

**ABSENTEEISM ON STUDENTS' PERFORMANCE IN MIXED PUBLIC
SECONDARY SCHOOLS; CASE STUDY MANAFWA (NAMISINDWA) DISTRICT
MAGALE SUB-COUNTY AND BITIRU SUB-COUNTY UGANDA.**


**BY
WATUWA GODFREY
1153-05194-02046**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A BACHELORS DEGREE IN STATISTICS
OF KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST, 2018

DECLARATION

I **Watuwa Godfrey Registration No. 1153-05194-02046** hereby declare that this report is my own work, it has never been submitted or any award or examination in any other university, and all the sources I have used or quoted have been clearly indicated and acknowledged by complete references.


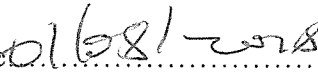
Signature:  Date: 01/08/2018

Name: WATUWA GODFREY

Registration Number: **1153-05194-02046**

APPROVAL

This is to certify that this report presented by Watuwa Godfrey titled “*Absenteeism on students’ performance in public secondary schools*” has been monitored under my supervision and its ready to be submitted for examination.

Signature...  Date 

Supervisor:

MS. NAKAWUNGU FARIDAH

DEDICATION

This piece of work is dedicated to my beloved parents. **Dr. John Sungwacha Nasila, Augustine Katami, Jannepher Mutonyi, Alice Namwaki Nasila** and other close friends who worked tirelessly in support of my academics.

ACKNOWLEDGMENT

I am very thankful to dad, Dr. **John Sungwacha Nasila, Augustine Katami and Alice Namwaki Nasila** for continuous support throughout the program of my study. I am grateful to all my lecturers, professors, my head of department of the college of economics and applied statistics, dean of students and other supporters at Kampala International University.

My utmost appreciation goes to my supervisor madam Nakawungu Faridah, I do not know where you summoned the patience to deal with me. Your guidance and unending support has really motivated me throughout my research.

Enormous gratitude goes to the D.E.O of Manafwa district from the ministry of education and sports who encouraged me and gave me the necessary resources to complete this research.

I also extend my gratitude to the school heads who permitted me to carry out research in their schools. I also thank the head teachers, teachers, students from different secondary schools. Who helped me to give information by filling my questionnaires to simplify my research in time.

I am humbled by your belief in me step dad and aunt. Thank you so much, you made it possible for me to be where I am today. I really appreciate what you have turned me into, you push me to aisles. I never thought I am capable of reaching you two are my all time inspiration.

I am also grateful to my parents, friends and other different sponsors who encouraged me throughout the tumultuous time, I went through during the entire course

Thank you

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
ACRONYMS	ix
CHAPTER ONE.....	1
THE PROBLEM AND ITS SCOPE	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.2 Problem Statement	2
1.3 Objectives of the study.....	3
1.3.1 Broad objective	3
1.3.2 Specific Objectives	3
1.4 Research Questions	3
1.5 Scope of the study	3
1.5.1 Geographical scope	3
1.5.2 Content Scope	4
1.7 Significance of the study.....	4
1.7 Conceptual framework.....	5
CHAPTER TWO.....	6
LITERATURE REVIEW	6
2.0 Introduction.....	6
2.1 General definition of absenteeism.....	6
2.2 Absenteeism in schools	6
2.3 Causes of Absenteeism	6
2.4 Performance	7

2.5 Who does absenteeism impact?	8
2.6 How is absenteeism measured?.....	9
2.7 What’s being done to combat chronic absenteeism?	10
CHAPTER THREE.....	11
METHODOLOGY	11
3.0 Introduction.....	11
3.1 Research Design.....	11
3.2 Study Population	11
3.3 Sample Size and Sampling Technique.....	11
3.3.1 Sample Size.....	11
3.3.1 Sampling Techniques.....	11
3.4 Sources of Data	12
3.5 Data Collection Methods	12
3.5.1 Interview Guide.....	12
3.5.2 Questionnaires.....	13
3.6 Data Quality Control.....	13
3.7 Data Analysis and Presentation.....	13
3.8 Ethical Considerations	13
3.9 Limitations of the Study.....	13
CHAPTER FOUR	15
RESULTS AND DISCUSSION OF FINDINGS	15
4.0 Introduction.....	15
4.1 Characteristics of the students.....	15
4.2 Academic performance	16
4.3 Students’ opinion on poverty	16
4.4 Students’ opinion on sexual abuse	17
4.5 Students opinion on school related factors	18
4.6 Differentials in academic performance	21
4.7 Determinates of academic performance.....	22

CHAPTER FIVE.....	24
DISUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	24
5.0 Introduction.....	24
5.1 Discussion of the findings.....	24
5.1.1 Main objective.....	24
REFERENCES.....	28
APPENDICES	30
Appendix I: Questionnaire	30
APPENDIX II: MORGAN AND KREJCIES TABLE 1970.....	38

LIST OF TABLES

Table 4.1: Distribution by students Characteristics	15
Table 4.2: Statistics of academic performance.....	16
Table 4.3: Distribution of students' responses on poverty.....	16
Table 4.4: Distribution of student response on sexual abuse.....	17
Table 4.5: Distribution of student response on school related factors.	18
Table 4.6: Distribution of teachers' responses on absenteeism and academic performance.	19
Table 4.7: Distribution of head teachers/D.O.S' responses on absenteeism and academic performance.	20
Table 4.8: Presents the Relationship between Students 'Academic performance and Characteristics.	21
Table 4.9: Presents Relationship between academic performance, poverty, sexual abuse and school related factors.	21
Table 4.10: Regression Coefficients	22

ACRONYMS

DEO District Education Officer

DIS District Inspector of Schools

GER Gross Enrollment Ratio

GoU Government of Uganda

MDGs Millennium Development Goals

MGLSD Ministry of Gender, Labour and Social Development

MoFPED Ministry of Finance Planning and Economic Development

NER Net Enrollment

SFG School Facilities Grant

SMC School Management Committee

SPSS Statistical Package for Social Science

UBoS Uganda Bureau of Statistics

UN United Nations

UNDP United Nation Developmental Programme

ABSTRACT

The objective of this study was to assess the effect of absenteeism on academic performance of students in mixed public secondary schools in Manafwa District (Namisindwa). The assessment was made by characteristics of the students, absenteeism causes that is poverty, sexual abuse and school related factors. Using primary data based on a sample of 180 candidate students from Magale sss and comprehensive sss, 50 teachers and 20 head teachers/D.O.Ss were also involved in the study, across sectional survey design was adopted where data was obtained from students, teachers and head teachers/D.O.Ss using questionnaires. The analysis was made using SPSS 16.0 at three levels of analysis based on the records of all the respondents. It involved use of frequency distribution, Pearson correlation coefficient, ANOVA and multiple linear regression.

In the results, an average of 6.47 points in the academic performance shows a moderate performance among the students. In the multivariate analysis, students' performance was significantly associated with the students' absenteeism causes that is poverty, sexual abuse and school related factor and the characteristics of students under sex ($p < 0.05$). 56.7% of the students' academic performance is explained by the variables involved in the study. In particular, students' academic performance increased with improvement in poverty, sexual abuse and school related factors. Male students had a higher level of academic performance compared to female students. Students whose age was less than 14 years had a high academic performance compared to students who are above 14 years. Both teachers and head teachers revealed that the rate of absenteeism is not high in their schools with 95% and 56% respectively and they inferred that absenteeism affects academic performance with a percentage rate of 88 and 76.6 respectively.

