

**EFFECTS OF ABSENTEEISM ON ACADEMIC PERFORMANCE IN PRIMARY
SCHOOLS: A CASE STUDY OF MATENDE PRIMARY SCHOOL**

KAKAMEGA COUNTY,

KENYA.

BY

AZIPETA S. SHIKOKOTI

BED/33067/111/DF

**A REPORT SUBMITTED TO THE COLLEGE OF OPEN AND DISTANCE
LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF BACHELOR OF
EDUCATION, KAMPALA INTERNATIONAL
UNIVERSITY**

MAY, 2013

DECLARATION

I, declare that this report is by my hard work hence it has never been submitted for this award herein or any other institution of higher education.

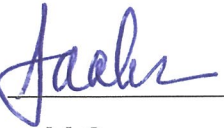
Sign:  _____

AZIPETA S. SHIKOKOTI

Date: 26/8/13.

APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Sign: 

Mr. Laaki Samson (Supervisor)

Date: 26/8/13

DEDICATION

I dedicate this work to my beloved husband Mr. Morris Abung'ana who encouraged me through out the process of my education.

ACKNOWLEDGMENTS

This piece of work would not have been accomplished if it were not the assistance of some people whose mention is worthy. I am most indebted for their financial, moral and spiritual support.

I owe much gratitude to my family members Mr. Morris Abung'ana for financial support, ^{Not} forgetting my children Hillary, Michael, Daniel and Ruth.

I thank my fellow colleagues for the assistance they gave me in getting some information.

I also thank my head teacher Mr. Kajilwa Lawrence for giving easy time to do this work. I further give my thanks to the Quality Assurance officer who granted me permission to carry out my research.

Lastly I wish to acknowledge Mr. Laaki Samson, my supervisor, who guided me throughout the completion of this research.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
ACRONYMS.....	ix
ABSTRACT	x

CHAPTER ONE 1

INTRODUCTION 1

1.0 Background.....	1
1.1 Statement of the Problem	1
1.2 Objectives of the Study.....	2
1.2.1 General Objective of the Study	2
1.2.2 Specific Objectives of the Study.....	2
1.3 Research Questions	2
1.4 Scope of the Study	3
1.5 Significance of the Study.....	3

CHAPTER TWO 4

LITERATURE REVIEW 4

2.0 Introduction	4
2.1 Attitude towards Primary Schools	5
2.1.1 Negative attitude on the teachers' part	5
2.1.2 Negative attitude on the learners' part	6
2.2 Teaching Methods	7
2.2.1 Teaching /Learning Resources.....	8
2.2.2 Quality of Manpower.....	9
2.3 Role of teachers on the Academic Performance	9

CHAPTER THREE	11
METHODOLOGY.....	11
3.0 Introduction	11
3.1 Research Design.....	11
3.2 Area and Population of the Study	11
3.3 Sample Selection	11
3.4 Sample Size	12
3.5 Data Collection Instruments	12
3.5.1 Questionnaires	12
3.5.2 Structured Interview	12
3.5.3 Focus Group Discussions.....	12
3.6 Data Collection Methods	13
3.6.1 Primary data collection method	13
3.6.2 Secondary data sources	13
3.7 Procedures.....	13
3.8 Data Analysis	13
3.9 Ethical Considerations.....	14
3.10 Limitations	14
3.11 Delimitations	15
 CHAPTER FOUR.....	 16
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA.....	16
4.0 Introduction	16
4.1 Socio-demographic background of the Respondents	16
4.1.1 Sex.....	16
4.1.2 Age.....	16
4.1.3 Marital status	17
4.1.4 Education level	17
4.1.5 Occupation.....	18
4.2 Attitudes towards Primary Schools.....	18

4.2.1 Attitude of Parents towards the Primary Schools.....	18
4.2.2 Attitude of Teachers towards Primary Schools	19
4.2.2.1 Negative Attitude.....	19
4.2.2.2 Negative attitudes on Learners	20
4.3 Methods used for the retention of primary school learners in schools.....	20
4.4 Roles of Teachers in children’s performance.....	21
4.5 Roles of Parents in Children’s performance.....	22
4.6 Absenteeism and Academic performance	22
4.6.1 Causes of Absenteeism	22
4.6.2 Solutions.....	24
4.6.3 Performance of Absentees.....	25
4.6.4 Performance of those who are always present.....	26
4.6.5 Relationship between Absenteeism and Academic Performance	26
CHAPTER FIVE	27
SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.....	27
5.0 Introduction	27
5.1 Summary	27
5.2 Conclusions.....	28
5.3 Recommendations.....	29
REFERENCES	30
APPENDICES	31
APPENDIX A: WORKPLAN	31
APPENDIX B: BUDGET.....	32
APPENDIX C: QUESTIONNAIRES TO THE PARENTS, TEACHERS, HEAD- TEACHER AND LEARNERS.....	33

