

**AN INVESTIGATION OF ABSENTEEISM ON ACADEMIC PERFORMANCE
OF STUDENTS IN SECONDARY SCHOOLS, A CASE STUDY KAPTOYOY
SUB-COUNTY, KWEEN DISTRICT, UGANDA**

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DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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APPROVAL

This research report has been written under my supervision and has been submitted for the award of the degree of Bachelor of Education Secondary with my approval as University Supervisor.

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DEDICATION

I dedicate this work to my dear husband, Somikwo Athens and children Hilda, Sam, Hope and Elisha who endeavoured lots of vexation and discomfort while I was away to write this research proposal.

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ABBREVIATIONS

| | |
|------|------------------------------------|
| PTA | Parents and Teachers Association |
| UPE | Universal Secondary Education |
| DEO | District Education Officer |
| GDP | Gross Domestic Product |
| STRS | Student-Teacher Relationship Scale |
| HBQ | Health and Behavior Questionnaire |
| MOES | Ministry of Education and Sports |
| SMC | School Management Committee |

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presents the background, problem statement, general objective, and specific objectives, and research questions, scope of the study and the significance of the study.

1.1 Background

1.1.1 Historical Perspective

Uganda is one of the 189 countries the world over that have pledged to meet the Millennium Development Goals (MDGS), which aim at eradicating extreme poverty and improving the conditions of poor people. One of the goals set by these countries and to which Uganda subscribes is the achievement of Universal Secondary Education (UPE) for all children by 2015, while another is to eliminate the gender gap in basic schooling.

In December 1996, the President of the Republic of Uganda, H.E. Yoweri Kaguta Museveni, announced that four children of school-going age per family would benefit from free Secondary education, starting from January 1997. This policy is what came to be known as the Universal Secondary Education (UPE). It was seen as the main tool for achieving the economic, social and political objectives outlined in the Ugandan Ministry of Education and Sports policy document of 1998 in a decentralized framework. Broadly, the objectives of UPE are to: establish, provide and maintain quality education as the basis for promoting human resource development; provide the facilities and resources to enable every child to enter and remain in school until the Secondary cycle of education is complete; make basic education accessible to the learner and relevant to his or her needs, as well as meeting national goals; make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Ugandans; meet the objective of poverty eradication by equipping every individual with basic skills and knowledge.

When the implementation of UPE started in January 1997, the registration was limited to four children per family proved problematic, particularly regarding the exact

definition of a family. Eventually, the government removed this restriction, and allowed all children that wanted Secondary education under the UPE programme to enroll. Under the UPE programme, the Government of Uganda abolished tuition fees Parents and Teachers Association (PTA) charges for Secondary education.

To ensure success of the programme, the government instituted complementary financing measures. Financing of the education sector as a whole increased significantly, from 2.1% GDP in 1995 to 4.8% of GDP in 2000, while the share of the education sector in the national budget increased from 13.7% in 1990 to 24.7% in 1998. In the financial year 2005/2006, government spent about Shs 635.6 billion on the education sector and about Shs 708.4 billion in 2006/2007, making it the second biggest funded sector in the country.

However, private Secondary schools are mainly concentrated in urban areas where only 12% of the population resides.

Despite the abolition of tuition and PTA charges, Secondary education was not made compulsory. Neither was it made entirely free, since parents were still expected to contribute pens, exercise books, clothing, and even bricks and labour for classroom construction through community work. During the implementation stage however, the Government realised that parents were not willing to contribute large amounts of bricks and labour, partly because of the many other demands on their time. The Government has therefore, since provided cash for construction of more classrooms, paying of more teachers, and purchase of the requisite scholastic materials, especially textbooks.

Absenteeism is the term generally used to pass on to rash employee absences from the workplace. Many causes of absenteeism are legal personal illness or family issues for example but absenteeism also can often be traced to other factors such as a reduced work environment or workers who are not devoted to their jobs. If such absences become extreme they can have a critically adverse crash on a business's operations and finally its success.

A three part model of organizational commitment was used to study job removal intentions proceeds and absenteeism. Affective commitment emerged as the most reliable analyst of these result variables and was the only view of commitment related to turnover and to absenteeism. In difference normative commitment was linked only to removal intentions while no direct belongings for maintenance obligation were experiential. Resolution commitment however interacts with emotional commitment in predicting job removal intentions and absenteeism. The form of the interaction was such that high sunk costs tempered contact between moving commitment and the associated outcome variables.

Recent thinking about top management has been unfair by alternative models of man. Economic approaches to governance such as agency theory tend to believe some form of homo-economics, which show subordinates as strange opportunistic and self serving. Alternatively sociological and psychological approaches to control such as stewardship theory describe subordinates as collectivists pro-organizational and dependable. Through this research we effort to settle the difference between these assumptions by proposing a model based upon the subordinate's psychological attributes and the organization's situational personality.

1.1.2 Theoretical Perspective

Hertzberg's two factor theory of motivation, A content theory of work motivation which is closely related to Maslow's hierarchy is Professor Herzberg's two factor theory or the motivator hygiene theory. In this study of engineers and accountants, Herzberg discovered that the reasons these professionals gave for experiencing motivation were quite different. The employee's motivation range from: unmotivated dissatisfaction: to neutral: to motivation/satisfaction with the job. The level of experience job motivation/satisfaction depends on the availability of hygiene and motivators. It is apparent that hygiene by them is insufficient to sustain motivation and satisfaction.

Motivation Theory, Managers and employees may often confuse them they are separate and distinct concepts. Performance implies evaluation after it occurs and therefore it suggests the presence of some sort of measuring system. Motivation on the

other hand is only one of several psychological states that influence performance. For instance an engineer's performance is reflected in the quality of his designs the number of patents he obtains and the customers satisfaction with cost and performance of his new product. While we would expect a highly motivated engineer to produce excellent products that satisfy the needs of customers it would also be true that his performance could be affected by many other factors besides his motivation level.

1.1.3 Conceptual Perspective

Absenteeism Labour Bureau, Simla, defined the term 'absenteeism' as "the failure of a worker to report for work when he is scheduled to work". Labour Bureau also states that "absenteeism is the total man-shifts lost because of absence as a percentage of the total number of man- shifts scheduled to work".

According to Webster's Dictionary, "**absenteeism** is the practice or habit of being an 'absence' and an absentee is one who habitually stays away".

Performance in Secondary education. It is used to refer to a pupil's academic achievement in the teaching and learning process

Academic performance refers to grade representing the sample of student's achievement with respect to attained academic skills or knowledge for example UPE.

Contact hours refers to the period (in hours) over which the teachers and pupils interact, usually during formal learning sessions in the class.

Head teacher: Refers to any person appointed by the TSC as an administrative head in the day to day management of a Secondary school.

Mean score refers to an average point showing individual or group achievement in KCPE examination performance.

Public school refers to an institution of learning where pupils learn and is owned and run by the government in conjunction with parents.

Pupil teacher ratio refers to average number of pupils per teacher at a specific level of education in a given school year.

School based factors refer to the factors found within the school environment that influences academic performance in KCPE.

Teaching learning materials refers to the resources which aid in teaching and learning such as exercise books and text books.

