supplement their salaries with outside work during school hours. This leads to a reduction in work hours expected of each teacher at school.

According to John (1997), the higher the position levels of a teacher the lower the absenteeism level. Service employees increase their absenteeism as a result of failure to get a promotion. The higher the level of responsibility involved in administrative work the higher the attendance at work. Teachers’ positions are negatively associated with the absence frequency (Scharzwald et al, 1992).
Job un-satisfaction. Most of the teachers are not satisfied with the little salaries they get because they need to support themselves and their families. This is why others find jobs outside teaching in order to earn an additional income. Most of the teachers do not get any fringe benefits apart from the salaries; they are not motivated through administration providing them with transport, housing, and food. This is why they find other part time jobs as a means of supplementing their limited salaries and as a result this pushes them away from their teaching assignments.

Wiley (2000) found that stress is another major cause of teacher's absenteeism. According to Caillods (2000), causes of stress may be due to insufficient teaching materials, students text books, poor teaching conditions, poor living conditions and high number of students per classroom. Hence school administrators have to work on improving teachers living and working conditions, increasing teachers' responsibilities, reducing class sizes and promotion of collegial relationships among teachers and administrators. (Macdonald, 1999)

More so, the issue of teachers' contract status also contributes to their absenteeism. There are teachers who work under contracts and incase these teachers are uncertain about their continued employment, they will mind less about schools schedules and dedicate all their time towards some other income generating activities outside of school.

2.2.2 Review of Related Literature

According to Dryfors, (2002), teachers are behavioral models for their students, and high absence rate is perceived by lack of professional and ethical integrity. Because when the role model fails to show up in the class, students tend to loose directions, motivation and sense of security or self control therefore teachers play a significant role in schools not only as educators but also as parents

The government cannot afford to pay teachers well enough, and they have to supplement their salaries with outside work during school hours. This leads to a reduction in working hours expected of each teacher. If teachers then cannot coordinate their planned absences, so that colleagues can cover for them, students plan to be absent on the same days as the teachers that could lead to indiscipline.
Not only do private and/or public school teachers affect student academic achievement, they also alter students' behaviors. As the literature elaborates, because of the frequency and intensity of interaction with students, teachers are idolized and become someone students look up to. Five days per week, students arrive at school with anticipation and expectation to interact with their teacher and classmates. Teachers are in a very precarious and unique position, not only as educators, but also as temporary parents during the school year. Just as parents have been known to have an adverse effect on their children by exposing inappropriate behaviors, teachers therefore adversely affect students' discipline through their absenteeism (Darling-Hammond, 1995; Woods, 1990). Teachers are asked to encourage student behavioral curiosity, and assist in developing strong work ethics. In order to accomplish these tasks, teachers must demonstrate these values in their professional behavior each day when working with students, but this cannot be achieved if teachers are frequently absent (Ascher, 1990; Darling-Hammond, 1995).

Jacobson (1989) found students who modeled the behavior of teachers who had poor attendance, poor preparation, and a lack of interest in teaching, was also portrayed. The behavior of students depended largely on the teachers being in the classroom and their positive behavior toward students (Siegel & Shanghressy, 1994). Hines (1986) also asserts, that teachers who utilize positive behavior directly influences students’ behavior. In addition, the authors stated that classroom teachers had to unselfishly demonstrate their personal and professional counseling and coaching skills to students from high rate of single-parent homes, youth crime, violence, and the low level of academic success. Teachers are expected to demonstrate exceptional skills, and be effective motivators, but these demands often produce a lack of interest and motivation because of their dissatisfaction with the conditions they are forced to operate within, and perceive the inability to make a difference (Ascher, 1990; Ehrenberg et al., 1991).

In viewing students' sensitivity to absenteeism, Ehrenberg et al., (1991) determined that students who were looking for acceptable models were negatively influenced by teachers who viewed absences as a given right that was part of their district policy. In a national survey, students often made the following observations about their teachers who were frequently absent: "If my teacher does not come to school, why should I" (Jacobson, 1989, p. 289). This behavior, as suggested by the author, gave students a license to copy the behavior of their teachers. Students who chose to
be absent from the classroom were affected in discipline because they were behaving like their teachers.

