

**IMPACT OF TEACHERS ABSENTEEISM ON ACADEMIC PERFORMANCE OF PUPILS IN MULANDA
SUB COUNTY, TORORO DISTRICT**

BY:

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**A RESEARCH DISSERTATION SUBMITTED TO
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THEREQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE OF
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2024.

DECLARATION

DECLARATION

I, Oburu Samuel , hereby declare that, this is my own work and has never been presented to any examining body in any college or university for the award of a Bachelor's in Education Primary.

Signature: _____

Date: _____


15/7/2024

APPROVAL

This is to certify that the study titled "Impact of teacher's absenteeism on the academic performance of pupils in Mulanda sub county, Tororo District" was carried out under my supervision as a University supervisor.

Signature: Abulo

Date: 15/7/2024

Ms. Abulo Rebecca

DEDICATION

I dedicate this piece of work to my course mates, my administrators and all my relatives for their support and guidance that has enabled me to come this far.

ACKNOWLEDGEMENTS

Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom. I do recognize His contributions, which have enabled this study attain its current shape.

I wish to extend my sincere thanks to Busitema University administration and staff for the good moral and academic support offered to me.

On a special note, my heartfelt appreciations go to my research supervisor Ms. Abulo Rebecca for her motherly and untiring work despite her busy schedules.

ABSTRACT

The purpose of this study was to examine the impact of teachers' absenteeism on academic performance of pupils in Mulanda sub county, Tororo District. The study was guided by the following objectives; To identify factors contributing to teachers absenteeism in schools in Mulanda sub county, Tororo District, To examine the impacts of teachers' absenteeism in schools on pupils' academic performance in Mulanda sub county, Tororo District, To suggest the way forward for solving the problems of absenteeism of school teachers in Mulanda sub county, Tororo District.

The study was conducted using a cross sectional research design. The study population included 8 teachers, 10 pupils from each school of the selected four totaling to 48 respondents. Teachers will be selected using purposive sampling technique. The data was collected using interview guide.

It was established that teachers absent from schools due to: - personal characteristics influence teacher absenteeism, illness, attending other administrative duties, leaves and poor leadership style of the principal. This study suggests that the teachers be fully motivated in terms of better remunerations to raise their attitude towards work. This will help eliminate absenteeism among teachers. In view of the findings, the study recommends schools to institute policy changes like that of maintaining attendance roll for teachers wherein teachers log in and out every single day. Equally introduction of biometric attendance register will be ideal to curb absenteeism. A summary of teacher attendance record should be posted on the staff noticeboards on a regular basis to reinforce the importance of this issue. It is also recommended that the Board of Management should consider awarding exemplary teacher attendance annually as well as enforcing existing sanctions fairly and consistently for the same reasons

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the back ground of the study, statement of the problem, purpose of the study, objectives of the study, research questions, Scope of the study, the significance of the study, limitations and delimitations of the study.

1.1 Background of the study

Absenteeism is one of the worst practices facing many organizations in the world today (Musyoki, 2015). Few organizations can attain 100 percent attendance by all employees. Teacher absenteeism is high in many countries (Sabarwal, S. & Abu-Jawdeh, M., 2018). Teacher absenteeism rates in many countries measured through unannounced visits to schools are high. There are several forms that absenteeism is being practiced by teachers such as, coming late to work and leaving very early, extended tea and lunch break contrary to the stipulated time in rules and regulations, immediate attending businesses, sickness of family members, taking a long time to collect working tools, some teachers forge illness to perform their duties (Mwesiga, 2016). All these forms organizations take them as absenteeism practices. Studies show that a large number of teachers and other educational administrators have been engaging in various undesirable practices across the world (Betweli, 2013) of which absenteeism being one of those undesirable practices. Miller (2012) reported on teacher absenteeism as a leading indicator of student achievement. The report from the office for civil rights in the United States of America Department of Education on teacher absenteeism included a new item on its biennial Civil Rights Data Collection survey from 2009 to 2012 observed that teacher absenteeism range from a low of 20.9% in Utah to a high of 50.2% in Rhode Island. A ranking of states raises questions about the wisdom of some states' teacher absence policies.

Globally, in New Jersey's Camden City Public Schools for example, 40% of teachers are absent from their classrooms. Such a high figure probably would not stand out in parts of the developing world, but it contrasts sharply with the 3% national rate of absence for full-time wage and salaried American workers and the 5.3% rate of absence for American teachers overall

(Miller, 2012). Teacher absenteeism is a great problem that cuts across national boundaries and it is a much bigger challenge in developing countries as compared to developed countries. Several studies indicate that the rates of teacher absenteeism in England, Canada, Israel and in Ireland range from 3% to 6% (Bowers and McIver, 2000; Clotfelter, et al., 2007; Reddy, et al., 2010; The Auditor General, 2009). In India, about one in four teachers was absent on a typical day, reaching as high as one in two in the poorest performing state (Kremer et al. 2005, Muralidharan et al. 2017). Likewise, Abadzi (2009) noted that high absenteeism contributes to about two-thirds of total instructional time not being used in several countries. In real situation teachers are paid salaries and other incentives which they do not deserve. Teacher absenteeism is estimated to have an associated fiscal cost of US\$1.5 billion a year in India alone (Muralidharan et al. 2017). Hubbell, (2008) observed that, in developing countries, the teacher absenteeism rate is above 40% while in developed countries it is as low as 10%.

Regionally, In Kenya, Obeng-Denteh et al. (2011) conducted a research and pointed that access to education in any country is seen both as a fundamental human right and an essential element in the national development strategy to promote growth and productive adult life. Pitts (2010) however found out that women, younger teachers, teachers with fewer years of experience, and teachers in specialty schools had the highest level of absenteeism. The study done by Pitts, (2010) and Obiero, et al. (2017) suggested that older teachers might have fewer absences because they can purchase service credit on retirement using unused sick days.

Tanzania has experienced incidences that occurred on secondary school sector in different regions as a result of learning problems, which resulted into poor academic performance of students in secondary Schools (Nemes, 2012). The report portrayed through Minister for Education and Vocation Training, Hon. Jumanne Maghembe, demanding that the education officers in regions like Shinyanga, Lindi, Tabora and Mara should investigate the factors influenced for their poor performance. Again, Nemes (2012) noted that 35 head teachers and 3 ward education officers in Shinyanga region were demoted following the 2008 poor results in the primary and secondary school leaving examinations, in their respective areas.

A study which was done in seven countries in Sub-Saharan Africa indicates that five of them, about one in five (1/5) teacher was absent on a typical school day (Bold et al. 2017). A report from UWEZO (2011) in Uganda, points out that widespread teacher absenteeism is generally

acknowledged as a major obstacle to the effective and sustainable improvements of the country's education system.

