

**THE IMPACT OF ABSENTEEISM ON THE ACADEMIC PERFORMANCE OF  
LEARNERS IN PRIMARY SCHOOLS IN SIRONKO TOWN  
COUNCIL, SIRONKO DISTRICT**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELOR OF EDUCATION  
PRIMARY OF BUSITEMA  
UNIVERSITY**

**JUNE, 2024**

**DECLARATION**

I **NAFUNA SAFIYA, REG: (BU/UP/2022/1930)** hereby declare that the work presented in this research Report is based on my own research and has never been submitted to any institution of learning for a degree

Sign.....  ..... : 9<sup>th</sup>/07/2024

**APPROVAL**

I **WESSWA NANDOKHA CHARLES** hereby acknowledge that this Research report has been done under my supervision and guidance.

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## **DEDICATION**

I dedicate this work to my beloved family members for the patience they go through while I am at school.

## **ACKNOWLEDGEMENTS**

First and foremost, I thank Almighty Allah, who has enabled me to come up with this Report.

I acknowledge my supervisor Mr. Wesswa Nandokha Charles for his guidance, advice, comments, constructive criticisms and correction for without him, this research proposal would not have been easy for me to develop.

I am also grateful to all my family more so my husband Mr. Nandala Issa Sulaiman for the support he gave me during my study. Thanks also to my friends for their spiritual and moral support.

May the almighty Allah bless them all.

## **LIST OF ABBREVIATIONS**

**UNICEF:** United Nations International Children's Emergency Fund

**NDP:** National Development Plan

**UPE:** Universal Primary Education

**USE:** Universal Secondary Education

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## **ABSTRACT**

The study was about the impact of absenteeism on the academic achievement of learners in primary schools in Sironko Town Council. Study objectives were as follows; to examine the causes of absenteeism of learners in primary schools, to find out the impact of absenteeism of learners in primary schools, to find out the measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council. The study employed a cross sectional research design where both quantitative and qualitative data collection were analyzed to provide a comprehensive understanding of the phenomenon. The study population constituted a total population of 403 respondents out of which a sample of 200 respondents was selected. Study respondents included (Teachers, Head teachers, parents and Pupils. Questionnaires and Interviews were the main data collection instruments. Findings indicated that the major causes of Absenteeism of Learners in Primary Schools in Sironko Town Council include; Illnesses, School fees demands, Long distance to and from school, Engagement in trading activities, Bullying and teasing at school. These have proven to be the leading cause of absenteeism of learners in primary schools in Sironko District. On the Impact of absenteeism of learners in primary schools in Sironko Town Council. It was found out that the pupils miss lessons whenever they absent, absenteeism changes pupils grades change to worst, as a result of long distances to and from school, pupils end up missing lessons and this affects their performance and teachers don't repeat lessons for students who absent which has had impact on their academic performance. Findings indicated that the measure put in place to overcome absenteeism in Primary Schools in Sironko Town Council include; Roll calling at class level daily, Convening PTA meetings, creating Mutual Understanding between parents, teachers and the school, setting Strict policies and regulations on absenteeism, encouraging regular attendance of pupils in class and calling for PTA meeting on absenteeism. It is however recommended that there is need for pupils to be sensitized and educated on the importance of education and the consequences of absenteeism. In this awareness will be created and the hope to improve attendance may be anticipated. It is recommended that the Administration and Management of Primary Sironko Town council needs to work hand in hand with the parents to figure out measures on how absenteeism can be stopped. There is need to carry out routine inspection and monitoring exercises in Sironko Town council to monitor the attendance and absenteeism levels of pupils in primary schools in Sironko Town Council.



## **CHAPTER ONE**

### **1.0 Introduction**

This chapter provided insight to the background, statement of the problem, the purpose of the study, general objective of the study, specific objectives of the study, research questions, significance of the study scope, limitations of the study and conceptual frame work.

### **1.1 Background of the Study**

Moore, et al (2003), regular school attendance is a cornerstone of academic success; learners who are consistently present in class have a greater opportunity to grasp concepts, develop essential skills, and actively participate in the learning process. However, absenteeism, or the frequent missing of school days, remains a persistent challenge in educational systems around the world, including Uganda. While national statistics provide a general overview of absenteeism in Uganda, a localized study like this one offer deeper insights. Existing national data from the (Ministry of Education and Sports, 2018) might not capture the nuances of specific reasons for absences or how absenteeism affects performance in different subjects within Sironko Town Council (Okurut, 2012).

Uganda has made significant strides in expanding access to education over the years. The government's commitment to the Universal Primary Education (UPE) program since 1997 has significantly increased enrolment in primary schools. However, as noted by (Sajjabi, n.d.), challenges such as inadequate infrastructure, teacher shortages, and socio-economic disparities persist, contributing to the complexity of absenteeism issues (Musika, 2019).

Absenteeism in Ugandan schools is influenced by a variety of factors. Simon et al., 2022, emphasizes the impact of socio-economic conditions, with poverty often leading to irregular attendance due to the inability to meet basic needs. Health-related challenges, including the prevalence of diseases like malaria, also contribute to absenteeism, as highlighted by (Kankwenda, 2017).

Parental and community involvement is recognized as a crucial element in mitigating absenteeism. The study by (Kalimaposso et al., 2022) emphasizes the need for collaboration between schools and communities to address contextual challenges. Understanding the socio-cultural dynamics of the local community is

essential for developing interventions that resonate with the values and priorities of parents and guardians (Đurišić & Bunijevac, 2017).

The impact of absenteeism on educational outcomes is significant, as evidenced by studies like those conducted by (akkuş & çinkir, 2022, Simon et al., 2022). Irregular attendance hinders the development of foundational skills, contributes to knowledge gaps, and perpetuates a cycle of underperformance. The consequences of absenteeism are particularly salient in the context of Uganda's efforts to improve educational outcomes and equip learners for future success.

Uganda places a high priority on education as a tool for poverty reduction, empowerment, and sustainable development. The National Development Plan (NDP III) underscores the government's commitment to ensuring inclusive and quality education for all. Persistent absenteeism hampers the realization of these goals by impeding the effective delivery of education services and compromising the academic progress of learners (National Planning Authority, 2020).

Beyond the academic realm, absenteeism often reflects underlying health and social challenges. Research by (Njuguna et al., 2024, Mukasa et al., 2019) identifies health-related factors such as infectious diseases and inadequate healthcare access as contributors to student absenteeism. Additionally, socio-economic factors like poverty and family dynamics may exacerbate absenteeism, perpetuating a cycle of disadvantage.

The negative impact of absenteeism is often more pronounced among specific demographic groups. Gender disparities in education, highlighted by (UNICEF, 2020), indicate that girls are more likely to face challenges related to absenteeism, including cultural norms, early marriages, and inadequate sanitation facilities in schools. This exacerbates gender inequalities and hinders the nation's progress toward achieving gender equity in education.