Jacobson's (1989) study also concluded that teacher absenteeism and poor attitude might impede students' behavior. The author hypothesized that the relationship developed between student and teachers indeed influenced students' behavior. Thus, when linked to the quality of instructional time, the frequent absence of a classroom teacher would weaken the student-teacher bond and cause student absences. Students who were frequently absent from school, when asked why they chose not to go to school, responded in the following manner. "If my teacher does not come to school, why should I?" (Jacobson, 1989, p. 289). In support of this, Ehrenberg et al. (1991) stated the following: "higher teacher absentee rates may reduce students' motivation to attend school and further lead to higher student absentee rates" (p. 78).

### 2.2.3 Measures that can be undertaken to curb down teachers' absenteeism

When a teacher is absent, it puts a lot of strain and stress on the administrators and other teachers as well. It also disrupts the learning process of the class. Management becomes ineffective and students' motivation to learn becomes negatively impacted. In order to avoid all this, schools carry out internal and external monitoring which is coupled with simple, direct incentives to make all teachers settle for their jobs especially for those who tend to run for such essential services from other jobs, such as health, housing (Darling, H. 1995).

As noted above, a healthy school environment and high teacher attendance tend to be related. A principal's ability to create a positive school climate and culture can affect teacher attendance at school. As Adams (1992) states, "Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior, are the keys to improving the teachers' attendance and their self-esteem."

A recent report on job satisfaction among American teachers identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as working conditions associated with higher teacher satisfaction (National Center for Education Statistics 1997). Favorable workplace conditions were positively related to teacher's job satisfaction regardless of whether a teacher was employed by a public or private school, an
elementary or secondary school, and regardless of teachers' background characteristics or school demographics (National Center for Education Statistics).

The study also found that "teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not." A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics).

Miller (1981) notes that teacher morale "can have a positive effect on pupils' attitudes and discipline. Raising teacher morale is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning."

Sometimes teachers' morale drops almost imperceptibly over time, so subtly that teachers may not be fully cognizant of the decline. Nothing can change, however, in the absence of awareness. If teachers are to be encouraged, they must first recognize their diminished status--that they are "discouraged--and take action to become 'encouraged' again" (Bolin 1987). Therefore increasing teachers' morale is another tool of reducing teacher absenteeism. This is done through treating teachers fairly and equally, valuing and appreciating their work. Good approaches in returning absent teachers by making sure that other teachers realize that he/she is recognized when back on the job for the case of those who have been on leave. For example asking how the person is feeling, ask about his/her health, injury, among others. Teachers' morale can also be increased by; setting effective principles. Principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers' instructional time, "assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy" (Blase and Kirby 1992).

By treating teachers in ways that empower them, such as involving them in making decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale. People who feel empowered tend to have higher morale. As Maehr, Midgley, and Urdan (1993) state, "People are more personally invested in their work with an organization when: (1) they have a voice in what happens to them; and (2) their work has meaning and significance in contributing to a higher purpose or goal."
When teachers' sense of self-determination and purpose are supported, teachers relate to students in a qualitatively different manner (Maehr, Midgley, and Urdan).

Berman (1987) also emphasizes the need for individuals "to give attention to the care and replenishing of self if they are to be dynamic, sensitive, perceptive persons--persons who get excited about ideas and people. Teachers need to be able to keep the freshness and spark that frequently mark a novice in the field, while at the same time embedding freshness in wisdom and thoughtfulness."

Berman advises teachers to consider what is uplifting and energizing for them and then work towards integrating those things more fully into their lives. She suggests breaking out of routines and doing the unusual, planning for next steps in professional development, developing a network of individuals to dialogue with, and investing fully in tasks at hand as routes to replenishment.