Theoretical Framework

Human capital theory of Becker (1964) suggests that individuals can increase their economic productivity and enhance their own well-being through investments in education and training. In the context of teacher absenteeism and its impact on academic performance, human capital theory can be applied in the following way: Teachers are considered as key contributors to the human capital development of students. They play a crucial role in imparting knowledge, skills, and values that are essential for the students' academic success and future success in the workforce. When teachers are absent from school, students are deprived of the opportunity to learn from them and benefit from their expertise. This can lead to gaps in knowledge and skills acquisition, hindering the students' academic progress and overall human capital development. Teacher absenteeism can disrupt the continuity of instruction and learning process, leading to decreased student engagement and motivation. This, in turn, can impact students' academic performance and their ability to acquire the necessary skills and knowledge to succeed in their studies. In the long run, the negative effects of teacher absenteeism on students' academic performance can have a lasting impact on their human capital development and future economic prospects. Students who do not receive adequate instruction and support are less likely to reach their full potential and excel in their chosen fields. Overall, human capital theory provides a framework for understanding how teacher absenteeism can impede students' academic performance and hinder their human capital development. By recognizing the importance of teachers in shaping students' knowledge and skills, policymakers and educators can work towards addressing issues related to teacher absenteeism and ensuring that all students have access to high-quality instruction and support.

1.2 Statement of the problem

The government of Uganda's initiative to enhance literacy through the introduction of Free and compulsory Primary education in 1996 resulted to upsurge of enrolment. However, learning outcomes are yet to be achieved exclusively. This is despite massive efforts, there has been deterioration of performance in public primary schools. The problem of poor performance is deeply rooted in management practices which will have to change if the targets in education

sector are to be realized. Private primary schools have been performing far much better than public schools. Absenteeism in school by teachers has been reported as most assuredly related to poor performance in school. While teacher's absence will affect educational quality since students end up doing 'busy work' or playing in the schoolyard during study time, thus affecting their educational outcomes. It is against this background that the current study sought to establish the effect of teacher absenteeism on pupil's performance schools in Mulanda sub county, Tororo District.

1.3. OBJECTIVES OF THE STUDY

1.3.1. Major Objective

To examine the impacts of teachers' absenteeism in schools on pupils' academic performance in Mulanda sub county, Tororo District.

1.3.2. SPECIFIC OBJECTIVES

To identify factors contributing to teacher's absenteeism in schools in Mulanda sub county, Tororo District.

To examine the impacts of teachers' absenteeism in schools on pupils' academic performance in Mulanda sub county, Tororo District.

To suggest the way forward for solving the problems of absenteeism of school teachers in Mulanda sub county, Tororo District.

1.4. RESEARCH QUESTIONS

What are the factors contributing to absenteeism of teachers in public secondary schools in Mulanda sub county, Tororo District.?

What are the impacts of teachers' absenteeism on the students' academic achievement in Mulanda sub county, Tororo District.?

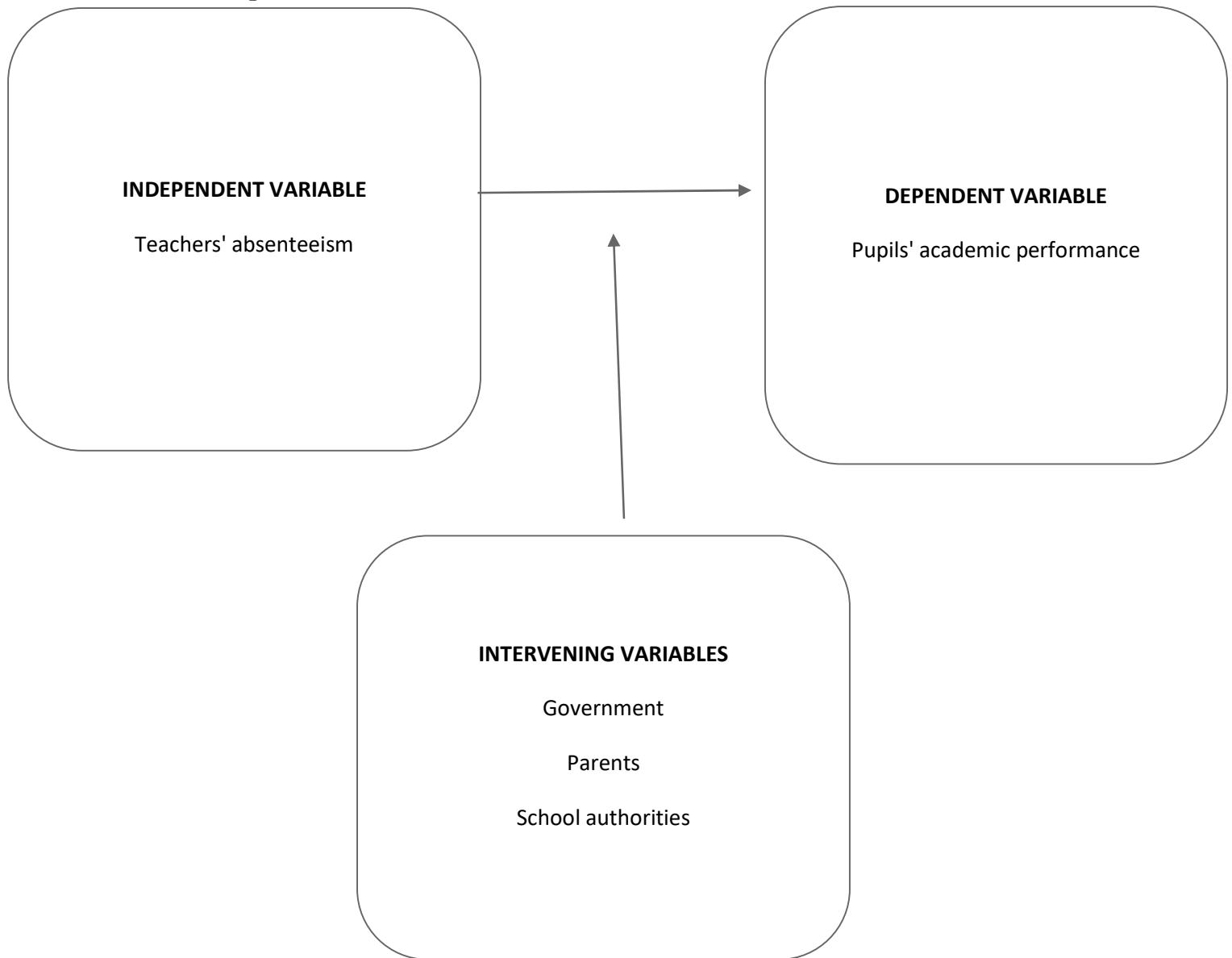
What should be done to solve the problems of teachers' absenteeism of public secondary schools in Mulanda sub county, Tororo District.?