While Uganda has implemented various initiatives to address educational challenges, including absenteeism, there remain significant challenges. The Free Universal Primary Education (UPE) and Universal Secondary Education (USE) programs have increased enrolment, but absenteeism persists as a barrier to reaping the full benefits of these initiatives. Understanding the negative impact of

absenteeism within this policy context is crucial for shaping effective interventions (Sajjabi, n.d.).

Identifying the root causes of absenteeism is crucial for developing effective interventions to improve attendance. Research in Uganda by (Simon et al., 2022) points to factors like illness, financial constraints leading to work demands on students, and lack of motivating teaching methods as contributors to absenteeism in primary schools. (Mupa & Chinooneka, 2015) emphasizes the importance of proper learning materials to keep students engaged and reduce absenteeism. Studies from other developing contexts (Demir & Karabeyoğlu, 2016, Sosu et al., 2021) might reveal similar reasons like inadequate school infrastructure, lack of parental support, or childcare responsibilities.

While the negative impact of absenteeism and some contributing factors are established, there is a knowledge gap regarding the specific situation in Sironko Town Council. This localized study aims to address this gap by providing a deeper analysis of the prevalence of absenteeism among learners in primary schools and the relationship between absenteeism and academic performance in various subjects within Sironko town council.

The study was guided by the Achievement Goal Theory, which focused on individuals' motivation and goal orientations in academic settings. According to this theory, students may adopt different goal orientations, such as mastery goals (focused on learning and improving) or performance goals (focused on demonstrating ability compared to others) Dweck (1986).

In the context of absenteeism, students with mastery goals may be more motivated to attend school regularly because they value learning and academic growth, while those with performance goals may be more concerned with avoiding failure or seeking social approval. Absenteeism can disrupt students' progress toward their goals, leading to lower academic achievement. By applying the Achievement Goal Theory, researchers can explore how students' goal orientations interact with absenteeism and its effects on academic outcomes in primary schools.

## **1.2 Statement of the Problem**

In Sironko Town Council, Sironko District, it is expected that pupils by rules and regulations are supposed to attend school on a daily basis, take part in the daily classroom activities to acquire knowledge for their academic progress and good grades. This however is contrary in primary schools in Sironko District, the rate of absenteeism of learner is higher than expected.

According to the Sironko District Education Report, (2023), children of school going age are sported in market, construction sites, garage and this is causing alarm. It is not yet known whether these children do not entirely study or absent from school for such activities. This concern has overtime been addressed in PTA meeting and immediate remedies suggested such as ensuring strict laws on absenteeism, parental involvement on absenteeism, and questioning learners why they continuously absent from school but seems not seems to change, absenteeism still is on the raise.

As a consequence, learners may be deprived of essential educational opportunities, hindering their academic progress and potentially perpetuating a cycle of underperformance. It is however upon this background that this study is carried out to examine the impact of absenteeism on the academic achievement of learners in primary schools within Sironko Town Council.

## **1.3 General Objective**

To examine the impact of absenteeism on the academic achievement of learners in primary schools within Sironko Town Council

## **1.4 Specific Objectives**

- i. To examine the causes of absenteeism of learners in primary schools in Sironko Town Council.
- ii. To assess the impact of absenteeism of learners in primary schools in Sironko Town Council.
- iii. To suggest the measures of Overcoming Absenteeism in Primary Schools in Sironko Town Council.

## **1.5 Research Questions**

- i. What are the causes of absenteeism of learners in primary schools in Sironko Town Council?
- ii. What is the impact of absenteeism of learners in primary schools in Sironko Town Council?
- iii. What measures can be put in place to overcome Absenteeism of learners in Primary Schools in Sironko Town Council?

## **1.6 Scope of the Study**

The scope of the study consisted of the geographical scope, content scope and time scope of the study

### **1.6.1 Geographical Scope**

The study was conducted exclusively in Sironko Town Council, Sironko District, Uganda. The focus was on primary schools within this specific geographical area.

### **1.6.2 Content Scope**

The study was limited to the causes of absenteeism of learners in primary schools, the impact of absenteeism of learners and the measure put in place to Overcome Absenteeism in Primary Schools in Sironko town Council.

### **1.6.3 Time Scope**

The study covered a specific period of 3 month from March – May 2024, typically spanning the academic year. This timeframe allowed for the collection of relevant data on absenteeism and academic performance.

## **1.7 Significance of the Study**

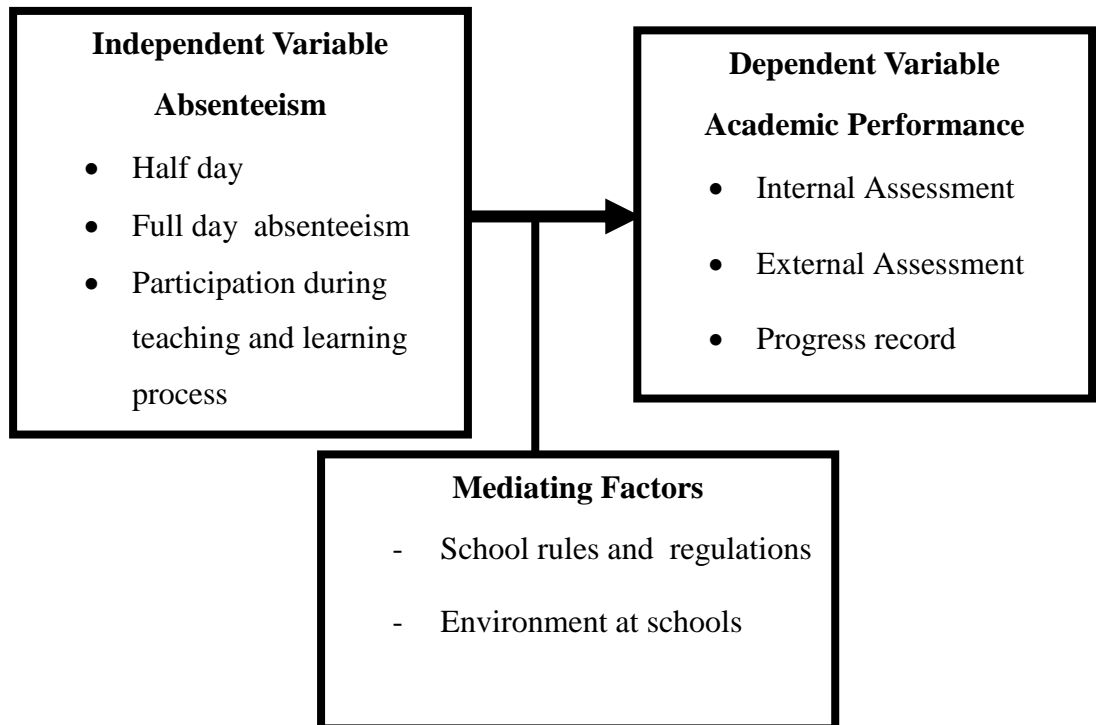
1. This study may offer a deeper understanding of absenteeism specific to Sironko Town Council. By identifying the prevalent reasons for absences in this context, the research can provide targeted solutions.
2. Understanding the connection between absenteeism and academic performance allows educators and policymakers to develop interventions to reduce absences and improve student learning. This can lead to better overall academic achievement in Sironko's schools.
3. The study explores the perspectives of teachers, parents, and learners. This multi-faceted approach can reveal a more comprehensive picture of the

absenteeism issue and foster collaboration between these stakeholders in developing solutions.