Teachers are tired of the promises made by the administration. Administrators blame the board of education for their lack of support, the parents for their lack of involvement, and the budget for its inability to stretch far enough to provide adequate resources in classrooms. Teachers, teach because they love it. It is a passion for us to teach students and watch with anticipation their growth and development. Teachers are expected to perform and should therefore be compensated well for their expertise and contribution. The teacher's position should not be regarded in society as a second or third rated profession and yet be entrusted with the precious young and young adult lives who will be our future leaders. The author often wonders how many of the school administrators forgot that at one time, they too were teachers in a similar position.

Jacobson (1988) believes that a pay incentive plan helps to decrease teacher absenteeism. Teachers will work and remain at work to obtain a pay incentive. Scott, Markham, and Robers (1985) believe that recognition motivates employees to stay at work and that pay incentives can be used if they are designed properly.

Scott, Markham, and Taylor (1987) believe that “a good attendance policy also includes a progressive discipline clause” p. 100. Employees under this guidance must receive increasing
levels of punishment for more severe or repeated violations of the organization’s policy. The goal is to shape the employee’s behavior and to give the information they need to understand the consequences of their actions. The policy needs to be procedural and must be ingrained throughout the academic year to staff members.

Direct communication, When teachers are required to speak directly to a principal to report an impending absence they are less likely to be absent. More so, districts should proactively communicate to teachers about their attendance expectations and results of their absence-reduction programs. Provide individual monthly reports that track absences by the month as well as cumulatively. Some districts include this information on employee pay stubs. Make attendance part of the teacher’s annual evaluation, and reward excellent attendance.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter focuses on the research design that was used, population of the study, sample selection methods and size, data collection instruments, data collection procedures and data analysis methods.

3.1 Research design
This study was conducted using a survey design, particularly a cross-sectional survey design in which both qualitative and quantitative methods were employed. This is because it helped the researcher in finding out the independent variables and their relationship to the dependent variables. It also helped the researcher to obtain information from a representative selection of the population and from the sample, the researcher was able to represent the findings as being a representative of the population as a whole.

3.2. Study population
The researcher will use a population of ninety people. The study population comprised of the head teachers, teachers, parents and students from the selected schools.

3.3. Sample size and Sampling procedure
The school used for this study was selected using simple random sampling. This helped the researcher to ensure that each member of the target population has an equal and independent chance of being included in the sample.

Three head teachers (one from each school), six class teachers from each school to make them 18 teachers, and nine parents (three from each school) were purposely selected for the study. Twenty students from each school were selected for the study using simple random sampling. In all 90 respondents were involved in the study. Both female and male respondents were involved in the study. This was because all the respondents were believed to have some knowledge about the impact of teacher absenteeism on students’ discipline since they were all affected by the
problem of teacher absenteeism. The researcher used random sampling because it enabled her to select a more representative and a non-biased sample.

3.4. Instruments of Data Collection
The instruments of data collection were: self administered questionnaires, interview guide and a review of relevant written documents.

3.4.1. Self administered questionnaires
Self administered questionnaires were filled by the head teachers, teachers and students. The questionnaires contained both structured and non structured questions. Questionnaires were used because they were suitable tools for collecting quantitative and qualitative data from the respondents. Secondly, they tended to cover a large number of respondents in a relatively short time. Thirdly, questionnaires helped the researcher in generating reliable data. This was because respondents filled it in their own mood, without being affected by the researcher's presence.

3.4.2 Interviews
The researcher interviewed head teachers and parents using an interview guide. The study used the interview guide because it helped in generating detailed data. Secondly, oral interview was useful due to its adaptability and tended to guarantee an immediate feedback.

3.4.3 Written documents
The researcher used secondary sources by consulting the library, whereby newspapers, journals on education, annual reports and other documents that contained any information about teachers' absenteeism and its effects on students' discipline. This is to make the research more significant to the society by comparing studies carried out by other researchers.