1.5. Significance of Study

Results of this study were used by all stakeholders in the field of education, from administrators and directors, to classroom teachers and substitutes. Teachers needed to be aware of the

consequences of missing instructional time, while directors and administrators needed to be creative in finding ways to legally and ethically encourage teachers to be in their classrooms every day school is in session. Substitutes needed more training and consistency from school to school in order to better serve students. One way to accomplish this was to have assigned substitutes in each building instead of any substitute at any school in the county. Directors and administrators considered teacher attendance records during the hiring and recruitment of new teacher as well as advancement of current teachers.

1.6. Conceptual Framework



Source: primary data

1.8 Limitations of the Study.

The major limitations the researcher anticipated included:

limited finances because money was needed in typing and printing out the materials, transport because the researcher has to go to the two schools. The researcher needed to be stable financially so as to carry out the research successfully.

In these schools the administrators would not be available to give me information and others would think that I will be spying on them. It was also worth noting that some of the administrators would not want the research to be carried out in the schools they were administering.

1.9 Definition of key terms

Teacher:

According to Darling-Hammond (2000), a teacher is a professional who is responsible for providing instruction, guidance, and support to students in an educational setting.

Absenteeism:

According to Johns (2010), absenteeism is defined as the habitual or intentional absence from work or school without a valid reason, which can impact productivity, academic performance, and overall success.

Performance:

According to Armstrong (2012), performance is defined as the ability of an individual to effectively carry out tasks, meet goals, and achieve desired outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlighted the review of literature scholars who carried out studies on topics related to the one under study

2.1 Factors contributing to teachers' absenteeism from schools

Ivatts (2010) argues that there are several causes of teacher absenteeism which vary from one country to another and from one region to another. These causes include teacher demography, gender, seniority, type of employment, type of school, job satisfaction, professional commitment, school and institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, health, secondary employment, class size, quality of school infrastructure, distance to school, isolation, level of training, formal duties, quality of learning environment, social contest of the school, community social economic status, school leadership and community participation. Mariesa ((2007) also asserts that Research data available shows that personal characteristics influence teacher absenteeism. They include age and gender of the teacher, illness of the teacher or a family member, experience and job dissatisfaction of the teacher, seniority and the type of employment for the teacher; qualification and lack of professional competence of the teacher, compassionate leave and family conflicts among other family responsibilities. Seidu (2015) on the other hand points out that Research has established that teachers join the teaching profession when they are highly motivated but they „burnout“ as the age of the teacher increases (Glewwe&Kremer, 2006). This explains why older teachers are often more absent. According to Ervasti, et al. (2012), female teachers are absent more frequently than male teachers due to more family demanding responsibilities. However, Rosenblatt & Shirom (2005), argue that male teachers are absent more than their female counterparts who have few outside workplace responsibilities that are likely to take them away from the school. General observation from Kenyan schools is that female teachers are absent more often than male teachers and that younger female teacher are more absent than their older counterparts due to more family responsibilities. According to Chaudhury, et al. (2006), the study on multi-country survey indicates that 10% of the teachers' absenteeism is attributed to

illness. In Uganda and Zanzibar HIV infection was found to be responsible for the largest share of teachers' absenteeism (Habayarima, et al. 2004). Researchers' observation on the teachers absenteeism indicate that teachers who are sick or have sick family members will not attend school but stay at home to recover or to take care of the sick person.

World Bank report (2004), revealed that during the first year of teaching, teachers tend to be effective but after two to three years of experience, the teachers become more effective and their attendance is good. However, the survey report done among many school administrators indicates that newly employed teacher's absence rate is low compared to the long serving teachers. According to Sargent & Hannum (2005), when teachers lack job satisfaction the rate of absenteeism increases. Alcarliar, et al. (2004), argue that contract teachers in Peru and Indonesia have higher rates of absenteeism because they spend more time exploring alternative employment. Researchers' observation is that an employee who has good terms of payment and service will have low absenteeism rate. Chaudhury, et al. (2006), established that high ranking teachers tend to be more absent than low ranking counterparts. Thus the principals are absent from school more frequently than regular teachers because they must attend other administrative duties outside the school such as meetings organized by the Ministry of Education officials, workshops and seminar among others. In addition, temporary and contract teachers are often more present than permanent teachers because they fear losing their job. According to Alcarizar, et al. (2004), teachers trained in pedagogy are more professionally qualified and motivated than those teachers who studied other subjects and therefore they have low absence rate. This explains why teachers from recognized Teacher Training Colleges are considered more for teacher employment. Rockoff, et al. (2011), found that school employees whose performance is poor are rated as being absent more often than the average counterparts. Thus, teachers who lack professional competence have higher absenteeism rate than the others. Many school administrators concur that teachers who are non-performers are frequently absent from school because most likely they lack professional competence. Kerrick (2014) also notes that According to the code of regulation for teachers in Kenya, a teacher is entitled to various leaves among them compassionate leave. Obeng-Denteh, et al. (2011), argues that generous school leave policy can cause higher rate of absence among the teachers in developing countries. Researcher's observation on teacher's absenteeism is that like any other employee, when there is death of a family member or colleague a teacher will seek permission to attend the burial ceremony. If a

teacher has a sick or hospitalized dependent, permission will be obtained to attend the same. This explains why compassionate leave is one of the leading causes of teacher absenteeism. Salvado (2015) also asserts that Naturally, when a teacher has a family conflict, which may lead to court cases, or fight, which may cause physical injury, such a teacher, will be absent from school so as to create time to resolve the conflict. In addition, religious meetings, ceremonies and customary functions conducted during a weekday are likely to make teachers absent from school when they attend the functions as part of their constitutional rights.

Wasike (2000) also notes that School factors are institutional characteristics and working conditions that in different ways influence teachers' absenteeism. They include: Lack of group accepted norms, poor leadership style of the principal, lack of effective supervision and monitoring policies by the school administration and Ministry of Education, the status of the school whether private or public, poor school infrastructure and equipment, lack of in-service training programs among other motivation policies, high pupil-teacher ratio and assignment of other school administrative duties.

According to Ehrenberg, et al (2015), great organizational support can cause low absence rate of the individual teachers because it reduces stress. Schools that lack strong staff welfare will have higher absenteeism rate of teachers. This is because there is no teamwork and some social needs are not met and this demotivates teachers. A school where the principal's leadership style does not involve teachers in decision making ,that which does not allow teachers to participate in policy making demotivates them hence increasing rate of absenteeism .while in schools that have good leadership style by the principal ,teachers absenteeism rate has been reduced by a big percentage.