4. The findings can inform local education policies to address absenteeism effectively. This may involve strategies for improving student motivation, addressing specific local causes of absences (e.g., health issues, economic factors), or strengthening parental and community engagement.

### Figure 11.8 Conceptual Framework of the Study

The study laid emphasis on the impact of absenteeism on learners’ academic performance in primary schools, in this case the independent variable was “absenteeism” and the dependent variable was “learners’ academic performance”



*Source: Developed by the Researcher (2024) based on Various Readings Muyabi, (2017) in line with the Dependent Variable.*

The conceptual framework shows the relationship between the independent, dependent and intervening variable. The conceptual framework demonstrated that the independent variable is absenteeism, and these include; Half day, Full absenteeism and Participation during T/L process etc. Dependent variable is academic performance Internal Assessment, External Assessment, Progression Rate and its intervening variable are School rules and regulations and Environment at schools.

## **CHAPTER TWO**

### **Literature Review**

#### **2.0. Introduction**

Absenteeism in schools is a well-documented phenomenon with significant negative consequences for student learning. This chapter explored the existing research on the relationship between absenteeism and academic performance, with a particular focus on studies relevant to Uganda and similar developing countries.

#### **2.1 Causes of Absenteeism**

##### **Lack of interest**

According to this challenge Abadzi, (2006) states that pupils could not have interest in the content and may have resorted to staying away from school simply because they could not understand the content or they may just have perceived it to be too difficult. This makes them to be out of school. Teenagers learn what they want and in most instances it is when they want it. This simply means that they only choose what to like if they are wisely and nicely guided and counseled. This is because there are times when a child thinks and sees things as if the elders, parents and guardians do not see anything. It is at this level that if a child is not properly guided, they easily lose direction and slip away and go the wrong way.

##### **Poor Teacher Approach**

When talking about the teacher approach, the Ministry of General Education (MOGE) Curriculum Framework (2013) says “this means that everything that the teacher does must be focused on what learners want to know, understand and be able to do successfully.” It further highlights that “when teachers plan and teach, they should focus on helping learners acquire the required knowledge, skills and dispositions that will enable them achieve the needed results or outcomes.” Some methods and approaches used by the teachers may not be understood by the learners and this can easily make them start missing classes. This is so because there are times when teachers go to class so that they are seen to be present by those in administration but doing literally nothing in terms of teaching. Some teachers teach subjects which they do not like at all that is why they give no

motivation to the learners. Others don't even care whether the learners understand what they teach or not.

### **Contact Time**

This is the time that is spent between teachers and learners during learning and teaching. The document National Literacy Framework (NLF), (2013) "states that one of the constraints and threats to Literacy instruction is that the contact time between teachers and learners is not adequate." This includes time on task and the amount of time teachers and learners are engaged in the teaching and learning process which is reduced due to poor lesson planning and absenteeism. It is therefore, imperative that enough time especially in initial grades be allocated the teaching of Literacy. This would make the learners busy and less playful.

### **Lack of Mastery**

The document (United Nations Educational Scientific and Cultural Organization) UNESCO, (2010) points out that the teaching of pupils in their local language just for one or four years is not supportive because the learners during their primary school time might have acquired enough knowledge of their first language. This UNESCO report shows that the learners that switched off from Local language to English only knew about 800 words in English on an average.

### **Adult Responsibilities**

Adolescent children may experience a barrier of attendance if they are expected to take on adult responsibilities in contributing to the household. Some families expect adolescent children to take on care giver roles for their siblings or elder – care. Others may have to work in a family business to contribute to the income for household expenses Balfanz & Bymes, (2012). When faced with these expectations, learners may not be able to attend school in order to fend for the family.

### **Substance Abuse**

Substance use such as alcohol, tobacco and other drugs are linked to absenteeism Humm Brundage et al. (2017). There is a two-way relationship with substance use

as a predator of future truancy and low attendance and a predator of substance abuse.

Flaherty, Sulphen & Ely, (2012), examined that the timing of substance is also important, as research found the effect of drugs on attendance to be more profound when the learner starts to use drugs. Learners should be monitored to avoid the use of drugs at all costs because this might result in truancy and eventually absenteeism from school so as to create more time for abusing drugs.

## **2.2. Effects of Learner Absenteeism**

High learner absenteeism has a number of negative effects Balfanz and Bymes, (2018) Poor attendance is one of the best predators of drop – out. Recent studies have shown that chronic absenteeism is a better predator of drop – out than low grades on test scores Goldfried, (2014). The impacts or effects of high absenteeism start as early as the Pre –school or 1st grade. Absenteeism in pre –school has been linked to lower academic and social – emotional outcomes in the same year.

Additionally, one study found out that only 17 % of children chronically absent in pre – school and 1st grade achieved reading proficiency by the end of the third grade Applied Survey Research, (2011). Studies on upper grades revealed that learners who were continually absent through to the fourth grade were likely to perform well at the end of their primary school level. In addition, falling behind academically in early grades is another source of dropping out of high school.

When learners are absent from the classroom they are unable to finish and submit the tasks given to the others on specific days. This may lead to learner under achievement or poor performance in different subjects Reid, (2005). Furthermore, when learners are not at school their absence prevents them from getting the knowledge from the lessons which are taught.

Desocio et al. (2007) maintains that many children may experience serious academic problems and fall back in their school work if they do not attend school regularly. When learners are not in the classroom they may end up with fewer friends and as a result, poor social skills Reid, (2005). Lifelong consequences have identified with frequent absenteeism linked to substance use, future unemployment and a variety of health related issues. High absenteeism is crucial because high rates of absenteeism, even when excused are associated with negative outcomes.

### **2.3 Measure put in place to Overcome Absenteeism in Primary Schools**

Gottfried (2011), in his study attendance in early elementary grades, found out that creating a positive school climate and a supportive environment has been identified as a key strategy for reducing absenteeism and in addition schools that foster a sense of belonging, safety, and support are more likely to see lower rates of absenteeism among students therefore if implemented in schools in Algoi would reduce absenteeism. Gottfried (2011), in her study left out the methods for data collection, this makes this study worthy an investigation.