3.5 Quality control
3.5.1 The validity of instruments
The content validity of the chosen instrument was strictly monitored to ensure collect results, and this was done with the help of the supervisor's advice.
3.4.2 The reliability of instruments
To establish the reliability of the research instruments, the researcher used pretesting on selected respondents, emphasis was put on how the content of the instrument corresponded to the objectives of the study and with this the researcher established the dependability and consistency of findings.

3.5 Procedure of data collection
The researcher obtained a letter of introduction from the Academic Dean of Kampala International University. This letter was used by her to introduce her to the relevant school authorities so that the researcher can collect the data in their schools. Then the selection of respondents followed. The questionnaires were administered personally by the researcher and collected by the researcher as soon as they were filled to avoid their loss or displacement. During the interviewing exercise, the researcher kept on noting down the major points.

3.6 Data analysis
The researcher used tables, percentages and graphs to analyze data, and for qualitative data analysis, the researcher used a descriptive analysis, whereby field notes were put in writings and work edited to ensure accuracy in recording and consistency in information given by respondents.
CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction.
This chapter entails analysis of the data, presentation and interpretation of data. Data was analysed using frequencies and percentiles and this was done with the study objectives.

4.1 Respondents’ background information.
The respondents’ background information was in the first part of the questionnaire and the interview questions. This information therefore features respondent’s age, sex, level of education, category of school and for the teachers’ questionnaire includes the teaching experience.

Table 1: Shows the age and sex of the respondents.

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>SEX</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students(N=60)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-16</td>
<td>F</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Class Teachers(N=18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-39</td>
<td>F</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Head Teachers(N=2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-49</td>
<td>F</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Parents(N=9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-49</td>
<td>F</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>sum total</td>
<td></td>
<td>43(47.7%)</td>
<td>47(52.3%)</td>
</tr>
</tbody>
</table>

Source: Field Data 2011
The majority of respondents were male with a total number of 46 representing 52.3% compared to the female who were 43 representing 47.3% of the total number of respondents. Among the students, the number of male equaled to that of the female hence covering the gender issue equally. Then amongst teachers, the female teachers were 10 representing 55.5% compared to the male counterparts who were 7 representing 44.5% of the total number of class teachers. The number of female teachers was bigger than that of the male because I expected a lot of information (concerning my study) from female due to their motherly nature. And for Head teachers, out the two who responded, all were male and of which only one was below the age of 50 hence depicting their wealthy of experience in the field of secondary school education teaching. Among the parents, males were 6 representing 66.6% compared to female who were 3 representing 43.4% of the total number of parents. Male parents were preferred to female one because in most cases male parents are the ones who pay for students’ school fees.

Table 2: Respondents' teaching experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>5-10 years</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>11-15 years</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td>6 and above</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field study*

From table 2, 48% of the respondents have a teaching experience of 11 – 15 years, 28% have a teaching experience of 16 years and 10% have taught between 1-5 years. This implies that the researcher believed that the more time a teacher spends in his teaching professional the more insight he becomes challenged concerning students’ discipline under teachers’ care.
Causes of teacher absenteeism

Table 3: Response on teacher missing lessons

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students (60)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class teachers (18)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Head teachers (2)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Basing on the table 3, it can be confirmed that teachers do sometimes absent themselves from their places of work. It is observed that among students who responded, 85% showed that teachers absent themselves from work compared to 15% who objected from majority response. Also teachers’ response confirmed that they do sometimes fail to report for duty at their work place. Out of 18 teachers who responded, 89% admitted that they sometimes do miss coming to school. Head teachers’ response also concur with other responds that teachers are not always available for students at school as all 2 head teachers unanimously (100%) showed that teacher absent themselves from work.
Table 4: Responses for causes of teacher absenteeism