2.2 Impact of teacher's absenteeism on the academic performance of pupils.

There are many ways by which teacher absenteeism may affect student achievement.

First, instructional intensity may be radically reduced when a regularly assigned teacher is absent (Banchero, 2011). Schools' primary strategy for coping with teacher absence is to place substitute teachers in classrooms (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). Substitutes, however, are mainly concerned with classroom management (Duncan, 2010).

Sometimes they simply show videos or monitor busywork rather than seeking to have students make academic progress (Duncan, 2010). To be fair, substitutes' efforts are frequently undermined by poor organization on the part of the absent teachers. For instance, when they are absent, many teachers fail to leave usable lesson plans and seating charts for the substitute (Marszalek, Odom, LaNasa, & Alder, 2010). States' requirements for the academic qualifications of substitute teachers are also generally modest. Nineteen states do not require that substitutes hold a Bachelor's degree (Henderson, Protheroe, & Porph, 2012), a standard requirement for regular teachers. Furthermore, since the No Child Left Behind Act of 2001 exempts substitutes from its otherwise ambitious requirements around teacher quality (US Department of Education, 2014), substitutes who have weak qualifications relative to regular teachers are liable to maintain the norm.

The second way that teacher absences may affect student achievement is through the disruption of the regular flow of classroom events. Termed discontinuities of instruction (Rundall, 1986; Turbeville, 1987), such disruptions may affect student achievement in one or more of the following ways. First, a teacher's dozen or so absences may be covered by as many as a dozen different substitutes, resulting in the reality that students may have difficulty forming meaningful relationships with multiple, mobile substitutes. Furthermore, upon their return from absences, teachers may need to reallocate instructional time to activities designed to rebuild students' trust. Second, even if substitutes deliver brilliant isolated lessons, they may not be able to implement a regular teacher's long-term instructional strategies. Third, because differentiated instruction addressing the needs of individual students often depends on periodic consultation with specialists, substitute teachers are at a disadvantage in implementing this technology. Staffing problems arising from teacher absence threaten student achievement in a third way. Many school districts are routinely unable to muster enough substitutes to cover all teacher absences (Bayard, 2013; Henderson, Protheroe, & Porph, 2012). Consequently, teachers within subject-area departments or grade-level clusters often scramble to cover classes themselves by combining classes or by foregoing preparation time to stand in for absent colleagues (Bayard, 2013). Administrators may even teach, or sometimes, classrooms are simply monitored for safety by neighboring teachers until other arrangements are made. The quality and delivery of instruction may suffer under such circumstances. Furthermore, these emergency strategies may induce stress among teachers who are present, and stress itself has been linked to absence (Henderson,

Protheroe, & Porch, 2012). Thus, teacher absences may feed into a vicious feedback cycle from which diminished student achievement is a plausible outcome.

Finally, absent teachers forego opportunities to supervise recess, meals, student drop-off and pick-up, and after-school activities. This consequence of absence is important, because interaction with and encouragement from teachers outside the classroom can have profound impact on students' motivation to work hard in the classroom or even to attend school. In addition to missing supervisory duties, absent teachers are less available for collaboration with colleagues, an especially important consequence since the advent of data-driven school-wide strategies to improve student achievement (Ronfeldt, Farmer, McQueen, & Grissom, 2015). Teacher absenteeism has negative impacts in many ways but two main ways can be depicted here. It leads to financial losses of employers for paying absent teachers and, sometimes, substitute teachers (Bennell&Akyeampong, 2007). This is in line with the study done by Muralidharan et al. (2017) who reported that teacher absenteeism is estimated to have an associated fiscal cost of US\$1.5 billion a year in India alone.

Herrmann and Rockoff (2010) viewed that teacher absenteeism as a daily loss in student achievement resulting from having substitute teachers as comparable to replacing an average teacher with one between the 10th and 20th percentile in terms of teaching effectiveness. Then, teacher absenteeism leads to wastage of time for classroom learning to students. Meanwhile, student learning is one of the important indicator for students' academic achievement, absenteeism poses a serious threat to overall achievement, this is simply logically expressed as the higher the teachers' absenteeism rate, the lower the students' achievement. Generally, teacher absenteeism is disadvantageous to student's education and levels of individual attainment (Brown & Arnell, 2012; Chapman, 1994). Teacher absenteeism affects quality education in many ways. Tanzanian government has undertaken important efforts to improve access to secondary education in recent years and, in 2015, committed towards global goals to guarantee 12 years of free secondary education by 2030. Most notably, the government took an important first step by abolishing school fees and contributions additional fees charged by schools to pay for the schools' running costs for lower-secondary education in early 2016, in an effort to ensure all young people in Tanzania complete basic education (URT, 2014). With all these initiatives, some teachers are still practicing teacher absenteeism game in one way or another. Many findings reveal the impacts of teacher absenteeism to student's academic achievement in other regions of

Tanzania and worldwide. There is no findings show the impacts of teachers' absenteeism to students' academic achievements in Tabora Municipality. In this context where the efficient and effective teaching and learning processes should take place in presence of the teachers at their work places and in classes too is still a question to debate on today.

2.3 Measures that can be undertaken to curb down teachers' absenteeism

Efforts have been made in developing countries to address teacher absenteeism, mostly focused on strengthening accountability systems, and in recent years, also on piloting the provision of teacher housing, additional pay for teachers in hard-to-reach areas, provision of in-service education and training, automated salary systems direct to teachers' bank accounts, and timely monthly salary payments. Unfortunately, none have had a sustained impact on decreasing absenteeism and improving teacher performance and children's learning.

On a positive note, another intervention, motivational financial performance incentives—both to reduce absenteeism and to improve learning outcomes—has had some success in developing countries, unlike results in developed countries, which were not positive. For example, in the United States, Fryer (2011) and Goodman and Turner (2010) in New York and Springer (2010) in Tennessee found no improvement in test scores when motivational financial performance incentives for teachers were piloted. In developing countries, three studies reviewed by Snilstveit et al. (2015) found the positive effects of decreasing absenteeism and improving learning.