LIST OF TABLES

Table 1: Sex of the Respondents.....	16
Table 2: Age of the Respondents	16
Table 3: Marital status of the Respondents	17
Table 4: Education level of the Teachers	17
Table 5: Occupation of the Respondents	18
Table 6: Attitude of Parents towards the Primary Schools	18
Table 7: Attitude of Teachers towards Primary class.....	19
Table 8: Negative attitude of Teachers against Primary Classes	19
Table 9: Negative attitudes on learners' part.....	20
Table 10: Methods used	21
Table 11: Roles of Teachers in Children's performance	21
Table 12: Causes of Absenteeism.....	22
Table 13: Solutions to the problems	24
Table 14: Performance of Absentees	25
Table 15: Performance of children who are always present.....	26
Table 16: Relationship between Absenteeism and Academic Performance	26

ACRONYMS

ECDE	-	Early Childhood Development and Education
PTEC	-	Primary Teachers Education Certificate
KESSP	-	Kenya Education Sector Support Programme
MoEST	-	Ministry Of Education Science and Technology
NACECE	-	National Centre of Early Childhood Education
SMC	-	School Management Committee

ABSTRACT

This research is about the effect of absenteeism on academic performance. It was guided by three objectives; To find the attitudes towards Matende primary school in Kakamega county Kenya. To find out the methods used for the retention of primary school learners. To identify the role of teachers in children's performance in Matende Primary.

Purposive and stratified sampling was used to select a population of 40 respondents to represent a population of Matende primary school.

CHAPTER ONE

INTRODUCTION

1.0 Background

Parents and care givers play vital role of ensuring that the learners are encouraged to attend regularly. Siblings also have a part to play as being good role models by attending school regularly to serve as a motivation for the young ones. The learners also need to be handled by trained and qualified teachers. One who is equipped with various techniques and knowledge of using appropriate learning/teaching aids. One who is fully knowledgeable in the handling of the tender learners.

Absenteeism is a habitual pattern of absence from a duty or obligation. Traditionally, 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 was 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.

1.1 Statement of the Problem

The researcher targeted to come up with findings as to why there is a big disparity in performance for the regular attendants and the irregular attendants in primary schools as may be indicated in the randomly sampled schools. He intended to get findings to suggest whether the absenteeism in the Primary schools could have contributed to the kind of performance experienced by the sampled schools.

1.2 Objectives of the Study

1.2.1 General Objective of the Study

To find out the effect of absenteeism in the academic performance at primary schools level. The study will further indicate and suggest the ways out of this problem.

1.2.2 Specific Objectives of the Study

- i. To find the people's attitudes towards primary schools in Matende primary school.
- ii. To find out the methods used for the retention of primary schools learners in schools.
- iii. To identify the role of teachers in children's performance in Matende primary school.

1.3 Research Questions

- i. What are the attitudes of respondents towards primary schools ECPE programme in Matende primary school?
- ii. What are the methods used for the retention of primary school learners in Matende primary school?
- iii. What are the roles of teachers in children's performance in Matende primary school?

1.4 Scope of the Study

This study was about the effect of absenteeism of academic performance. It was carried out in Matende primary school between August 2012 and March 2013.

1.5 Significance of the Study

The research findings and recommendations will be important to the educators, managers, School Management Committees and parents in controlling absenteeism in the primary schools classes which result into poor performance.

It will be significant in opening up new avenues for policy makers and Non - Governmental Organizations having interest in the child's learning.

Research methods, techniques and instruments established in the current study may be relevant in the future studies targeting other curriculum areas of early childhood education.

The parents who are key players in education of the children will be well informed and sensitized on their roles towards achieving the goal of reducing the gap of absenteeism.

The study will help the research to fulfill the partial requirements for the award of Bachelor of Education Degree of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains related literature on the topic being studied. The review is concerned with the effect of absenteeism on academic performance in the lower primary schools classes. The chapter highlights on what other writers have discovered to be the causes of absenteeism in primary schools and how it can be controlled.