According to Graziano et al (2019) study School Based Treatment for Child and Adolescent Problem Behavior suggested leveraging technology for attendance monitoring and communication can facilitate early intervention and support for students who are absent. Automated attendance tracking systems, mobile apps for parent communication, and online resources can help improve communication and coordination efforts, should systems be put in place could lead lower absenteeism rates. Graziano et al (2019) carried out a study about School Based Treatment for Child and adolescent, however no form of method was used for such a study, this makes the current study inevitable.

Implementing school-based interventions and support programs can provide targeted assistance to students at risk of absenteeism (Kearney & Graczyk, 2014). These programs may include mentoring, counseling, academic support, and incentives to encourage regular attendance. Engaging families and communities in efforts to reduce absenteeism can have a positive impact on attendance rates (Epstein & Sheldon, 2002). Collaborating with parents, caregivers, and community stakeholders to address barriers to attendance and promote the importance of regular school attendance can help improve attendance outcomes. (Kearney &

Graczyk, 2014), carried out a study about School Based Treatment for Child and Adolescent, however no form of method was used for such a study, this makes the current study inevitable.

Implementing early intervention and monitoring systems can help identify and address absenteeism before it becomes chronic (Gottfried & Le, 2011). These systems may include regular tracking of attendance data, early identification of at-risk students, and targeted interventions to support their attendance. These studies highlight various strategies and interventions for mitigating absenteeism in schools, emphasizing the importance of creating supportive environments, early intervention, family and community engagement, school-based programs, and leveraging technology for monitoring and communication but conducting a research in the area would propose more suitable strategies to reduce absenteeism in Sironko Town Council.

#### **2.4. Research Gaps**

While the negative impact of absenteeism and some contributing factors are established, there is a need for more research specific to Sironko Town Council. Existing national statistics might not capture the average number of days absent per learner per term in primary schools in Sironko Town Council remain inadequately explored. The perspectives of teachers, parents, and learners on the issue of absenteeism and its impact on learning hampers the development and implementation of targeted strategies to mitigate this challenge. This study aims to address this gap by providing a localized analysis of absenteeism and its impact on learners learning outcomes in Sironko town council, Sironko district.

#### **2.5 Conclusion**

It is imperative to note that a lot of studies have been conducted on absenteeism and the academic performance of students. However in Sironko town council, Sironko District, this problem had persisted and no study has been conducted on the same. This however helped to identified existed gaps that shall be addressed to improve students' academic performance.

## **CHAPTER THREE**

### **Methodology**

#### **3.0 Introduction**

This chapter focused on the methods that were used to enable the researcher gather data for the study. It consisted of the research design, study population, research sampling procedures, data collection instruments, validity and reliability of data, study procedure, data management and ethical consideration.

#### **3.1 Research Design**

This study employed a cross sectional research design to investigate the impact of absenteeism on the academic performance of learners in Sironko Town Council, Sironko District. This approach combined quantitative and qualitative data collection approaches to compile data to provide a comprehensive understanding of the phenomenon.

#### **3.2 Study Population**

Mugenda (2013) defines a study population as a complete set of individuals, cases or objects with common observable characteristics. The study population constituted a total number of 403 respondents out of which a sample of 200 respondents was selected. Study respondents included (Teachers, Head teachers, parents and Pupils). These categories were selected because they are key informants of the study.

#### **3.3 Sample Size**

Kakinda (2000) describes a sample as a subset of the population, this study in particular. The samples size of the study was 200 respondents selected from the population of 403 from schools in Sironko town council.

**Table 3.1: Modified using Krejcie and Morgan, (1970), Sample size.**

<b>Respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling techniques</b>
Learners	300	110	Simple Random Sampling
Teachers	80	50	Simple Random Sampling
Parents	70	37	Purposive Sampling
Head teachers	03	03	Purposive Sampling
<b>Total</b>	<b>403</b>	<b>200</b>	

*Source: Primary School, (2024)*

### **3.4 Sampling Techniques**

Purposive Sampling technique was used to select participants with relevant experiences and knowledge to contribute meaningfully to the research. It was used to select head teachers and parents from various subjects to explore if absenteeism's impact differs across disciplines, and parents with children in primary schools for a broader perspective.

For the case of pupils in the selected primary schools, simple random sampling was used as they were generally spread.

### **3.5 Data Collection Instrument**

#### **3.5.1 Questionnaires**

Questionnaires are a set of printed or written questions with a choice of answers, devised for the purposes of a survey or a statistical study Leedy and Ormrod (2001). This involved the use of pre-set questions that was issued to get information from teachers and students. The researcher used questionnaires because of their ability to produce data and provides responses from a wide range of opinion from different respondents at once. It was a practical and most convenient method of gathering data, offer a quick way to get results.

#### **3.5.2 Interviews**

This refers to a one on one vocal questioning method of discussion. It involved face to face interaction between a respondent and the researcher. Structured questions were used to allow teachers and parents to freely interact with the researcher who had the chance to ask broad questions concerning the study. This enabled the provision of high degree of clearing up the unknown information.

The interview guide was used because of its advantages; such as simplicity, applicability, and flexibility in tapping information that can be acquired in details and in a well explained manner. The researcher interviewed respondents seeking their opinion on the study. Interview method involved face to face interaction between the researcher and the respondents.

### **3.6 Data Quality Controls**

Data quality controls was used to ensure that data is reliable and valid.

#### **3.6.1 Validity**

The researcher established the validity of the instrument through discussion of the instrument with colleagues, the supervisor and other experts. In order to compute the content validity index (C.V.I), the questions were developed and the opinions of three experts in the field of records were put in consideration to ensure consistence of the instrument. The judges were selected to independently judge the relevance of the items in the questionnaire in relation to the research objectives. This was consistent with Creswell (2005).

To compute the Content Validity Index (CVI), the researcher used the formula below.

$$CVI = \frac{R}{K}$$

Where CVI = content validity index

R = No. of items rated as relevant

K = Total No. of items in the instrument

According to Amin (2005), any score above 0.7 is deemed appropriate and valid as far as the instrument is concerned.

#### **3.6.2 Reliability**

According to Ahuja (2000), reliability refers to the consistency of a measure of a concept. A pilot study was conducted from a different primary school, and a consideration of 10 learners was given a similar set of questionnaires and interviews from 05 teachers and 05 parents to test the reliability of the instrument

and Cronbach alpha coefficient was then used to provide an estimate of how consistent all the variables on a test instrument measure. Cronbach Alpha Coefficient was considered to be a fundamental measure of the reliability of research instrument if it was found greater than 0.7. Indeed, Ahuja (2000), argues that the research instrument was accepted as reliable, acceptable and worth being used for data collection if found above 0.7.