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sickness</td>
<td>54</td>
<td>90</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>38</td>
<td>63</td>
</tr>
<tr>
<td>Rain</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>Family problems</td>
<td>54</td>
<td>90</td>
</tr>
<tr>
<td>Class teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delayed salaries</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>Further training/studies</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Sickness</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>Family problems</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>Head teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delayed salaries</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Family problems</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Further training/studies</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Sickness</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor supervisions by school administrators</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Poor payments and delayed salaries</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>Personal commitments</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>7</td>
<td>78</td>
</tr>
</tbody>
</table>

Source: Field Study

It can be observed that students relate to teachers’ absenteeism highly to sickness and family problems as both cases were majority’s assumption for teachers’ absenteeism. As both cases were mentioned by 90% of all students who responded. Then other reasons for teachers’ absenteeism were alcoholism which was noted by 63%, and rain by 62% of all students who responded to my questions.
Then for the teachers, they identified Sickness, poor working conditions and family problems as the major causes of absenteeism as 89% of the teacher respondents mentioned these three factors as the major causes of absenteeism. 78% of teacher respondents mentioned “delayed salary” payments as another cause of teachers’ absenteeism at work. And 56% recorded further training/studies as another cause of teachers’ absenteeism.

From Head teachers’ view, Family problems and sickness were the major causes of absenteeism as these two cases were considered by all head teachers hence representing 100% of the total number of respondents. 67% of these Headteachers mentioned delayed salaries as the second cause and 33% of the head teachers mentioned further training/studies as another cause of absenteeism. 78% of the parents mentioned Poor payments delayed salaries, Personal commitments and alcoholism as other factors contributing to teachers’ absenteeism. Parents’ observations, considered poor supervision by school administrators as the major cause of teachers’ absenteeism as 100% of all parents who participated in this research mentioned this factor.

Table 5: Response on how often does absenteeism occur

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Often</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>Very often</td>
<td>43</td>
<td>72%</td>
</tr>
<tr>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Class teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Very often</td>
<td>11</td>
<td>61%</td>
</tr>
<tr>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Field study*
It can be observed from table 5 that a big number of teachers absent themselves very often from their responsibilities at school. It was revealed by students' response where 78% of these students indicated that teachers very often miss to attend to them at school. 18% of the total students indicated that teacher fail to show up for their duty at school. Then 10% of these students indicated that teachers rarely miss to come to school and no student indicated that teachers never miss to attend to them.

Class teachers as well confirmed that there is high absenteeism of teachers from their responsibilities as 61% of the total respondents indicated that teacher very often absent themselves from work.

### Table 6: Response on which teachers are always absent

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>Males</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Class teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>10</td>
<td>56%</td>
</tr>
<tr>
<td>Males</td>
<td>8</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Field Study*

It can be revealed that Female teachers absent themselves from work more often that men. 47% of all student respondents considered female teachers who frequently miss from their duty compared to male counterparts 35% though 18% of these student respondents were not sure which either of the gender skipped their duties more often. Also teacher respondents identified female teachers as more often absenteees from work whereby 56% of teacher respondents
considered females teachers to be more often absent from the school compared to 44% for male teachers.

Effects of teacher absenteeism on student’ discipline

Table 7: Response on whether students are left with work when their teachers are absent

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td>Class teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>44.4</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field Study

It can been seen from table 7 that a bigger of students’ respondents 53.3% indicated that teachers leave work behind for students in their (teachers) absence, though 46% of these students respondents observed it contrary class teachers’ response collated with that students where by 55.6% of teacher respondents indicated that teacher leave work behind for students to do. According to research, 44.4% of these correspondents indicated that teachers’ do not leave behind any work to occupy students in their absence.
Table 8: Responses on whether there are more indiscipline cases today compared to the past years.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>43</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>Class teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

From table 8, 72% of the students say that there are more cases of indiscipline, and 28% say that they reduced. 67% of the teachers say that indiscipline cases are on the increase while 33% say there is a reduction. This implies that indiscipline among students of the selected secondary schools is on the increase.

Fig 1: shows the response on whether there are more indiscipline cases today compared to past years
According to Fig 1, The majority of both student and class teacher respondents (72%, 67% respectively) indicated that there are more indiscipline behaviors in schools compared to past years.