Research focuses on the effect of absenteeism on academic performance in the ECPE classes. Absenteeism makes learners remain behind the syllabuses thus affecting performance. Lack of close supervision can also be a contributing factor to the poor academic performance.

According to the MoEST (May 2003) document - "Every Child in School," effective teachers must be trained. According to the Kenya Education Sector Support Programme (KESSP) manual (July, 2005), 56% ECPE untrained teachers in public schools are causing negative Effect. The Ministry of Education Strategic Plan (2005-2010) clearly identifies that majority of the ECPE teachers have not been trained to the Centre of Early Childhood Education (NACECE, 1999) recommends that teachers be trained for effective delivery of content.

2.1 Attitude towards Primary Schools

2.1.1 Negative attitude on the teachers' part

Poor payment or total lack of payment

This may happen when the government is lacking money to pay the teachers or the school under pays the staff. According to Piaget (1896-1980) children develop in stages i.e. sensory motor stage 0-2years pre-operational stage 2-7years, concrete operational stage 7-11years and formal operational 12- above. Each of these stages requires a child to perform activities according to his/her stage. Most of the teachers who are poorly paid do not give knowledge and therefore the children are not developed holistically. According to Fontana (1981) how a child develops depends on the people around him. A child learns skills values needed for social living i.e. knowing the difference between right and wrong. The researcher supports Fontana and urges the adults to ensure that the child is reared in a good environment so that the right values are instilled in a child.

Lack of recognition of the primary schools teachers by other stakeholders

There are some stakeholders who are good at not recognizing the good work done by the lower primary schools, teachers and because of these, teachers don't pay attention to the needs of the children hence affecting their academic performance.

Discrimination of various forms by the head teachers

Discrimination is any situation in which a group or individual is treated unfavorably based on prejudice, usually against their membership of a socially distinct group or category. Such categories include ethnicity, sex, sexual orientation, religion, socioeconomic status, age, and disability.

Discrimination applying to the equal availability of employment opportunities, housing, goods and services is widely legislated against.

Poor and inadequate provision of teaching/learning resources

Government allocations for education are low, On the three islands that make tin Comoros, over half of the population live in poverty and can contribute little to their children's education.

Handling huge and unmanageable number of learners by a single teacher

A class may be too big for one teacher to handle and this affects the performance of the children in that, most of them do not participate in class.

2.1.2 Negative attitude on the learners' part

Improper transition between home and school (Standard Newspaper Education pull-out 2nd May, 2007)

Poor Teaching methods

Poor teaching methods and approaches (Kenya Ministry of education strategic plan 2005-2010 of July, 2005, that 56% of the public ECDE centres are handled by untrained teachers whose methods are poor, hence negative Effect on the learners). But this is not a case in Matende primary school where most of the lower primary schools are handled by old trained teachers.

Lack of feeding programmes in Primary schools

Children's academic performance is affected by not having lunch or break at school. Many pupils drop out of school due to the fact that they don't get lunch at school as

we know that nothing can take place when one is hungry. Many schools don't give children lunch. This was witnessed in some schools, that is to say those which do not provide lunch perform poorly compared to those providing lunch and when parents were interviewed about this, they responded that they prefer schools with ability of providing lunch.

Use of corporal and other forms of punishment

Many school-going children drop out of school due to heavy punishments which are given at school. For example you may find a child who has been given a punishment of digging up an anthill and what is expected from that child is his/her performance dropping.

Unconducive learning environment

Sanitation is defined as matters and methods connected with maintenance of public health. Poor sanitation may lead to children's performance dropping as they feel that they can not be in a poor environment thus absenteeism from school

Long distance between Home and School

Some schools are far apart from their homes. You may find that a school is about seven miles from where they are staying. Some children are lazy and they can't move those long distances hence end up by dropping out of school.

2.2 Teaching Methods

The teacher should vary his or her teaching methods. Learners learn better through play experimentation, discovery and exploration within the environment in which

they are growing. The teacher and parents should encourage them in doing the above.

According to Julia Gitobu (1995) 'Principles and Practices of Home Management Play,' perform an attractive role of encouraging the learners to attend school regularly thus resulting in good coverage of the scheduled work, hence good performance.

Kenya Ministry of education Strategic Plan (2006-2012) identifies that lack of motivating methods contribute to absenteeism and need to be addressed adequately by having the lower primary schools teachers trained.