From the above conclusions, the study recommended that Schools should always employ skilled teachers who can motivate students to reduce absenteeism as it is evident in the study that teachers don't motivate students, the government should provide more sanitary equipments especially pads to the girls as it is still a big cause of absenteeism and that teachers should always give extra lessons to absentees in order to improve the general performance of schools.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter presents the background information to the study: problem statement; study objectives; Research questions: Scope of the study; Hypothesis of the study; significance of the study.

1.1 Background to the study

World Bank economists have recognized education as the single development intervention with the greatest individual and social returns. Education is not important only as a social indicator or an engine for economic development, however. It sits at a fulcrum where individual human rights intersect with social and economic development, leading to greater levels of health, economic security, liberty, and participation in social and political activity (Benard, C. :2006).

1.1.1. Historical background

The target of eliminating absenteeism disparity in education, crucial for MDG 3, can only be achieved by a special effort to ensure equitable access to quality education for students in rural areas, where most illiterate parents are found. Educated people have easier access to resources, employment and income- generating options which mean better support for their families and contribute directly to the other Goals, (Benard, C. :2006).

1.1.2. Theoretical background

In its bid to promote economic growth and human development, the government of Uganda in 1997 implemented the Universal Primary Education (UPE) initially for four pupils per family but later opened to every one of school going age or interested adults. The Ugandan government is committed to UPE and USE, as reflected by the improved budgetary allocations to the education sector. For instance, in 1998/99 education comprised 12 percent of the total government expenditure and by 1918/99 it had reached 25% and stood 23.3% in 2004/5. (Annual Budget Performance Report. (M0FPED).

1.1.3. Conceptual background

The introduction to UPE and USE accompanied by government commitment, including political leadership resulted into a surge in primary school enrolment from 2.7 million pupils in 1996 to 53 million pupils in 1997 and to 7.1 million in 2005 (Education Statistical Abstract). The ever increasing primary school enrolment has consequently led to improvements in gross enrollment ratio (GER) rising it by 104.42% (Bategekaet., 2004). This suggests that Uganda is on the verge of attaining the UPE Millennium Development Goals (MDG) in as far as access is concerned.

1.1.4. Contextual background

Since 1997, government's main education priority is to ensure that all children enroll in primary school and government secondary schools. The plan tries to address absenteeism concerns and sets specific output targets for different components. For example, as part of the UPE and USE program, school buildings and facilities have been provided by government through a School Facilities Grant (SFG) which is fully supported by finding partners. The grants include funds for compulsory provision of separate latrines with doors for girls and boys.

Manafwa (Namisindwa) District have tried to heed the call of ensuring that students are in school through enforcing the relevant laws, but these efforts to address gender gaps of absenteeism are still questionable, as students are still susceptible to dropping out due to failure by stakeholders to address the salient issues that impede students from completing education, much as there are laws in place. A free education in the name of USE needs to be accompanied with significant efforts in form of counseling and guidance, providing material incentives and compelling communities to respect the education system.

1.2 Problem Statement

Every now and again, students are missing school. Whether it's to spend a day sick in bed, for a family obligation, or simply to take a parent-approved "mental health day", the fact is that students rarely made it to every single day of school during the year.

But, when absences become a pattern, the negative impacts quickly add up. It may not seem like a big deal if a student is missing just one or two days of school a month, but over time,

those days lost learning can lead to years of academic struggles, as well as challenges beyond the classroom.

Generally speaking, students who miss a defined number of school days, usually about 10 percent or about 15-18 days in most school districts, for any reason, are considered chronically absent. And students who are chronically absent are not only at serious risk for falling behind in school, but also become susceptible to a slew of other harmful consequences.

Therefore the study is set to analyze the factors that are a hindrance to attend education, particularly in Manafwa (Namisindwa).

1.3 Objectives of the study

1.3.1 Broad objective

To find out the impediments of students absenteeism's in schools

1.3.2 Specific Objectives

- I. To find out factors impeding students from attending school in the Magale and Butiru Sub County.
- II. To find out the relationship between absenteeism and students performance
- III. To investigate other factors affecting students' performance

1.4 Research Questions

- I. What are the factors impeding students from attending school on a daily basis in Magale and Butiru Sub County?
- II. What strategies have been devised to curb down the rate of absenteeism in school in Manafwa (Namisindwa) district?

1.5 Scope of the study

1.5.1 Geographical scope

The study was conducted in Manafwa (Namisindwa) district. The targeted schools were St. John's college Magale senior secondary school and Butiru Christian comprehensive secondary

school. These areas were chosen because it is one of the areas where school attendance has not been to the expectations of the concerned stakeholders.

1.5.2 Content Scope

The study mainly focused on the factors affecting absenteeism in Manafwa (Namisindwa). Additionally, the study also involved analyzing the strategies used in enhancing attendance in schools and the effectiveness of such strategies with emphasis on schools. This is based on the point that students in this community have always been given less priority despite numerous appeals by the government, the problem still exists. Education is the independent variable while a student is the dependent variable.

In terms of duration, the study was conducted within a period of two months (Feb to April, 2018)

1.6 Hypothesis of the study

Ho: Is there any significance relationship between absenteeism and students performance

1.7 Significance of the study

In terms of policy, the study is intended to help the government to put in place strategies that will help to enhance students attend once because this leads to completion of studies and good performance. This also lead to development given that government and society are committed to fighting poverty and achieving the (SDGs.) Sustainable Development goals

The study is intended to help society to gain insight as well as an appreciation in helping to check negative cultural practices that hinder human development and progress especially with regards to education.

The study findings will be a basis for further research for government trying to help students to access education not only in the locality but in other areas as well. As a result, it will added to the body of knowledge and will be the genesis of studies and research on students absenteeism in the other areas of Uganda particularly rural districts

The study will also enabled researcher to excel in his academics leading to the award of Bachelor Degree.

1.7 Conceptual framework

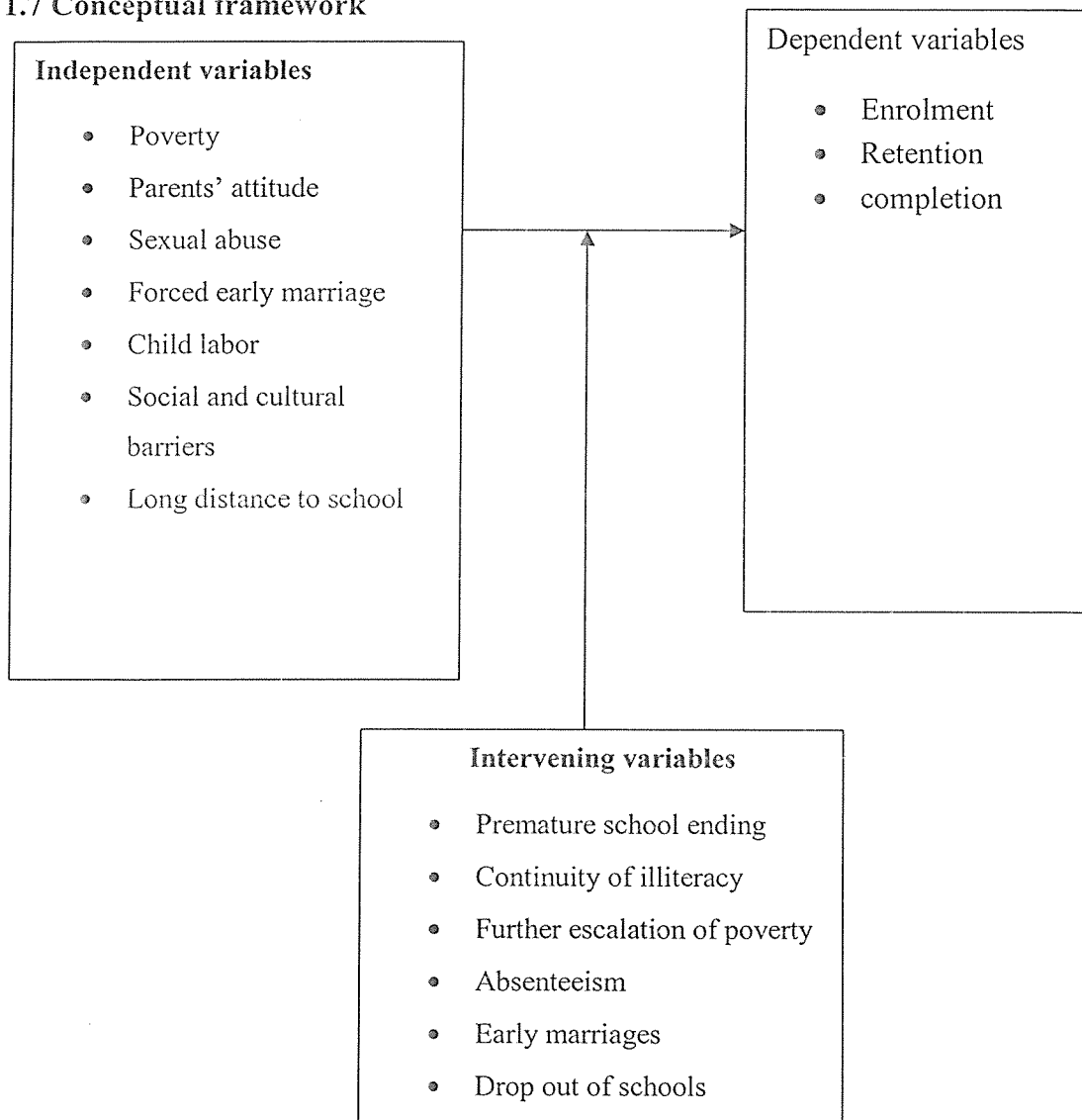


Figure 1: Representing the conceptual framework where by the independent variables affect the dependent variables, there are various impacts. For instance from the framework see due to poverty students are not enrolled in schools and even when enrolled, retention and completion will be hard and as a result, there will be drop out of schools and also there will be early marriages and continued poverty due to education. Long distance to school will affect the students in that they will fail to complete and be retained in schools due to absenteeism and this will lead to early marriages, dropout in schools, poor performance and also high levels of illiteracy if the students are not enrolled. Due to parents' attitude, some students are not enrolled and in most cases, parents prefer educating boys compared to girls and this eventually leads girls into early marriages, continuity of illiteracy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature that other scholars have written about the same research issue. The chapter contains themes such as the factors impeding students access to education; the strategies used in enhancing students enrolment in schools; and the effectiveness of the strategies used in stopping absenteeism in schools. The information presented herein is got from academic journals, concept papers, text books, write ups, News papers, reports and registers. Ayok M., & Mukungu A., (2004).

2.1 General definition of absenteeism

Absenteeism is a habitual pattern of absence from a duty or obligation without good reason. Generally, absenteeism is unplanned absences. Absenteeism has been viewed as an indicator of poor individual performance, as well as a breach of an implicit contract between employee and employer. It is seen as a management problem, and framed in economic or quasi-economic terms. More recent scholarship seeks to understand absenteeism as an indicator of psychological, medical, or social adjustment to work. Bista, M. & Carney, S. (2001).

2.2 Absenteeism in schools

Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students. Buluwa . H. (1996).

2.3 Causes of Absenteeism

Phobic Adolescence: During this stage in the growth of a teen, there is a lot of fear developed as a result of physical changes of the body for example growth of pimples, turbulent emotions e.t.c. This scares teens away from school. *Parpart, J. L. (2000).*

Lack of Interest: Students could be lacking interest in the study, which could be as a result of content that is difficult for them to grasp hence pushing them away from school.

Teacher approach: The approach used by teachers may not be understood by the student and this could lead them to lose interest in school. Punitive attendance policy plays a big role in absenteeism too.

Pamperness: From the family: Students who get excessive pocket money from their families are most likely to absent themselves from school since they need time to spend the money.

Private Couching: Flexible private couching encouraged by some parents could drive a number of students away from the conventional school timetable.

Diseases: Some diseases like asthma which requires attention and care as well as an environment that is warm and not dusty could make students remain home.

School Infrastructural Facilities: Lack of libraries, sports facilities is a hindrance to attendance of school among students.

Entertainment: Accessibility of entertainment facilities like cinemas could divert attention of some students from school.

Absenteeism can lead to depression and also result in poor quality of education as a result of time lost while being away from school. It could also lead to moral degradation that leads to drug abuse, early pregnancies and unruly behavior.

Absenteeism can be remedied by providing adequate co-curricular activities to students. It could be curbed by creating of clubs and societies to keep students busy when they are out of class. Schools should strive to have up to date learning facilities like libraries as well as sporting facilities to make students enhance student retention. Conolly, P. & Troyna, B. (1998).

2.4 Performance

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students academic achievements. A school with more academic achievements would receive more money than a school with less achieves. Escobar, A. (1995).

2.5 Who does absenteeism impact?

The DOE report data showed that while chronic absenteeism is experienced by students of all races, ethnicities, genders, and socioeconomic backgrounds, students of a certain demographic tend to be reported as chronically absent more so than others:

Students with disabilities are 1.5 times more likely than their non-disabled peers to miss class 5 percent of American Indian and 21.4 percent of Pacific Islander students miss up to three weeks of school or more Black students are 36 percent more likely to be chronically absent then their white peers Hispanic students are 11 percent more likely to be chronically absent then their white peers

Chronic absenteeism also occurs in every grade level, but is more common during early elementary grades and high school. In 2013-14 nearly 1 in 10 kindergarten and first grade students and 1 in 5 high scholars were chronically absent. Esposito, J. (2004).

While chronic absenteeism is detrimental at every grade level, it is especially concerning during the formative years. Students who are chronically absent during early elementary grades, when class time is mainly focused on developing the foundations for academic success through math and reading skills, are less likely to be reading proficiently by the third grade. This can be immensely detrimental to a child's future academic success, and may even increase a student's likelihood of dropping out of high school. Fawe, (2000),

Likewise, chronic absence in later grades was found by one study of public schools in Utah to be a better predictor of whether students will drop out of school before graduation than test scores.

2.6 How is absenteeism measured?

When schools and districts look at absences, it's important to distinguish between regular excused or unexcused absences and chronic absenteeism.

Chronic absence is measured differently from other attendance, in that it counts all lost instructional days out of a school year, whether a student's absence is excused or unexcused. This is an important distinction, as regular attendance measures can easily hide a chronic absenteeism problem in a school or district. Hamersley, M. (2002).

For example, average daily attendance measures the average number of students who show up to school on a given day. Most schools report a high average daily attendance, usually around 95 percent, but this measure can hide chronic absenteeism because it does not report which students are missing and how often they miss. Kakuru D. M. (2003).

Truancy rates, which report only the number of unexcused absences in a day, can also hide a problem with chronic absenteeism, since it is the number of days a student misses that impacts achievement, not necessarily the reason why. Chronic absenteeism better identifies which students are at risk for failure, allowing schools to intervene sooner. Kasente D. (2004).

Still, it's important to recognize that students who are chronically absent are not always simply playing hooky. There are several reasons why a child might miss school, and they're often outside of a student's control. Sometimes students miss school because they must stay home and care for a loved one, are frequently ill, cannot access transportation to safely get to school, or don't have clean uniforms, clothes, or school supplies. Understanding the various reasons why students are chronically absent has allowed both government and local organizations to take steps that will get students in class more often and give them a better chance for success. Lokshin, M., & Sawada, U. (2001).

2.7 What's being done to combat chronic absenteeism?

Several government initiatives are dedicated to helping reduce chronic absenteeism and providing students with support to achieve greater academic and success beyond the classroom. Here are three key initiatives that are making an impact:

Every Student, Every Day is a national initiative that works to address and eliminate chronic absenteeism by supporting community action with tool kits of evidence-based resources.

My Brother's Keeper Success Mentor Initiative is dedicated to helping reduce chronic absenteeism and providing students with support to help them better achieve academic and lifelong success. The data-driven model connects students who are chronically absent with mentors already embedded in their local community, who work to drive student success. Lewis, M., & Lockheed, M. (2008).

Attendance Works is a national and state initiative dedicated to promoting awareness of the importance of school attendance. They work to ensure that school districts take responsibility for accurately tracking and reporting chronic absence data, while partnering with families and communities to intervene where chronic absence is a problem.

Under the Every Student Succeeds Act, states will require their school districts to gather and report chronic absenteeism data and in turn, be allowed to spend federal dollars to take measures to reduce absenteeism. Lokshin, M., & Sawada, U. (2001).

Research from Attendance Works indicates that not only can schools and districts impact student absenteeism rates, but that students can actually reverse their academic difficulties if attendance improves. These initiatives, and others like them, strive to make an impact on chronic absenteeism rates by educating and informing school communities on how everyone can take action and get involved. As with all challenges related to education, chronic absenteeism is an issue that requires the whole village to solve. Miller, C., & Razavi, S. (1995).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the detailed plan of how the study will be conducted. It presents the study Design, study population, sampling techniques, data sources, data collection methods and instruments, Data presentation and interpretation of findings.

3.1 Research Design

The study employed a co-relational research design; this research design was chosen because the study sought to establish whether there was a significance relation between the study variables. Further still, study applied descriptive approach to ascertain and be able to describe the characteristics of variables of interest in a situation; from primary and secondary sources. In this context the study based on the views of respondents to make conclusions and recommendations

3.2 Study Population

The study was conducted at the St. Johns college Magale school and Butira Christian comprehensive school. The study targeted three 250 respondents from the two schools.

According to Morgan and Krejcie's table 1970 the 400 population size was used, and a sample of 250 at 99% confidence from Manafwa (Namisindwa) district comprising of 20 schools.

3.3 Sample Size and Sampling Technique

3.3.1 Sample Size

The study involved a total 250 participants using a non-statistic method selected general staffs of the schools and the general public. Using non statistical method for example nature of the study, nature of sampling, nature of respondents and other field conditions.

3.3.1 Sampling Techniques

Purposive sampling: This technique was used in selection of management staff in this study; it refers to a method of sampling where the researcher deliberately chooses who to include in the

study based on their ability to provide necessary data. The rationale for choosing this approach is to enable the researcher to obtain key information and knowledge regarding the subject matter from key informants with expertise. The researcher used this technique to select supervisors and team leaders from the schools.

Simple Random Sampling: The researcher also utilized this technique to select eligible respondents. Simple random sampling is a form of respondents' selection where respondents are selected randomly and this is done to ensure that bias is avoided in selection of respondents (Mugenda and Mugenda, 2003). This technique used in selection of staffs and respondents from the public.

3.4 Sources of Data

The study employed both primary and secondary data. The type of data in this study was data subject (Self-Report Data). Whereas, according to Indriantoro (1999) data on the subject is the kind of research data in the form of opinion research, attitude, experience and characteristics of the person or persons who become subject peneliltian responders.

3.5 Data Collection Methods

The study made use of both interviews and questionnaire, the interviews were made verbal while the three sets of questioners were sent to three different categories of respondents, students, teachers and headmasters.

3.5.1 Interview Guide

The interview refers to a personal exchange of information between the interviewer and the interviewee. In qualitative research, interviews are usually undertaken to involve some form of conversation with purpose. To obtain most current statistics and information as well as to corroborate information already obtained from other sources; interviews provided clarification and information for the assessment of e-procurements and service delivery. Questions related to e-procurement and service delivery were widely covered through this tool.(Bowling, 2002:147).

3.5.2 Questionnaires

The researcher used the questionnaire to collect primary data. The researcher issued questionnaires to school staff, students and the general public. This instrument used due to its suitability of having an ample time for the officers concerned to adequately fill the form.

3.6 Data Quality Control

A standardized questionnaire is developed in harmony with the guidelines specified by Sekaran (2000). With the help of the supervisor, the instruments were subjected to critical examination and any vagueness was sorted out to ascertain the validity of the items in the questionnaire.

3.7 Data Analysis and Presentation

Data gathered from questionnaires were statistically analyzed using spss;Epi-data Excel, statistics first of all, questionnaires were edited and coded then entered into Epi-data and Spss to generate descriptive results in form of frequencies and percentages, in tables and figures from which meaningful interpretation was drawn. Generating frequencies and percentage using bar-charts, pie-charts and diagrams; these were used to show the distribution of respondents on each of the independent and dependent variable.

3.8 Ethical Considerations

The researcher obtained an introductory letter from the university permitting him to proceed on to gather data from the study area. The obtained introductory letter was then used to seek permission and consent from all the respondents. Given the nature of the project anonymity was observed as some people may not want their names and age to be recorded. The researcher will also observe extreme confidentiality while handling the responses. Information will be availed to the respondents that the researcher would not cause any danger directly or indirectly and that participation is voluntary.

3.9 Limitations of the Study

The researcher anticipates to face the following limitations in the course of accomplishing this study;

- a) Financial constraints: Researcher studies are quite costly academic undertakings that require thick pockets to carry out a thorough study; but since the researcher is self-

sponsored and unemployed, limited funds will be a challenge to the researcher for smooth accomplishment of the study, in times of printing materials, purchasing, transport, telephone charges among others. However, the researcher will overcome this challenge by soliciting for funds from relatives and friends besides foregoing pleasure.

- b) **Time Constraint:** Given the fact that study is undertaken during the final semester of the researcher and in the course of lectures with its associated tasks; time factor is a serious challenge in this bid. However, the researcher will design a time framework to fit every academic activity within the researcher's reach.
- c) **Geographical Scope:** It is worth to note that, the study will be carried out within two institutions, covering a few population scopes hence the findings may not be comprehensive in nature thus, results won't be fit the big picture. However, the researcher will endeavor to seek information from experts with in-depth knowledge about the study subject.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the research analysis, interpretations, findings and discussions of the absenteeism cases of the students, poverty, sexual abuse and school related factors which are important in influencing academic performance of the students, teachers and head teachers views about absenteeism and academic performance of students. This was based on 180 responses from students from the selected schools resulting into 100% response rate, 50 teachers and 20 head teachers.

4.1 Characteristics of the students

The characteristics of students assessed in the study are; age, gender and time spent at school. Table 4.1 presents a distribution of the students' characteristics.

Table 4.1: Distribution by students Characteristics

Characteristics of students		Frequency (n=180)	Percentage (%)
Sex	Female	73	40.6
	Male	107	59.4
Time spent in school	Less than one year	70	38.9
	1-2 years	73	40.6
	More than 2 years	37	20.6
Age(years)	Less than 14	11	6.1
	14-19	94	52.2
	20 and above	75	41.7

The results in table 4.1 show that the majority of the students were males (107) accounting for 59.4%. 40.6% of the students have been in the similar school for a period between one and two years, 38.9% have been in the school for less than one year and 20.6% for more than two years. According to age distribution, majority of the respondents (52.2%) were aged between 14 years and 19 years. This age distribution perhaps indicates that majority of the senior six candidates are always not above 16 years of age.

4.2 Academic performance

The academic performance of students was assessed using pre mock examination results of all the senior six candidates using A- level grading standard in all the schools under study.

Table 4.2 shows a statistic summary of performance respectively.

Table 4.2: Statistics of academic performance

Items	N	Min	Max	Median	Mean	Skewness
Pre mock results	180	0	16	6.00	6.47	0.417

According to the results in table 4.2, the minimum score in the mock exams was zero points while the maximum was 16 points. The academic performance in pre mock exams was positively skewed with the medium of 6 and average score of 6.47 thus implying that the academic performance was fairly good in the schools under assessment.

4.3 Students' opinion on poverty

The effect of poverty on students' academic performance was assessed using 7 items relating to the theme as presented in Table 4.3. It further shows the summary statistics of average indices of the respondents.

Table 4.3: Distribution of students' responses on poverty

Items	N	Responses (%)				
		SD	D	N	SA	A
I get enough scholastic materials	180	11.1	15.5	16.7	27.8	28.9
School fees is paid in time	180	10.9	13.4	22.2	14.1	39.4
The medical conditions at home are catered for	180	.	.	16.2	32.1	51.7
I don't do too much work at home.	180	18.8	16.7	20.0	16.7	27.8
I get enough meals from school and home	180	.	1.7	13.3	40.6	44.4
I get enough transport and up kip/ long distance	180	45.6	31.1	15.0	5.0	3.3
There is a good family education background at home.	180	59.4	23.9	10.6	2.2	3.9
Average index of poverty=3.39						

Note: SD-Strongly Disagree, D-Disagree, N-Neutral, SA-Strongly

Agree, A-Agree

The average index 3.39 according to the results in table 4.3 shows that the students in the schools are moderately affected by the rate of poverty in their families. This is from the fact that 56.7% of the students agree that they get enough scholastic materials, 53.5% agree

that school fees is paid in time, 83.8% agree that medical conditions are catered for at home, 85% of the students say that they get enough meals from home, 44.5% agree that they don't do too much work from home where as 83.3% of the students do not agree that there is a good family education background in their homes and also 76.7% of the students do not agree that they get enough transport and up kip .

4.4 Students' opinion on sexual abuse

The effect of sexual abuse on the academic performance of students was assessed using six items relating to the theme as presented in table 4.4. It further shows the summary statistics of average indices of the responses.

Table 4.4: Distribution of student response on sexual abuse

Item	N	Responses (%)				
		SD	D	N	SA	A
The school provides separate toilets blocks for boys and	180	.	.	5.0	27.2	7.8
Child labour in both students and female teachers causes absenteeism and poor performance.	180	.	.	18.3	37.8	43.9
Students are not forced to get married while schooling	180	49.4	15.0	12.2	6.7	16.7
Cultural rituals like circumcision cause absenteeism.	180	.	.	18.3	33.9	47.8
Students get enough sanitary resources like pads.	180	60.6	27.8	10.0	0.6	1.0
Parents have a poor attitude especially on girl child education.	180	5.0	5.0	8.9	27.8	3.3
Average index of sexual abuse=4.01						

Note: SD-Strongly Disagree, D-Disagree-N-Neutral, SA-Strongly

Agree, A-Agree

With an average index of 4.01 according to table 4.4, results show that there is low sexual abuse. The majority 95% of the students are in agreement that they have separate toilets for the females and males, 81.1% of the students say that they are not forced to get married, 81.7% also agreed that cultural rituals do not lead to absenteeism whereas 88.4% of the students say that parents still have a poor attitude especially on girl child education and more so 64.4% do not agree that the students get enough sanitary resources.

4.5 Students opinion on school related factors

One of the factors that affect academic performance is conditions at school. These were assessed using four items relating to the theme as presented in table 4.5. It further shows the summary statistics of average indices of the respondents.

Table 4.5: Distribution of student response on school related factors.

	N	Responses (%)				
		SD	D	N	SA	A
The school has enough space for all the students.	180	8.9	9.4	15.0	29.4	37.2
Teachers motivate students to study	180	45.0	39.4	15.6	.	.
I have interest in some teachers and I understand what they teach me	180	.	20.0	33.3	46.7	.
The healthy conditions at school are good like sick bays	180	3.3	5.0	5.0h	31.7	45.0
Average index of school related factors=3.75						

Note: SD-Strongly Disagree, D-Disagree-N-Neutral, SA-Strongly Agree, A-Agree

With an average index of 3.75 according to results in table 4.5 show that school related factors are moderate enough for the students to perform fairly well.66.6% of the students are in agreement that there is enough space at school for all the students, 76.7% agree that the healthy conditions at school are good like sick bays and medication ,80% accept that they have interest in most of the teachers and they understand what they are taught whereas 84.4 do not agree that teachers motivate students about the use of attending daily.

Table 4.6: Distribution of teachers' responses on absenteeism and academic performance.

Item	N	Responses (%)				
		SD	D	N	SA	A
Absenteeism rate is not high in our school	50	.	.	5.0	27.2	7.8
Students get required school materials both from home and at school	50	.	.	18.3	37.8	43.9
I don't finish the syllabus because of absenteeism	50	49.4	15.0	12.2	6.7	16.7
I make a follow up on absentees	50	.	.	18.3	33.9	47.8
I usually give extra lessons to absentees	50	60.6	27.8	10.0	0.6	1.0
Absenteeism in students causes poor performance	50	5.0	5.0	8.9	27.8	3.3
Average index of responses from teachers=4.06						

Note: SD-Strongly Disagree, D-Disagree-N-Neutral, SA-Strongly

Agree, A-Agree

An average index of 4.076 according to table 4.4 shows positive responses from teachers. The majority 95% of the teachers are in agreement that absenteeism rate is not high in their schools, 81.7% of the teachers say that students get required school materials both from home and at school, 64% of the teachers rejected that they don't finish syllabi because of absenteeism, 81.7% of the teachers agree that they make follow ups on the performance of absentees, 88% of the students admitted that they don't give extra lessons to absentees and 81.1% of the teachers agree that absenteeism causes poor academic performance among students.

Table 4.7: Distribution of head teachers/D.O.S' responses on absenteeism and academic performance.

Items	N	Responses (%)				
		SD	D	N	SA	A
The rate of absenteeism is high in my school	20	27.8	28.9	16.7	11.1	15.5
The school has motivation programs to reduce on the rate of absenteeism	20	10.9	13.4	22.2	14.1	39.4
The school makes a follow up on the performance of absentees	20	.	.	16.2	32.1	51.7
Parents offer enough support to students like fees, scholastic materials and transport in time	20	18.8	16.7	20.0	16.7	27.8
The school has enough facilities for all the students like separate toilets for boys and girls, water and enough food.	20	.	1.7	13.3	40.6	44.4
Absenteeism entirely affect the performance of students	20	3.3	5.0	15.0	31.	45.6
Absenteeism affects the general performance and management of the school	20	3.9	23.9	10.6	2.2	59.4
Average index of responses from head						

Note: SD-Strongly Disagree, D-Disagree, N-Neutral, SA-Strongly

Agree, A-Agree

With an average index of 3.35, it is evident that that head teachers and the Directors of Studies have aggregate knowledge about the effect of absenteeism on academic performance of students. This is evidenced by the fact that 56% them disagree that there is a high rate of absenteeism in their schools, 53.5% of them agree that the school has motivation programs to reduce on the rate of absenteeism, 83.8% of them agree that the school makes a follow up on the performance of students, 44% of them agree that the parents offer enough support to students like fees, scholastic materials and transport in time, 85% of them also agree that the school has enough facilities for all the students like separate toilets for boys and girls, water and enough food, 76.6% of them agree that absenteeism entirely affects the academic performance of the students and finally 61.6 % of them agree that absenteeism affects the general performance and management of the school.

4.6 Differentials in academic performance

Differentials in academic performance were assessed by student's characteristics, poverty, sexual abuse and school related factors. Table 4.8 and 4.9 shows how the assessment was made based on the indices corresponding to various items in the themes.

Table 4.8: Presents the Relationship between Students 'Academic performance and Characteristics.

Characteristics		Mean	F-Statistic	P-value
Sex	Male	6.30	0.48	0.488
	Female	6.44		
Age Group	Less than 14	6.29	0.02	0.866
	14-19	6.52		
	20 and above	6.44		
Time Spent in School	Less than one year	6.27	0.02	0.865
	1-2 years	6.52		
	Above 2 years	6.44		

Table 4.9: Presents Relationship between academic performance, poverty, sexual abuse and school related factors.

Pearson Correlation Coefficient (p-values)				
Themes	1	2	3	4
1:Academic Performance	1.000	.	.	.
2:poverty	0.564	1.000	.	.
3:sexual abuse	0.542	0.686	1.000	.
4:school related factors	0.608	0.014	-0.038	1.000

According to results in table 4.8, no statistically significant variations in academic performance were noted by the characteristics of students' never the less the variables were included for further analysis due to their importance as not in the literatures. The results in Table 4.9 show that students' academic performance is significantly associated with poverty, sexual abuse and school related factors ($p < 0.01$).

4.7 Determinates of academic performance

The net impact of the variables was established using a multiple linear regression analysis controlling for the other variables in the study as presented in Table 4.8.

Table 4.10: Regression Coefficients

Independent Variable		Coef	Std.Error	p-value
Poverty		1.129	0.313	0.000
Sexual abuse		0.130	0.137	0.027
School related factors		1.139	0.428	0.002
Sex				
	Male	0.483	0.163	0.028
	Female	0.000	.	.
Age				
	Less than 14 years	0.785	0.710	0.275
	14-19 years	0.273	0.643	0.120
	Above 20 years	0.000	.	.
Period spent at school				
	Less than one year	0.888	1.243	0.476
	1-2 years	0.713	0.656	0.278
	Above two years	0.000	.	.

Note: Dependent Variable is academic performance, n=180, R-square=0.567, standard error of estimates=0.540, F=5.229 & p=0.000 reference category.

According to Table 4.8, Academic performance increased with improvement in poverty standards and related school factors but reduced with increase in sexual abuse. Male students had a higher academic performance compared to female students. Students whose age was less than 14 years had a high academic performance compared to students who were more than 14 .R- square of 0.567 implies that 56.7% of students' academic performance is explained by poverty, Sexual abuse and school related factors of students and students' characteristic by age, sex and period spent in school. The remaining 43.3% of the variation in academic performance is explained by the other factors not taken into consideration in the study. It further indicates that F-value is significant at 5.229. The variables that were found to be significantly associated with academic performance are poverty, sexual abuse and school related factors and students' characteristics under sex ($p<0.01$).

Poverty of students at home is positively associated with academic performance. Limited poverty in form of being well equipped with all the needs does not only stop students from absenteeism but also enhances students' brains and attention in class. Students whose families are totally poor do not get enough resources to facilitate their academics.

Enough provision is important for health and proper growth and development of the body. Education institutions should ensure that students' provisions are well catered for in order to pursue their education aspirations comfortably.

Students' academic performance also increases with progressive gender and sexual behavioral conditions students live in while at school. Sexual abuse is dangerous to the psychological upbringing and to the learning process of a student. Enough sanitary resources, separate toilets for males and females, failure to force students to get married at a young age and improved attitude of parents towards education enables parents to allow students to be at school full time thus reducing the rate of absenteeism thereby improving the academic performance of students.

Favorable school conditions are also positively associated with the academic performance of students. Presence of enough space for the school, qualified teachers and better feeding and health conditions seduce students to increase morale in studying thus desire to attend school daily which absolutely increases their academic performance.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions and recommendation on all the variables of the study with emphasis being put on the predictors of academic performance as drawn from the study findings. This also puts forward the areas of further research and also considered the hypotheses drawn from the study

5.1 Discussion of the findings

5.1.1 Main objective.

The main objective of the study was to determine the effects of absenteeism on students' academic performance in Manafwa District based on characteristics of students, poverty, sexual abuse and school related factors. The findings show a moderate academic performance of students (average of 6.47 points), poverty with an average index of 3.39 indicating that the students are moderately affected by the poverty levels at home. The findings show better results of sexual abuse (average index=4.01) and moderate effect of school related factors (average index=3.75). The research findings further revealed that highest proportion of the students were males (59.4%), 52.2% aged between 14 and 19 years.

At the bivariate level, no significant variations were noted by the characteristics of the students' ($p > 0.01$). Academic performance was found to have been significantly associated with poverty, sexual abuse and school related factors ($p < 0.01$). However the students' characteristics were included for further analysis due to their importance noted in the literatures.

Teachers and Head teachers/D.O.Ss all concluded that the rate of absenteeism is not high, the responses were captured in percentages that is 95% and 56% respectively. Both the teachers and head teachers further agreed that absenteeism generally affects the academic performance of students by 88% and 76.6% respectively.

5.1.2 factors affecting students performance.

The study assessed the effects of students' absenteeism on their academic performance in secondary schools. In the findings, students' characteristics under age and period spent at school were not significantly associated with academic performance.

In the analysis above, student's poverty at home is a significant predictor of academic performance ($p < 0.01$) in secondary schools. Wanjala (2011) argues that poverty is gradually the killer of all the resourceful minds. When people in this case students have all the required necessities, the rate of output is extremely high therefore if the students get enough school requirements and in the right time they are capable of attending all the classes thoroughly thus coming up with the best results.

Sexual abuse is a significant predictor of academic performance ($p < 0.01$) in secondary school within Mbarara municipality. According to Tegegne (2014), every effort to increase daily attendance of students in schools could go to waste if there are forced marriages, lack of enough sanitary equipments and poor gender behavioral techniques are not curbed down. From the public secondary schools in this district although there are separate toilets and enough space, lack of enough sanitary resources is still a threat to some girls as they tend to absent themselves during menstruation period. Gender based issues should be treated critically for the best performance in all the fields Jasmin (2014).

School related factors are significant predictors of academic performance ($p < 0.01$). This suggests that we can rely on improved school conditions in the near future to determine how well absenteeism can be reduced to improve student's performance. Lockwood (2012) suggests that students living in a poor educational environment are more likely to eschew schooling promptly thus putting their performance at risk. Highly qualified teachers are more vital in enhancing students' learning, Brook (1965) .

He further suggests that a skilled teacher will always make his students focused in order to make them attend his lessons daily and improve their academic performance.

5.1.3 strategies to curb down the rate of absenteeism in schools in Manafwa District.

Schools should always employ skilled teachers who can motivate students to reduce absenteeism as it is evident in the study that students are not motivated by the teachers with a percentage of 84.4%

-The government should provide more sanitary equipments especially pads to the girls as it is still a big cause of absenteeism as girls accepted that 86.3% of them absentee themselves due to lack of enough sanitary equipments.

Lastly it was noted that 56.7% of the students' academic performance is explained by the students' characteristics, poverty, sexual abuse and school related factors. The variations in academic performance in the regression model suggest that 56.7% of the total variation in academic performance is well explained by the model with predictors of academic performance towards poverty, sexual abuse and school related factors ($p < 0.01$).

5.2 Conclusion

5.2.1 Relationship between absenteeism and academic performance of students

According to the findings, the hypotheses that there is a significant relationships between academic performance and absenteeism under poverty, sexual abuse and school related factors were not supported ($p < 0.01$) for poverty, sexual abuse and school related factors respectively. However the study showed that Students' age and period spent in school were significantly associated with academic performance.

5.2.2. Other factors that affect academic performance.

From the study it is evident that, poverty, sexual abuse and school related factors are significant indicators of academic performance for ($p < 0.01$).

5.2.3. Strategies to reduce absenteeism.

Basing from the study, the government should put new policies on providing sanitary equipments to girls and also schools should have motivation plans starting from teachers to curb down the rate of absenteeism.

5.3 Recommendations.

5.3.1 Recommendation on the relationship between absenteeism and academic performance.

-Schools should always employ skilled teachers who can motivate students to reduce absenteeism as it is evident in the study that teachers don't motivate students.

-The government should provide more sanitary equipments especially pads to the girls as it is still a big cause of absenteeism.

-Teachers should always give extra lessons to absentees in order to improve the general performance of schools.

5.3.2 Further Recommendations

-The study used a sample of A-level students and ignored O-level students; therefore other researchers conducting the study of the same topic should involve O-level students.

-The study used a few number of schools and which are in the town, other researchers conducting the same study should consider many schools especially those ones in the village.

REFERENCES

- Analysis of the Ministry of Education and Sports. Kathmandu: The Danish University of Based Discrimination, Kahthmandu, December 2004.Cited in UNESCO, (2006), Economic, Social and Cultural Right .Girls' Right to Education. P.13
- Bategeka L., Ayok M.,&Mukungu A., (2004). Financing Primary Education for All: Uganda *Institute of Development Studies at the University of Sussex*.
- Bista, M. & Carney, S. (2001). Capacity Building for Educational Improvement: An institutional
- Buluwa . H. (1996). "Gender differentials in the cost of primary education: A study of Uganda." *Uganda Development Review*, 35(4): 83 5-849.
- Connelly, M. P., Li, T. M., MacDonald, M., &Parpart, J. L. (2000). *Feminism and development: Theoretical perspectives*. In J. L. Parpart, M. P. Connelly & V. E. Barriteau (Eds.), Theoretical
- Conolly, P. & Troyna, B. (1998). Researching Racism in Education: Politics, Theory and Practice. Philadelphia: Open University Press
- Education, International Program for Education and Development, Study and Resource center.
- Escobar, A. (1995). *Encountering development: The making and unmaking of the third world*.
- Esposito, J. (2004). *The Oxford dictionary of Islam*. Oxford: Oxford University Press.
- Government of Pakistan. (1999). Education for all, the year 2000- assessment: Pakistan country report. Retrieved January 16, 2009.
- FAWE, (1994). School Dropout and Adolescent Pregnancy. A Report on Ministerial Consultation held in Mauritius, September 1994.
- FAWE, (2000), Regional Ministerial Consultation on Closing the Gender Gap in Education:
- GoU (1999). Uganda Participatory Poverty Assessment Process. Perspectives of the poor *Ministry of Finance, Planning and Economic Development, Kampala*.
- Grant, M., Lloyd, C., & Mete, C. (2007). *Rural girls in Pakistan: Constraints of policy and culture*. In M. Lewis and M. Lockheed (Eds.), Exclusion, gender and schooling:

Case studies from the developing world (pp.99-118). Washington, D.C.: Center for Global Development.

Greene, M., Grown, C., Levine, R., & Lloyd, C. (2008). *Girls count. A global investment and action agenda*. Washington, D.C.: Center for Global Development.

Hammersley, M. (2002). *Educational Research, Policy making and Practice*. London: Paul Chapman Publishing.

Kakuru D. M. (2003). *Gender Sensitive Education Policy and Practice: Uganda Case Study* International Education

Kasente D. (2004). *Gender and Education in Uganda: A case study for Report*. Makerere University, Kampala.

Lewis, M., & Lockheed, M. (2008). *Social exclusion and the gender gap in education (Policy Researching Paper 4562)*. Washington, D.C.: The World Bank

Lloyd C.B. & Mench B, (2006). *Early Marriage & Pregnancy as Factors in School Dropout: An Analysis of DKS Data from Sub-Saharan Africa*

Lokshin, M., & Sawada, U. (2001). *Household schooling decisions in rural Pakistan (Working Paper 2541)*. Washington, D.C.: The World Bank.

Lubanga F. (1996). "Women, education and the state in Uganda." *The secular World*, 86(2),

Miller, C., & Razavi, S. (1995). *From WID to GAD: Conceptual shifts in the women and development discourse (Report No. 1651)*. Geneva: United Nations Research Institute for Social Development. Retrieved January 5, 2009.

Mo FPED, (1995-2005): *Annual Budget Performance. Several Series*, Kampala, Uganda.

MoES (2005). *A Comprehensive Analysis of Basic Education in Uganda. Education Planning Department, Kampala: MoES*

APPENDICES

Appendix1: Questionnaire

I am Watuwa Godfrey a student from Kampala International University carrying out a research on the effect of students' absenteeism on their academic performance in mixed public secondary schools: a case study of Magale sub county and Bitiru sub county in Manafwa District (Namisindwa). Any information given will be kept confidential and will only be used for academic purposes. I will be grateful for your full cooperation towards the completion of this research project.

INSTRUCTION

The information below is made of section A, B and C using scale 1-5 rank the alternative where 1-strongly agree, 2-agree, 3-not sure, 4-disagree and 5-strongly disagree

Select the alternative that depicts your level of agreement or disagreement with the statement.

SECTION A

BIODATA

1. Sex: Female ☐ Male ☐

2. Age 11-13 ☐ 14-16 ☐ 17-19 ☐ 20 and above ☐

3. Class.....

4. How long have you been in this school.....

A. Poverty

Tick where applicable in accordance with the options given and described.

1 - Strongly disagree, 2 - Disagree, 3- uncertain, 4 - Strongly agree, 5- Agree

	1	2	3	4	5
I get enough scholastic materials					
School fees is paid in time					
The medical conditions at home are catered for					
I do too many co-curricular activities.					
I get enough meals from school and home					
I get enough transport and up kip/ long distance					
Poor family education background.					

B. Sexual abuse

	1	2	3	4	5
The school provides separate toilets blocks for boys and girls					
Child labour in both students and female teachers cause					
Students are forced to get married while schooling					
Cultural rituals like circumcision cause absenteeism.					
Students get enough sanitary resources like pads.					
Parents have a poor attitude especially on girl child education.					

C. School related factors

The school has enough space for all the students.	1	2	3	4	5
Teachers motivate students to study					
I don't have interest some teachers and I don't understand what					
The healthy conditions at school are good like sick bays and medication.					

Thank you for your time

TEACHERS QUESTIONNAIRE

I am Watuwa Godfrey a student from Kampala International University carrying out a research on the effect of students' absenteeism on their academic performance in mixed public secondary schools: a case study of Magale sub county and Bitiru sub county in Manafwa District (Namisindwa). Any information given will be kept confidential and will only be used for academic purposes. I will be grateful for your full cooperation towards the completion of this research project.

INSTRUCTION

The information below is made of section A, B and C using scale 1-5 rank the alternative where 1-strongly agree, 2-agree, 3-not sure, 4-disagree and 5-strongly disagree

Select the alternative that depicts your level of agreement or disagreement with the statement.

SECTION B

1. Sex: Female ☐ Male ☐

2. Your age bracket

21-30years ☐ 31-40 ☐ 41-50 years ☐

3. Marital status

Single ☐ Married ☐ Divorced ☐ Widow ☐

4. Educational levels

Diploma ☐ Degree ☐ Masters ☐ Certificate ☐

5. How long have you been working as a teacher in the present school

6. Which subject are you teaching?

7. Write the name of your school

SECTION B

i) Absenteeism by the students

Absenteeism by the students	Rankings				
	1	2	3	4	5
Does your school have students who are always absent					
Are the numbers of the absent student high					
If yes, do you think that there is a problem at the school that make the students not to attend the school?					
If yes, has the school done anything about it?					
Is absenteeism by students done a big impact on students not perform well in their academics					

ii) Students performance

Students performance	Rankings				
	1	2	3	4	5
Performance of the students in the school					
For past four years has the students been forming poorly due to absenteeism					
Due to the absenteeism of the students has led to delay of finishing the syllabus in time, hence leading to the poor performance					
Is there anything that you have done for those students that misses the lessons like giving them notes to copy?					
Do you always make a follow up?					
As the teacher, have you tried to do something in order to see that the number of the absentees students in school/class reduces					

SECTION C

What other factors that influences students performance

What other factors that influences students performance	Ranking				
	1	2	3	4	5
Lack of scholastic materials like books, pens etc					
Lack of enough school facilities like classrooms					
Long distance from home to school that they move					
Cultural norms preformed on them like circumcision					
Lack of interest in particular subjects					
Status of the school					
Lack of reference facilities like text books					

Thank you for your time

HEAD TEACHERS QUESTIONNAIRE

I am Watuwa Godfrey a student from Kampala International University carrying out a research on the effect of students' absenteeism on their academic performance in mixed public secondary schools: a case study of Magale subcounty and Bitiru subcounty in Manafwa (Namisindwa) District. Any information given will be kept confidential and will only be used for academic purposes. I will be grateful for your full cooperation towards the completion of this research project.

INSTRUCTION

The information below is made of section A, B and C using scale 1-5 rank the alternative where 1-strongly agree, 2-agree, 3-not sure, 4-disagree and 5-strongly disagree

Select the alternative that depicts your level of agreement or disagreement with the statement.

SECTION A

1. Sex: Female ☐ Male ☐

2. Your age bracket

21-30years ☐ 31-40 ☐ 41-50 years ☐

3. Marital status

Single ☐ Married ☐ Divorced ☐ Widow ☐

4. Educational levels

Diploma ☐ Degree ☐ Masters ☐ Certificate ☐

5. How long have you been working as a teacher in the present school

6. Write the name of your school

SECTION B

Performance of the students	Ranking				
	1	2	3	4	5
For the past four years, the students has been performing poorly					
The performance level on this depends mostly on the attendance of the students in the class and also determines good performance					
Just like any other school, the schools' goal is to get high and good grades from the students					
The rate of absenteeism from the students is very high					
The teachers usually make sure that 100% of the syllabus is finished before the sitting of the final exams					
But the students usually absent themselves from the class, and they end up getting only 50%-70% of the syllabus hence poor performance					
Other students even end up recovering less than 50%of the syllabus due to being absent					
Does the absenteeism of the students into the poor management and performance of the school?					

SECTION C

What is the other factors that influence and preventing students from attending the school?	Ranking				
	1	2	3	4	5
Is the number absentee at your school very high?					
If yes, according to you, do you think that at your school is there anything that present these students from not attending school?					
Delay to pay school fees in time					
Poor means of transport from home to school					
Some students have lost interest due to the poor educational background of the family					
Some students do not have scholastic materials like uniform					
Students like girls have special problems which prevents them from not attending the school					
Lack of enough facilities like classrooms at school					

Thank you for your time

APPENDIX II: MORGAN AND KREJCIES TABLE 1970

The image shows a dark, grainy scan of a table. Two small labels are visible in the middle of the table area:

- Left label: 400
- Right label: 250