### **3.7 Data Collection Procedure**

The research process started with proposal writing, designing and pretesting tools and thereafter approval by the supervisor enabled the researcher to obtain permission from the University to start the process of data collection.

Data collection, data processing, data analysis and a research report showing the study findings was then written and submitted to the supervisor for approval.

### **3.8 Data Analysis**

Quantitative data was analyzed using descriptive statistics and inferential statistics to identify patterns and relationships between absenteeism and academic performance. Qualitative data was analyzed thematically to identify key themes and recurring issues related to absenteeism.

### **3.9 Ethical Considerations**

Informed consent was obtained from all participants before data collection. Confidentiality and anonymity was ensured throughout the research process.

### **3.10 Limitation and Delimitation of Study**

The study was limited to the limitation and delimitation of the study

### **3.11 Limitations**

The study was limited by the university time frame of three month of research proposal and report writing to compile data. The researcher overcame this by prioritizing the work before the deadline.

The study was limited by the negative responses given from the respondents with suspicions that the study may be used against them. However, to over this, the researcher explained to the respondents the purpose for the study

The study was limited by respondents seeking for money in response to questionnaires and interview guide. However, this overcame by entirely explaining to the respondents the purposes of the study.

### **3.13 Delimitations**

This study focused only on three schools within Sironko town council excluding the suburban areas.

By limiting the geographic scope to rural areas, the study aimed to explore the unique challenges and dynamics associated with rural environments. Suburban areas are excluded from the study to maintain a clear focus and prevent the research from becoming overly broad or unfocused.

## CHAPTER FOUR

### Data Presentation, Analysis and Discussion of Findings

#### 4.0 Introduction

This chapter dealt with the presentation of data analysis and discussions of the findings of the study. This was done according to the objectives of the study.

The researcher used frequency distribution tables in presenting the data and use of themes in support of the qualitative data to examine the impact of absenteeism on the academic achievement of learners in primary schools in Sironko Town Council.

#### Questionnaire and Interview Guide Return Rate

The researcher dispersed 160 questionnaires to the respondents (teachers and learners), however on returning the questionnaires, 155 questionnaires were returned and these were considered for data analysis.

Statistically, the Number of Questionnaires Distributed

#### Questionnaire Return Rate

Number of Questionnaires

$$\frac{155}{160} \times 100 = 96.8\%$$

96.8% Questionnaires

Response Rate

Interview Guides distributed

$$\frac{40}{40} \times 100 = 100\%$$

100% Interview Sessions

Hendra and Hill (2018) also state that any survey that produces less than 100% survey response rate, can present nonresponse bias into the results.

#### 4.1 Demographic Features of the Respondents

This section discussed the background information of the respondents (Teachers and learners) who were relevant to the study. A case in point is gender, age bracket,

working experience and highest level of respondents were of great relevance to the study. Their analysis was done in frequencies and percentages which are presented in tables as follows: -

Respondents were asked about their gender and the responses that were obtained are reflected in table 4.1.

**Table 4.1: Demographic Characteristics of Respondents**

<b>Characteristics</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Sex for Teachers</b>	Male	29	57
	Female	21	43
	<b>Total</b>	<b>50</b>	<b>100</b>
<b>Sex for Pupils Upper Class</b>	Male	72	69
	Female	33	31
	<b>Total</b>	<b>105</b>	100
<b>Sex Age Bracket For Teachers</b>	21-30 years	26	53
	31-40 years	10	20
	41 and above years	14	27
	<b>Total</b>	<b>50</b>	<b>100</b>
<b>Age for Pupils</b>	10-15	105	100
<b>Work Experience</b>	0-5 year	16	32
	6-11 years	21	41
	12 above	13	27
	<b>Total</b>	<b>50</b>	<b>100</b>
<b>Highest Education</b>	Diploma	17	34
	Bachelors	22	45
	Post Graduate	06	12
	Masters' Degree	05	09
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Data (2023)**

In reference to table 4.1 on the Sex of teachers, 29(57%) of the respondents were male while 21(43%) were female. It was noted that the male teachers were more as compared to the female teachers. The implication was that male teachers appeared to be more available as compared to the female teachers an implication that the male teachers were curious to understand what the study was all about. On the other hand. The female teachers were equally represented however on rating by frequency and percentage, male teachers were more as compared to the female. The

relevancy of gender in this study is to provide equal representation for both genders to express their opinion as far as the study is concerned.

As for pupils in upper class, there were male pupils 72(69%) as compared to the female pupils 33(31%). Findings indicate that the male pupils from upper classes had the willingness to exhaust the study under investigation as compared to the male respondents. However the female pupils were equally represented in the study.

Table 4.1 still shows the age bracket of respondents, 26(53%) were 21-30 years, 10(20%) were 31-40 years, 14(27%) were 41 years and above years. It was established that majority of the respondents were 21-30 years. It was established that all teachers were adults since all were 18 years. Age was important in this study for purposes of acquiring information from various teachers of different age brackets and of sound mind. The information they provided was reliable which hence helped to enrich the study.

In reference to the age of learners, all pupils were between 10-15 years. Findings indicated that age was relevant for the study for purposes of identifying the opinion of pupils based on their understanding on the study under investigation.

In reference to the table 4.1: it was noted that 16(32%) of the respondents had worked for 0-5 years, 21(41%) were for 6-11 years, 13(27%) have served for 12 years and above. Findings indicated that all teachers had the experience in the service, their experience only differed by years of service.

Work experience in this case was relevant for purposes of exhausting information from respondents on the impact of absenteeism on the academic achievement of learners in primary schools within Sironko Town Council.

Furthermore, it was noted that 17(34%) of the teachers were of Diploma level in the teaching profession, 22(45%) were of Bachelors level of education, 06(12%) were of post graduate level of education while 05(09%) were of Master's Degree. Findings indicated that all teachers were highly qualified and had the appropriate experience in the lecturing profession.

Educational level in this study was relevant for purposes of getting clarity (enhanced information) for the study from teachers on the impact of absenteeism on the academic achievement of learners in primary schools within Sironko Town Council.

**Objective One: To examine the causes of absenteeism of learners in primary schools in Sironko Town Council.**

This section addressed the causes of absenteeism of learners in primary schools in Sironko Town Council.