2.2.1 Teaching /Learning Resources

Learners learn better in an environment that is rich with teaching/learning resources. Therefore teachers and parents are encouraged to provide a variety of the same (G.P. Oluoch, 1995).

Ministry of Education Science and Technology (MoEST -Kenya) Every Child in School- ensure learners have appropriate learning materials to retain them in school.

Teachers use locally available teaching/learning materials to stimulate the learners thus controlling absenteeism of the learners who may not wish to miss attending school.

According to Kenya Ministry of education strategic plan (2005-2012), lack of motivating methods and approaches and appropriate teaching/learning resources is also a factor that has increased absenteeism in Primary schools, hence poor academic performance.

2.2.2 Quality of Manpower

A teacher handling a lower primary school, class should be trained and qualified. He/she should not impose his or her wishes on unprepared young ones. 'Jean Jacques Rousseau' (1712-1778) 'Participation Training Project' NACECE (1999) ECPE teachers have to be trained for effectiveness, hence high retention of learners thus good academic performance. Also 'Every child at School' by MoEST (2003) effective teachers must be trained.

2.3 Role of teachers on the Academic Performance

The lower primary schools teacher can assist the children to learn comfortably by being loving, warm and nurturant, building positive self esteem and confidence in children. The ECPE teacher should use child centred methods According to NACECE (1999) the teacher should use practical approach/child centred methods. The teacher should provide more activities for the children and the children should be active participants in learning. The lower primary schools teacher should use plenty of teaching/learning aids to enable children master what they have learnt.

According to Piaget (1896-1980) children who are at concrete operational stage should be given a lot of materials to help them acquire various skills. The lower primary schools teacher should respect and acknowledge each individual differences in children, motivate each child to achieve at his/her own level of ability. The lower primary school teachers to understand the children well, know their talents and potentials.

The teacher promotes desirable health and hygienic habits, nutritious meals and snacks, transmit desirable habits, values, attitudes and norms, Kuslan (1980) calls for understanding of child development by lower primary school teachers. The teacher plans activities which encourage the child to touch, taste, smell, hear and see i.e. uses senses.

According to Montessori (1870-1972) children should be guided to discover and explore using their senses. The teacher sets the learning environment (classroom) so as to stimulate child's interest and motivates him/her to explore the world around her/him. According to Erickson's theory if the children's learning environment is unfriendly and unstimulating the child learns to mistrust and withdraws. The positive experiences develop in a child a good self concept and a feeling of self esteem. According to Said et al (1972) the task of the lower primary school teachers enormous. He/she is everything for the child at school children demand love, attention, assistance, guidance and comfort from him.

Lilie (1975) defines a teacher as an instructional expert and stage setter. Since the teacher plays a fundamental role to assist and enable children from varied child rearing categories to learn comfortably and be successful in life, it is the researcher's appeal to the government to appreciate and pay these lower primary school teachers some good salary, so as to enable him/her implement her roles comfortably and happily.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Here the researcher elaborated step by step of the research design and methodology used to conduct his or her research. The chapter also states clearly the population to be studied, the sample and the sampling procedure to be applied. Here the researcher states the sample frame, the sample size and the research instruments that were used to get the required information.

3.1 Research Design

A quantitative descriptive design was used because of the need to obtain detailed description of absenteeism on academic performance.

3.2 Area and Population of the Study

The area of study is Matende p/s in Kakamega County and the study comprises five schools, ten primary school teachers, ten head teachers, ten parents, ten primary school children totaling to forty respondents.

3.3 Sample Selection

Purposively sampling and stratified sampling was used where by primary school children and Head teachers were purposively selected, and primary school teachers, parents were selected by use of simple random sampling to represent the entire population of Matende P/s.

3.4 Sample Size

From the proposed study, 40 respondents were selected to represent the population of Matende p/s. These were as follows 10 lower primary school teachers, 10 Headteachers, ten parents, ten primary school children.

3.5 Data Collection Instruments

In order to carry out this research effectively, different instruments were employed to collect all the data required. These included among others the following;

3.5.1 Questionnaires

Questionnaires were designed and were used to get primary data; where by respondents were required to answer the questions. All the respondents were given questionnaires.

3.5.2 Structured Interview

Structured interview was used to get or in collecting data and they were built on the Effect of absenteeism on academic performance in primary schools.

3.5.3 Focus Group Discussions

Focus Group Discussions was used to answer opinion question like "how has been the performance of your children? What attitude do you have against primary school teachers?" However, it was difficult to organize respondents for a meeting. This was solved by making appointments with the respondents.