Successful financial performance incentive interventions in developing countries include a 30-month intervention in 57 non-formal education centers in India, which found that motivational financial performance incentives led to absenteeism decreasing from 44% to 19%, and students scoring higher on tests at the end of the program. It was also demonstrated to be cost-effective, at a total cost of \$6 per child, and the cost of increasing test scores by 0.1 standard deviation was only \$3.58 (Duflo et al., 2012). Another successful intervention took place in 300 schools in four districts over 5 years in Andhra Pradesh (Muralidharan, 2011). The intervention was guided by four Ps: presence, preparation, pedagogy, and performance. The impact on improved learning in mathematics and language was much larger than the effects found for most other interventions in developing countries. Of particular interest was the finding that students also performed better in

core subjects, which were not the initial focus of the study—specifically, science and social studies. The study highlighted that teacher’s performance bonus pay motivated them to pay special attention to weaker children, provide and correct homework, conduct extra classes after school, and use methods other than rote learning.

In Rwanda, a novel experimental design separated the impact of performance pay on recruitment and on effort and found favorable effects on both, with a significant net increase in student test scores (Leaver et al., 2015, 2019; Zeitlin et al., 2017). Popova et al. (2018) found that linking salary and incentives was the most effective design for professional development. In Tanzania, researchers tested two alternative financial incentive designs—one was a pay-for-percentile system in which a teacher’s bonus was based on students’ ranks against other students with similar baseline scores; in the other program, a teacher’s bonus was based on students achieving benchmark proficiency levels, which the authors argued was easier to implement and gave teachers clearer targets. Both designs boosted test scores, but the latter program had larger impacts at a lower cost (Mbiti et al., 2019b).

Other studies on financial performance incentive to improve teacher motivation in developing countries had mixed results (Evans & Acosta, 2021). For example, a pay-for-performance program in Uganda had test score impacts only for the subset of students who attended schools that had books (Gilligan et al., 2018). In Kenya, using contracts that were renewable, based on performance, to hire teachers also boosted students’ learning, although an effort to scale up those contracts nationwide did not result in learning gains, potentially due to a combination of political opposition, reduced monitoring, and delayed salaries (Bold et al., 2017). A study in Tanzania found that paying performance-based bonuses to teachers had positive impacts on students’ learning in only one of the two tests administered (Mbiti et al., 2019a). Of note is the finding that teachers supported these programs in Tanzania, both in theory and in practice, reporting higher levels of satisfaction in schools that had performance pay (Mbiti et al., 2019b).

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

essential services from other jobs, such as health, housing .(Darling,H.1995) As noted above, a healthy school environment and high teacher attendance tend to be related. A principal's ability to create a positive school climate and culture can affect teacher attendance at school. As Adams (1992) states, "Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior, are the keys to improving the teachers' attendance and their self-esteem."

A recent report on job satisfaction among American teachers identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as working conditions associated with higher teacher satisfaction (National Center for Education Statistics 1997). Favorable workplace conditions were positively related to teacher's job satisfaction regardless of whether a teacher was employed by a public or private school, an elementary or secondary school, and regardless of teachers' background characteristics or school demographics (National Center for Education Statistics). The study also found that "teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not." A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methodology that will be used in the study. This included research design, area of study and target population, and selection of respondents, data collection methods, data quality control, and ethical issues and data analysis.

3.1 Research design

The study used a descriptive survey design in a particular descriptive correlation design with thereason that the researcher wants to find out the impact of teacher's absenteeism on the academic performance of pupils in Mulanda sub county.

3.2 scope of the study

3.2.1 Time scope

The research activity was carried out between a periodof February to April 2024

3.2.2 Geographical scope

The study was carried out in Mulanda sub county, Tororo District.

3.2.3. Content scope

The study aimed at the impact of teacher learning on the academic performance of pupils in Mulanda sub county, Tororo District.

3.3 Population

The population of this study was 8 teachers from four schools in Mulanda sub county. The teachers were preferred as better respondents since the study was basically aimed towards them. The learners were also preferred due to the fact that the absenteeism of teachers affect them directly and therefore 10 pupils from each of the four schools were picked totaling to 40 pupils making a grand total of 48 respondents.

3.4 Sample size

In the study, the sample of 48 Respondents were got from the population of the teachers and pupils from the selected four schools according to the much time of their existence. The sample size will be selected by use of Slovene's formula, and is as follows: $n = N/1 - N(e)^2$

where:

n=sample size

N=population

e=is a constant (0.05) ²

3.5 Sampling procedure

The researcher used a purposive sampling technique and stratified random sampling technique. Purposive sampling technique will be used to select the teachers (Directors of study). The stratified random sampling was used to select the respondents from different schools. In this process, the researcher used the time of experience in the field by the teachers to select the respondents in each school.

3.6 Instrument for data collection

3.6.1 Primary data

The research instrument that was used to collect primary data will be the questionnaires and checklist. The questionnaires were used to collect data to determine the level at which teacher's absenteeism in schools affect the academic performance of pupils and the checklists collected data for students' results for that term. The researcher made checklist, used to gather precise relevant data (total aggregates of the learners in the selected four schools.

3.6.2 Secondary data

The researcher made use of the available secondary data sources which include personnel and record departments of the institutions, text books, journals, newspapers, internet, among other sources so as to ensure critical evidence and areas of reference.

3.7 Data quality control

3.7.1 Validity

This refers to the ability of the instruments to produce findings that are in agreement with theoretical and conceptual values, for this study purpose the instruments were given to the supervisor to comment on ambiguity, difficulty and relevance of the questions to ensure

construct content and face validity.

3.7.2 Reliability

Reliability was used to measure the degree to which the questionnaires may produce consistent results under the same conditions. It is the degree to which instruments consistently measure whatever it is measuring. The instruments were pretested in order to ascertain accuracy and ability to produce the necessary and adequate responses.

3.7.1 Procedure for gathering data

Before administering the questionnaire, an introduction letter was got from the university to solicit approval to carry out the study from teachers and pupils of the schools.

After approval, the researcher got the list of the respondents from the management of the selected schools. Using the systematic random sampling technique, the sample size was drawn from the population of the learners in each specific school.

The researcher printed more than enough questionnaires for the teachers and enough checklists for the schools.

During administration of the questionnaires, the researcher distributed the questionnaires to the respondents, and he will brief and orient them in order to have consistency in the data. The researcher also emphasized the retrieval of the answered questionnaires at the end of the study. After the administration, the data was gathered, entered into the computer and treated statistically using excel.

3.8 Data analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents. The frequency, percentages and mean was used to find out the level of teacher's absenteeism and academic performance.

3.9 Ethical considerations

The confidentiality of the information was ensured by practicing the following activities by the researcher. The name of the respondent did not appear on the questionnaire, the name of the schools in the study will not be reflected, Permission was solicited first from the concerned individuals before the study, all the findings were presented in the general manner.