Table 9: Responses on the things that students do and are considered indiscipline

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students (60)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise making</td>
<td>51</td>
<td>85%</td>
</tr>
<tr>
<td>Fighting in class</td>
<td>46</td>
<td>76%</td>
</tr>
<tr>
<td>Dodging classes</td>
<td>46</td>
<td>76%</td>
</tr>
<tr>
<td>Escaping from school</td>
<td>25</td>
<td>41.6%</td>
</tr>
<tr>
<td>Stealing other students property</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Class teachers (18)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escaping from school</td>
<td>7</td>
<td>38.9%</td>
</tr>
<tr>
<td>Fighting in class and outside class</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Noise making</td>
<td>16</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

From the table 9, 51% of the students respondents identified noise making as an act of indiscipline followed by fighting in class and dodging classes that were identified by 46% escaping from school was considered by 41.6% and stealing other students' property (35%) was the least considered among indiscipline behaviors. Majority of Teachers (88.9%) as well considered Noise making as an act of indiscipline, as 50% identified fighting in class and 38.9% identified escaping from school among indiscipline behaviors.
Fig 2 Shows the graphical representation of identified causes of indiscipline among students. It can be observed clearly that a big number of both student and teacher respondents considered teachers contribution (impact) towards students discipline.

Table 11: Responses on whether teacher absenteeism has an effect on students’ discipline

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students(60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>41</td>
<td>68.3</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td>Class teachers(18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>88.9</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source: Field Study**

Referencing from table 11, it can be confirmed by the majority of both students and class teachers’ respondents (68.3%, 88.9% respectively) that teachers’ absenteeism from school has an effect on students’ discipline. Though 6.7% of students were not sure whether teachers' absence
from school contributes to students' indiscipline. Nonetheless its an act of indiscipline for students to;
Make noise in the classroom which of course disrupts other students’ concentration
Fighting in class
Dodging classes
Escaping from school
Steeling other students property

The result from this study reveals that if teachers were always available for their duties at school, some of students improper behaviors like making noise would not occur if a teacher always attend to his students, also making roll call everyday would discourage students from dodging lessons. Another way of curbing indiscipline behaviors among students is keeping them always occupied either with course works or extra co-curricular activities.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter discusses study findings, conclusions and gives recommendations basing the study objectives and research questions that guided me where carrying out this research.

5.1 Discussions
5.1.1 Causes of teacher absenteeism.
The study findings realized that many teachers tend absent themselves from work.
Table 4 shows the major causes of teacher’s absenteeism. This study found out that there are many causes of teachers’ absenteeism though the researcher paid much of the attention to frequently mentioned ones by respondents. The majority of student, class teacher and head teacher respondents fronted sickness and family problems as the main cause of teachers’ absenteeism though they identified other causes like poor working condition, delayed salaries, alcoholism, rain and pursuing further studies.

Majority of parents differed totally from other respondents concerning with the main causes of absenteeism as they fronted poor supervision by school administrators as the lead cause of absenteeism. However they as well mentioned poor payments, delayed salaries, personal commitments and alcoholism among other causes of absenteeism.

These study findings concur with the ideas that were earlier pt forward by Wiley and Caillods (2000) who pointed out that stress is among the lead cause of teachers’ absenteeism. These authors (Wiley and Caillods) explained that stress is brought by poor working conditions, poor payment that ca not cover all the teacher’s basic needs, family problems that occur from economic hardships that teachers go through due to poor and delayed payments.
5.1.2 Analysis of absenteeism frequency

This research study found out that teachers do miss coming to schools more often though not on the same day. This revelation can be confirmed by table 5. Where a big number of students (72%) and class teachers (61%) indicated that teachers absenteeism occur more often and no respondent indicated that they (teachers) never at all miss lessons.