Workload refers to the number of teaching lessons assigned to a teacher every week.

1.2 Statement of the Problem

Academic success depends on a variety of factors and these factors can have both a positive and/or negative influence on a child's ability to stay motivated and succeed in school. For children living in high-poverty, urban environments, there are increased challenges when it comes to succeeding in school (Murray & Malmgren, 2005). Numerous research investigations summarize the challenges faced by children growing up in high-poverty urban settings (Barton, Coley, & Wenglinsky, 1998; McLoyd, 1998; & Brooks-Gunn, Duncan, Klebanov & Seland, 1993). These investigations highlight the challenges posed by high rates of home and neighborhood violence and crime, increased levels of mental illness, poor-quality schools, and multiple family stressors that potentially interfere with children's adjustment and success in school as well as in other aspects of their lives. Despite these challenges, some children are resilient and overcome the negative circumstances exposed to or thrust upon them. One would then ask – why do some children beat the odds while others experience poor outcomes such as school drop-out? Several investigations have attempted to answer this question and have found that positive school and community-related experiences, as well as child characteristics such as intelligence and sociability, serve as protective factors and help buffer the negative circumstances faced by children living in stressful environments (Garmezy, 1991; O'Donnell, Schwab-Stone, & Muyeed, 2002).

The current investigation is an effort to better understand student-teacher relationships among children who come from a low-income urban environment. It focuses on student-teacher relationships, their correlates, and other factors associated with change in relationship quality across the early grades in school, more specifically. This study therefore sought to investigate the absenteeism and academic performance of pupils in public Secondary schools, Kaptoyoy Sub-County, Kween District.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate on absenteeism and academic performance of pupils in public Secondary schools in Kaptoyoy Sub-County, Kween District.

1.3.2 Specific Objectives

- 1) To determine the types of absenteeism in Secondary schools
- 2) To determine the causes of absenteeism in public Secondary schools.
- 3) To establish the effects of absenteeism in public Secondary schools
- 4) To establish the solutions of absenteeism in public Secondary schools.

1.4 Research Questions

- 1.To what are the types of absenteeism in public Secondary schools in Kaptoyoy Sub-County, Kween District?
- 2.Describe the causes of absenteeism in public Secondary schools in Kaptoyoy Sub-County, Kween District?
- 3.What are the effects of absenteeism in public Secondary schools in Kaptoyoy Sub-County, Kween District?
- 4.What are the solutions of absenteeism in public Secondary schools in Kaptoyoy Sub-County, Kween District?

1.5 Scope

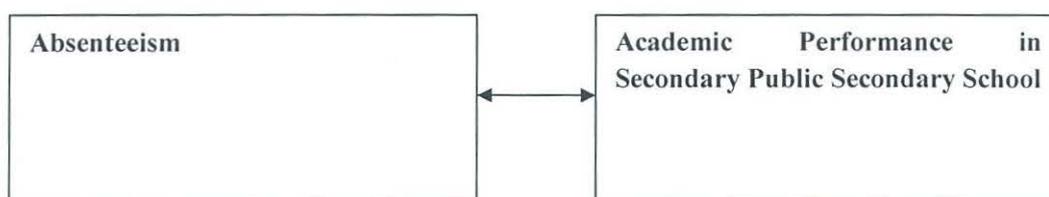
1.5.1 Geographical scope

The study was conducted in two selected public Secondary schools (Kapkoch S.S and Toswo S.S), Kaptoyoy Sub-County, Kween District, Uganda.

1.5.2 Time frame

The study was conducted in two months from June 2018 and the proposal will be submitted for approval and data collection will start on July 2018.

1.6 Conceptual Framework



1.7 Significance

The data provided by the baseline survey was to enable reformers to root the reforms on data collected from the people who will be affected by the reform.

This should increase the validity and reliability as well as sustainability of subsequent reforms. This study is intended to be directly useful to decision-makers and programme managers at the national, district and school community levels, by providing information that can guide action, and provide a baseline which, when coupled with follow up studies, can assist in assessing the impact of reform.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines both theoretical and conceptual frameworks. The chapter also contains the review of related literature.

2.1 Theoretical Framework

Social Learning Theory, In addition to internal working models, there are other possible explanations why children and teachers engage in a variety of social behaviors. One such explanation stems from the work of Albert Bandura's social learning theory. Social learning theory emphasizes the importance of observing and modeling behaviors, attitudes, and emotional reactions of others (Bandura, 1977). Social learning theory focuses on learning in a social context. Thus, the theory is easily transferred to a classroom setting since students can learn a great deal by simply observing other students and teachers. The principles underlying social learning theory include: learning through observation of others' behaviors and the outcomes of those behaviors, learning can occur without a change in behavior, learning involves cognition (similar to the internal working model), and the environment plays a role in reinforcing or diminishing the modeling of behaviors (Bandura, 1977). From this perspective, students learn how to behave or not behave in the classroom based on observations of other students' behaviors and corresponding teacher responses to these behaviors as well as the teacher's responses to the individual student's behaviors. Social learning theory introduces other variables (e.g., peer behavior, teacher responses to peer behavior, and teacher-peer relationships) to consider when examining differences in student-teacher relationship quality.

The internal working model and the principles from social learning theory provide complementary perspectives for understanding the dynamics of student-teacher relationships. On the one hand, teachers bring particular relationship models and sets of social behaviors to the relationship. On the other hand children's social behavior reflects not only their relationship model, but also peer group influences and classroom reinforcement patterns. Behavioral patterns of both student and teacher are

included in the present investigation, with some emphasis on the kinds of behavior that are likely to be aversive to student-teacher relationships: children's disruptive externalizing behavior problems and teachers' level of positive/negativity and sensitivity/insensitivity to student needs. In the subsequent sections, the rationale for focusing on these child and teacher factors is provided.

Child Behavior And Str Quality, Multiple investigations have examined various student behaviors believed to contribute to student-teacher relationships in a positive or negative manner (Kesner, 1999, Howes, 2000). This section will review research on student externalizing behaviors that have the tendency to create tension or conflict within the student-teacher relationship. Examples of externalizing behaviors include noncompliance, oppositional and/or aggressive behaviors. Silver, Measelle, Armstrong, and Essex (2005) conducted an investigation examining child, family, and relationship factors in connection to children's externalizing behaviors at school. The sample consisted of 283 primarily White children from a variety of socioeconomic classes and information pertaining to classroom externalizing behaviors was collected during four time points: preschool, kindergarten, first grade, and third grade. At time point 2, the kindergarten teachers rated the quality of the student-teacher relationships through a shortened version of the *Student-Teacher Relationship Scale (STRS)*, and externalizing behaviors were reported by the teachers in the kindergarten, first, and third grade classrooms from the Mental Health Subscales of the *MacArthur Health and Behavior Questionnaire (HBQ)*.