CHAPTER FOUR

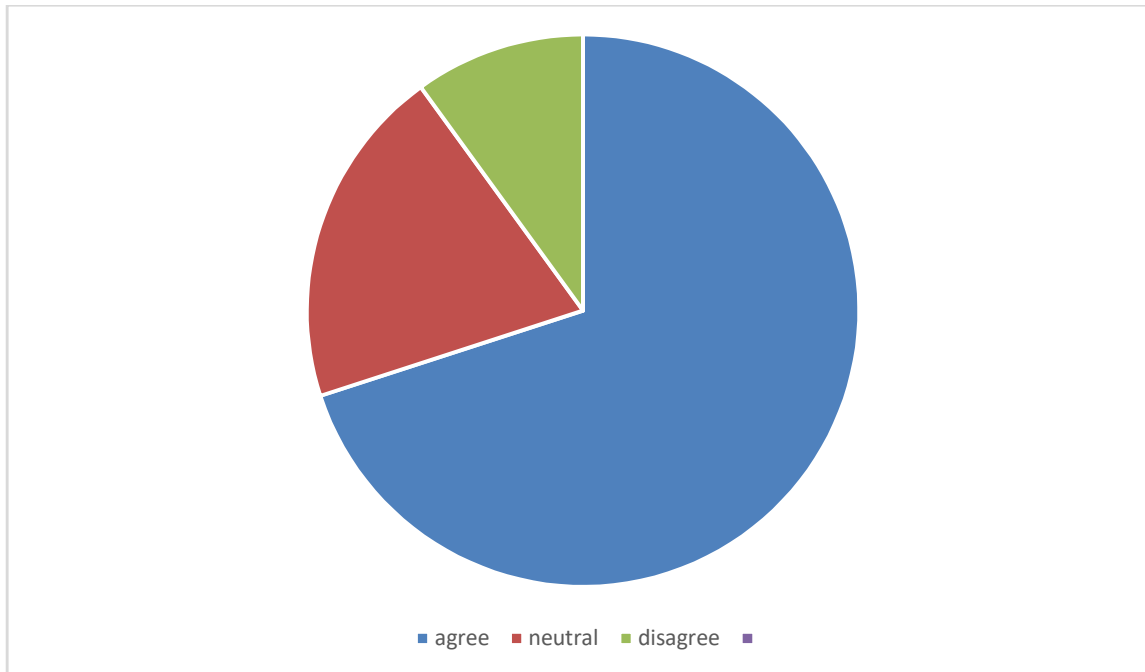
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings, interpretations and discussions according to the research objectives and research questions.

4.2 The factors contributing to primary teachers' absenteeism

The statement health challenges force teacher to make absence, shows that 50% respondents strongly agreed and similarly 50% disagreed. Hence, health challenges result in teacher absenteeism. In addition, 10% respondents strongly agreed that teacher is less experienced and dissatisfied of job, whereas 20% agreed and 70% responded neutral. According to data majority of the respondents were neutral and minority agreed. Thus, less experience and dissatisfaction of job is the cause of teacher absenteeism. Moreover, poor working conditions is the cause of teacher absenteeism with this statement 10% strongly agreed, 20% respondents agreed whereas, 50% responded neutral and 20% disagreed that poor working conditions influence teacher to make absence. According to data most of the respondents were neutral. Therefore, poor working conditions force teacher to make absence. In addition, teachers are less paid and unmotivated to work more in which 10% strongly agreed, 20% agreed and 70% respondents were neutral with statement so majority of respondents were neutral therefore, less payment and motivation to work more for teachers cause teacher absenteeism. The statement teachers often attend social functions in which 10% strongly agreed, 80% agreed and 10% responded neutral. According to data majority of the teachers agreed and minority was neutral with statement. Hence, attending social functions cause teacher absenteeism. In summary, most respondents agree that their absenteeism affects learners in various ways. That is a majority of 70% agree, 20% are neutral and only 10% disagree as illustrated below;

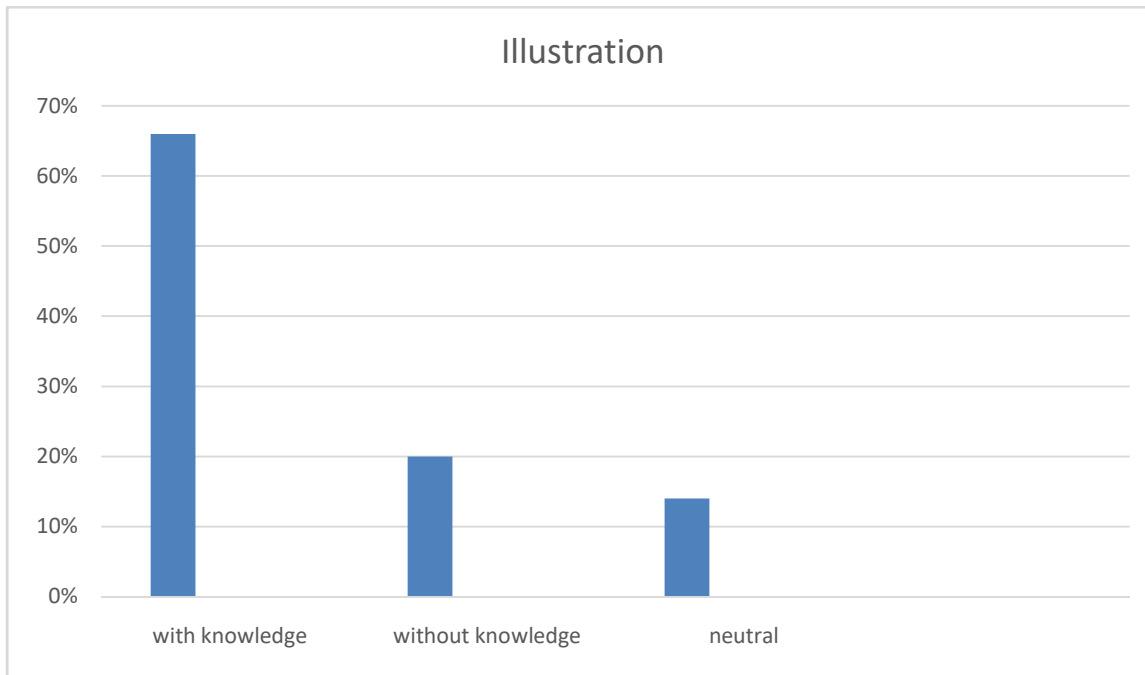


Source: Research data

4.3 Impact of teacher's absenteeism on the academic performance of pupils

The impact of teacher absenteeism on student achievements irregularity of teacher affects quality education of school 40% strongly agree, 60% agreed with this fact. Therefore, quality education of school is affected by irregularity of teachers. Besides, Instructional hours are cut and syllabus remained incomplete in this statement 80% respondents strongly agreed, 10% agreed while 10% responded neutrally. According to data majority responded that instructional hours are cut and syllabus remained incomplete and less were disagreed with statement. Hence, if teachers miss class time is wasted and syllabus remained incomplete. Next statement Student class activities are disturbed in which 40% strongly agreed, 10% agreed and 50% responded neutrally. Thus, student class activities are disturbed due to teacher absenteeism. On last statement Student performance is significantly affected in a negative way 20% strongly agreed, 70% agreed and 10% respondents were neutral. According to data majority agreed with statement and minority responded neutral. Therefore, student performance is affected negatively. Generally, there is a big impact of the absenteeism on academics in Mulanada Sub County as 66% of the respondents

showed knowledge, of the situation, 14% had no knowledge and 20% were neutral as indicated in the graph below;



4.3. measures to curb teachers' absenteeism.