The researcher used this evidence to trace the real causes of this absenteeism and suggest possible solutions

5.1.3 Effects of teacher’s absenteeism on students’ discipline.

The researcher found out that when teachers don’t occupy students, these students resort to noise making in the classroom, fight each other due to idleness and being unattended to, lose morale for coming to school hence dodging classes. When teachers don’t show up at school students get an impression that they are wasting their time coming to school hence escaping away from the school. Also leaving students idle makes them think of doing other things like stealing their colleagues’ property.

This study finding totally agree with Jacobson’s (1989) observation that there is a correlation between teacher’s absenteeism and students’ discipline as he indicated in his book that “Students who were frequently absent from school, when asked why they chose not to go to school, responded in the following manner. "If my teacher does not come to school, why should I?"” so with such comment from a student, it clearly show how teacher’s absenteeism can have a negative impact on students’ discipline.

5.2 Conclusion

The researcher tried his best to collect all necessary information pertaining this study and therefore draws her conclusion as below;

This study found out that there were several causes that lead to teachers’ absenteeism however basing on how some problems were more frequently mentioned by respondents gave the researcher a clue to select the major problems. The majority of student, class teacher and head teacher respondents (90%, 100%, and 89% respectively) identified sickness and family problems as the lead cause of teachers’ absenteeism. However some students added on other problems like
Alcoholism (63%) and rain (62%). The teachers identified more problems like delayed salaries (78%), poor working condition (89%) and attaining further studies/training (56%). The head teacher concurred with the class teachers but on varying frequency. Some head teachers (67%) acknowledged delayed salaries among the lead causes of absenteeism and 33% of the respondents identified attaining further studies among teachers’ absenteeism. Parents revealed a different picture towards teachers’ absenteeism as the majority (100%) identified poor supervision as the major cause of this problem. Though some parents in the same frequency (78%) acknowledged other causes like poor payments and delayed salaries, personal commitments and alcohol.

The factors mentioned above affect teachers’ morale towards fulfilling their professional obligation as mentioned earlier in chapter two by quoting Miller (1981) who wrote that “teacher morale can have a positive effect on pupil attitudes and discipline. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning.”

The findings also revealed that female teachers were more involved in this vise than men probably due to their family demands and responsibilities. The head teachers should try their best assist these ladies balance their family demands and those at school.

5.3 Recommendations

The researcher is in position to make the following recommendations basing on her research study;

There is need to set up school dispensaries where teachers and their families can get medical assistance or give teachers medical allowance.

The ministry of education should improve on teachers’ remunerations and condition of work by setting up teachers’ houses for free or subsidized accommodation. If this suggestion is put in practice, teacher’s living conditions will improve hence a positive motivation towards fulfilling their teaching obligation.

Parents and teachers need to work together for proper attention students need to maintain discipline from both school and at home.
Head teachers should as well improve on their supervising methods by introducing daily registers for teachers where they register their arrival and departure time. There is a need to train some teachers who can work as counselors to guide and counsel students whose behaviors are unbecoming.

School administrator should treat teachers in ways that empower them, such as involving them in decision making about policies and practices and acknowledging their expertise. The study also found out that parents fault school administrators for teachers, absenteeism when themselves fail to pay students fees in time, do not give their students all necessary school requirements. In such incident the school administrator should sensitize the parents about the need to support school programs.
REFERENCES


Galabawa J.C.J(2001) developments and issues regarding universal primary education


Dear respondent,

I am **BUKENYA MARY IMMACULATE** a student at Kampala International University carrying out a study on “Effects of teacher absenteeism on students’ discipline in secondary schools. A case study in a few selected secondary schools. The study is purely for academic purposes and any information given will be treated with great confidentiality. I therefore kindly request you to answer all the questions.

**Instructions**
Please provide a tick (✓) in the boxes provided and fill in the spaces provided the most appropriate answer.
Keep the answers clear and precise.