**Table 4.2: Showing some common reasons why learners miss school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Illnesses	12	25
School fees demands	12	25
Long distance to and from school	08	15
Engage in trading activities	15	30
Bullying and teasing at school	03	05
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

It was noted that 12(25%) of the respondents said illnesses are common reasons why learners miss school, 12(25%) said school fees demands, 08(15%) said long distances to and from school, 15(30%) engage in trading activities, while 03(05%) said bullying and teasing at school. It was noted that majority of the respondents said illnesses and school fees demands are major common reasons why learners absent from school. This is because schools need finances to help in running the school activities and programs hence learners are sent home to collect school fees which often times makes them to consistently miss school. Similarly Abadzi, (2006) states that pupils could not have interest in the content and may have resorted to staying away from school simply because they could not understand the content or they may just have perceived it to be too difficult. This makes them to be out of school. Teenagers learn what they want and in most instances it is when they want it. This simply means that they only choose what to like if they are wisely and nicely guided and counseled. This is because there are times when a child thinks

and sees things as if the elders, parents and guardians do not see anything. It is at this level that if a child is not properly guided, they easily lose direction and slip away and go the wrong way.

**Table 4.3: How does transportation availability or reliability affect learner attendance?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Some learner move far distances from home to school	25	50
Some lack means to reach school	15	30
Some learners over sleep and end up getting late to school	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 25(50%) of the respondents said some learners move far distance from home to school, 15(30%) said some lack means to reach school, 10(20%) said some learners over sleep and end up getting late to school. It was noted that majority of the respondents said some learner move far distances from home to school. This has affected the attendance levels of learners at school.

**Table 4.4: Are there specific health issues that frequently lead to absenteeism among learners.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	34	68
No	16	32
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Study findings indicated that 34(68%) of the respondents said yes, while 16(32%) said no. it was noted that majority of the respondents said agreed with the statement. It was noted that some learners have health complications that keep attacking them, such illnesses include epilepsy, malaria, asthma complications among other health complications.

**Table 4.5: Whether the Socio-Economic Status of Families Influence Learner Attendance?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Learners from families with low income levels lack scholastic materials	25	50
Learners from well to do families have the ability to provide them with scholastic materials	15	30
Parents with high level education understand the value of education and the contrary is true.	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

It was noted that 25(50%) of the respondent said learners from families with low income levels lack scholastic materials, 15(30%) said learners from well to do families have the ability to provide them with scholastic materials, 10(20%) said parents with high level education understand the value of education and the contrary is true. It was noted majority of the respondents said learners from families with low income levels lack scholastic materials. This is because of the low income levels.

**Table 4.6: Can you identify any cultural factors that impact school attendance among learners**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Girls are easily married off for dowry	18	35
Attitude toward education	07	15
Cultural cerebation such as “Imbalu”	25	50
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Study findings indicate that 18(35%) said girls are easily married off for dowry, 07(15%) said the attitude towards education while 25(50%) said cultural cerebation such as Imbalu. It was noted that cultural celebration such as Imbalu was a major concern. Findings show that as a tradition in the culture of the Bamasaba, male circumcision is commonly exercised every even year as a sign of maturity and growth among the males. During this period, a lot of dancing and

celebrations takes place and many young boys and girls dodge to go to school for such function. This in the long run affects their performance in their assessment and examinations.

**Table 4.7: Whether there is any challenges within the School Environment that Contribute to Absenteeism.**

Response	Frequency	Percentage
Yes	38	75
No	13	25
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 38(75%) of the respondents said yes, while 13(25%) said No. findings indicated that majority of the respondents agreed with the statement. It was noted that there are challenges within the school environment that contribute to learners absenteeism. These among other include; school fees demand, bullying and teasing of learners and indiscipline; these cause expulsion or suspension of learners which in one way or the other leads to absenteeism.

**Table 4.7: Whether there any Initiatives or Interventions that have been Effective in Reducing Absenteeism in Primary Schools.**

Response	Frequency	Percentage
Yes	43	85
No	07	15
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

In reference to the table 4.7; it was noted that 43(85%) said yes while 7(15%) said No. it was noted that majority said yes. It was noted that there are interventions that have been put in place to overcome absenteeism. Among these initiatives are; strict policies, disciplining pupils who constantly absent from class, amending rules and regulation against absentees and cautioning pupils to always for punishment to be allowed to absent from class and school. This may help to overcome absenteeism. In an interview with a head teacher, he said *“we have always tried to convene meeting with parents to discuss the issue of absenteeism and even come up*

*with lasting solution as suggested by parents themselves but the vice of absenteeism among pupils continuous.”*

**Objective Two: To find out the impact of absenteeism of learners in primary schools in Sironko Town Council.**

This section dealt with the impact of absenteeism of learners in primary schools in Sironko Town Council.

**Table 4.8: How does absenteeism affect the academic performance of individual pupils?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pupils miss lessons	17	34
Grades change to worst	09	17
Because of long distances to and from school, pupils absent hence miss important concepts	11	21
Teachers don't repeat lessons for students who absent	13	28
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 17(34%) said pupils miss lessons, 09(17%) said grades change to worst while 11(21%) said because of long distances to and from school, while 13(28%) said teachers don't repeat lessons for students who absent. Study findings indicated that majority of the teachers said teachers don't repeat lessons for students who absent from school. It was noted that pupils who absent from school lag behind with concepts their colleagues learn in their absence. This was in relation with Balfanz and Bymes, (2018), who said poor attendance is one of the best predators of drop – out. Recent studies have shown that chronic absenteeism is a better predator of drop – out than low grades on test scores Goldfried, (2014). The impacts or effects of high absenteeism start as early as the Pre –school or 1st grade. Absenteeism in pre –school has been linked to lower academic and social – emotional outcomes in the same year.

It was noted that it is important for pupils not to absent from class because they tend to miss a lot in both class and school and this affects their academic performance.

**Table 4.9: How does absenteeism affect the teacher's ability to effectively deliver lessons and provide support to students?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers feel demoralized when classes have fewer pupils	27	53
Fear for pupils failing assessment and examination	16	32
It becomes hard to teach when other pupils are absent	07	15
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Study findings indicated that 27(53%) of the respondents said teachers feel demoralized when classes have fewer pupils, 16(32%) said fear for pupils failing assessment and examination while 07(15%) said it becomes hard to teach when other pupils are absent. Study findings indicated that majority of the respondents said teachers feel demoralized when classes have fewer pupils, it was noted that teacher fear to see a lot of failures in the subject by the pupils who absent and many find it hard to teach student who absent on their own. This is a challenge and it is affecting many of the pupils in primary schools. Desocio et al. (2007) maintains that many children may experience serious academic problems and fall back in their school work if they do not attend school regularly.

**Table 4.10: Can you discuss the Long-Term Consequences of Chronic Absenteeism on Students' Educational Outcomes.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Early marriages	16	32
Constant failure and poor grades	13	25
Pupils drop out of schools	22	43
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

It was noted that 16(32%) of the respondents said early marriage, 13(25%) said constant failure and poor grades, 22(43%) said pupils drop out of schools. It was noted that majority of the respondents said pupils drop out of school. Findings indicated that the consequences of consistent absenteeism among pupils is dropping out of school. Findings show that several reasons may lead to this scenario and

among these reasons may include poverty, low income levels and famine. In an interview with a head teacher, he said “*absenteeism affects pupil academic performance, intensifies chances of school dropout and many more pupils tend to lose morale in education*”

**Objective Three: Objective Three: To find out the Measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

This section dealt with the Measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.