Respondents' opinion regarding provision of monitoring system and majority of participants reported that, 50% agreed and 20% respondents were not supporting the statement and 30% were neutral. According to data large part of respondents agreed and minority was neutral with statement, 20% disagreed and 50% agreed. According to data majority was agree with statement and minority disagreed. Thus, it is stated that teachers are monitored properly for accountability. Furthermore, in second statement teachers are guided and counseled to deal with the challenges of absenteeism 5% respondents strongly agreed, 30% agreed and 15% responded neutral, 30% disagreed and 20% strongly disagreed. According to data majority of respondents strongly agreed and very less responded neutral. Therefore, teachers are guided and counseled to control teacher absenteeism. Next, teachers are paid more for extra performance in which 10% strongly agreed, 20% agreed while, 45% neutral, 25% disagreed so the data shows that majority of respondents disagreed and minority respondents were not supporting the statement. Thus, teacher absenteeism may control if more is paid to teacher for extra performance. Table 12 also presents

that teachers are awarded monetary and non-monetary incentives in which 5% respondents strongly agreed, 10% agreed and 35% responded neutral, 40% disagreed and 10% strongly disagreed. According to data monetary and non-monetary incentives for teacher can reduce teacher absenteeism. Besides, teachers are restricted to do job actively in this statement 10% respondents strongly agreed, 30% agreed, 5% responded neutrally and 30% disagreed with statement whereas, 25% strongly disagreed with statement. According to data majority was disagree and minority agreed with statement. Hence, teachers should be restricted in order to do job actively. Since monitoring was the major issue respondents put up, here is an illustration;

Respondent	Response rate	
	Suggested	Did not suggest
Pupils	90%	10%
Head Teachers	100%	00%
Teachers	60%	40%

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the discussion of the findings, conclusion and recommendations.

5.1 Discussion of the findings

5.1.1 Objective one; To find out the factors contributing to primary teachers' absenteeism.

It was established that the reasons for primary teachers' absenteeism: - personal characteristics influence teacher absenteeism, illness, attending other administrative duties, leaves and poor leadership style of the principal. The findings are in line with Ivatts (2010) who argues that there are several causes of teacher absenteeism which vary from one country to another and from one region to another. These causes include teacher demography, gender, seniority, type of employment, type of school, job satisfaction, professional commitment, school and institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, health, secondary employment, class size, quality of school infrastructure, distance to school, isolation, level of training, formal duties, quality of learning environment, social context of the school, community social economic status, school leadership and community participation. The findings match with Mariesa ((2007) who also asserts that Research data available shows that personal characteristics influence teacher absenteeism. They include age and gender of the teacher, illness of the teacher or a family member, experience and job dissatisfaction of the teacher, seniority and the type of employment for the teacher; qualification and lack of professional competence of the teacher, compassionate leave and family conflicts among other family responsibilities. Similarly, Seidu (2015) is also supported for alluding that on the other hand points out that Research has established that teachers join the teaching profession when they are highly motivated but they „burnout“ as the age of the teacher increases (Glewwe&Kremer, 2006).

This explains why older teachers are often more absent. Female teachers are absent more frequently than male teachers due to more family demanding responsibilities and male teachers

are absent more than their female counterparts who have few outside workplace responsibilities that are likely to take them away from the school. General observation from Kenyan schools is that female teachers are absent more often than male teachers and that younger female teachers are more absent than their older counterparts due to more family responsibilities. According to Chaudhury, et al. (2006), the study on multi-country survey indicates that 10% of the teachers' absenteeism is attributed to illness. In Uganda and Zanzibar HIV infection was found to be responsible for the largest share of teachers' absenteeism (Habayarima, et al. 2004). Researchers' observation on the teachers' absenteeism indicate that teachers who are sick or have sick family members will not attend school but stay at home to recover or to take care of the sick person.

5.1.2 Objective two; Impact of teacher's absenteeism on the academic performance of pupils.

The findings show it clearly how teacher absence affects students' academic performance. On the other hand, this problem culminates to differential performance of students who come from different levels of backgrounds. The poor in most cases underperform due to lack of money to pay for the extra lessons and the rich ones have the opportunity to pay for the extra lessons to compensate the lost lessons in their schools due to teacher absenteeism. Informants told me that not only students are affected in their academic performance but also in terms of morals students are greatly affected. One parent commented that we consider teachers to be the 'port' that cooks our children but when they are absent no close follow up hence our children will not be cooked in a way that is expected. The raised concern here by the parent is of disciplinary matters and this concern is in line with what this scholar had found in one of the studies. Mbonambi (2002) intimated that in an extreme case the impact of teacher absenteeism is evident in those learners who roam around the streets during school hours. Consequently, the absence of teachers results to students' misbehaviors such as truancy, a decline in students' performance and being disrespectful to his/ her elders. It is obvious when teachers are absent students are curtailed from learning opportunities. Informants were required also to propose the measures that can be used to mitigate the problem of teacher absenteeism of secondary schools in Tandahimba district. Consequently, teachers, heads of school, parents and the DEO gave what they thought to be the solution to the problem. Most of the responses from the findings show that both informants are very much concerned with the improvement of the working conditions.

Respondents at a rate of 69.33% believed that if the working environment/conditions are improved teacher absenteeism will be greatly solved. The improvements referred here are the construction of teacher houses because the available ones are not enough, construction of classrooms and administration blocks for teachers and toilets. On the other hand, motivation to teachers was another measure that was amplified by the respondents in the study about 41.33%. The motivation here is to deal with the increment of the salary to teachers, providing incentives like teaching allowances to teachers who are working in unfavorable areas but also to timely release the salary of the teachers. One of the respondents argued that teachers also need to be recognized by their leaders for their achievements this will help in uplifting the morale of teachers and they will feel a sense of being appreciated by their leaders (DEO and heads of the schools in particular).