3.6 Data Collection Methods

Two methods of data collection were used and these are primary and secondary data collection methods.

3.6.1 Primary data collection method

Data was got from the field by use of questionnaires, observation, and focused group discussion.

3.6.2 Secondary data sources

Text books and other related works of outstanding scholars whether published, magazines, written data sources included published and unpublished documents, agency reports, newspaper articles, Internet sources and so forth were referred.

3.7 Procedures

The study required the researcher to get a letter of introduction from CODL Kampala International University which was presented to the various respondents then the researcher introduced himself and the purpose of the study. Guarantee and confidentiality was assured by not asking the respondents name and only those willing to participate would be given questionnaires.

3.8 Data Analysis

Data was analyzed and computed using Microsoft Excel. The information will be summarized into percentages and frequencies.

3.9 Ethical Considerations

The researcher got a letter of introduction from the institute of distance learning. This letter was then presented to the respondents who then drafted an agreement to enable the researcher to carry out the study.

3.10 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the researcher was required to attend to his academic work.

The unwillingness of the respondents also posed a problem to the research study. However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

3.11 Delimitations

This research was facilitated by the following favorable factors:

Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information. The researcher did not find problems in transport because the infrastructure was good.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analyzed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Socio-demographic background of the Respondents

4.1.1 Sex

Table 1: Sex of the Respondents

Sex	Frequencies	Percentages
Males	23	58
Females	17	42
Total	40	100

Source: Respondents

From table 1, it can be established that most of the respondents were males with 23 and the rest were females with 17.

4.1.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentages
Below 34	18	45
35-44	15	38
45	7	17
Total	40	100

Source: Respondents

From the study it was found out that respondents below 34 years were more than with 45% followed by between 35 - 44 with 38% and last 45+ with 17%. Below 34 were more than as these included children.

4.1.3 Marital status

Table 3: Marital status of the Respondents

Marital Status	Frequencies	Percentages
Single	26	65
Married	9	22.5
Divorced	5	12.5
Total	40	100

Source: Fieldwork 2012

From the study, it was established that most of the respondents were single with 65% followed by married with 22.5% and divorced with 12.5%. Through the informal interview with the respondents, single were many because they fear commitment as they are fresh graduates.

4.1.4 Education level

Table 4: Education level of the Teachers

Education level	Frequencies	Percentages
Certificate in primary education	11	55
Diploma in primary education	6	30
Bachelors degree in primary education	3	15
Masters	0	0
Total	20	100

Source: Respondents

The results indicate that 55% of teachers have certificate in primary education, 30% have Diploma in primary education while 15% are graduate teachers. There were no teachers with master's degree in primary education.

Most of the teachers (55%) had certificate in primary education. This was because people had a negative attitude and they did not see the need to invest in the early years of the child.

4.1.5 Occupation

Table 5: Occupation of the Respondents

Occupation	Frequencies	Percentages
Farmers	23	57.5
Business proprietor	5	12.5
Civil servants	12	30
Total	40	100

Source: Fieldwork 2012

From the study it was found out that most of the respondents were farmers with 23 (57.5%) followed by civil servants with 12 (30%) and business proprietor last with 5 (12.5%). civil servants were many because it constitutes the teachers, doctors, and other professionals who are employed by the government.

4.2 Attitudes towards Primary Schools

4.2.1 Attitude of Parents towards the Primary Schools

Table 6: Attitude of Parents towards the Primary Schools

Attitude	Frequencies	Percentages
Positive	6	60
Very good	3	30
Negative	1	10
Total	10	100

Source: Fieldwork 2012

Table 6 indicates that parents have a positive attitude towards primary class with 60%, 30% have a very good attitude and 10% have a negative attitude towards ECPE class. Respondents had a negative attitude and they did not see that there is need to invest in the early years of the child.

4.2.2 Attitude of Teachers towards Primary Schools

Table 7: Attitude of Teachers towards Primary class

Attitude	Frequency	Percentages
Positive	4	40
Negative	6	60
Total	10	100

Source: Fieldwork 2012

From table 7, it can be established that most of the teachers have a negative attitude towards primary schools with 60% and the rest (40%) have a positive effect.

4.2.2.1 Negative Attitude

Table 8: Negative attitude of Teachers against Primary Classes

Negative Attitude	Frequency	Percentages
Poor payment	2	20
Low recognition	1	10
Discrimination	5	50
Inadequate teaching practices	2	20
Total	10	100

Source: Respondents

Table 8 indicates that most of the teachers suffer from discrimination as it is shown by 50%. 20% were facing the problem of poor payment and inadequate provision of teaching materials and the rest are rarely recognized by other stakeholders.