**Table 4.11: In your view, what specific initiatives or programs has the school implemented to address absenteeism among students?**

Response	Frequency	Percentage
Summoning pupils at the disciplinary committee	19	38
Setting strict rules and regulations	17	34
Roll calls at class level daily	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 19(38%) said summoning pupils at the disciplinary committee, 17(34%) said setting strict rules and regulations, 14(28%) said Roll calls at class level daily. Findings indicated that majority of the respondents said summoning pupils at the disciplinary committee. Findings show that it is one of the commonly used approach school use to examine pupils repetitive behaviors of absenteeism. This is so because it helps to understand why pupils continuous do such a practice. This in one way has help to devise means of avoiding the habit among pupils in primary schools in Sironko District.

**Table 4.12: How does the school monitor and track student attendance to identify patterns of absenteeism**

Response	Frequency	Percentage
Through role calls	40	80
Parading	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

According to the table 4.12, it is call that schools use roll calls to track and monitor students attendance. This was represented as follows; 40(80%) said yes while 10(20%) said parading. This is because through roll call, a teacher is able to record the number of those pupils present and those absent. In the process, it helps to know those who are absent and those who and present and follow up is made to ensure absenteeism is avoided in primary schools in Sironko District.

**Table 4.13: Are there specific strategies or initiatives aimed at improving student engagement and motivation to attend school regularly**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	33	65
No	18	35
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

It was noted that 33(65%) of the respondents said yes while 18(35%) said no. It was noted that there are initiative and strategies laid to improve / manage absenteeism among pupils in primary schools in Sironko District.

**Table 4.14: What measures are in place to evaluate the effectiveness of the school's efforts to overcome absenteeism?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Convene PTA meetings	15	34
Create Mutual Understanding between parents, teachers and the school	10	23
Strict policies and regulations on absenteeism	19	43
<b>Total</b>	<b>44</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 15(34%) convene PTA Meeting, 10(23%) create mutual understanding between parents, teachers and the school while 19(43%) said strict policies and regulations on absenteeism. Study findings indicated that majority of the teachers said strict policies and regulations on absenteeism. Findings indicated that strict policies may help to avoid absenteeism among pupils in schools. This can help to improve attendance and hence improve the performance of pupils in

primary schools in Sironko District. Graziano et al (2019) noted that attendance monitoring and communication can facilitate early intervention and support for students who are absent. Automated attendance tracking systems, mobile apps for parent communication, and online resources can help improve communication and coordination efforts, should systems be put in place could lead lower absenteeism rates.

In an interview with a Head teacher, he said; *“it is important that school administrators take this issue serious to ensure the right policies are put in place to minimize or completely do away with absenteeism of pupils in primary schools in Sironko District.”*

### **PUPILS' QUESTIONNAIRE**

This section dealt with pupils’ responses on the causes of absenteeism of learners in primary schools in Sironko Town Council.

**Table 4.14: Showing how often do you absent from school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Once in a while	55	52
Twice in a week	32	30
Am always present	18	18
<b>Total</b>	<b>105</b>	<b>100</b>

**Source: Field Survey, (2024)**

Findings indicated that 55(52%) said once in a while, 32(30%) said twice in a week, 18(18%) said there are always present. it was noted that majority agreed with the statement that pupils absent once in a while depending on the circumstance for example sickness, death of a relative, being chased for school requirement such as school fees, and other scholastic materials. This makes them to be out of school.

**Table 4.15: What always makes you to absent from school.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Fees problems	16	15
Illness	20	20
Parents give me work to do	53	50
Long distance to school	16	15
<b>Total</b>	<b>105</b>	<b>100</b>

**Source: Field Survey, (2024)**

According to table 4.7, 16(15%) said fees problems, 20(20%) said illnesses, 53(50%) said parents give me work to do while 16(15%) said long distance to school. It was noted that pupil absent from school for various reasons which in one way or another have affected their performance. Absenteeism makes pupils to lose focus, makes many of them to miss the concepts taught in class, many more pupils end up dropping out due to constant drop out of school. It is important that the school administration takes caution to address this vice to avoid this behaviors to improve pupils' concentration and performance at school.

**To find out the Impact of Absenteeism of learners academic performance in Primary Schools in Sironko Town Council.**

This section on the pupils' questionnaire examined the Impact of Absenteeism of learners' academic performance in Primary Schools in Sironko Town Council.

**Table 4.15: Whether Absenteeism Impact Learners' Academic Performance?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	79	75
No	26	25
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey, (2024)**

In reference to table 4.15, it was noted that 79(75%) said yes while 26(25%) said No. it was noted that majority of the respondents said yes; it was noted that absenteeism impacts learners academic performance, this is inform of poor grades.

Many of the learners fail to attend classes and this affects them in assessment at the end of term and end of year examinations.<sup>7</sup>

**To find out the measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

**Table 4.16: What is your view on the measures that can be put in place to overcome absenteeism of learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Encourage regular attendance of pupils in class	37	35
Ensure strict policy formulation and rules	16	15
Call for PTA meeting on absenteeism	52	50
<b>Total</b>	<b>105</b>	<b>100</b>

**Source: Field Survey, (2024)**

In reference to the table 4.16, it was noted that 37(35%) of the pupils are encourage regular attendance of pupils in class, 16(15%) said ensure strict policy formulation and rules while 52(50%) said call for PTA meeting on the absenteeism. It was noted that convening PTA meetings are important because they help the administration to be informed on the reasons behind the absenteeism of pupils and this in the long run helps to improve the academic performance of learners.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter consists of the summary, conclusions and recommendation of the study under study.

#### **5.1 Summary of Findings**

##### **5.1.1 To Examine the Causes of Absenteeism of Learners in Primary Schools in Sironko Town Council.**

Findings indicated that the major causes of Absenteeism of Learners in Primary Schools in Sironko Town Council include; Illnesses, School fees demands, Long distance to and from school, Engagement in trading activities, Bullying and teasing at school. These have proven to be the leading cause of absenteeism of learners in primary schools in Sironko District.

##### **5.1.2 To find out the Impact of absenteeism of learners in primary schools in Sironko Town Council.**

It was found out that the pupils miss lessons whenever they absent, absenteeism changes pupils grades change to worst, as a result of long distances to and from school, pupils end up missing lessons and this affects their performance and teachers don't repeat lessons for students who absent which has had impact on their academic performance.