5.1.3 Objective three; measures to curb teachers' absenteeism.

According to data large part of respondents agreed and minority was neutral with statement. Thus, it is stated that teachers are monitored properly for accountability. Furthermore, in the second statement teachers are guided and counseled to deal with the challenges of absenteeism 70% respondents strongly agreed, 10% agreed and 20% responded neutral. According to data majority of respondents strongly agreed and very less responded neutral. Therefore, teachers are guided and counseled to control teacher absenteeism. Moreover, teachers are paid more for extra performance in which 10% strongly agreed, 70% agreed while, 20% neutral so the data shows that majority of respondents agreed and minority respondents were not supporting the statement. Thus, teacher absenteeism may control if more is paid to teacher for extra performance. Furthermore, 10% respondents strongly agreed, 40% agreed with the statement that teachers are awarded monetary and non-monetary incentives in respectively and 50% responded neutral. According to data monetary and non-monetary incentives for teacher can reduce teacher absenteeism. Besides, teachers are restricted to do job actively in this statement 10% respondents strongly agreed, 70% agreed, 10% responded neutrally and 10% disagreed with statement. According to data majority was agree and minority disagreed with statement. Hence, teachers should be restricted in order to do job actively.

5.2. Conclusion and Recommendations

The findings of the study revealed that teacher absenteeism has significant negative impact on the students' academic achievement. teacher absenteeism affects student achievement, it is considered the most essential in each group of people that students class activities are disturbed if teacher is absence in class. as a matter of fact, teacher absenteeism is the cause of incomplete syllabus and reducing instructional hours. Furthermore, teacher absenteeism makes students unable to continue next level of education. It is suggested that teacher absenteeism could be reduced through managing late arrivals by way of extra pay instead of threats to sack people helps to ensure that junior teachers work in harmony with their superiors and this creates a corporate accord between teachers and superiors, which is a necessary ingredient for performance. The findings revealed that teacher absenteeism is prevalent in the primary schools of the area and its rate has a greater influence on the performance of the student when the all other factor remaining constant. The researcher conclude that teacher absenteeism is inversely related to student performance. It means higher teacher absenteeism rate having lower academic performance, and lower absenteeism teacher rate the higher student score. All teachers of government schools have been paid more than twenty thousand and no teachers receive less than ten thousand. This accounts for the poor performance of students in examination. The study also concludes that health challenges, teachers attending social functions, lack or inadequate accommodation facilities in communities, long distances, poor conditions of service, teachers going for further Studies, inadequate water supply and delay in mechanizing salaries of newly trained teachers are the factors that account for teacher absenteeism in the area. Furthermore, teacher absenteeism, as this work explains, is affecting educational quality. Teacher absenteeism is affecting student's achievements and also is affecting teachers performing. Policies are needed to reduce this behavior and motivate teachers to give them the confidence that they have a real impact on student achievements. All staff member and school principal should be aware of the content of result how serious issue teacher absenteeism has, most of the student already depressed in many other ways and they want proper attention and focus from their teacher. The school principal should always be contacted with the teacher individual on a daily basis those are absent from school. The researcher had concluded that most effective way of reducing the teacher absenteeism to apply a requiring policy in which teacher directly contact with the principal when they are sick (Keller, 2008). Beware of this issue is a burden on the principal;

their efficiency of method will reduce the effort and help to improve the teacher attendance. It ultimately assists in reducing the financial outflow of substitute teachers. It also provides more money for the principal to provide teacher incentive that will be helpful in high attendance. In some condition when the principal does not contact with the teacher when they are out from the school, it is implausible that they will be aware of the teacher when he is absent on a regular basis. In a start of every year, principal should explain all teachers and staff attendance and follow up to monitor presence. Every district monitoring in charge, must collect the data about leave usage of their employees. It is also recommended that implementation of encouraging incentive programmers, rewards to good attendance, such as cash payment at the spot for those teachers who were having a good presence or those people who do not use more leaves. School teachers should be recognized having good attendance or provide a better gift, such as a reward.

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Appendix I: Questionnaire for teachers

1. How often do you notice your teacher being absent from school?

- a) Rarely
- b) Occasionally
- c) Frequently

2. Do you feel that teacher absenteeism affects academic performance?

- a) Yes
- b) No

3. In what ways do you think teacher absenteeism impacts on the pupil's learning experience?

4. Have you noticed any changes in the academic performance of pupils when the teacher is absent?

- a) Yes
- b) No

5. How do you cope with the absence of teachers?

6. Do you think teacher absenteeism affects the overall performance of the class as a whole?

- a) Yes
- b) No

7. How do you think the school can address the issue of teacher absenteeism to improve academic performance?

9. Do you think the school should implement consequences for teachers who are frequently absent?

a) Yes

b) No

10. How do you think teacher absenteeism can be reduced in your school?

Appendix II

Questionnaire for pupils

Questionnaire for Pupils: Impact of Teacher Absenteeism on Academic Performance

1. How often does your teacher(s) miss class due to absence?

- A. Rarely
- B. Occasionally
- C. Frequently

2. On average, how many days per week is your teacher absent?

- A. 0-1 day
- B. 2-3 days
- C. 4 or more days

3. How does teacher absenteeism affect your learning experience?

- A. Negatively
- B. Positively
- C. No impact

b) Explain

4. Do you feel that teacher absenteeism hampers your academic progress?

- A. Yes
- B. No
- C. Unsure

b) Explain

5. How do you cope with teacher absenteeism in the classroom?

- A. Self-study
- B. Group study with classmates
- C. Seek help from other teachers
- D. Other (please specify)

6. Have you noticed a decline in the quality of education due to teacher absenteeism?

- A. Yes
- B. No
- C. Not sure

7. Do you think teacher absenteeism contributes to lower academic grades?

- A. Yes
- B. No
- C. Not sure

b) How does this happen

8. How do you believe teacher absenteeism could be reduced in your school?

- A. Improved teacher attendance policy
- B. Substitute teachers

C. Make-up classes

D. Other (please specify)

9. How do you think teacher absenteeism can be better managed by school administration?

A. Implement stricter policies

B. Provide support for teachers

C. Monitor attendance more closely

D. Other (please specify)

10. In your opinion, what impact does teacher absenteeism have on the overall school environment?

A. Decreased motivation among students

B. Disruptive classroom dynamics

C. Increased stress levels

D. Other (please specify)

Thank you for participating in this survey. Your input is valuable in understanding the impact of teacher absenteeism on academic performance.

Appendix III: Work Plan

Activity	Feb - March	March - April	April
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

Appendix IV: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	1	10,000=
Typing and printing		250,000=
Binding of dissertation	3 copies	15,000=
Travels		80,000=
Grand total		355,000=