4.2.2.2 Negative attitudes on Learners

Table 9: Negative attitudes on learners' part

Attitude	Frequency	Percentages
Poor teaching methods	3	30
Punishments	1	10
Lack of feeding programmes	2	20
Poor sanitation	1	10
Long distances	3	30
Total	10	100

Source: Fieldwork 2012

Table 10 shows that poor teaching methods and long distances are the most negative attitudes of learners on primary classes with 30% each followed by lack of feeding programmes with 20%, punishments and poor sanitation with 10% each also.

4.3 Methods used for the retention of primary school learners in schools

The study was done to find out whether the primary teachers were using the practical methods that enabled the child to get the necessary skills, knowledge and values. Here both the teachers and head teachers were interviewed.

Table 10: Methods used

Method	Frequencies	Percentages
Child centered	18	90
Lecture	2	10
Total	10	100

Source: Respondents

From the table 90% of the primary teachers used the child centered methods while 10% used lecture method. The 90% of the teachers who used the child-centred methods were trained and appreciated the importance of child-centred methods. Thus it reduces absenteeism hence good academic performance of the children.

4.4 Roles of Teachers in children's performance

Table 11: Roles of Teachers in Children's performance

Roles	Frequency	Percentages
Encourage children to read	12	30
Prepare children for exams	10	25
Equip children with necessary materials	5	12.5
Helps children to pass exams	13	32.5
Total	40	100

Source: Fieldwork 2012

Table 11 shows that the major role of teachers is to help children pass their exams, followed by encouraging children to read, then by preparing them by equipping children with necessary materials with 32.5%, 30.0%, 25.0% and 12.5% respectively.

4.5 Roles of Parents in Children's performance

Through the internal interview with the parents, it was found out that parents have a role of making sure that the child go to school every day, feed the children, encourage them to do homework, buying scholastic materials and among others.

4.6 Absenteeism and Academic performance

4.6.1 Causes of Absenteeism

Table 12: Causes of Absenteeism

Causes	Frequency	Percentages
Weak administration	8	20
Child labour	12	30
Long distances	9	22.5
Punishment	3	7.5
Absenteeism of teachers	6	15
Orphanage	12	30
Total	40	100

Source: Respondents

From table 12, it can be established that the major cause of absenteeism is orphanage and child labour both with 30.0%, followed by long distances, weak administration, absenteeism of teachers, and punishments with 22.5%, 20%, 15%, and 7.5% respectively.

Poor teaching methods

Some teachers use poor teaching methods that may cause the children to absent themselves from school. They get bored when the teacher is teaching.

Poor structures

Structures for study include building, compound, among others. When these structures are in improper shape, many children are likely to absent themselves when it rains as they fear the falling of school structures.

Long distances

Many schools are located far away from homes where by children have to foot for 6km daily from Monday to Friday. This may lead to a child preferring to absent.

Weak Administration

In some schools, the administration is weak in that they don't take roll-calls, they don't give light punishment to absentees, and this encourages children to absent themselves.

Absenteeism of Teachers

You can't stop a child from being absent when teachers always absent themselves. This also encourages the children to absent themselves as they say that the young ones learn from older people.

Punishments

Children are always entitled to heavy punishments and because of these punishments children decide not to come to school in order to dodge them.

4.6.2 Solutions

Table 13: Solutions to the problems

Solutions	Frequency	Percentages
Elimination of punishments	15	37.5
Establishment of more schools	14	35
Punish absent teachers	7	17.5
Proper teaching methods	4	10
Total	40	100

Source: Fieldwork 2012

From table 13, it can be indicated that the major solution to causes of absenteeism is elimination of punishments in school with 37.5%, followed by establishment of more schools, punishing absent teachers and proper teaching methods with 35% 17.5% and 10% respectively.

Elimination of punishments

Heavy punishments or corporal punishments should be eliminated in schools so as to curb absenteeism. They should be substituted with light punishments like sweeping of the classroom for two days instead of caning.

Establishment of more schools

More schools should be established so as to reduce on the long distances traveled by young pupils or children. At least more schools should be established in the .
Punishing absent teachers

Teachers who are always absent without a standing reason should be penalized so as to reduce on their absenteeism.