**A: Background Information**

**Age bracket:**
- 15 – 20
- 21 – 25
- 26 – 30

**Gender:**
- Male
- Female

**Educational Level:**
- A’ level
- O’ level

**Type of school**
- Day
- Boarding
- Day-boarding
B) Causes of teachers’ absenteeism
What do you understand by the term teacher absenteeism..........................
...........................................................................................................
Do your teachers always absent themselves/ miss lessons that they are supposed to teach?
Yes □ No □
If yes, what could be the causes of absenteeism among these teachers?
...........................................................................................................
...........................................................................................................
...........................................................................................................
If no, give reasons as to why they don’t miss lessons?
...........................................................................................................
...........................................................................................................
How often does this happen?
Rarely □ often □ very often □ never □
Which teachers are always absent?
Male teachers □
Female teachers □

C) Effects of teachers’ absenteeism on students’ discipline
Do your teachers leave you with notes to copy or questions to discuss in their absence?
...........................................................................................................
...........................................................................................................
Does your school allow you to be absent when your teachers are not present at school?
Yes □ No □
Why...........................................................................................................
...........................................................................................................
Are there more incidences of indiscipline in your school today than how it has been in the previous years?
Yes [ ] No [ ]

Give reason. 

dddddd

What acts do students do and are considered indiscipline? 

Who is to blame for the students’ indiscipline?
Peer groups [ ]
Teachers [ ]
Parents [ ]
Students them selves [ ]

Any other(specify). 

Do you think absenteeism of teachers has an effect on your discipline?
Yes [ ] No [ ]

Give reason for the above answer. 

dddddd

D) Measures to reduce teacher absenteeism
What do you think can be done to reduce the existing teacher absenteeism related indiscipline in schools. 

dddddd

Suggest some measures that can be undertaken to reduce this problem of teacher absenteeism? 

dddddd

Thank you.
APPENDIX B: QUESTIONNAIRE FOR CLASS TEACHERS

Dear respondent,

I am BUKENYA MARY IMMACULATE a student at Kampala International University carrying out a study on “Effects of teacher absenteeism on students’ discipline in secondary schools. A case study in a few selected secondary schools. The study is purely for academic purposes and any information given will be treated with great confidentiality. I therefore kindly request you to answer all the questions.

Instructions
Please provide a tick (✓) in the boxes provided and fill in the spaces provided the most appropriate answer.
Keep the answers clear and precise.

A) Gender: Male [ ] Female [ ]
Age..........................

Experience:
1-5 years [ ] 6-10 years [ ] 10-15 years [ ] 6-20 years [ ] 21 and over [ ]

Which classes do you teach?
O-level [ ] A-level [ ] O and A’ level [ ]

Type of school
Day [ ] Boarding [ ] Day-boarding [ ]

Affiliation of school
Private [ ] Government [ ]
B) Causes of teachers’ absenteeism
What do you understand by the term teacher absenteeism?

Does your school have teachers who are always absent/miss lessons?
Yes ☐ No ☐
If yes, what could be the causes of absenteeism among these teachers?

If no, give reasons as to why they do not miss lessons?

How often does this happen?
Rarely ☐ often ☐ very often ☐ never ☐

Which teachers are always absent?
Male teachers ☐
Female teachers ☐

C) Effects of teachers’ absenteeism on students’ discipline
Do teachers leave students with work to do when they are not present to teach?
Yes ☐ No ☐

Why?

How do these students behave when teachers are not in classes?

Are there more incidences of indiscipline in your students today than in the previous years?
Yes [] No []
Give reason.

What things do students do and are considered indiscipline?

Who is to blame for the students' indiscipline?
Peer groups [] Teachers [] Parents [] Students themselves []
If any other (specify)

Do you think absenteeism of teachers has an effect on the discipline of students?
Yes [] No []
Give reason for the above answer.

In what ways can you relate the behavior of students at school to teacher absenteeism?
D) Measures to reduce teacher absenteeism

What do you think can be done to reduce the existing teacher absenteeism related indiscipline in schools?

Suggest some measures that can be undertaken to reduce this problem of teacher absenteeism?