##### **5.1.3 To find out the measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

Findings indicated that the measure put in place to overcome absenteeism in Primary Schools in Sironko Town Council include; Roll calling at class level daily, Convening PTA meetings, creating Mutual Understanding between parents, teachers and the school, setting Strict policies and regulations on absenteeism, encouraging regular attendance of pupils in class and calling for PTA meeting on absenteeism.

## **5.2 Conclusion**

In conclusion, absenteeism has had an overwhelming impact on pupils in primary schools, many of the pupils who are found of absenting have witnessed sharp decline in their performance and stakeholders have kept wondering why the continuously absenteeism among pupils. Administrators of primary schools have come up with strategies such as strict policies against absenteeism and further action is still need to completely overcome the problem.

## **5.3 Recommendations**

Recommendation of the study were as follows;

### **5.3.1 To Examine the Causes of Absenteeism of Learners in Primary Schools in Sironko Town Council.**

It is recommended that there is need for pupils to be sensitized and educated on the importance of education and the consequences of absenteeism. In this awareness will be created and the hope to improve attendance may be anticipated.

It is recommended that there is the need to convene PTA meeting in primary schools in Sironko Town council to discuss with parents, teachers and the community on the concern of absenteeism among pupils to come up with lasting solutions.

### **5.3.2 To find out the Impact of absenteeism of learners in primary schools in Sironko Town Council.**

It is recommended that the Administration and Management of Primary Sironko Town council needs to work hand in hand with the parents to figure out measures on how absenteeism can be stopped.

There is need for primary schools to consider scholarship especially for bright pupils to encourage other pupils to work hard and double their performance. In so doing, absenteeism among pupils may stop in primary schools in Sironko Town council.

### **5.3.3 To find out the measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

There is need to carry out routine inspection and monitoring exercises in Sironko Town council to monitor the attendance and absenteeism levels of pupils in primary schools in **Sironko Town Council**.

It is recommended that there is need for teachers to continue making roll calls in class to track the absenteeism levels of pupils in primary schools in Sironko Town council.

### **5.4 Suggestion for Further Research**

- i. A qualitative analysis to examine the impact of Teacher effectiveness on students' Academic Performance in Government Aided Secondary School.
- ii. To examine the effect of students' attitude in science subjects on the academic performance in government aided primary schools.

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE FOR TEACHERS**

**To Examine The Impact of Absenteeism on the Academic Achievement of Learners in Primary Schools within Sironko Town Council.**

Dear Respondent,

I Nafuna Safiya, a student of Busitema University in Uganda carrying out a study on the impact of absenteeism on the academic achievement of learners in primary schools within Sironko Town Council. Please feel free to provide the information required as honestly as possible. The information you will provide to the researcher will be used for academic purposes only.

**Part A: Background Information**

Please tick [] the most appropriate alternative that corresponds to items given.

A1. Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>
A2. Age bracket in years 21-30 <input type="checkbox"/> 31-41 <input type="checkbox"/> 41 and above <input type="checkbox"/>
A3. Work experience 0-3Years <input type="checkbox"/> 4-7 Years <input type="checkbox"/> 8-11 Years <input type="checkbox"/> 12-15Years <input type="checkbox"/> 16 Years and Above <input type="checkbox"/>

**Objective One: To examine the causes of absenteeism of learners in primary schools in Sironko Town Council.**

1. What are some common reasons why learners miss school?

.....  
.....  
.....

2. How does transportation availability or reliability affect learner attendance?

.....  
.....  
.....

3. Are there specific health issues that frequently lead to absenteeism among learners?

Yes

No

4. How does the socio-economic status of families influence learner attendance?

.....  
.....  
.....

5. Can you identify any cultural factors that impact school attendance among learners?

Yes

No

6. Are there any challenges within the school environment that contribute to absenteeism?

Yes

No

7. Are there any initiatives or interventions that have been effective in reducing absenteeism in primary schools?

Yes

No

**Objective Two: To find out the impact of absenteeism of learners in primary schools in Sironko Town Council.**

1. How does absenteeism affect the academic performance of individual students?

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.....  
.....

2. How does absenteeism affect the teacher's ability to effectively deliver lessons and provide support to students?

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.....  
.....

3. Can you discuss the long-term consequences of chronic absenteeism on students' educational outcomes?

.....  
.....  
.....

4. What strategies or interventions have been effective in addressing the negative impacts of absenteeism in primary schools?

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.....

**Objective Three: To find out the Measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

1. In your view, what specific initiatives or programs has the school implemented to address absenteeism among students?

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.....  
.....

2. How does the school monitor and track student attendance to identify patterns of absenteeism?

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.....

3. Are there any community partnerships or resources utilized to address the root causes of absenteeism among students?

Yes  No

4. Can you describe any targeted interventions or support services provided to students who are frequently absent?

.....  
.....  
.....

5. How does the school address barriers to attendance such as transportation issues or health concerns?

.....  
.....  
.....

6. Are there specific strategies or initiatives aimed at improving student engagement and motivation to attend school regularly?

Yes  No

7. What measures are in place to evaluate the effectiveness of the school's efforts to overcome absenteeism?

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**Objective Three: To find out the measure put in place to Overcome Absenteeism in Primary Schools in Sironko Town Council.**

1. What is your view on the measures that can be put in place to overcome absenteeism of learners?

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**Appendix III: Head Teachers Interview Guide on the Impact of Absenteeism  
on the Academic Achievement of Learners in Primary Schools in Sironko  
Town Council.**

**Place of Interview**.....

**Date of Interview**.....

**Time and Duration of Interview** .....

**Self-Introduction and Explanation of the Rationale of the Study**

1. As a head teacher, how best can the issue of absenteeism be handled?  
.....  
.....  
.....
2. What is your view on the causes of absenteeism in primary schools in Sironko District?  
.....  
.....  
.....
3. In your opinion, what measures have you put in place to address the concern of absenteeism?  
.....  
.....  
.....
4. Point out the impact of absenteeism on the academic performance of learners in primary schools in Sironko District.  
.....  
.....  
.....
5. As a parent, what makes your children to continuously absent from school?  
.....  
.....  
.....
6. In your opinion, why has it become very hard for this behaviors among children to stop?

.....  
.....  
.....

7. How best can this behavior of absenteeism stop among learners in primary schools?

.....  
.....  
.....

### APPENDIX V: Budget for the Research Process

Activity	Amount
1. Typing Research Proposal	10,000/=
2. Printing the Proposal	10,000/=
3. Photocopying the proposal	10,000/=
4. Printing questionnaires	10,000/=
5. Pre-testing the tools	5,000/=
6. Data collection	100,000/=
7. Typing the Research Report	20,000/=
8. Printing the Research Report	10,000/=
9. Photocopying the Research Report	20,000/=
10. Binding the Research Report	15,000/=
11. Transport	10,000/=
12. Miscellaneous Expenses	10,000/=
<b>Total</b>	<b>230,000/=</b>