Proper teaching methods

Proper teaching methods should be introduced in schools. For example demonstrations should be practiced when teaching a practical subject so as to make the children like the subject. Once children like it they will not absent themselves from school.

4.6.3 Performance of Absentees

Table 14: Performance of Absentees

Performance	Frequency	Percentages
Excellent	0	0
Very good	2	5
Good	5	12.5
Bad	13	32.5
Very bad	20	50
Total	40	100

Source: Respondents

Table 14 shows that the performance of the majority of the absentees is very bad with 50% followed by bad, good and very good with 32.5%, 12.5% and 5% respectively. There is no one who responded as the performance is very excellent.

4.6.4 Performance of those who are always present

Table 15: Performance of children who are always present

Performance	Frequencies	Percentage
Excellent	30	75
Very good	10	25
Total	40	100

Source: Respondents

Table 15 shows that the performance of children who are always present is excellent with 75% and the rest responded as the performance are very good.

4.6.5 Relationship between Absenteeism and Academic Performance

Table 16: Relationship between Absenteeism and Academic Performance

Relationship	Frequencies	Percentage
Positive	27	67.5
Negative	13	32.5
Total	40	100

Source: Respondents

Table 16 indicates that there is a positive relationship between absenteeism and academic performance as it was represented by 67.5% and the rest 32.5% said that there is a negative relationship.

Through the informal interview with the respondents there is a positive relationship in that once a child is ever absent he or she is most likely to perform badly and vice versa.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary

From the study it was established that most of the respondents were males with 23 and the rest were females with 17. Most of the respondents were single with 65% followed by married with 22.5% and divorced with 12.5% were teachers with certificates in lower primary, 55% have diploma in lower primary 30% while 15% are graduate teachers, who were farmers with 23 (57.5%) followed by civil servants with 12 (30%) and business proprietor last with 5 (12.5%).

The study indicates that parents have a positive attitude towards primary schools with 60%, 30% have a very good attitude and 10% have a negative attitude towards lower primary class. Most of the teachers have a negative attitude towards ECPE with 60% and the rest (40%) have a positive Effect, the negative attitude of teachers include discrimination, poor payment and inadequate provision of teaching materials and the rest are rarely recognized by other stakeholders.

From the study, 90% of the primary teachers used the child centered methods while 10% used lecture method. The 90% of the teachers who used the child-centred methods were trained and appreciated the importance of child-centred methods.

The study indicates that most of the respondents gave the major role of the teacher as to help children pass their exams as it was given by 32.5%. This is followed by 30% who gave encouraging children to read 25% said that preparing children for exams, followed by 12.5% gave equipping children with necessary materials.

It was established that the major cause of absenteeism is orphanage and child labour each with 30%, followed by long distances, weak administration, absenteeism of teachers, and punishments with 22.5%, 20%, 15%, and 7.5% respectively. The solutions to causes of absenteeism were found to be elimination of punishments in school with 37.5%, followed by establishment of more schools, punishing absent teachers and proper teaching methods with 35%, 17.5% and 10% respectively.

The performance of the majority of the absentees is very bad with 50% followed by bad, good and very good with 33%, 12% and 5% respectively. There is no one who responded as the performance is very excellent.

The performance of children who are always present is excellent with 75% and the rest responded as the performance is very good.

The study indicates that there is a positive relationship between absenteeism and academic performance as it was represented by 67.5% and the rest 32.5% said that there is a negative relationship.

5.2 Conclusions

Through the study it was found out that there is a positive relationship between absenteeism and academic performance.

5.3 Recommendations

Community sensitization on the effects HIV/AIDS which claims many parents and leave many children orphans. They should also discourage children from going to work in the sugarcane plantations to reduce child labour.

There was need to sensitize the community so that the highly academic achievers could be interested in teaching in the Primary schools.

Therefore the lower primary, teacher should ensure that there was a feeding programme in the school, sensitize the parents on the importance of providing basic needs to their children.

The parents should provide the basic needs to the child. Despite the many socio economic activities parents should spare sometime for guiding and counseling their children.

The primary teacher should appreciate his/her role in the development of the child, use variety of teaching/learning aids; child centered methods and creates a conducive learning environment for the child.

The primary teacher should handle each child with love because of their varied environment i.e. the orphans, the gifted, the handicapped etc. Parents, teachers and the community should ensure that children's environment is socially acceptable i.e. free from drunkard people and any form of misconduct because children learn by observation and imitation.