Results indicated that the children in this sample demonstrated slightly fewer behavioral problems on average than national norms but that there was a slow increase of behavioral problems across time. In addition, there were significant gender differences found for student-teacher relationship in the areas of conflict (1.54 mean score for males, 1.30 mean score for females, t-score of 3.21, $p < .01$), closeness (4.28 mean score for males, 4.44 mean score for females, t-score of -1.96, $p < .05$), and externalizing behavior problems in kindergarten, first grade, and third grade (e.g., .21 mean score for males in first-grade, .11 mean score for girls in first grade, t-score of 3.75, $p < .05$). The authors noted that the interaction between "children's externalizing behavior at baseline and teacher-child closeness during kindergarten added

significantly to the prediction of children's externalizing trajectories" (Silver et al., 2005, p. 50). In other words, teacher reports of conflict in the kindergarten student-teacher relationship were associated with growth in externalizing behavior problems from kindergarten through first grade.

2.2 Conceptual framework

Relationship between absenteeism and academic performance.

The framework of this study was premised on the concept of school performance being a function of school based factors. The school head teacher may possess various characteristics which can be clustered into specific selected variables such as: provision of a conducive school learning environment through ensuring that there are enough and well equipped classrooms, provision of teaching and learning materials such as text books, charts, exercise books and learning aids which help pupils to retain the taught content. The head teacher should ensure that there are

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2.3.1 Review of Related Literature

This section reviews literature related to the respective specific objectives in this research.

2.3.2 Forms of Absenteeism

Authorized Absenteeism: If an employee absents himself from work by taking permission n from his superior and applying for leave, such absenteeism is called authorized absenteeism.

Unauthorized Absenteeism: If an employee absents himself from work without informing or taking permission and without applying for leave, such absenteeism is called unauthorized absenteeism.

Willful Absenteeism: If an employee absents himself from duty will fully, such absenteeism is called willful absenteeism.

Absenteeism Caused by Circumstances beyond One's Control: If an employee absents himself from duty owing to the circumstances beyond his control like involvement in accidents or sudden sickness, such absenteeism is called absenteeism caused by circumstances beyond one's control.

2.3.3 Causes of Absenteeism and Academic Performance

Maladjustment with the working conditions: If the working conditions of the company are poor, the workers cannot adjust themselves with the company's working conditions. Then they prefer to stay away from the company.

Social and Religious Ceremonies: Social and religious functions divert the worker's attention from the work. **Unsatisfactory Housing Conditions** at the work place.

Industrial Fatigue: The industrial fatigue compels the workers to remain outside the work place.

Unhealthy Working Conditions: The poor and intolerable working conditions in the factories irritate the workers. Excess heat, noise, either too much or too low lighting, poor ventilation, dust, smoke etc. cause poor health of the workers. These factors cause the workers to be absent.

Poor Welfare Facilities: Though a number of legislations concerning welfare facilities are enacted, many organizations fail to provide welfare facilities. This is either due to the poor financial position of the companies or due to the exploitative attitude of the employee. The poor welfare facilities include poor sanitation, washing, bathing, first-aid appliances, ambulance, rest rooms, drinking water, canteen, shelter, crèches etc. The dissatisfied workers with these facilities prefer to be away from the work place.

Alcoholism: Workers mostly prefer to spend money on the consumption of the liquor and enjoyment after getting the wages. Therefore the rate of absenteeism is more during the first week of every month.

Indebtness: The low level wages and unplanned expenditure of the workers force them to borrow heavily. The research studies indicate that the workers borrow more than 10 times of their net pay. Consequently, workers fail to repay the money. Then they try to escape from the place to avoid the money lenders. These leads to absenteeism.

Maladjustment with the Job Demands: The fast changing technology demands higher level skills from the workers. Some workers fail to meet these demands due to their lower level education and / or absence of training.

Inadequate Leave Facilities: The inadequate leave facilities provided by the employer forces him to depend on E.S.I. leave which allows the workers to be away from the work for 56 days in a year on half pay.

Unsound Personnel Policies: The improper and unrealistic personnel policies result in employee dissatisfaction. The dissatisfied employee's in turn prefers to be away from work.

Low Level of Wages: Wages in some organizations are very poor and they are quite inadequate to meet the basic needs of the employees. Therefore, employees go for other employment during their busy seasons and earn more money. Further, some employees take up part- time jobs. Thus, the employees resort to moon lighting and absent themselves from work.

2.3.4 Effects of Absenteeism and Academic Performance

Human resource in education are the people who are directly involved in carrying out all the related activities of teaching and learning. Quality of teachers in terms of qualification and dedication determines largely the quality of education and performance (Republic of Uganda, 1999). A study by Musau (2004) on factors influencing pupils' performance in KCPE in Central Division Machakos District revealed that teachers' academic and professional qualifications contribute to poor performance in the division. Ochanda (1978) cited in Awuonda (2011) agree that the quality of teaching staff is often said to be the main determinant of achievement of students in examinations in Uganda.

Ugandan national statistics indicate that 83 percent are trained teachers while 17 percent are untrained. 62 percent of the qualified teachers possess the lowest teaching qualifications which lead to low education achievement. Togo experienced a

substantial decrease in pupil teacher ratio (PTR) between 1998 and 2001 from 41:1 to 35:1 while its net enrolment rate (NER) rose from 90 percent to 92 percent (Norag News, February 2010).

Quarter of all new teachers were put on short term contract and paid significantly less than the permanent teachers. Though PTR was reduced, a study conducted in Togo suggests that contract teachers were less effective than other teachers. In Nigeria, a study by Asikhia (2010) revealed that teachers' believe that students' poor performance is not influenced by teachers' qualification while students perceived that teachers' qualification does affect their academic performance.

2.3.5 Measurements of Absenteeism

Absenteeism affects the organization from multiple angles. It severely affects the production process and the business process. The effect of unauthorized absenteeism is more compared other types of absenteeism. However it would be difficult to completely avoid absenteeism. The following measures are useful in controlling or minimizing absenteeism.

Selecting the employees by testing them thoroughly regarding their aspirations, value systems, responsibility and sensitiveness.

Adopting a humanistic approach in dealing with the personal problems.

Following a proactive approach in identifying and redressing employee grievances.

Providing hygienic working conditions.

Providing welfare measures and fringe benefits, balancing the need for the employees and the ability of organization.

Providing high wages and allowances based on the organizational financial position.

Improving the communication network, particularly the upward communication.

Providing leave facility based on the needs of the employees and organizational requirement.

Providing safety and health measures.

Providing cordial human relations and industrial relations.

Counseling the workers about their career, income and expenditure, habits and culture.

Free flow of information, exchanging of ideas, problems etc. between subordinate and superior.

Granting leave and financial assistance liberally in case of sickness of employee and his family members.

Offering attendance bonus and inducements.

Providing extensive training, encouragement, special allowances in cash for technological advancements.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1 Research Design

The study adopted a descriptive research design. According to Mugenda and Mugenda (1999), a descriptive research is a process of collecting data in order to test hypothesis or answer questions concerning the current status for subjects under study.

3.2 Target Population

The target population for this study was 200. This included; 59 headteachers, 100 teachers and 100 pupils in Kaptoyoy Sub-County, Kween District, Uganda (District Education Office, 2012).

According to Mugenda and Mugenda (1999), 10-30 percent can be used as adequate sample for the study.

3.3 Sample size and sampling procedure

Selecting headteachers and teachers and 30 percent will be considered as adequate sample. Stratification helps to cater for various characteristics in the population for example males and females. Proportionate stratified sampling was used to select pupils and 10 percent will be considered as adequate sample in large schools while the proportion would differ in small schools. Hence, the study sample will be 20 out of 40 schools, 30 out of 60 teachers and 50 out of 100 pupils.

3.4 Data Collection Methods

Questionnaires, survey interviews, non participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004) self-administered

were also preferred because they were easy to fill by the participants. They kept the respondents on the subject, they were respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available. Interviews were used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents to confirm pupils' performance in classes and past results. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils' performance in Secondary schools in Kaptoyoy Sub-County, Kween District, Uganda.

3.5 Instrumentation

The researcher used questionnaires only. Questionnaires were appropriate for the study since they collected information that was not directly observable as they inquire about feelings, motivation, attitude, accomplishments and experiences of individuals. The questionnaires are easy to administer and analyse. There were three sets of questionnaires; the headteachers' questionnaire (Appendix II) consisted of five parts which were geared towards school based factors influencing performance.

The teacher's questionnaires (Appendix III) had two parts geared towards teaching and learning process while the pupil's questionnaire (Appendix IV) covered general overview of the school based factors influencing performance. Structured and unstructured questions were used to help in collection of both quantitative and qualitative data.

3.5.1 Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Secondary Six and Seven). The respective self-administered questionnaires started with a main title, followed by introductory letter and had sections. Section One consisted of the background, Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents,

costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain information on level of education of parents, level of family income and parents' marital status, which formed the independent variables and pupils' performance (the dependent variables). Data were analyzed and were coded using a five-point Likert response scale.

3.5.2 Interviews

At least eight headteachers, 40 teachers and 80 parents were interviewed to provide information on the impact of home-based factors on the performance of pupils in Secondary schools in Kaptoyoy Sub-County, Kween District. Interviews were preferred because they allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amia 2005).

3.5.3 Non-participation Observation

The researcher carried out observation of lessons in each Secondary school and assessed pupils' performance in daily class work. Relevant school records like, Secondary Leaving Examination results; end of term results and end of year results were also consulted and thoroughly observed to obtain information on pupils' performance.

3.5.4 Nominal Group Discussion

This was used to obtain information from 20 parents as a group who helped the researcher come up with agreed position and conclusions with respect to the influence of level of parents' education, level of family income and parents' marital status on pupils' performance in Secondary schools in Kaptoyoy Sub-County, Kween District,. The researcher intended that the finding be in agreement with that of the group (Amia 2005).

3.6 Validity and Reliability

Validity

Content validity is determined by expert judgment whereby results obtained can be generalized to the whole or similar population. The instruments were scrutinized by supervisors to determine if they addressed all the possible areas that they should and whether the items in the questionnaire were adequate representation of all areas investigated. The instruments were pilot tested in two Secondary schools which would not form part of the sample study. Pilot study ensured accuracy, clarity and suitability of the research instrument. Validity refers to the measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006).

Reliability

The questionnaires were pre-tested in two selected schools (Jupumwocho and Cana) outside Kaptoyoy Sub-County, Kween District that ensured reliability. The sample was 268. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study.

After questionnaires were administered twice, the Pearson's product moment correlation was used and computed using Statistical Package for Social Sciences (SPSS) computer program to determine correlation coefficient (r).

3.7 Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data were analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils' performance. ANOVA was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The following formula for the correlation was used:

The qualitative data collected through interviews, non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. The analysis steps were systematically and consistently done for each one of the three hypothesis, from hypothesis one to three.

3.8 Data analysis techniques

After data collection, the researcher cross examined the data to ascertain accuracy, completeness and uniformity. The data was analyzed and interpreted to provide meaningful final results. The data was analyzed using descriptive statistics. The data was presented in frequency tables, bar graphs and pie charts in order to answer the research objectives and questions. Statistical Package for Social Sciences (SPSS) computer software was used to analyze the data.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSIONS AND INTERPRETATIONS

4.0 Introduction

This chapter presents and discusses the findings which were presented based on the research objectives derived from research questions. After the presentation of the study findings, the study made recommendations thereupon.

4.1 Demographic Characteristics of Respondents

The total numbers of teachers from the Secondary schools who received and returned the questionnaires were 100 respondents. In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and education level. Majority of the respondents were males, 62 (60.2%) while females were 41 (39.8%). This implies that more respondents were males. It was found that 52 equivalent to 50.5% of the respondents had 32 and above in terms of age, 35 (34.0%) had 26-31 years of age and only 16 had 20-25 years of age. It was also discovered that 66 (64.1%) were married, However, 7 of the teachers married had certificates, 33 (32.0%) were single, 3 (2.9%) were divorced. It was also discovered that 51 equivalents to(49.5%) of the respondents under study were degree holders followed by 41 (39.8%) diploma holders, 7 (6.8%) certificate holders and only 4 (3.9%) were Master degree holder. This implies that most of the respondents found in schools had Degree level of education as indicated in Table 6 shows below.

Table 6: Demographic Characteristics of Respondents

| Items | Description | Frequency | Percent |
|--------------------------|--------------|-----------|---------|
| Gender of the Respondent | Male | 62 | 60.2 |
| | Female | 41 | 39.8 |
| Total | 103 | | 100.0 |
| Age of the Respondents | 20-25 | 16 | 15.5 |
| | 26-31 | 35 | 34.0 |
| | 32 and above | 52 | 50.5 |

| | | | |
|-----------------|-------------|------|------|
| Marital Status | Single | 33 | 32.0 |
| Married | 66 | 64.1 | |
| Divorced | 3 | 2.9 | |
| Others | 1 | 1.0 | |
| Education level | Certificate | 7 | 6.8 |
| Diploma | 41 | 39.8 | |
| Bachelors' | 51 | 49.5 | |
| Masters degree | 4 | 3.9 | |

4.2 Education and Sports Sector

There are 248 UPE schools fairly distributed throughout all the 21 lower local governments. Ideally, Kaptoyoy Sub-County, Kween District is supposed to have a total of 3,084 teachers but it is currently having a shortfall of 100 teachers. It should be noted that in 2009, the MOES recruited 4,128 teachers countrywide to bridge this gap but Kaptoyoy Sub-County, Kween District still remained with a shortfall of 100 teachers.

The total enrolment in UPE schools as of January 2010 is 132,858 pupils (64,501 being boys and 68,357 girls). The schools have under enrolled by 2,230 pupils. However, this under enrollment is not evenly distributed. There are some schools with an over enrolment rate of 400 pupils. In terms of school infrastructure the district is well served except in very remote places where children have to walk a relatively long distance to school. There are also 506 teachers who are either pursuing further studies or attending a formal training and this has partly contributed to students missing classes, teachers failing to complete the syllabus and has put strain on the available few teachers.

In terms of performance, Kaptoyoy Sub-County, Kween District has since 2006 registered a total of 5,310 first grades, 31,476 second grades, 26,688 third grades, 19,442 fourth grades, 7,268 grades X absentees and 27,768 failures in grade U. In other words, 30% of the 117,952 candidates who sat for PLE between 2006 and 2009 in the district did not join any post Secondary institution of learning. In the 2009

Secondary leaving examinations results, the failures in Kaptoyoy Sub-County, Kween District accounted for 3.6% of the total national failure rate of the 70,266 pupils.

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4.3 Education accessibility

The Statistical abstract, 2007 of UBOS provides indicators of retention of children enrolled at both Secondary level of education.

Table 1: Secondary Education accessibility indicators 2007-8 for Kaptoyoy Sub-County, Kween District

| Indicator | 2007 | 2008 |
|-----------------|-------|------|
| Gross intake | 115.7 | 120 |
| Net intake | 65.3 | 59 |
| Gross enrolment | 115.7 | 120 |

| | | |
|---------------|-------|-----|
| Net enrolment | 102.5 | 102 |
|---------------|-------|-----|

Source: Ministry of Education and Sports ESSR Report, 2009

The accessibility indicators show that in both years, the gross intake rate was very high but net intake rate was very low. This implies that less than half of those who enroll do not complete Secondary education.

In terms of literacy, Kaptoyoy Sub-County, Kween District has a literacy rate of 49% for females and 68% for males. This implies that most Secondary caregivers and key agents of socialization are still illiterate. The two rates are far below the national literacy averages of 70%.

The pupil teacher ratio for 2007 was 62:1 while that of 2008 was 63:1. In addition, the pupil classroom ratio was 91 for 2007 compared to 85 for 2008.

4.4 Magnitude of teacher absenteeism in Kaptoyoy Sub-County, Kween District.

The study began with a consultative meeting with school head teachers and chairpersons of the school management committees from whom official school time tables with names, dates, time and classes the respective classroom teachers in the 30 schools teach were obtained. Discovering that the list of variables on which information was to be collected was not exhaustive at this meeting, it was agreed that during the consequent unannounced school visits by enumerators in the target schools, details of the missing variables frequency of academic performance per school, school inspections, monitoring visits, etc would be provided by the head teachers. This consultative meeting secured commitment from the district leadership of the much needed study on teacher absenteeism. Three rounds of unannounced school visits were made to the target schools.

On the first unannounced school visit, enumerators met with the head teacher and where the head teacher was absent, the deputies or the teachers in charge, to update a register of teachers who were actually employed at the school at the time of the visit.

The head teachers or their representatives were then asked to go through the register and indicate whether at the time of the visit the mentioned teacher was present or not. If a head teacher or his/her representative indicated that a teacher was absent, he/she was further asked why that particular teacher was absent on that particular day. If they were reported as present, the study team proceeded to verify this by visiting a class that particular teacher was supposed to teach. After the interview with either the head teacher or his/her representative was completed, the enumerators began interviewing teachers enlisted on the register, one at a go to a maximum of 10 and a minimum of six teachers per school (based on the total number of teachers employed at that school). The second and third unannounced school visits were conducted and information collected based on the updated register that was used at the first visit.

Based on the interviews with head teachers or their representatives and the verification of records, the study found out that in the 30 Secondary schools, there were supposed to be 561 registered teachers but only 289 were found teaching during the first abrupt visit, 300 during the second visit and 360 during the third unannounced visit. The absence rate during the first visit was 48.5% compared to 46.5% during the second unannounced school visit and 35.8% during the third unannounced school visit. This conforms to the 2004 World Bank study that concluded that measured absence in education is usually slightly lower in later survey rounds because of a possible “warning effect” created at the first and second visits by the survey teams.

The study established the magnitude of teacher absence in the district at an average of 43.6%. Compared to the 2004 study by the World Bank in Uganda that put teacher absenteeism at 27%, this study reveals that the rates of teacher absenteeism are even higher.

These findings are not shocking given the fact that information available shows that teacher absence rates in developing countries are high relative to both their counterparts in developed countries and to other workers in developing countries. For example, administrative data from a large sample of school districts in New York State in the mid-1980s revealed a mean absence rate of 5 percent (Ehrenberg, Rees, and Ehrenberg 1991).

In separate interviews with members of SMCs, children, community members and civil society groups, it was mentioned that in a school of 6 teachers, 2 teachers are absent for at least three days in a week and that the remaining four are either absent in the first week of the term or the last days of the month or both.

The reduction in the absence average was however, reportedly affected by a host of factors including the increased abrupt school inspections by district inspectors and the strictness by which teachers are handled by their head teachers.

Teacher absenteeism in percentages (% and numbers)

| | | | |
|--|-------|--|---------------------|
| Number of schools in the sample | 30 | Number of teachers absent at the time of the visit | Each visited thrice |
| Number of teachers in the Sample | 561 | Each observed three times | |
| % of teachers absent Round 1 | 48.5% | 272 | |
| % of teachers absent Round 2 | 46.5% | 261 | |
| % of teachers absent Round 3 | 35.8% | 201 | |
| Average percentage / number of teachers absent | 43.6% | 245 | |

The research reached a total of 561 (286 being female and 275 being male) classroom teachers in three unannounced visits. An average of data computed for the three visits found out that 245 teachers were found to be absent of whom 125 (51% were females and 120 49% males). Whereas the study did not seek to particularly understand why female teachers were mostly absent, anthropological studies available indicate that most women in Africa are exposed to triple roles. It is therefore likely that most women who were absent at the time of the visit were affected by either household chores or child care. Another reason would be that being a patriarchal society and a rural setting, it is mostly men who wield powers over household decision making, and it could therefore be that the absent female teachers could be affected by this, given that one of the causes of teacher absenteeism, from the findings was domestic violence.

The study also revealed the extent of head teacher absenteeism. A head teacher was regarded as absent when at the time of the unannounced school visit; he or she was away for reasons than official duty or approved leave. Information on head teacher absenteeism was collected from the deputy head teacher or when not present, the acting head teacher at the time of the visit. It was found out on the first visit that out of a sample of 30 head teachers, 30.0% of the head teachers were absent on the first visit, 20% on the second visit and 9% on the third visit, bringing the average absent rate to 19.7%. This proved community responses that some head teachers are always away, either doing personal business in town or attending to a private school which they own.

Table3: Table showing head teacher absenteeism in Kween district

Headteacher absenteeism %

| | | |
|---------------------------------------|-------|---------------------------------------|
| Number of schools in the sample | 30 | Each visited thrice |
| Number of teachers in the Sample | 90 | Based on the observation in the panel |
| % of head teachers absent Round 1 | 30.0% | |
| % of head teachers absent Round 2 | 20.0% | |
| % of head teachers absent Round 3 | 9.0% | |
| Average percentage of teachers absent | 19.7% | |

4.5 The underlying causes of teacher absenteeism in Kaptoyoy Sub-County, Kween District;

In order to uncover the causes of teacher absenteeism, the study team interviewed district education officials, head teachers, teachers, parents, pupils, community members as well as representatives of the nongovernmental organizations at district and national level. The team also looked at leave records at the various schools to corroborate reasons given for absence by the head teacher or their representatives in the various schools. Documents from the ministry of Education as well as Gender, Labour and Social Development were reviewed.

The 236 teachers were interviewed on what made their colleagues absent. In response, 0.4 % of them said that their colleagues get absent to attend events such as funerals,

parties, etc, 19.9% said that they are absent because of transport problems, 10.6% said their colleagues miss school when they have gone to withdraw their salaries from the bank, 28.4% said that they are absent because of domestic problems while 40.7 said that their colleagues get absent because they are engaged in other income generating activities to complement their incomes. They argued that those who teach classes with very many learners are exhausted sometimes fail to report or if they reported, they appear late.

Also, an interview with 30 head teachers or their representatives revealed that 33.3% of their teachers are absent because they are sick, 6.7% absent themselves to do farming, especially during the rainy season, 6.7% absent themselves to do housework or when they have been affected by domestic violence/beaten, 13.3% to engage in income generating activities, 3.3% absent themselves because of events such as marriage ceremonies, funeral rites, burial, among others while 3.3% of the head teachers said that their teachers are absent because they go to banks to withdraw their salaries.

However, 40% of the community members (health workers, parents, retired teachers, religious leaders and cultural leaders) who were interviewed said that most teachers fake illnesses and can be seen roaming about the villages. 10% said that since most head teachers are absent on Fridays arguing that the teachers take advantage of the head teachers' absence in schools (which often occurs on Fridays) to also be out of classes. 20% said that since teachers stay very far from the schools, they walk long distances and get tired and may sometimes not report on a Monday, especially when they left the school late on Friday. Others said that most teachers are absent for close to two days a month to collect their salaries because the nearest collection point (bank) is based in urban centres.

As seen in the above explanation, the problem of teachers getting absent in order to get salaries comes out prominently. In an interview with the community members, it was found out that most teachers in one of the sub-counties usually don't teach at the beginning and end of each a point that was re-echoed by a group of children and teachers in the same area. In his own words, one teacher was quoted as having said:

"...there is no access point here in the village, I have to move to town which is some 27 kilometers to access my salary and I can do this any time of the week... (Male: 35; rural)

Additionally, the study found out that absenteeism was highest among teachers whose relatives were in senior positions in the district. In a Focus Group Discussion with members of school management committees in Kaptoyoy Sub-County, Kween District, a community leader asserted...

"...those are untouchables....where will you report them?" (Female: 43; rural)

Inadequacies in inspection were mentioned as a major cause of teacher absenteeism. Respondents said that inspections are done with the knowledge of some people known to the inspectors. Such people then inform their teacher friends about the impending inspection and by the time the inspectors reach the school, those who would otherwise be absent are already there. The inspection rates however, are not surprising given the fact that last year, only 9,013 out of the 14,179 Secondary schools in the whole country were inspected at least once in a term⁵. This they argued makes the whole inspection process to lose value. One of the teachers said, when asked about this that:

"when he knows that he is going to inspect his wife's school, she is called and she will abandon whatever she is doing to go to school to be seen to be there. Information is also leaked through mobile phones on the impending days of school inspection visits by head teachers and some teachers who are too close to one another..." (Female: 27; rural)

The district officials also emphasized that teacher absenteeism exists but caused mainly by what most teachers consider to be low pay. Low pay coupled with a high family dependence ratio resulted into absenteeism as most of the affected were busy looking for other alternatives to supplement their incomes. Some of the teachers found it more profitable to go to their gardens for some hours to augment their income before appearing at school to teach. This could be true given that 53.3% of the head teachers reached by the study, 26.7% were living with one other person in their family, 22.3% with two and 6.7 with three people. Also, regarding dependency, 46.7% of the head teachers or their representatives were reported as the sole bread winners in their families while 53.3% have another bread winner complementing them.

Of the total number of teachers who were reached, 7.2% were residing with 1 person in their homes, 8.5% with two, 9.3% with three, 12.7% with four, 15.3% with five, 9.3% with 6, and 35.2% with more than 6 people. 57.9% of the teachers said that they are the sole bread winners while 41.9% said that they have one bread winner in their home. Of those with other bread winners, 27.1% have one bread winner, 17.4% two and 2.5% have one.

In an interview with one of the teachers who preferred anonymity, he said in his own words that:

“...you cannot wait for a meager salary when there is a way you can get quick money. When I run short of money to run my family, I come out of school and ride a boda boda which gives me quick money in just a few hours. It’s a matter of faking a reason” (Male: 28: rural)

Transport was cited as a problem partly responsible for high teacher absenteeism in the district. Majority (48.3%) of the teachers interviewed reside in a radius of between 2-5 kilometers, 27.9% within a radius of more than 5 kilometers while 23.7% reside within a radius of less than 2 kilometers. This is compounded by the fact that only 8.9% of the teachers interviewed reside at school in teachers’ houses while the rest are either renting, 35.6% or staying in their own accommodation. 19.6% of the teachers walk for more than 5 hours, 7.6% more than 4 hours, 12.3 between 2 and 4 hours, 17.8% between 1 and 2 hours and 43.2% less than one hour.

| Table 4: Means by which teachers travel to work (Numbers) Means by which the respondent travels to work | | | | Total | | |
|---|-------------------------------|-----------------|----|-------|-------|------------------------|
| Duration of travel to school | Private vehicle or motorcycle | Private Bicycle | | Walk | Mixed | Public car/motor cycle |
| Less than one hour | 5 | 49 | 18 | 5 | 8 | 85 |
| Between 1 and 2 hours | 3 | 21 | 5 | 6 | 1 | 36 |

| | | | | | | |
|-----------------------|-----------|-----------|-----------|-----------|-----------|------------|
| Between 2 and 4 hours | 2 | 7 | 9 | 2 | 5 | 25 |
| More than 4 hours | 1 | 1 | 11 | 0 | 2 | 15 |
| 5 and more hours | 3 | 4 | 7 | 3 | 3 | 18 |
| Total | 14 | 82 | 50 | 16 | 19 | 181 |

4.6 Teacher absenteeism and pupil performance.

The study also wanted to correlation teacher absenteeism with pupil performance. To uncover this, the study reviewed the records of previous students who had studied at the school and also asked both the teachers and head teachers to comment on what the trend of teacher absenteeism in their schools. The following were the revelations:-

Results for the Secondary schools in Kaptoyoy Sub-County, Kween District for the years 2008 and 2009 show that although there were some high performing schools, majority of them underperformed⁷. In the thirty schools, head teachers, their representatives and teachers who had spent at least one year in the school they were teaching in at the time of the visit were asked to give their views of what they considered to be the level of teacher absenteeism in their respective schools in the past three years.

Regarding their stay in the current schools they are teaching, 52.5% of the teachers interviewed had taught at the schools for less than 5 years, 39.0% between 5-10 years, 4.2% between 10-15 years, 3.0% between 15-20 years and 1.3% for more than 20 years. Also, of the 30 head teachers/representatives who were reached by the study, 70% had administrative experience in the same school of less than 5 years, 23.3% of between 5-10 years and 6.6% of between 10 and 20 years were interviewed.

Of the total number of teachers, 50% said that teacher absenteeism has been existent in their school since they joined and 50% said that teachers in their schools miss school only when they have been granted official leave. As for head teachers/representatives, 6.7% of those interviewed said that teacher absenteeism very

often occurs in their schools, 3.3% said that teacher absenteeism often occurs in their schools, 86.7% said that teacher absenteeism has been rarely occurring for the past five years in their schools and 3.3% of them said that teacher absenteeism has been very rarely occurring at their schools in the past five years.

Using the testimonies from the head teachers and teachers on the prevalence of teacher absenteeism in their respective schools and crosschecking the records of the pupils in the past years it was concluded that teacher absenteeism has a correlation with poor academic performance of pupils in these schools.

Head teachers/representatives were also asked to give their opinion of whether the quality of teaching and learning had improved in their schools in the previous three years and 40% said that it has improved, 46.7% said that it has slightly improved, 10% said that it has remained the same and 3.3% said that it has become worse.

4.7 Existing initiatives on curbing teacher absenteeism within the district

Use of school Inspections

From the study, one of the strategies to curb teacher absenteeism is use of inspections. The table below show the latest dates of inspection in the selected schools by the district inspector of schools.

Table 6: Latest date of inspection

| Period of monitoring visit | Frequency | Percent |
|----------------------------|-----------|---------|
| This month | 8 | 26.7 |
| Last month | 11 | 36.7 |
| Six months ago | 7 | 23.3 |
| One year ago | 4 | 13.3 |
| Total | 30 | 100.0 |

Table 7: Key aspect of monitoring by the inspectors

| Aspect of monitoring | Frequency | Percent |
|------------------------|-----------|---------|
| Staff absenteeism | 8 | 26.7 |
| Work process in school | 4 | 13.3 |
| Teachers' teaching | 8 | 26.7 |

| | | |
|-------------------|-----------|--------------|
| methodology | | |
| School enrollment | 10 | 33.3 |
| Total | 30 | 100.0 |

The study revealed that 33.3% of the inspectors mainly dwelled on the aspect of school enrollment during inspections whereas 26.7% of them were more interested in staff absenteeism and teacher's teaching methodology and 13.3% monitored work processes in school and 26.7% monitored teachers' teaching methodology.

The study team was also interested in knowing whether the inspection feedback was given to them or not.

Table 8: Received comments from the inspectors on how to improve teaching and learning

| Response | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 25 | 83.3 |
| No | 5 | 16.7 |
| Total | 30 | 100.0 |

The study team was also interested in knowing whether the inspection feedback was of importance to head teachers. Table below explains this further.

Table 9: Relevance of the comments given

| Relevance | Frequency | Percent |
|---------------|-----------|--------------|
| Very useful | 27 | 90.0 |
| Useful | 2 | 6.7 |
| Not so useful | 1 | 3.3 |
| Total | 30 | 100.0 |

90% of the schools gave high importance of the comments from the inspectors of schools and went ahead to work on them to improve their schools while 6.7% viewed them as useful and 3.3% saw them as not very useful.

Record keeping

Table 10: Record keeping on teacher absenteeism at school

| Response | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 23 | 76.7 |
| No | 7 | 23.3 |
| Total | 30 | 100.0 |

Head teacher supervision was also found as a means through which teacher absences were reduced. The table below shows

Table 12: Frequency of teacher supervision by head teachers

| Frequency | Frequency | Percent |
|--------------------|-----------|--------------|
| Once a week | 15 | 50.0 |
| Twice a week | 2 | 6.7 |
| Three times a week | 6 | 20.0 |
| Every day | 7 | 23.3 |
| Total | 30 | 100.0 |

The study measured the frequency of class monitoring by head teachers and the following was revealed. 50% of the teachers said they monitored the classes once a week, 23.3% said they monitored everyday, 20% monitored 3 times a week while 6.7% monitored twice a week.

The study also uncovered the indicator that head teachers were monitoring, as follows:

Table 13: Indicators of monitoring by head teachers

| Indicator | Frequency | Percent |
|-------------------------------|-----------|---------|
| Staff absenteeism | 4 | 13.3 |
| Students' absenteeism | 3 | 10.0 |
| Work process in school | 5 | 16.7 |
| Teachers teaching methodology | 18 | 60.0 |

| | | |
|--------------|-----------|--------------|
| Total | 30 | 100.0 |
|--------------|-----------|--------------|

It was revealed that 605 of them used the teachers' teaching methodology, 16.7% used work process in school, and 13.3% used staff absenteeism while only 10% used student absenteeism. It is clear that teacher absenteeism as an indicator was least used by the head teachers yet it is important as it directly affects other indicators such as student absenteeism.

4.8 Best practices in curbing teacher absenteeism

The table below shows the best practices used by various schools to curb teacher absenteeism. The study team also wanted to know other ways in which the school managed to control teacher absenteeism. The table below gives a lengthy explanation to this.

Table 14: Approaches used by head teachers to reduce teacher absences

| Reason | Frequency | Percent |
|--|------------------|----------------|
| Introduced a teachers' register | 19 | 63.3 |
| Changed administration | 1 | 3.3 |
| Community got involved | 1 | 3.3 |
| Maintained qualified staff at the school | 1 | 3.3 |
| Increased visits from the district | 1 | 3.3 |
| Parents cooperation | 3 | 9 |
| Introduced allowances for teachers | 1 | 3.3 |
| There was strict supervision by head teachers and SMCs at school level | 1 | 3.3 |
| Got a new School Management Committee | 2 | 6.7 |

| | | |
|-------|----|-------|
| Total | 30 | 100.0 |
|-------|----|-------|

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter refers to the organized, presented and analyzed data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

5.1 Recommendations

The teacher absent rates are so worrying that most teachers stay back home and only go to fetch a salary yet they have not done any work. This genre of corruption that is acting as a barrier to the efficiency of the UPE programs in Uganda must be collectively handled.

The tendency is robbing the government of millions of money on a monthly basis. The Ministry of Education and Sports 2009 review report acknowledges indeed that the magnitude of teacher absenteeism is so large that reducing it should be a principal focus of Government efforts to improve efficiency in Secondary education in the coming years.

Strengthen the inspection function of the central and local governments

Effective supervision is necessary to reduce the high teacher absence rate in public Secondary schools as found in this study. The Ministry of Education should strengthen its inspectorate departments both at national and district level. This would involve appropriating funds, recruiting, training and motivating manpower in the key inspection positions at both central and local government levels. The civil society should also be allowed to undertake school inspections and submit reports to the education ministry for action. It was found out that due to resource constraints, the frequency of school inspections done per school on an annual basis was extremely low. It was found that 4 schools had been inspected only once in a period of one year, 7 schools in six months, 11 after a month and only 8 schools in a week's time by the district inspector of schools. Of the aspects of school supervision, staff absenteeism

was only monitored in 8 schools, implying that the inspectors did not consider monitoring teacher absenteeism in the remaining 22 schools.

The methods of undertaking school inspections should also be adjusted. From the study, communities and some teachers complained that some teachers who are known to the top district education leadership are given information on school inspections prior to the visit who sometimes, they leak it to their colleagues. It is therefore already known, the days when inspectors will or will not be at a school. There should be a way of ensuring that school inspections are done in an abrupt manner and that whoever receives or gives information on the impending visit of a school inspection to another school or teacher is reprimanded. A punitive measure to charge those involved with cheating the government and learners this way should be explored.

Strengthen local accountability mechanisms

At school level, there is a need to increase supervision to at least once a day and head teachers must check for teacher absenteeism. According to the study findings, only 15 head teachers monitored their classes once a week, 2 twice a week, 6 three times a week and 7 inspected classes every day. Head teachers should also prioritize staff absenteeism when monitoring classes since it was found out from discussions with communities that some teachers just report to school, fill the attendance sheet and return to their side businesses. As a matter of fact, only 4 out of the 30 selected school heads had inspected on staff absenteeism.

From the study, the schools with strong SMCs had less absence rates compared to those with weak or nonexistent SMCs. Education authorities should therefore consider supporting and encouraging these associations in all basic schools.

Punish non compliant school heads

There is a need to heavily punish errant school heads to ensure that they effectively supervise their staff. Some head teachers who connive with their teachers to report that they are sick when inspectors visit yet the teacher is away doing a second job outside the school must be upon getting such information be charged. Failure to inspect schools or supervise teachers negatively impacts on the provision of education at a very important stage in the child's development.

Teacher Transfers

Key informants recommended that teachers who have stayed in a school for over 20 years should be transferred. Such teachers know a lot about the school and can deliberately absent themselves knowing that they will not be punished. Such teachers are often old teachers and younger head teachers fear to reprimand them.

Pro-active steps should be taken to stimulate, motivate and empower the children and communities to become actively engaged in school activities.

These may include national campaigns to raise the awareness of children, parents and local communities on how they can participate in the school decision-making process. There should be deliberate efforts to include children who are the final beneficiaries of the program in monitoring and reporting the levels of teacher absenteeism in their respective schools. Child monitors should be trained and facilitated, with support from focal teachers, to track teacher absenteeism at school level and provide feedback to the authorities. Communities should also be given regular updates on the status of teacher absenteeism in the schools within their reach and be allowed to give feedback on the situation.

Construct houses for teachers and head teachers to ensure they stay at school

As seen in the foregone discussion, majority of the teachers walk long distances and some are even forced to borrow money to facilitate their travel to school and this correlates with teacher absenteeism. The Ministry of Education and Sports should consider constructing 30 units of teachers' houses in the affected schools in Kween district between 2010 and 2011. The Ministry should also consider renovating the existing few teachers houses that are in a dilapidating state so that teachers are attracted to them.

Increase Secondary teachers' ceiling for the affected schools

As noted in the study, many schools had some of their teachers away on study leave and this had piled a lot of pressure on the other teachers. Strategically, if the government is to improve the quality of the program by reduce teacher absenteeism,

Kaptooy Sub-County, Kween District would be prioritized when it comes to appointing more teachers to reduce on the pupil teacher ratio.

Provide meals for teachers at school

The study found out that some teachers were out of school because they were out for meals. In most instances, they left and could not return for the evening shift. In some schools, teachers were reported to be feeding on the food that children bring.

Ensure timely distribution of instructional materials to schools

From the study, it was found out that untimely distribution of instructional materials had an effect on teacher absenteeism. Teachers argued that when they do not have instructional materials, they spend a lot of time looking for materials in order to avoid forging notes. In the process, they find themselves either late or do not turn up at all for class. Most of the head teachers interviewed confirmed that text books are delivered late in their schools and that this fuels teacher absence from school as teachers give looking for notes as a justification for their being absent. In an interview with the District Education Officer, timely delivery of instructional materials has a positive effect on teacher presence in schools. The officials both at school and district levels were dissatisfied with the way in which the instructional materials are delivered to the district and later to the schools.

Activate school management committees.

Schools that had scored a good number of first grades had functional school management committees while those schools with non functional school management committees performed poorly and also had a high number of head teacher, teacher and even pupil absenteeism.

Increase teacher salaries

Teachers' pay needs to be increased to match with the ever rising cost of living. It was found out that 35.2% of the teachers interviewed had more than 6 dependants yet they were the sole bread winners in their homes. It was found out that there were some teachers who had upgraded their academic qualifications but they had not been recognized by the system. This demotivates them. Others felt demotivated because they had been transferred from an urban school to a rural school. Although teachers' salaries account for a bigger percentage of Uganda's budget, there is a need to provide

an estimated 299,000 shillings for teachers at the beginning stage and lowest level like it is in Kenya. It was also found out that salaries for staff varied. There is a problem of morale in having low-paid teachers (with limited opportunities to climb up the career ladder) working along higher paid teachers, deputy head teachers, and head teacher. Some teachers who upgrade are not recognized with a salary increment but have to go through the normal competitive recruitment process, which demotivates them, further especially when they have been unsuccessful. However, this could be a bit difficult for the government given that it currently spends 582.3 billion shillings on the Secondary school sector wages.

Arrangements should be made for teachers to draw salaries in or near school locations.

Many teachers receive their salaries through the banks, most of which are located in urban areas. For some teachers, especially those in rural schools, it takes more than half a day to travel to the banks and return to school. The MOES should consider alternative arrangements for teachers to access their salaries in remote locations. The introduction of the electronic payment system has not helped much. The authorities should encourage teachers to withdraw their salaries on Saturdays, since banks open then or use ATM cards even on Sundays, since the study revealed that 3.3% of the teachers are absent to fetch a salary in town.

Leaves

There is a need for school administrators to ensure that teachers who are absent because they are sick submit proof of medical treatment from a recognized health institution upon return. This will discourage faking of "sickness" by some teachers as reported by the communities.

Appoint teachers on performance contract

Respondents in the study pointed out that most teachers decide to absent themselves since they are already assured of their salaries which are paid directly on their accounts. To ensure that teachers value their profession and are motivated to work harder and efficiently, the Ministry of Education and Sports should consider appointing Secondary school teachers on contract, subject to renewal based on satisfactory performance and commitment. In some Asia and Latin American countries, this scheme has yielded fruits. This should however be done in a way that

there is minimum political interference especially when assessing and renewing teachers contracts

5.3 Conclusion

In conclusion therefore, the results of the study indicated that there is a very weak relationship between absenteeism and teachers performance in public Secondary schools in Kaptoyoy Sub-County, Kween District. As regards fringe benefits paid to the staff, it was found out that the fringe benefits of all types, when paid in time provide job satisfaction and subsequently good performance in schools. It was concluded that, the provision of fringe benefits have an effect on teachers performance when paid on equity and on one's performance. Therefore, good performance in schools was linked to teachers educational level, experience, performance indicators and allowances paid.

Due to the drift in technology and management systems or practices, there is need for all educational managers to study the new management practices that suit both situations and their employees. This is true as every moment of time, employees and employers adjust to new life styles with different expectations.

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Appendix I: Instrument (s)

Demographic Profile of Respondents

Name: -----(Optional)

Place of Residence

Village -----

Parish -----

Sub-county -----

County -----

District -----

Gender:

Male

Female

Age:

20- 30 - 40

51- 60 -70

Marital Status

Single Married

Divorced Separated wed

Level of Education

- 1. Secondary education
- 2. Secondary education
- 3. Diploma holder
- 4. Degree holder
- 5. No formal education