REFERENCES

Every Child in School (2003)

G.P. Oluoch (1995): Guidelines for pre-school Education

Guidelines for ECDE (1995)

Julia Gitobu (1978); Home Management

Kenya Education Sector Support Programme (2003)

Ministry of Education Science and Technology (2003)

Participation Training Project NACECE (1999)

Standard Newspaper pullout (Wed. 02.05.2005)

Strategic Plan 2006-2010 (2005)

Strategic plan 2006-2012(2005)

Van pelt-Train up a Child (1984)

APPENDICES

APPENDIX A: WORKPLAN

May	1 st week	Development of proposal
	2 nd week	Approval
	3 rd & 4 th weeks	Collection of data
June	1 st & 2 nd week	Presentation, analysis of data collected
July	3 rd week	Submission

APPENDIX B: BUDGET

ITEMS	COSTS IN KShs.
Stationary	5,000
Printing / binding	8,000
Facilitation /meals	3,000
Transport	7,000
Miscellaneous	3,000
Total	26,000

APPENDIX C: QUESTIONNAIRES TO THE PARENTS, TEACHERS, HEAD-TEACHER AND LEARNERS

Dear Respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic; **“Effect of absenteeism on Academic Performance in Primary Schools in Matende p/s.”**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

Instruction:

This section concerns you, please tick the most appropriate boxes of your choice and fill in the space provided

SECTION A: PERSONAL DATA

- 1. Sex: (a) Male ☐ (b) Female ☐
- 2. Age of the Respondent: (a) Below 34 ☐ (b) 35 -44 ☐ (c) 45+ ☐
- 3. Marital status: (a) Married ☐ (b) Single ☐ d) Divorced ☐
- 4. Education background:
 - (a) Certificate in Early Childhood Education ☐
 - (b) Diploma in Early Childhood Education ☐
 - (c) Bachelors Degree in Early Childhood Education ☐
 - (d) Masters ☐

5. Occupation of the respondent

(a) Civil Servant ☐

(b) Farmer ☐

(c) Business Proprietor ☐

SECTION B: ATTITUDE TOWARDS ECPE

6. What do you understand by the term Early Childhood Education?

.....
.....

7. What is your occupation?

(a) Teacher ☐

(b) Parent ☐

(c) Parent representative ☐

(d) Headteacher ☐

8. Are your services as ECPE teacher being delivered as they are supposed to be?

(a) Yes ☐ (b) No ☐

9. (i) What is your attitude towards primary education?

(a) Positive ☐ (b) Negative ☐

(ii) If positive, then what

(a) Enough teaching materials ☐

(b) Recognized ☐

(c) Good remuneration ☐

(iii) If negative, then tick the appropriate

(a) Poor payment ☐

(b) Low recognition ☐

(c) Discrimination ☐

10.Negative attitudes by the learners

- (a) Poor teaching methods ☐
- (b) Punishments ☐
- (c) Lack of reading programme ☐
- (d) Long distances ☐
- (e) Poor sanitation ☐

SECTION C: METHODS USED IN TEACHING

11.Which method do you use during teaching?

- (a) Lecture ☐
- (b) Child centred ☐

12.Do children appreciate when teaching using that method mentioned?

- (a) Yes ☐
- (b) No ☐

If Yes, how?
If No, why?

13.What should be done to improve the academic performance?

.....
.....

14.What is the role of the teacher?

- (a) Encourage children to read ☐
- (b) Preparing children for exams ☐
- (c) Equipping children with necessary materials ☐
- (d) Helping children to pass exams ☐

SECTION D: ABSENTEEISM

15. What are the causes of absenteeism?

- (a) Weak administration ☐
- (b) Child labour ☐
- (c) Long distances ☐
- (d) Punishments ☐
- (e) Absenteeism of teachers ☐
- (f) Orphanage ☐

16. What are the solutions to the above causes?

- (a) Elimination of punishment ☐
- (b) Establish more schools ☐
- (c) Punishment absent teachers ☐
- (d) Proper teaching methods ☐

17. How are the performances of the absentees

- (a) Excellent ☐
- (b) Very good ☐
- (c) Good ☐
- (d) Bad ☐
- (e) Very bad ☐

18. Performance of those who are always present

- (a) Excellent ☐
- (b) Very Good ☐

19.What is the relationship between absenteeism and academic performance?

- (a) Positive ☐
- (b) Negative ☐

20.What are your recommendations in the process of stopping absenteeism among children?

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION