

**TEACHERS' ABSENTEEISM IN PUBLIC SECONDARY  
SCHOOLS IN BUKOBA DISTRICT COUNCIL**

**By**

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**A Dissertation Submitted to School of Public Administration and Management  
(SOPAM) in Partial Fulfillment of the award of Degree of Master of Public  
Administration of Mzumbe University**

**2016**

## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **Teachers' absenteeism in public secondary schools in Bukoba District Council**, in partial fulfillment of the requirements for award of the degree of Master of Public Administration of Mzumbe University.

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## **DEDICATION**

This work is dedicated to my beloved father Mr. Titus Paul Kashombo who always proud of my academic accomplishments. It is also dedicated to my lovely mother, the late Wokusiima Karoma who was always encouraging me to work hard in my academic arena. It is also dedicated to my beloved husband Eng. Daudi Marko who always provided full support during the whole period of my study. The work is also dedicated to my children Marko Daudi and Nobeltha Daudi for their prayers.

## **LIST OF ABBREVIATIONS**

AFOM	Australasian Faculty of Occupational Medicine
AIDS	Acquired Immune Deficiency Syndrome
BDC	Bukoba District Council
DEO	District Education Officer
DED	District Executive Director
HIV	Human Immune Virus
IBEC	Irish Business Employers Confederation
NCTQ	National Council on Teacher Quality
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
TSD	Teachers Service Department
TV	Television
UK	United Kingdom
URT	United Republic of Tanzania
US	United States
USA	United States of America
WEC	Ward Executive Committee

## **ABSTRACT**

The general objective of the study was to assess the factors which influence teachers' absenteeism in public secondary schools in Bukoba District Council in Tanzania. Specific objectives were to examine whether there is teachers' absenteeism in public secondary schools in Bukoba District Council., to examine personal factors for teachers' absenteeism in public secondary schools, to examine school factors for teachers' absenteeism in public secondary schools, to examine environmental factors for teachers' absenteeism in public secondary schools and to identify measures of reducing teachers' absenteeism in public secondary schools in Bukoba District Council. The study was conducted in four public secondary schools namely Maruku, Nyakato, Kikomelo and Katoro secondary schools. The study involved the sample of 57 respondents including secondary school teacher, Heads of school, Head of TSD, Head of school Inspection Department and Head of Secondary Education Department. Both primary and secondary data were collected using various data collection methods and techniques including questionnaire, interview, observation and documentary review. Data was analyzed by using both qualitative and quantitative methods.

The study found that young age, gender, illness, education level and job dissatisfaction are personal factors that influence teachers absenteeism while old age was found in this study to have no influence on teachers' absenteeism. Also poor leadership style of the head of school, poor school environment, high pupil – teacher ratio and assignment of non teaching tasks to the teacher were found to be school factors that influence teachers' absenteeism. Moreover, location of school, residence of the teacher and education level of the parents as environmental factors influence teachers; absenteeism as it was discovered in this study.

The study recommends that the government should make all stake holders aware of secondary school teachers' absenteeism problem so that they can join together to minimize or eradicate the problem. Further research should be conducted by looking into the loss in terms of fund caused by teachers' absenteeism in Bukoba District Council.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter provides background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation, delimitation, conceptual framework and definitions of key terms.

#### **1.1 Background of the study**

Employee absenteeism is a worldwide phenomenon in which due to the financial impact on a nation's economy is an important subject on the international agenda (Langenhoff, 2011). Employee's absenteeism is one of the most serious unethical practices facing most public and private organizations all over the world regardless of being developed or developing countries; although the problem is severe in developing countries as shown by Lee (2015) that teachers' absenteeism in Bangladesh is 16%, Cambodia 12%, Ecuador 14%, India 25%, Indonesia 19%, Kenya 28%, Pakistan (North frontier province) 18%, Papua New Guinea 15%, Peru national 11%, Peru rural 21%, Uganda 27% and Zambia 18%. Common practice relating to absenteeism includes reporting lately at work, leaving early from work, extending tea and lunch break, attending personal business during working hours and forging illness (Musyoki, 2015). All these practices may be considered as absenteeism by the company or organization.

The standing order of 2009 recognizes employee's absenteeism when the employees come late at work after 7.30 am, leaving the working place early before official closing time which is 3.30 pm and when employee do not come to work at all for the whole day or more than one day (URT, 2009).

Teacher absenteeism as mentioned in the school improvement kit is recognized when the teacher is out of school either by delaying, leaving before official closing time, don't attend to school at all or when the teacher is at school but missing classes (URT, 2013).

The average of teacher absenteeism in developing countries ranges from 3% to 27%. However, within countries absenteeism is larger in poorer, more isolated schools, contributing to unequal educational opportunities (Gabriela, 2012). While in Tanzania secondary school teachers' absenteeism is 13% (URT, 2010).

Teacher absenteeism has great effects not only in developing countries but also in developed countries. Teachers' absenteeism can have negative effects on an entire school system, from lowering student achievement and attendance to damaging school reputations to broader economic losses (Harris van Keuren, 2009).

As shown by Tracy (2012) teachers' absenteeism in US at Portland district has both financial and academic impacts on the school district and its students. Financial impact is additional costs of hiring substitute teachers to replace regular teachers that are absent. The academic impacts are associated with the potential effect on teaching and learning when the regular teacher is not in the classroom. It is recognized that the district spent \$6.3 million on substitute teachers in 2010-2011.

Miller (2012) argues that, teachers are most important school based determinant of students' academic success. It is not a surprise for the researchers to find that teacher absenteeism lower student achievements, and it must be noted that resource are scarce and any excess of funds tied up in teacher absenteeism should be put to better use.

In developing countries like Tanzania, there is also a huge financial impact of teacher absenteeism as secondary schools teacher absenteeism represents Tsh. 11.7 billion losses per year as a result of teachers being paid while not teaching (URT, 2010).

The government of Tanzania in its effort to reduce teacher profession misconduct including absenteeism has established a special department (TSD) Teachers Service Department to handle teacher's disciplinary matters. As Betweli (2013) presents that, the TSD dismisses 200 to 300 teachers every year for various professional misconducts including absenteeism. Apart from dismissal other disciplinary actions taken by TSD includes warning and reprimand in trying to reduce teachers' misconduct.

Moreover the government provided the school improvement kit which is used as a practical guide for heads of school to solve different challenges facing them including absenteeism. This document requires the heads of school to record teachers attendance every day and later compile a weekly and monthly report to share it with teachers hence report to the WECs, DEOs, and REOs. Also the head of school is required to visit classes without notification to see if the teachers attend the scheduled classes. The heads of school are also required to take initiatives to understand why some teachers are absent so as to take measures according to the recognized reasons for absenteeism (URT, 2013).

On the other hand the heads of school have been directed in the school improvement kit to take disciplinary procedures as the last solution for teachers who are not willing to change their behaviour, either by releasing an official warning to the teacher and if the behaviour persists the case should be reported to DEO for other action. Apart from that, the heads of school are directed to consult the school board, Inspectorate office, District education officers and TSD in solving teacher absenteeism problem (URT, 2013).

Apart from that, the standing order for the public service of 2009 was introduced to handle public service matter including absenteeism problem where it is clearly stated in section F (Rules of conduct, Discipline and Termination of appointment) that the public servants must report for duty in time and do not leave their offices before the official closing time. In order to ensure that the employees arrive in time at work the standing order requires the responsible officers to prepare the attendance registers that will be signed by members of the staff at all levels employed in offices, teaching institutions, hospitals etc. Also to handle the behaviour of leaving early from work place, public servants are required to sign the special register when they leave the office during office hours and record the time they leave, the approximate time they shall be staying out, the business they shall transact during the time of absence and the actual time they report back to the office (URT, 2009).

Moreover the standing order prohibits public servants to engage in any private occupation or undertaking during official hours. Also absence from duty Without

Permission is prohibited whereby when a public servant is absent from duty without leave or reasonable cause for a period exceeding five days, that public servant may be charged with the disciplinary offence of being absent without leave and punished by dismissal (URT, 2009).

Teacher absenteeism is a major threat to provision of quality education internationally, nationally and in particular at Bukoba District Council. Despite the effort taken by the government to reduce the incidence still the problem persists. This declares the need to identify the factors influence teacher absenteeism in public secondary schools, and proposing the necessary intervention measures to redress the situation. Therefore, by taking into consideration the matter, the researcher intends to conduct the study on teacher absenteeism in Public Secondary Schools in Bukoba District Council.

## **1.2 Statement of the problem**

Teachers' absenteeism in public secondary schools in Tanzania is still the problem despite the effort taken by the government of Tanzania such as provision of standing order of 2009, establishment of TSD which is the special department for handling teachers' misconduct including teachers' absenteeism and provision of school improvement kit as the guide to the heads of school.

Teacher's absenteeism in Tanzania's secondary schools is about 13% on average (URT, 2010). Uwezo (2013) found that in Tanzania at least 2 teachers in 10 are absent from school in any given school day which means if the teacher is absent, is also not teaching hence affecting student learning. There is a need to address teacher absenteeism problem to know what should be done so that teachers may come to school every day and teach very well in order that the children can learn well and acquire fundamental skills and numeracy consistent with the official circular requirements (Uwezo, 2013).

Teacher absenteeism also has impact in the country's economy as Tanzania find itself in a loss of about Tsh. 11.7 billion per year caused by secondary school teachers' absenteeism in which teachers are being paid despite their absence (URT,

2010). Students are not learning across East African countries including Tanzania despite that billion of shillings have been poured into education sector in recent years (Uwezo, 2013).

This attracted the researcher to undertake the study in order to identify factors which influence teachers' absenteeism among public secondary schools in Bukoba District Council.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The main objective of the study was to assess the factors which influence teachers' absenteeism in public secondary schools.

#### **1.3.2 Specific objectives**

1. To examine whether there is teachers' absenteeism in public secondary schools in Bukoba District Council.
2. To examine personal factors for teachers' absenteeism in public secondary schools in Bukoba District Council.
3. To examine school factors for teachers' absenteeism in public secondary schools in Bukoba District Council.
4. To examine environmental factors for teachers' absenteeism in public secondary schools in Bukoba District council.
5. To identify measures of reducing teachers' absenteeism in public secondary schools in Bukoba District Council.

### **1.4 Research questions**

1. Does absenteeism exist in public secondary schools?
2. How do personal factors influence secondary school teachers' absenteeism?
3. How do school factors influence secondary school teachers' absenteeism?
4. How do environmental factors influence secondary school teachers' absenteeism?
5. How can secondary school teacher absenteeism be reduced?

### **1.5 Significance of the Study**

The research has exposed the factors which influence absenteeism among teachers in public secondary schools in Bukoba District Council in which heads of school, Education officers from the District Council and officials from the Ministry of Education and Vocational Training and the Teachers Service Department (TSD) can use to take serious actions to reduce absenteeism practices in Bukoba District Council.

Moreover the Ministry of Education and Vocational Training can use the findings of the study to formulate useful policies for the purpose of combating teacher absenteeism in the country, hence improving education quality and enhancing student academic performance in public schools. On the other hand the study is useful in the field of academic as it provides opportunity for further studies concerning absenteeism.

### **1.6 Limitation of the study**

During data collection respondents were not much cooperative in filling questionnaires due to their negative perception as some thought that the study was for victimization. Also it was difficult to arrive on time at all the intended areas to collect data due to the remoteness of the areas. To overcome these obstacles, the researcher explained and convinced respondents that the data needed were not for victimization but for academic purpose. Moreover the researcher used motorcycle to reach in remote areas to ensure that the required data are collected.

### **1.7 Delimitation of the study**

The study was conducted in Bukoba District Council, specifically in four schools that include Nyakato, Maruku, Kikomelo and Katoro secondary schools.

The study focused on assessing the factors which influence teachers' absenteeism in public secondary schools in Bukoba district council. The study confined to find out whether there is teachers' absenteeism in public secondary schools, to examine personal, school and environmental factors and to identify means of reducing teachers' absenteeism.

## **1.8 Definition of terms**

Teacher absenteeism: It refers to the failure of a teacher to report for duty when scheduled to be in school (Musyoki, 2015).

Public secondary school: It refers to government institutions which cater for the formal education of children who study at post – primary and pre – tertiary level (Mkhwanazi, 1997).

Missing classes: It refers to failure to attend scheduled classes (URT, 2013).

Missing school: It refers to failure to attend school for one day or more than a day (URT, 2013).

Coming late: It refers to failure to arrive at work in official time ie. 7:30 am (URT, 2009).

Leaving early: Means moving away from work place before official time ie. 3:30 pm (URT, 2009).

Environmental factors: These are community based characteristics contribute to teacher absenteeism (Musyoki, 2015).

Personal factors: These are the individual and family based challenges that make teachers not to report to duty as required (Musyoki, 2015).

School factors: These are institution based challenges that discourage teachers from reporting to duty as required (Musyoki, 2015).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of three sections; theoretical literature review, empirical literature review and conceptual framework.

#### **2.1 Theoretical literature review**

##### **2.1.1 The concept of absenteeism**

Excessive absenteeism among school personnel is one of the most neglected problems in public education in developing countries, while high income countries have good administrative systems hence the extent of teacher absenteeism can be calculated (Gupta, 2003). While policymakers have been directing considerable attention to teacher effectiveness, one basic aspect of effectiveness has received relatively little attention: teacher attendance. No matter how engaging or talented teachers may be, they can only have an impact on student learning if they are in the classroom (NCTQ, 2014).

Absenteeism refers to lost days which disrupt the work process and hinder the productivity capacity of the organization. It is unscheduled disruption of work process due to days lost as a result of sickness or any other non statutory leave (IBEC, 2015).

Abeles (2009) define absenteeism as a period of not attending to duty by employees. According to Ivatts (2010) absenteeism refers to any failure of an employee to report for or to remain at work as scheduled regardless of the reason. On the other hand Schappi (1988) sees absenteeism as failure to report for scheduled work.

Absence can be voluntary or involuntary. Voluntary absences are absences that the worker has control over and consist of those absences which occur when the worker is able to work but for some reasons decides to miss work. Involuntary absences are absences that the worker has little control over and consist primarily of illnesses and injuries (Hinze, 1985).

Absenteeism falls into two distinct categories: “innocent” and “culpable”. Innocent absenteeism also known as non-culpable absenteeism refers to bona fide health issues in which the employee has a genuine illness/injury or medical condition, which is seen to be beyond his/her control and subsequently prevents him/her from attending work. Culpable absenteeism refers to absenteeism in which the employee is absent from work for no acceptable reason. These kinds of absenteeism are characterized by absences without authorized leave and include frequent lateness and/or early leaving (Tamma, 2010).

Vardi and Weitz (2004) argue that, Work absence is a misbehavior that primarily benefits the self while victimizing the employing firm or its members. Work absence at school may benefit the absent teacher in the short run but disrupts the work of colleagues and the teaching flow for students. Unjustified work absence is one of the most prevalent production misbehavior since it may negatively affect motivation, work relations and the organization’s financial situation (Sagie, 2002).

Work place absenteeism adds to the cost or may reduce the quality of public and private goods and services. It may also place additional burdens on employers and workers especially at critically important times or in key processes (AFOM, 1999).

Work place absenteeism has a lot of effects among them being increased costs of running the activities, lower morale, increased workloads, frustrated managers and supervisors, loss of productivity, non achievement of objectives, reduced provision of services, decreased product quality, increased training costs and loss of key skills and personnel (AFOM, 1999).

## **2.1.2 Factors influencing teacher absenteeism**

### **2.1.2.1 Introduction**

Secondary school teacher absenteeism is influenced by different factors such as personal, school and environmental factors (Musyoki, 2015). In this study, personal factors include age, gender, illness, education level and job satisfaction. School factors include poor leadership style of the head of school, poor school environment, high pupil – teacher ratio and assignment of non teaching tasks. Environmental

factors include location of school, residence of the teacher and education level of the parents.

### **2.1.2.2 Personal factors**

Starting with personal factors, Rosenblatt and Shirom (2009) argue that age, sex and education level has impact on teacher absenteeism. In case of age Di Gropello and Marshall (2005) point out that the young teachers and those of low level of education are expected to be absent because most of them prefer to undertake more training hence being out of school. In case of sex Rogers and Vegas (2009) argue that there is some tendency for males to be more absent than females as they engage themselves in other personal activities to increase their financial capabilities.

On the other side, Illness is among the factor for teacher absenteeism as the sick teachers spend time in treatment hence fail to attend the scheduled duties. Anh Dang and Roger (1999) point out that, many teachers do absent themselves from school based on illness. Sometimes sick teachers are forced to go to school even if sick as a result transmit communicable diseases to their co-teachers, this leads to even greater absenteeism and reduced productivity among other teachers who try to work while ill. Workforces often excuse absenteeism caused by medical reasons if the worker supplies a doctor's note or other form of documentation.

Job satisfaction is also recognized by scholars as one of the factors for teacher absenteeism. As Lease (1998) argues that employees who are more satisfied with their job are less likely to be absent or leave the job. They are committed and usually more satisfied with their lives.

### **2.1.2.3 School factors**

School factors also have influence on teacher attendance. As elaborated by Anh Dang and Rogers (1999) public school teachers are rarely held accountable as they are typically not well monitored by administrators hence perform poorly. This shows that poor leadership style of the head of school results into teacher absenteeism.

In case of high pupil – teacher ratio or work load, Reyes (1992) argues that work load or high pupil - teacher ratio affects teacher behaviour as it influences teacher

morale. This also has a negative effect on the ability of teacher to respond to individual student. Teachers always lack sufficient time for uninterrupted teaching, preparation, meetings with peers and breaks for work. All these may contribute to teacher absenteeism either through missing classes, coming late to school or leaving early because of tiredness.

Eswaran and Ajit (2008) discuss on the issue of poor school environment and absenteeism hence argue that, poor school environment which encompasses things like inadequacy of infrastructure, facilities such as toilets, electricity, safe drinking water, rooms for instruction affect adversely teacher motivation and increase teacher absence rate.

Also assignment of non teaching duties has seen to have influence on teacher absenteeism. Anh Dang and Rogers (1999) argues that unavoidable out of school duties can reduce teacher attendance on the sense that the teacher sometimes is required to be out of school to attend those duties.

#### **2.1.2.4 Environmental factors**

Taking into consideration environmental factors, scholars also have discussed the matter that teacher absenteeism can be influenced by this kind of factors. Starting with location of school, Mulkeen (2005) argues that, managing teachers in remote areas presents additional difficulties. One concern is that, teacher absenteeism may be higher in rural areas because teachers in small rural schools may commit fewer hours to classroom teaching in favour of their private work perhaps as a means of supplementing their income. Also getting other services such as medical services requires them to travel from the interior to the hospital something that takes time hence being absent. Moreover the school located in the interior is less likely to be visited by the external inspectors.

In case of residence of the teacher as environmental factor, Eswaran and Ajit (2008) argue that, teachers residing far from school may increase the rate of absenteeism and in some areas this factor increases the rate of absenteeism especially during the

rainy season where it becomes difficult for a teacher to travel from home to school to attend the scheduled duties.

Moreover education level of the parents as discussed by different scholars may have an influence on teacher attendance. Mulkeen (2005) discusses that monitoring teacher absenteeism in remote rural areas can be difficult because the parents and local community may place a lower value on education, this may be because they are less educated hence feeling less able to challenge the authority of the teacher. Parents have great contribution on academic matter regardless of whether or not the family is struggling economically or is affluent or whether the parents finished high school or graduate from college (Devis, 2000). Therefore parents may have great contribution in managing teacher absenteeism but the only thing which is important is their understanding of the importance of making teachers accountable.

### **2.1.3 Theories underlying the study**

There are two theories underlying this study which are process theory and Nicholson's "Attachment" Theory

#### **2.1.3.1 Process theory**

This is the theory of absenteeism developed by Steers and Rhodes in 1978. The theory states that the capacity of employees to go to work depends on how they are motivated as well as their ability to attend and perform their duties (Steers, 1978). In other words attendance motivation is called voluntary absenteeism while ability to attend falls under the category of involuntary absenteeism. Briefly Steers and Rhodes model posits that employee attendance is largely a function of two important variables which encompass an employee's motivation to attend work and an employee's ability to attend work.

According to Smulder (1980) attendance motivation is influenced by how satisfied an employee is by the job situation. This includes both internal and external pressure such as a job scope, leadership style of manager, job level, stress of the role and opportunities for advancement. Ability to attend is influenced by personal characteristics such as age, gender, education and tenure. This can affect attendance

through problems such as illness, family problems, and difficulty in travelling from home to the work place.

The theory fits to this study as the researcher uses variables like illness, age which falls under the ability of employee to go to work because the employee may be willing to attend to work but because of being sick he becomes absent. Other variables like education level, job satisfaction, poor leadership style and location of school fall under motivation to attend on the sense that these variables may encourage or discourage employees to attend work although they are able to go to work.

#### **2.1.3.2 Nicholson's "Attachment" Theory**

This is the theory of absenteeism developed by Nicholson in 1997. Nicholson believed that despite the accumulation of much varied research on absenteeism there was a serious lack of theory associated with the topic. Nicholson (1997) developed his theory by exploring the nature of absence while also taking into consideration methodological and measurement problems. He chose to focus his theory on absence as the measured variable rather than focusing it on attendance. Nicholson devised the 'A-B' continuum as part of his theory characterizing absence events by their possibility of being avoided. Nicholson notes how these events impact on a person varies from person to person depending on the influence of attendance motivation. Nicholson introduced 'attachment' as a way of measuring attendance motivation.

According to Nicholson (1997) organizations typically classify absences based on studies associated with the topic. The typical classes include voluntary, involuntary, sickness, sanctioned and unsanctioned. Nicholson argues that there is no wholly way of measuring 'voluntary absence' "though it may be contended that it would be inadvisably defeatist to thereby condemn all attempts at meaningful absence classification.

Nicholson's 'A-B' continuum is defined in terms of the constraints/barriers on attendance. By devising the 'A-B' continuum, Nicholson allowed absences to be viewed on a scale according to the extent to which individual choice influences the

occurrence, non-occurrence of absence. Absences which fall at the 'A' end of the continuum are those which individual choice would not count and those that fall at the 'B' end are those that are entirely controlled by individual choice, thus those at the 'A' end are unavoidable and those at 'B' are avoidable. Nicholson defines 'attachment' in the context in which an employee is dependent upon the structure and regulations of organizational life (Nicholson, 1997).

Nicholson's model of 'Attachment' was developed as a theory to gain a better understanding of the complex topic of absenteeism. It was formed to aid the investigation of the causes of absenteeism.

The 'Attachment' model / theory is relevant to the study since it will enable the researcher to investigate what motivates teachers to attend work. Therefore factors such as illness and age falls at the 'A' end of the continuum which are unavoidable and are not of individual choice. Factors such as job satisfaction, education level of the teacher, poor leadership style, poor school environment, high pupil - teacher ratio, assignment of non teaching duties, location of school, and residence of the teacher fall under the 'B' end continuum and they are avoidable because they are under control of individual. Therefore all these variables form the attachment bond teachers have with their institution thus leading to the high/low levels of absenteeism.

## **2.2 Empirical literature review**

Ongeri (2012) in his study concerning teacher absenteeism in Baringo county in Kenya using questionnaire and variables such as leadership styles as independent variable and absenteeism as dependent variable found that leadership style influence absenteeism among teacher and that school managers who use a participatory or democratic management style inspired the teachers to feel as part of school and work hard to fulfill the vision of the school as they consider it as their own vision and thus struggling to perform well every time hence reducing the rate of absenteeism. Therefore the inspiration from the school leader influences the teacher morale of working hard and attending school every day on time. To manage absenteeism, the

author recommends that policy makers should consider the issue of training the heads of schools on the influence of leadership style on teacher morale.

Kwesi (2013) in his study concerning teacher absenteeism conducted in Pru district using questionnaire to collect data and independent variables like qualification of teachers, whether professional or non professionals, the remuneration of teachers whether good or bad and teachers furthering education on distance learning and teacher absenteeism as dependent variable recognized that the education and qualification has influence on teachers absenteeism. Non professional teachers are most absent compared with professional ones because they are less interested with the job. Also poor remuneration has influence on teacher absenteeism as those who are paid lowly and not satisfied with their salaries are mostly absent compared with the ones paid well and hence being satisfied.

The author recommends that in order to reduce the extent of absenteeism there should be adequate and relevant information for proper planning and policy formulation. Therefore, there is the need to establish a good system of national records on teacher attendance so as to understand the extent of the problem ready for searching solutions. Also heads of schools should enhance effective monitoring and evaluation so as to understand the problem at its initial stage and taking serious measures before the problem becomes severe.

McKenzie (2014) conducted a study on teacher absenteeism in Indonesia using interview and observation with many variables like teacher attendance / absenteeism as dependent variable and independent variables like age, gender, level of education, ethnicity, salary, work load, work environment, opportunities for professional development, work group norms, school principal's leadership style, local / state supervision, partnerships (school – community), type of school (public / private), attendance at government's training workshops, teacher's time devoted to administrative duties, average poverty of students at school, remoteness of school and place of residence of a teacher. The author in this study found that gender has significant relationship with teacher absenteeism as male teachers were found to be more absent than female teachers as they were found to engage with other activities

elsewhere rather than teaching hence reported to leave early from school. On the other hand the few absent female teachers who were reported by the principals were seen to be absent because they were taking care of the sick family members or they were themselves sick.

Also teachers who were assigned other official non teaching roles at school were found to be more absent compared with the ones having only one activity of teaching. Moreover the author found that the teachers who were dissatisfied with their job were more absent than the ones who seem to be satisfied. In the school where the head of school had a very good behavior and strong leadership there was a very low rate of absenteeism while in schools where the heads of school were poor in leadership and bad character, absenteeism was found to be high hence recognizing that leadership style of the heads of school influence teacher absenteeism. The education level was also found to influence teacher absenteeism as those having lower level of education (high school graduate or lower) found to be much absent when compared with those having higher education (bachelor degree).

In order to reduce teacher absenteeism, the author recommends that, the responsible officers should strengthen support as well as supervision of teaching and learning procedures. Also the district level officials should play a great role in providing the teacher with professional respects and encouraging attendance as well as effective teaching.

Michelo (2010) conducted the study on teacher absenteeism in Lusaka District in Zambia using interview, questionnaire and focus group discussion and included absenteeism as dependent variable and independent variables like lack of motivation, lack of monitoring, poor salaries, gender, age, studies and study leave, lack of seriousness among teachers, lack of teaching / learning materials, other official duties, heavy teaching loads and poor management style. The author found that illness was among the factors for teacher absenteeism and that disease such as HIV and AIDS was seen to be one of the major reasons for teacher absenteeism. Also lack of teaching / learning materials and other facilities was found to be the other factor for absenteeism. The study indicates that teachers lacked teaching materials such as

text books and supplies and laboratory infrastructure as well as lack of teacher's guides, this prohibited students and teachers from making necessary progress in the subject involved and hence led to teacher absenteeism. This reason was common among science subject teachers because they lacked necessary tools and chemicals to use as sometimes it is difficult to explain certain things without using aids.

The author also found that other official duties assigned to teachers were also the factor for teacher absenteeism, these duties includes accounts, sports, careers and projects. High pupil teacher ratio was seen to be among the factors for absenteeism especially among commerce, science and mathematics teachers where the teachers could not get enough time to prepare for classes or mark homework as the students in class are many while the teacher has too many classes to attend. The study also indicates that gender is also among the factors for absenteeism because female teachers were seen to be mostly absent from classes compared with males. The reasons for female teacher absenteeism includes maternity leave, antenatal visits, mother's day, taking care of the young and sick people, attending funerals, fetching water, chatting and watching TV in the staffroom, illness and attending to other family matters.

To manage absenteeism among teachers, the researcher recommends that the teachers' salaries should be improved, employing enough teachers, counseling, punishment to absent teachers, provision of adequate learning materials, monitoring teachers, abolition of private tuition and monitoring of teachers by the heads of schools and other responsible officials. Also administrators should be fair in allocation of responsibilities and treatment of teachers to avoid frustrating staff members. Furthermore, the ministry of education should increase grants so that the schools can have enough funds to manage their needs such as teaching / learning materials and other operational expenses. The author further suggests that the government should provide better facilities in terms of infrastructure so as to improve working environment.

Ng'oma (2013) conducted the study on the factors for professional misconduct among teachers in Nyando district in Kenya using questionnaire and interview and

variables like school environment, home background, teacher character and leadership as independent variable and absenteeism / professional misconduct as dependent variables. The study found that the school environment contribute to teacher absenteeism on the sense that the schools located in remote area and the teachers are residing far from schools while depending on public transport come to school late and sometimes fail to come to school at all. Gender is also found by the author to be among the factor for absenteeism where by the female teachers are mostly absent due to family commitments.

In order to manage teacher absenteeism and other professional misconduct, the author recommends that, the Ministry of Education and Teachers Service Commission should conduct seminars and training of heads of schools and school administration in general on management of physical and human resources, this will equip heads of schools with skills aimed at reducing forms of professional misconduct. Also the Ministry of education should facilitate training of the District Human Resource Officers in guidance and counseling because they are among teachers counselors, this will also reduce cases of professional misconduct. The Ministry of Education should ensure that the necessary procedures for recruitment, deployment, promotion, demotion, interdictions, suspension, dismissals and transfers of staff are strictly adhered to.

Wambua (2015) conducted the research concerning teacher absenteeism in Kiambu County in Kenya and the purpose of the research was to investigate the factors influencing teachers' absenteeism in public primary schools in Kenya. The author used questionnaires as a source of data collection and independent variables included are demographic characteristics, leadership styles and job satisfaction and dependent variable was absenteeism. In this study the author found that gender and age has a very little influence on teachers' absenteeism while job satisfaction and leadership styles had significant and positive effects on teacher attendance.

To handle absenteeism, the author suggests that, teachers should be given the chance to acquire enough academic and professional qualifications so that they can be able to manage subjects, syllabus and get prepared to handle classes and students.

Okurut (2012) conducted his research in Masindi districts in Uganda on the nature, causes and magnitude of teacher absenteeism for the purpose of improving school retention and completion rates in selected rural primary schools in the district. The author used interview, focused group discussion and observation in data collection. Also secondary data collection method through review of different relevant documents was used.

In his study the author found that, illness was among the factor for teacher absenteeism as the sick teachers attend treatments at the hospital hence fail to go to work. The author found that malaria was the most disease affecting teachers both male and female while pregnancy and child care posed to be the reasons of absenteeism for female teachers. Moreover inadequate infrastructure such as lack of enough classrooms and shortage of teacher housing was also seen to have impacts on teacher attendance.

To manage absenteeism the researcher recommends that the heads of school should strengthen quality monitoring of schools and enhancing school supervision at the District level. Also the government is advised to provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances. Increasing teacher motivation using non monetary performance based incentive scheme, empowering pupils so that they can demand for accountability, improving learning environment by providing infrastructure, enhancing participatory leadership and changing the community altitude so that they can contribute in education matters especially in teachers house building and providing school lunches were also seen by the researcher as the panacea of teacher absenteeism problem.

Gyansah (2014) conducted the study in Sunyani Municipality in Ghana on the teacher absenteeism and its impact on quality education with the purpose of determining the composition, causes, effects and possible solution of absenteeism. He used questionnaire and interview to collect data. Independent variables like education level of the teacher, illness and poor leadership style were used while absenteeism was a dependent variable. The researcher found that poor leadership style of the heads of schools has influence on teachers' absenteeism because the

heads of schools was found to lack power and capacity to sanction teachers. Also education level of the teacher had influence on teacher attendance on the sense that those with low level of education were undertaking distance course / education therefore in most cases the teachers ask for permission for several weeks to attend the courses. Illness was also found to be among the factor for teachers' absenteeism on the sense that the sick teachers fail to attend to school because of the need to attend treatment in the hospitals.

To manage teachers' absenteeism, the researcher recommends that the teachers who are very regular at school should be commended at the end of the academic year to serve as a role model for other teachers to emulate. Also regular attendance should be among the criteria for promotion in education service, number of absented days should be deducted from the teacher's salary and distance learning should be done during the school holidays or during the vocational time. Furthermore, the researcher proposes that the heads of school should monitor teacher attendance and they should also be empowered to sanction teachers who persistently miss classes. Lastly the researcher advises that the school management committee should be empowered to demand accountability from the heads of basic schools concerning teacher absenteeism.

Alcazar (2006) conducted the study in Peru district in USA and the purpose of the study was to investigate the extent and causes of teachers' absence from schools in the district. The researcher used physical observation and interview with school directors and individual teacher to collect data. In the study the researcher found that location of the school had impact on teacher absenteeism on the sense that the school located in remote areas where there was transportation difficulties it was difficult for a teacher to arrive at school on time. Moreover school environment was found to have impact on teacher attendance on the sense that teachers like other workers are more motivated to work on good environment that has more comfort as well as better school supplies such as better school infrastructures and equipments. Also the researcher found that education level influence absenteeism as teachers with high level of education such as degree level were found to have more administrative

duties that necessitate them to be out of school and doing administrative and other non teaching activities. Unlike other studies, the researcher found that, age and gender have no any influence on teacher absenteeism in Peru District.

Sezgin (2014) conducted the study for the purpose of investigating teacher absenteeism in Turkish primary schools. The researcher used interview as the method of data collection. In this study the researcher found that job dissatisfaction, illness and poor leadership style of the head of school are among the factors responsible for teacher absenteeism.

To manage teacher absenteeism the researcher recommends that school based activities should be conducted to minimize teacher absenteeism and the effort should be made for creating a more healthy school climate and culture. Apart from that, the knowledge and skills of teachers should be used in managing administrative processes in school and teacher participation in school related processes should be ensured. Moreover effective in service training opportunities should be provided for teachers and the mentorship behaviours of school principals may contribute to the prevention of teacher absenteeism.

Hanova research (2012) conducted the research on teacher absenteeism in the United States for the purpose of examining the issue of teacher absenteeism and its negative impacts. The researcher found that school / work environment, education level, illness and gender have impact on teacher absenteeism. The female who have big families tend to miss work most frequently when compared with others because of many family responsibilities especially those of taking care of the children and other family members. Beyond all work / school environment was found to be a major factor influencing teacher attendance. Favourable work environment is the best predictor of teacher presence in the classroom and school in general.

The recommendations provided by the researchers in order to combat the problem include those of building the spirit of being cooperative in the sense that the teachers report absence directly to their supervisors (head of schools) and their supervisors should be trained to respond appropriately. Also the district should develop a system

of tracking absence data so as to take actions where necessary. The district should also communicate to teachers on their attendance expectations and results of their absences. Moreover the school board should make the principals accountable in case of failure to prohibit absenteeism. The district should also encourage good health to the teachers so as to eradicate diseases which may cause the teachers to become absent and use most of their time attending treatments in hospitals.

Benerjee (2010) conducted the study in peru for the purpose of examining the relationship between student and teacher absenteeism in primary schools. Method for data collection was interview and secondary data collection using relevant documents such as attendance registers. The researcher found that, school / working environment which comprises of availability of good classes, offices, furniture and other school infrastructures has influence on teacher attendance. Also residence of the teacher has influence on teacher absenteeism in the sense that teachers living far from school have long distance to and from school every day something which may cause them either coming late, leaving early or missing classes. Also assignment of other non teaching duties such as administrative and other supervising duties was found to be among the factors for teacher absenteeism as the teachers assigned such duties miss classes in most cases so as to attend such extra responsibilities.

The researcher further recommends that, in making policies to reduce absenteeism one should focus on raising the attendance of the children because student has influence on teacher attendance and the factor for student attendance is the attendance of the teacher.

Rosenblatt (2010) conducted the study for the purpose of investigating teacher absences in Israel. The method used to collect data was questionnaire and secondary data collection using records obtained from school. The independent variables used include gender, seniority, age and caring school ethical climate while teacher attendance being the dependent variable. The researcher found that age and gender were among the factors influencing teacher absenteeism. The women tended to be more absent than men and older teachers were absent less frequently than younger teachers.

To manage absenteeism the researcher proposes that, there must be the managerial intervention to reduce voluntary and intentional elements in teacher absence which may include programs such as improving teachers' working conditions and paying individual attention to teachers exhibiting absence. Also a stronger focus on school ethical environment may help to reduce the degree of the problem.

Betweli (2013) conducted a research on teacher professional misconduct in Sumbawanga Municipal and rural in Tanzania and the purpose of the research was to examine the nature of teacher professional misconduct in public primary schools. The author used questionnaire to collect data and independent variables like poor living environment, inadequate salaries, shifting classes (double session), teachers residing far from schools, low level of professional knowledge, working for a long time in the same school, lack of frequent visits by education officers, failure to fulfill teachers needs and demand, while teacher misconduct was used as dependent variable. In this study the researcher found that poor living environment and inadequate salaries which other researchers have been grouped them into job satisfaction had great influence on teacher misconduct / absenteeism. Also residence of the teacher had influence on teacher absenteeism on the sense that teachers residing far from school were found to be absent compared with the ones living near the school.

To manage teacher professional misconduct / absenteeism, the author proposes that the ministry of education and vocational training should struggle to improve teacher's living and working conditions as they have found to have great effect on professional misconduct. Also the government is advised to provide enough funds to the District School Inspectorate Unit and Teacher's Services Department so that they can be able to visit and inspect large number of schools especially in rural areas.

Ndibalema (2013) conducted the study in Chamwino district in Tanzania and the purpose of the study was to investigate stakeholder's attitudes about professional misconduct among public primary school teachers. The researcher used independent variables such as poor school management, poor economic status, poor training, personal character, poor school environment, amateurism and cultural practices and

teachers professional misconduct including absenteeism were used as dependent variables. The author used questionnaire, interview and observation methods to collect data. In the study the researcher recognized that poor school management or poor leadership of the head of school had influence on teacher absenteeism. Also residence of the teacher was found to affect teacher attendance where by the teachers living far from school were to walk for a long distance from home to school hence sometimes fail to attend to school or arriving late and sometimes leaving early from work so that they can get early in their homes.

The researcher proposes that teachers training colleges should insist on professional ethics so that the teacher can behave in an acceptable manner. Moreover educational policy makers should establish strong intervention programs that may be used to eradicate the professional misconduct / teacher absenteeism problem.

### **2.3 Teacher absenteeism framework**

This section presents teacher absenteeism framework from which the analysis of this study was done. The objective of the study was to assess factors which influence teacher absenteeism in Public Secondary school in Bukoba District Council. The study developed a framework that indicates a relationship of variables based on the assumptions derived from the reviewed literature. Absenteeism is dependent variable while personal, school and environmental factors are independent variables. The framework assumes that absenteeism is influenced by three level factors which are personal level, school level and environmental level. All these fall under the category of independent variables.

Personal factors include those variables like age, gender, illness, education level and job dissatisfaction. The framework assumes that, the older teachers are more absent than the young ones because the teachers start teaching when they are highly motivated and their motivation decreases as their age increases. In case of gender, the framework assumes that female teachers are frequently absent than male teachers due to more family responsibilities such as taking care of the family. In case of illness the framework assumes that absenteeism is also caused by illness in the sense that the sick teachers or those having sick family members will not attend school or will

come at late hours and leave early to take care of the sick person. On the other hand, job dissatisfaction is also assumed to contribute to teacher absenteeism as the dissatisfied teachers are always uncomfortable and being in a discouraged situation hence reporting late at work, leaving early and sometimes do not show up at work for the whole day. The framework also assumes that teachers with low education level tend to have high absence rate compared with those having high formal education level because those with low formal education such as diploma will use most of their time in colleges and universities looking for higher education level.

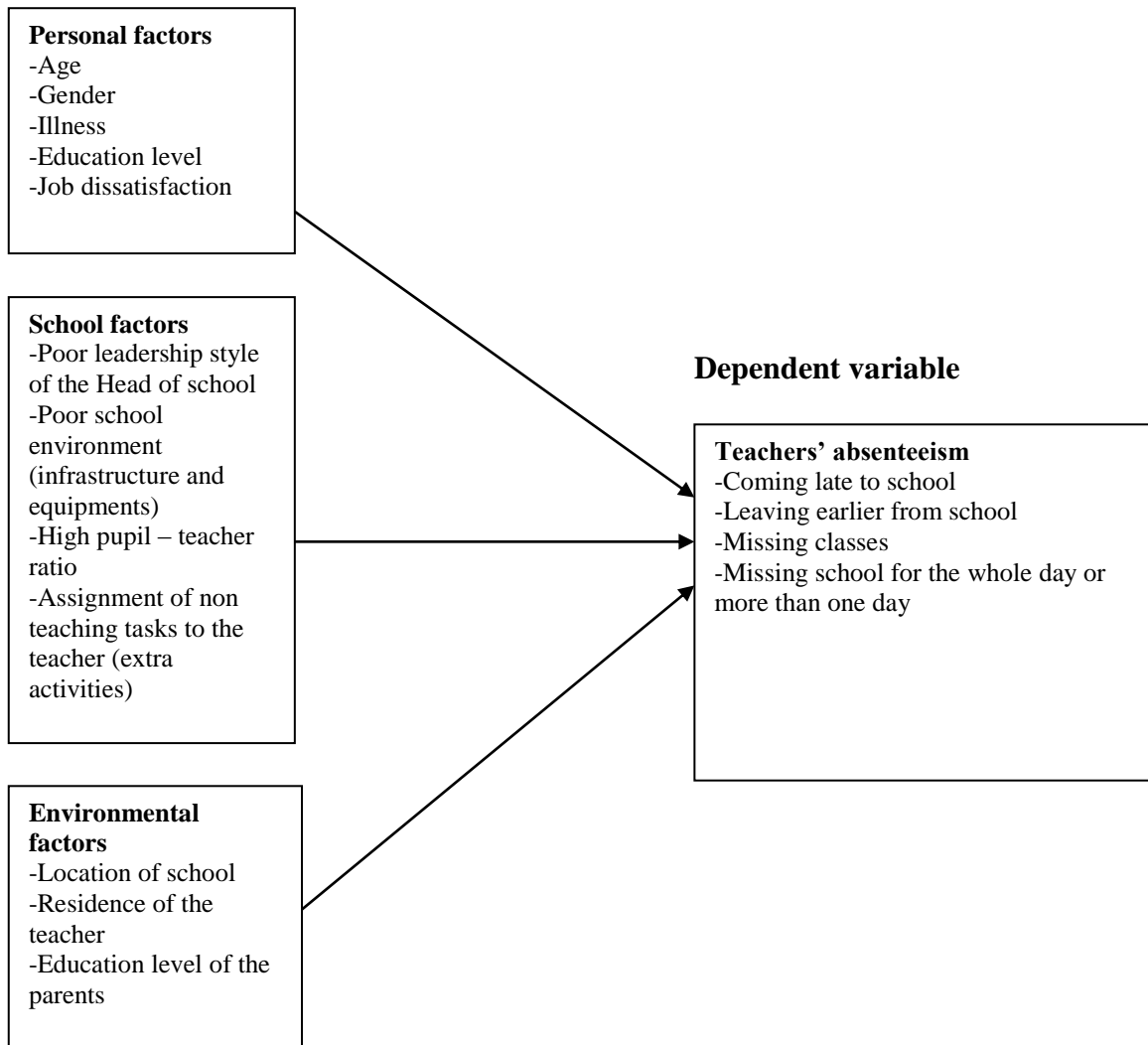
School factors includes those variables like poor leadership style of the head of school, poor school environment which includes infrastructure and equipments, high pupil – teacher ratio and assignment of non teaching tasks to the teacher. It is expected that in school where the head of school has low knowledge on good leadership, absenteeism is high because of failure to control the situation. Also in the schools where infrastructure is poor such as buildings, electricity and water, absenteeism tend to be high compared to other areas. Also in schools where equipments are poor such as absence of chairs and table, desks, books, chinks and other important equipments absenteeism is expected to be high. In schools where pupils are many in class (above 45) and the teachers are few, teacher absenteeism tend to be high because the teachers will have a big burden of teaching hence become tired and decide to miss classes or coming late and leaving early. Moreover teachers who are assigned with other duties apart from teaching are much absent as they sometimes attend other assigned duties.

Environmental factors include location of school, residence of the teacher and education level of the parents. The teachers in school which is located in the interior are more absent as there is no fear of a sudden visit by their bosses from head office. Also the teachers leaving very far from school are more absent compared with those residing near the school as in most cases they become tired moving from home to school every day hence find themselves coming late, leaving early or fail to come for the whole day. Moreover in schools surrounded by the uneducated community or parents teacher absenteeism will be high because the parents will have no voice to

pose teacher absenteeism matters in school meetings or even to report and collaborate with the head of school and their councilors to ensure they reduce the problem. Therefore all these variables have influence to teachers' absenteeism.

**Figure 2.1 Teacher absenteeism frame work**

**Independent variables**



Source: Author (2015), based on literature reviewed

**2.4 The synthesis**

The theoretical literature review, theories of the study, and empirical literature review portrays that absenteeism among teachers is accelerated by several factors ranging from personal, school and environmental factors. The theories of the study further show that there are two categories of factors that influence absenteeism at

work place which include voluntary and involuntary factors. Voluntary factors are those that can be controlled by an individual while involuntary factors are those that cannot be controlled by individual.

The conceptual framework created by the researcher encompasses the two categories of work place absenteeism factors which are age and illness that falls under the category of involuntary and factors such as job satisfaction, poor leadership of the head of school. High pupil – teacher ratio, poor school environment, assignment of non teaching duties, location of school, residence of the teacher and education level of the parents fall under the category of voluntary factors since they can be controlled by individual. The researcher therefore, conducted research to examine factors influencing public secondary school teachers' absenteeism in Bukoba District Council. The consideration was on the issues pertaining work place absenteeism that includes coming late, missing school, missing classes and leaving early since most of the empirical studies show that the researchers were mostly interested in looking at the issue of missing classes and missing schools only while neglecting other issues.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter provides detailed explanation on methodologies used to collect, analyze, and present data. The specific section in this chapter includes data collection methods, study design, target population and sampling techniques, data analysis and data presentation.

#### **3.1 Research Design**

Research design refers to the overall plan for connecting the conceptual research problems to empirical research (Van Wyk,1999). Research design articulates what data is required, what methods are going to be used to collect data, analyze data and how all these are going to answer research questions. Research design ensures that the evidence obtained enables the researcher to effectively address the research problem logically and unambiguously. This study adopted case study design to identify the factors that influence secondary school teachers' absenteeism in Bukoba District Council.

A case study is a unit or an individual or object that one intends to study or examine. It can be a person, an institution, concept, theory, a farm etc (Msabila and Nalaila, 2013). Both qualitative and quantitative methods were used in data collection process and analysis. Analysis of qualitative data involved arranging material in themes and making explanations while quantitative data involved analyzing statistics and expressing the data in numerical terms. Case study design was preferred because it provides much more detailed information than what is available in other research designs by using different methods of data collection such as interview and observation and the researcher uses small sample to study the problem in deep. (Neale, 2006).

#### **3.2 Area of the Study**

The study was conducted in Bukoba District Council in Kagera region which is among 156 Local Government Authorities in Tanzania. The researcher decided to

select this area due to researcher's experience. The researcher is the committee secretary and has been witnessing complaints posed by councilors in the committee meetings about teacher absenteeism. Also the head of TSD department has agreed on the existence of the problem and that by the year 2014/2015 there were 16 teacher's absenteeism cases for primary and secondary schools reached officially his office. Therefore this came to be a driving force that pushed the researcher to select Bukoba District Council as the area of the study.

### **3.3 Units of inquiry**

All the teachers in public secondary schools in Bukoba District Council were targeted for the study. In the field, the population of interest targeted for the study was carefully chosen from the selected secondary schools to participate in the research. However, it is important to make it clear that the study was focused only on teachers, head teachers from the selected secondary schools and head of secondary education department, head of school inspection department and head of TSD.

**Table 3.1 Units of inquiry**

No	Department/ school	No of employees	Percentage of the total
1	Secondary education department	4	0.8
2	School Inspection department	5	1.0
3	Teachers Service Department (TSD)	3	0.6
4	Bukara secondary school	16	3.0
5	Maruku secondary school	25	4.6
6	Karabagaine secondary school	14	2.7
7	Kabale secondary school	23	4.5
8	Katoma secondary school	25	4.6
9	Nyakato secondary school	<b>33</b>	6.1
10	Kabugaro secondary school	16	3.0
11	Kalema secondary school	20	3.8
12	Kaagya secondary school	17	3.2
13	Busilikya secondary school	16	3.0
14	Katale secondary school	14	2.7
15	Kemondo secondary school	17	3.2
16	Bujunangoma secondary school	19	3.6
17	Bujugo secondary school	14	2.7
18	Mwemage secondary school	18	3.4
19	Karamagi secondary school	14	2.7
20	Nyakibimbili secondary school	12	2.3
21	Kishogo secondary school	14	2.7
22	Lyamahoro secondary school	20	3.8
23	Kaibanja secondary school	12	2.7
24	Katoro day secondary school	17	3.0
25	Kyamulaile secondary school	14	2.7
26	Tunamkumbuka secondary school	16	3.0
27	Rubale secondary school	16	3.0
28	Kikomelo secondary school	15	2.7
29	Izimbya secondary school	16	3.0
30	Butulage secondary school	15	2.9
31	Kibirizi secondary school	13	2.8
32	Ruhunga secondary school	14	2.7
33	Kashozi secondary school	21	3.9
<b>TOTAL</b>		<b>530</b>	<b>100</b>

Source: BDC – Education department employees’ list book 2015

### 3.4 Sample size and sampling techniques

#### 3.4.1 Sample size

Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). The size of the sample should neither be excessively large nor too small, it should be optimum. An optimum sample is the one which is reliable and fulfills the requirements of efficiency, representativeness and flexibility. The sample size of the study was 57 as shown in table 3.2. This sample is representative as well as economically manageable in terms of finance and time. Yet,

it is relevant due to the case study nature of the research which needs no large sample for intensive investigation of the problem.

**Table 3.2 sample distribution**

NO	Department/ school	Population	Sample	Percent
1	Secondary education department	4	1 (Head of secondary education dept)	25%
2	School Inspection department	5	1 (Head of Inspection dept)	20%
3	TSD department	3	1 (Head of TSD)	33%
4	Nyakato Secondary School	33	20 (19 teachers+1 head of school)	67%
5	Maruku Secondary School	25	15 (14 teachers + 1 head of school)	60%
6	Katoro Secondary School	17	10 (9 teachers + 1 head of school)	59%
7	Kikomelo Secondary School	15	9 (8 teachers + 1 head of school)	60%
	<b>TOTAL</b>	<b>102</b>	<b>57</b>	<b>55%</b>

Source: Author (2015)

### 3.4.2 Sampling technique

This indicates how respondents were selected. Since it was not possible to include all members of the target population in the study, the researcher used different techniques including simple random sampling, stratified sampling, accidental and purposive sampling to select the respondents.

#### 3.4.2.1 Simple Random Sampling

Simple random sampling is a sampling scheme with the property that any of the possible subsets of  $n$  distinct elements from the population of  $N$  elements is equally likely to be chosen as a sample (Kalton, 1983). This means that every member of the population has equal chance of being selected as the respondent of the study.

Simple random sampling was used to select 4 schools among 30 Secondary Schools from Bukoba District Council. The researcher prepared pieces of paper and wrote all the names of secondary schools and mix up thoroughly pieces of paper in a container and there after one piece of paper was picked up (without looking the name in it) and proceeding picking piece of papers until the researcher obtained 4 schools. The selected public secondary schools include Nyakato, Maruku, Katoro and Kikomelo secondary schools.

Simple random sampling was preferred since it improves the representativeness of the sample by reducing the sampling error as well as ensuring that all elements of the

study had an equal chance of being selected for the study (Lim 2013). Therefore this means that there is possibility of minimizing bias in selecting the respondents.

### 3.4.2.2 Stratified random sampling

Stratified random sampling refers to probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata (Msabila and Nalaila 2013). This is one of the random (probability) sampling method in which by using the available information concerning the population, the researcher attempts to design a more efficient sample than obtained by simple random procedure.

The researcher therefore used proportional stratified sampling plan in which the number of items drawn from each stratum is proportional to the size of the stratum. The method is preferred because by using this method, the sample becomes highly representative of the target population as the sample contains all groups in the same proportion (McLeod, 2014).

The total number of teachers from the selected four public secondary schools was 86 excluding four heads of schools. Therefore, a sample size of 50 respondents out of 86 was drawn from the four strata with proportional to the number of population of each stratum by using the formula proposed by Cochran in 1977.

$$\frac{n_h}{n} = \frac{N_h}{N}$$

Therefore  $n_h = n (N_h/N)$

While,

$n$  = Sample size required

$N$  = Total population size (known or estimated)

$n_h$  = Is the sample size for stratum  $h$

$N_h$  = Is the population size for the stratum  $h$

Sample size for Nyakato  $50 (32/86) = 18.6 \approx 19$

Sample size for Maruku  $50 (24/86) = 13.9 \approx 14$

Sample size for Katoro  $50 (16/86) = 9.3 \approx 9$

Sample size for Kikomelo  $50 (14/86) = 8.1 \approx 8$

**Table 3.3 Stratified random sampling**

No	Name of secondary school	No of teachers	No of respondents	Percentage (%)
1	Nyakato	32	19	59
2	Maruku	24	14	58
3	Katoro	16	9	56
4	Kikomelo	14	8	57
<b>Total</b>		<b>86</b>	<b>50</b>	<b>58</b>

Source: Author (2015)

#### **3.4.2.3 Accidental method**

Accidental sampling is a type of non probability sampling that involves the sample being drawn from that part of population that is close to hand (Ian, 1997).

This method was used to pick individual respondents obtained through stratified random sampling whereby from Nyakato secondary school 19 teachers were picked accidentally from those who were available at that day, 14 teachers from Maruku secondary school, 9 from Katoro secondary school and 8 from Kikomelo secondary school. The method is preferred since it is free of bias and time saving because the researcher selects a sample population that is readily available and easy to access (Ian, 1997).

#### **3.4.2.4 Purposive sampling**

Purposive sampling is a sampling technique in which the researcher chooses the sample based on who he think would be appropriate for the study (Yin, 1984).

Purposive sampling was used to select 7 respondents who are head of school inspection department, head of secondary education department, head of teacher's service department and heads of schools from 4 secondary schools selected randomly among 30 secondary schools. These respondents were selected purposively because they possess the required information based on the objectives of the study. The technique is preferred since it saves time, money and effort. Also it enables the

researcher to select the sample which is representative of the population as the sample is selected based on the purpose of the study and knowledge of the population (Yin, 1984).

**Table 3.4 Purposive sampling**

No.	Sampled respondents selected purposively	No.
1	Head of secondary education department	1
2	Head of Head of school inspection department	1
3	Head of teachers service department	1
4	Head of Nyakato Secondary School	1
5	Head of Maruku Secondary School	1
6	Head of Katoro Secondary School	1
7	Head of Kikomelo secondary school	1
	<b>TOTAL</b>	<b>7</b>

Source: Author (2015)

### **3.5 Data collection methods**

The methods used for data collection in this study were primary and secondary data collection method.

#### **3.5.1 The Primary Data Collection methods**

Primary data refers to information that collected for the first time (Kothari, 2004). In this study, questionnaires, interviews and observation were used for collection of primary data.

##### **3.5.1.1 Questionnaire**

Questionnaire is the tool for collecting and recording information about a particular issue of interest. It is usually made up of a list of questions, but should also include clear instructions and space for answers or administrative details (Remenyi, 2011). Questionnaires in this study were distributed to 50 teachers only because they were selected as respondents to represent other teachers from secondary schools in Bukoba District Council. Teachers were relevant respondents as they are the ones who have relevant information about teachers' absenteeism. Questions were both of open ended and close ended prepared in English language only as all the respondents understand English language. Questionnaire was preferred in the sense that it gives

respondents enough freedom and wide chance to give out the answers on the topic of the researcher's interest (Remenyi, 2011).

### **3.5.1.2 Interviews**

Interviews are discussions usually between an interviewer and an interviewee meant to gather information on a specific set of topics (Margaret, 2009).

This method was employed to purposive sample that includes the heads of schools, head of secondary education department, head of school inspection department and head of TSD because they possess basic information about the topic of the study. Interview seeks for information on the factors influencing teachers' absenteeism in public secondary schools and the measures that could be taken to reduce the problem. Data were collected by asking questions through verbal stimuli and research participant replied in terms of verbal responses. The interview method is relevant as it allows flexibility depending on the situation during the study. It also allows request for more clarification from both researcher to respondent and from respondent to researcher hence making it easy to obtain detailed information (Margaret, 2009).

### **3.5.1.3 Observation**

Observation is a systematic data collection approach in which the researchers use all of their senses to examine people in natural settings or naturally occurring situations. It is a systematic noting and recording of events, behaviour and artifacts in social setting chosen for study (Margaret, 2009).

The researcher made observation as non participant observer and see if the teachers come late to school, leave early from school, absent themselves from classes and if the teachers miss school. The method is relevant to this study because biased information is minimized through accurate observation from the researcher. Observation can provide good insights into how different participants actually behave and therefore knowing the truth which can be hidden when the researcher uses other methods (Cohen, 2000).

### **3.5.2 Secondary data collection method**

Secondary data is information that has been collected previously and that has been put through the statistical process (Kothari, 2004). Secondary data collection method helped the researcher to obtain data from attendance register, teachers' permission book/ file and teachers' class attendance register (class journal). The attendance register helped to see if the teachers arrive at school on time and if there are teachers who did not attend school at all in a given day. Teachers' permission book / file assisted the researcher to see if the teachers leave early from school and if they ask for permission when they leave. Then teachers' class attendance (class journal) assisted the researcher to see if teachers attend classes as it is indicated in timetable. This method was therefore very important to this study since it facilitated the availability of valuable information and empirical evidences and added it to the data collected from primary source.

### **3.6 Data Analysis and presentation**

In this section data analysis technique and presentation of both primary and secondary data is described.

#### **3.6.1 Primary data analysis techniques**

The data collected from questionnaire after being filled by respondents were transferred into a spread sheet. Each possible answer was numbered or coded. The data from all questionnaires were entered into spread sheet and ensure their accuracy, and then the analysis was done through Statistical Package for Social Sciences (SPSS) according to research objectives.

The data collected from the interview were analyzed by formulating themes emerging from transcript of interviews in relation to research questions addressed by the study. The analysis entails the use of direct quotes with a view to capturing the respondents' own talk and experiences.

#### **3.6.2 Secondary data analysis techniques**

Data collected from documentary review also analyzed by formulating themes emerging from transcripts of documentary data in relation to research questions of

this study. Data from secondary source was used to cross check what was transcribed from the questionnaire.

### **3.6.3 Data presentation**

The analyzed data were presented in tables and figures in terms of frequency and percentages. Description of the findings was made in order to clarify the field results in a more understandable manner. The application of multiple techniques for data presentation through tables, figures and descriptions helped to add credibility of information resulting to more valuable and meaningful research report (Hussein, 2009).

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.0 Introduction

This chapter presents demographic information and findings of the study and its interpretation according to the research objectives.

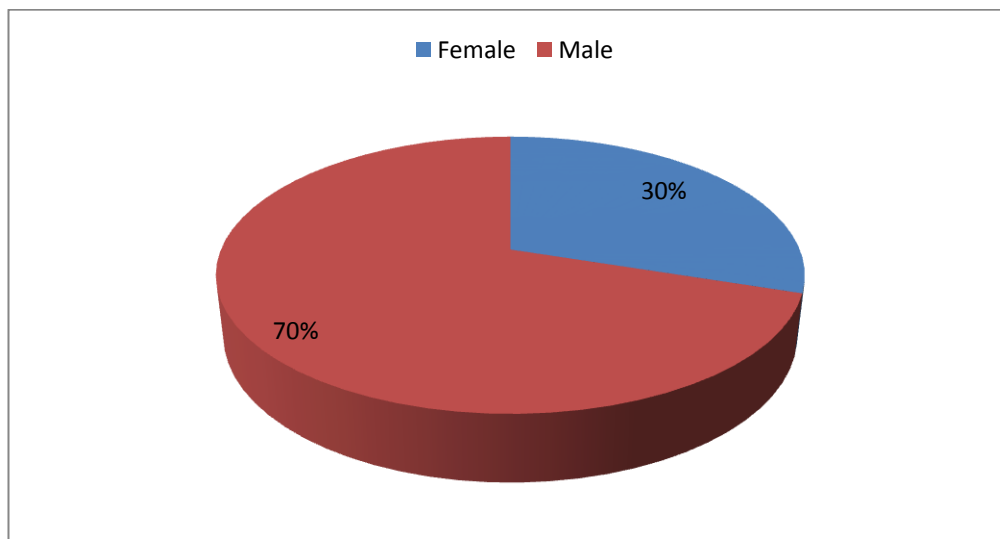
#### 4.1 Demographic characteristics of the respondents

The demographic characteristics of respondents examined were sex, age, marital status, education level, current position held and experience. These features were very important as they could have some influence on the person's behaviour and thus could help to explain person's views and opinions on issues and his or her way of life.

##### 4.1.1 Distribution of respondents by sex

Both female and male are affected differently by social and economic situation that is why the researcher requested the respondents to indicate their sex so as to know if both sexes are included in the study for availability of different views from both sexes. The findings in figure 4.1 show that 35 respondents that form 70% were males while 15 who create 30% were females. The mean average of respondents by sex is males this means there were more male's respondents than females.

**Figure 4.1. Respondent distribution by sex**



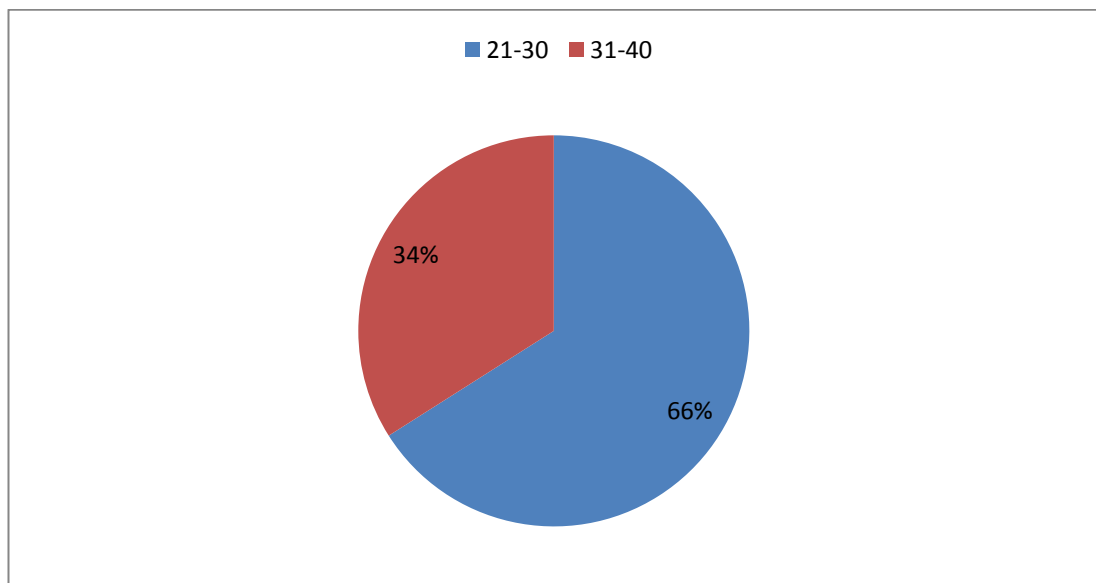
Source: Field data, 2016

#### 4.1.2. Respondent distribution by age

Age of respondents is one of the most important characteristics in understanding the views of respondents in relation to teachers' absenteeism. Ageing indicates the level of maturity of individuals and ability to understand and view issues in their reality. This influenced the researcher to use age in examining the response of respondents.

The age of respondents was categorized into five age groups that include: Below 20 years, 21-30 years, 31-40 years, 41-50 years and 51 and above years. The findings in figure 4.2 shows that 33 respondents who make 66% fall between 21 – 30 and 17 who create 34% fall between 31–40. There were no any respondent found in the rest groups.

**Figure 4.2 Respondent distribution by age**



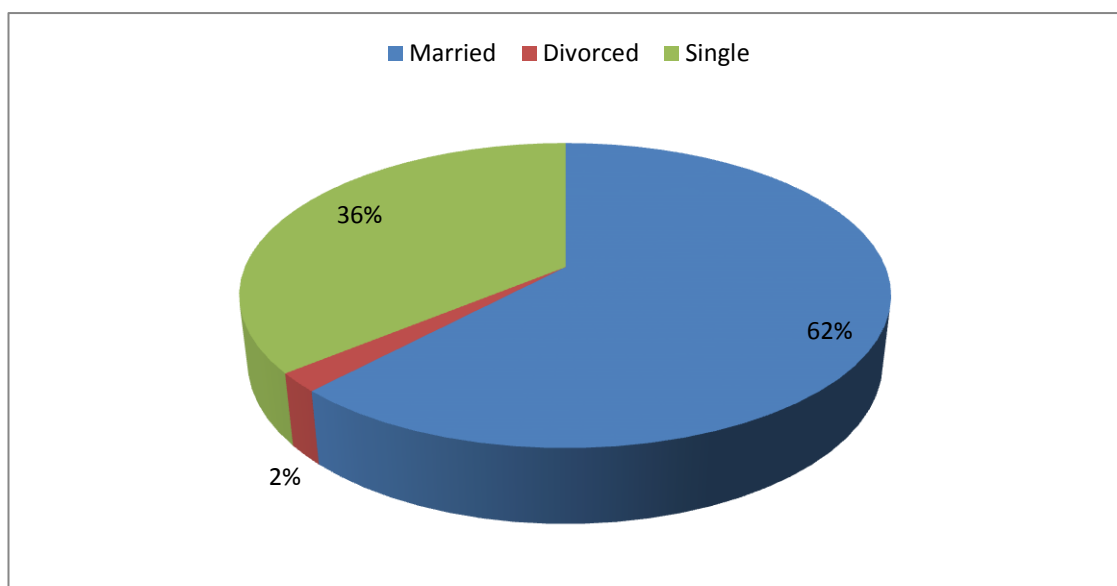
Source: Field data, 2016

#### 4.1.3 Distribution of Respondents by Marital status

Marriage is one of the very important institution. The researcher wanted to know marital status of the respondents because perceptions and altitudes of the person may differ by the marital status of the person. Marriage can make the person more responsible and mature in understanding and giving the responses to the questions asked.

Marital status of respondents was categorized into five groups that include those who were married, divorced, separated, widowed and single. The findings in figure 4.3 shows that 31 respondents that are equal to 62% were married, 1 respondent who make 2% was divorced and 18 respondents who form 36% were single while in the rest groups there were no respondents. This shows that in this study most of the respondents were married.

**Figure 4.3 Respondent distribution by marital status**



Source: Field data, 2016

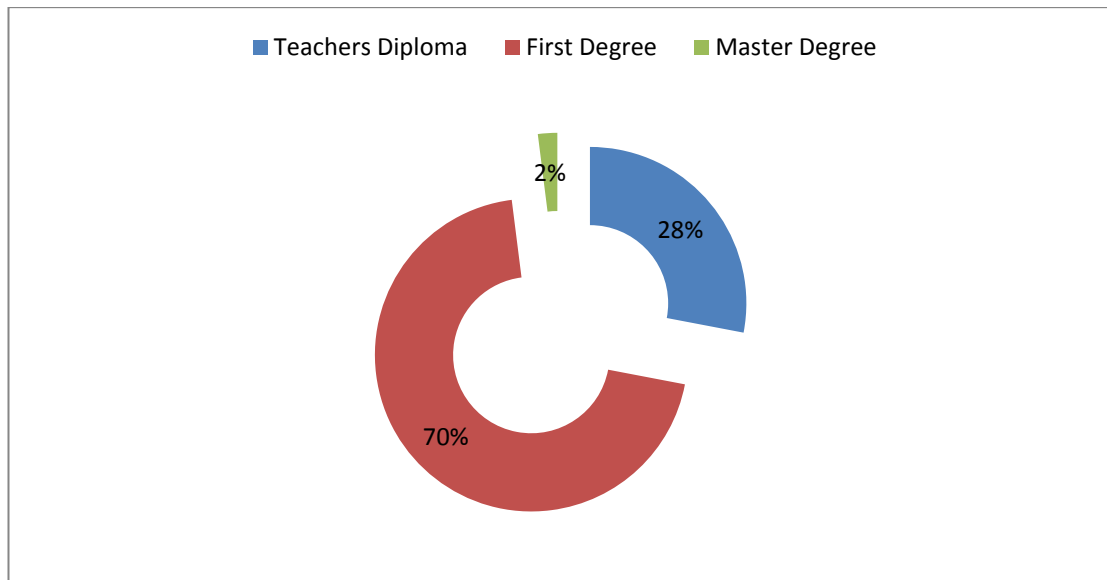
#### **4.1.4 Distribution of respondents by Education level**

Education level is an essential feature in that may affect person's attitudes and the way of looking and understanding any particular social phenomena. Therefore the response of an individual is likely to be determined by his educational status hence the researcher decided to consider this feature in the study.

The education level of respondents was categorized into five groups that include; teachers' diploma, advanced diploma, first degree, master degree and other levels of education. The findings in figure 4.4 show that, 14 respondents that are equal to 28% had teachers' diploma, 35 respondents who form 70% had first degree and 1 respondent that is equal to 2% had a master degree. There were no respondents

found in the rest groups. This shows that in this study most of the respondents had first degree.

**Figure 4.4 Respondent distributions by education level**



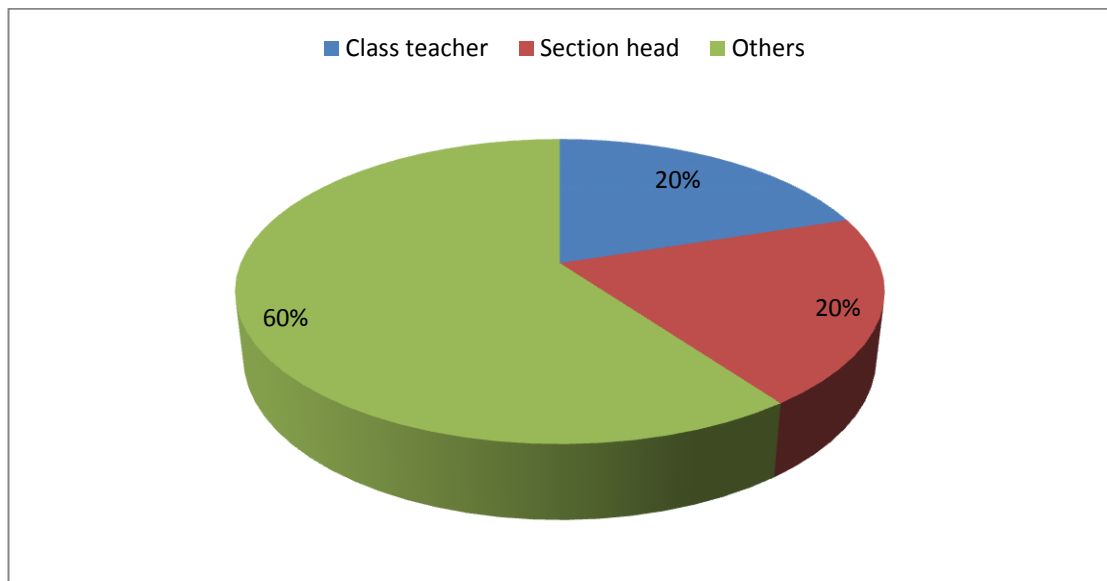
Source: Field data, 2016

#### **4.1.5 Distribution of respondents by current position held**

Person's position or occupation influences his or her personality and the way of looking and understanding issues hence the researcher decided to include this feature in the study.

The current position held by the respondents was categorized into three groups that include; class teacher, section head and others. The findings in figure 4.5 shows that 10 respondents that are equal to 20% were class teachers, 10 respondents that create 20% were section head and 30 respondents that are equal to 60% found in others. This shows that in this study most of the respondents had no position or had other positions apart from class teacher and section head.

**Figure 4.5. Respondent distribution by current position held**



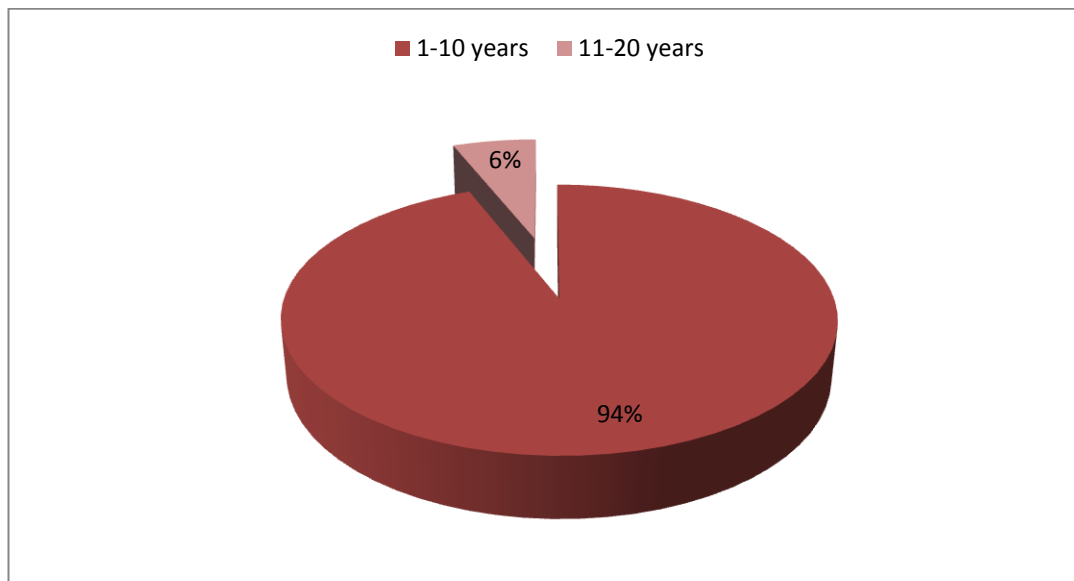
Source: Field data, 2016

#### **4.1.6 Distribution of respondents by Experience**

Experience of respondents is one of the most important characteristics in understanding the views of respondents. The experienced person poses much information as he or she stayed in service for long time. Also experience affects person's altitude and the way of looking and understanding issue.

The experience of the respondents was categorized into three groups that include; 1-10 years, 11-20 years and 21 years and above. The findings in figure 4.6 show that 47 respondents that are equal to 94% had 1-10 years in service, 3 respondents who form 6% had 11 -20 years in service, while there were no respondents belong to the rest group. This shows that in this study most of the respondents had 1-10 years in service.

**Figure 4.6 Respondent distribution by experience**



Source: Field data, 2016

#### **4.2 Presence of teachers' absenteeism in public secondary schools**

This answers the first research question in chapter one which requires the researcher to find out if there is teachers' absenteeism in public secondary schools in Bukoba District Council. The researcher requested the respondents to indicate whether individual or his or her fellow teachers missed school, absconded classes, came late and left early from school in the past one year.

From table 4.1, the findings show that 72% of respondents pointed out that they came late to school, 78% left early from school, 50% absconded from classes and 76% missed classes in the past one year. Also 88% reported that their fellow teachers came late to school, 58% agreed that their fellow teachers missed classes, 88% reported that other teachers left early from school and 86% said that their fellow teachers missed school in the past one year.

**Table 4.1 Teachers response on presence of teachers' absenteeism in public secondary schools**

Statement	Response	Frequency	Percent
Teachers came late to school in the past one year	Yes	36	72
	No	14	28
Teachers left early from school in the past one year	Yes	39	78
	No	11	22
Teachers absconded from classes in the past one year	Yes	25	50
	No	25	50
Teachers missed school in the past one year	Yes	38	76
	No	12	24
Other teachers came late to school in the past one year	Yes	44	88
	No	6	12
Other teachers missed classes in the past one year	Yes	29	58
	No	21	42
Other teachers ever leave early from school in the past one year	Yes	44	88
	No	6	12
Other teachers ever missed school in the past one year	Yes	43	86
	No	7	14

Source: Field data, 2016

The findings from questionnaire are supported by the findings from interview with all 4 heads of secondary school, head of TSD, acting head of secondary education department and acting head of school inspection department. Most of the respondents agreed that secondary school teachers' absenteeism exist in Bukoba District council as the teachers come late to school, leave early from school, miss school and abscond classes.

The head of TSD said that;

*“ There are several cases that have brought to our office concerning teachers' absenteeism showing that some are totally out of school ”*

The acting head of secondary education department also reported that;

*“Yes, we have received several cases of teachers' absenteeism from heads of school and we have already reported the matter to the employer and taking their record in payment book to stop their payments ”*

The head of Maruku Secondary school said that;

*“Some teachers leave early from school because they engage themselves in other business activities, and some of them are teaching in other private schools and public schools ”*

The head of Kikomelo secondary school also said that;

*“Most of teachers come late especially during the rainy season because they are leaving far from school as there is only one teacher's house while the number of teachers in this school is 14 ”.*

The findings from questionnaire are also supported by observation done in 4 selected schools for two days in each school for the purpose of getting more evidence to see if there is teacher absenteeism. Through observation done for two days in each school, it was found that at least 4 teachers missed classes, 5 missed schools, 4 left early from school and 6 came late to school.

The findings from questionnaire are more supported by the findings obtained from secondary data through documentary review where the researcher used attendance register, teachers' permission book and class journal. The attendance register was used to see if the teachers came late and if there are teachers who missed school at

all. Permission book/ file was used for the purpose of seeing if the teachers left early from school and class journal was used to see if there are teachers who missed classes. Only one among four schools had teachers' permission book/ file and it was used. Also all schools had attendance register and class journal which were used every day.

From attendance register it was found that, some teachers came late as they signed below the line drawn by the head of school after 7:30 am while others did not come at all in a given day as they did not sign in the attendance register. See figure 4.9 and figure 4.10. Class journal also indicated that there are some periods which were not taught, this verifies that some teachers miss classes. See figure 4.7 and figure 4.8. Permission book also showed that there are other teachers who left early for different reasons as stated by the teacher himself or herself in that permission book. See figure 4.11.

The findings from questionnaires are therefore evidenced by the following pictures of documents taken in the field during documentary review;

Figure 4.7 Class journal of one of the selected schools which shows that some teachers miss classes

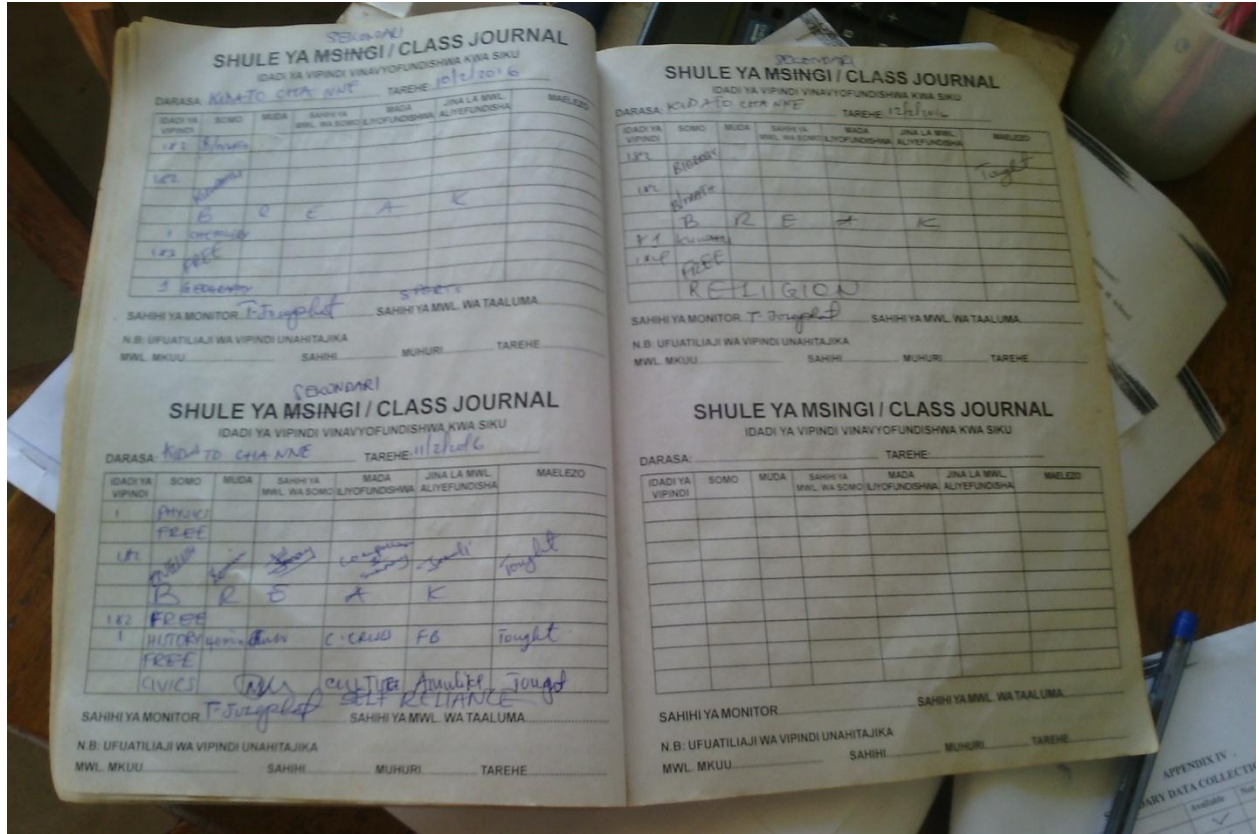
PERIOD	TIME	SUBJECT	SUB-TOPIC	NAME OF SUBJECT OF TEACHER	SIGNATURE OF SUBJECT TEACHER	MONITOR REMARKS	MONITOR SIGNATURE
1	8:10-8:50	HISTORY					
2	8:50-9:30	HISTORY					
3	9:30-10:10	FREE					
4	10:10-10:50	Maths	Integers	F. Sankar	[Signature]		
5	10:50-11:30	Maths	Integers	"	[Signature]		
6	11:30-12:10	SPAR					
7	12:10-12:50	BIOLOGY					
8	1:50-2:30	BIOLOGY					
9	2:30-3:10	FREE					
10	3:10-3:50	CIVICS					
Present: _____ Absent: _____ Total: _____ Signature: _____ Head of School: _____ Date: _____							

PERIOD	TIME	SUBJECT	SUB-TOPIC	NAME OF SUBJECT OF TEACHER	SIGNATURE OF SUBJECT TEACHER	MONITOR REMARKS	MONITOR SIGNATURE
1	8:10-8:50	Maths	Integers	M. Sankar	[Signature]		
2	8:50-9:30	FREE					
3	9:30-10:10	CIVICS					
4	10:10-10:50	FREE					
5	10:50-11:30	FREE					
6	11:30-12:10	FREE					
7	12:10-12:50	FREE					
8	1:50-2:30	FREE					
9	2:30-3:10	FREE					
10	3:10-3:50	FREE					
Present: _____ Absent: _____ Total: _____ Signature: _____ Head of School: _____ Date: _____							

Source: Field picture, 2016

Figure 4.8 Class journal of one of the selected schools showing that some teachers miss classes



Source: Field picture, 2016

**Figure 4.9 Teachers attendance register of one of the selected schools showing that some teachers come late while others miss school.**

9 Azad Mubani	Teacher	7:00am	MA
10 Mohd A. Mohd	Teacher	7:07am	MA
11 Fidelis Sacthans	Teacher	7:10am	MA
12 Rospicia Longino	Teacher	7:12am	MA
13 Nelson Sospeter	Teacher	7:13am	MA
14 R. Alexander	Teacher	7:13am	MA
15 J. M. Sarabza	Teacher	7:13am	MA
16 Jennifer M. Ssebunya	Teacher	7:15am	MA
17 Lusticus C. Ruelengea	H/M	9:30am	MA
18 Roger Milala	Teacher	9:32am	MA
19 DUBAY S. T	Teacher	7:15am	MA
Magdalena Athanas	T.D.D	Teach	M.A
20/21/22 M.Y. Mutabazi	Teacher	07:00am	MA
Mohd A. Mohd	Teacher	7:10am	MA
Fidelis Sacthans	Teacher	7:10am	MA
DUBAY S. T	Teacher	7:10am	MA
Nelson Sospeter	Teacher	7:10am	MA
Vainus Maruwa	Teacher	7:10am	MA
Pendo Charles	Teacher	7:15am	MA
Ephraim Chis	Teacher	7:20am	MA
R. Alexander	Teacher	7:20am	MA
J. M. Sarabza	Teacher	7:20am	MA
A. Mubani	Teacher	7:21am	MA
Lusticus C. Ruelengea	H/M	7:30am	MA
Roger Milala	Teacher	7:35am	MA
Rospicia Longino	Teacher	7:35am	MA
Jennifer M. Ssebunya	Teacher	7:36am	MA
Magdalena Athanas	T.D.D	7:00am	M.A
R. Alexander	Teacher	7:00am	M.A
Nelson Sospeter	Teacher	7:10am	M.A
M.Y. Mutabazi	Teacher	7:10am	M.A
Mohd A. Mohd	Teacher	7:10am	M.A
Ephraim Chis	Teacher	7:20am	M.A
DUBAY S. T	Teacher	7:10am	M.A
Sir Ferdinand F. Ladi	Teacher	07:00am	M.A
Pendo Charles	Teacher	07:00am	M.A
Fidelis Sacthans	Teacher	07:00am	M.A
Lusticus C. Ruelengea	H/M	7:30am	M.A
Vainus Maruwa	Teacher	7:15	M.A
Vainus Maruwa	Teacher	7:15	M.A
J. M. Sarabza	Teacher	7:15	M.A
Rospicia Longino	Teacher	7:35	M.A
Roger Milala	Teacher	7:35am	M.A
Jennifer M. Ssebunya	Teacher	7:40am	M.A
Azad Mubani	Teacher	7:40am	M.A
M.Y. Mutabazi	Teacher	7:00am	M.A
Magdalena Athanas	Teacher	7:02am	M.A
DUBAY S. T	Teacher	7:03am	M.A
Vainus Maruwa	Teacher	7:05am	M.A
Nelson Sospeter	Teacher	7:06am	M.A
Pendo Charles	Teacher	7:10am	M.A
Rospicia Longino	Teacher	7:20am	M.A
Jennifer M. Ssebunya	Teacher	7:20am	M.A
Fidelis Sacthans	Teacher	7:25am	M.A
Rose Juvenaly	Teacher	7:27am	M.A
J. M. Sarabza	Teacher	7:27am	M.A
Ephraim Chis	Teacher	7:28am	M.A
Sir Ferdinand F. Ladi	Teacher	7:28am	M.A
Roger Milala	Teacher	7:30am	M.A
Lusticus C. Ruelengea	H/M	7:30am	M.A
Gracia Sensus	Teacher	7:35am	M.A
Azad Mubani	Teacher	7:30am	M.A
R. Alexander	Teacher	7:30am	M.A
Jennifer M. Ssebunya	Teacher	7:05am	M.A
R. Alexander	Teacher	7:05am	M.A
R. Longino	Teacher	7:10am	M.A
Magdalena Athanas	Teacher	7:10am	M.A

Source: Field picture, 2016

**Figure 4.10 Teachers attendance register of a certain school showing that some teachers come late while others miss school.**

Date	Teacher Name	Initials	Arrival Time
20/11/2015	1 MELIDA MUYIMBE	[Signature]	7:05
	2 Mbowwa I. Sham	[Signature]	7:22 AM
	3 Shyga S. Ng'wenkulu	[Signature]	7:22 AM
	4 [Name]	[Signature]	7:22 AM
23/11/2015	1 Nburika M. Isengwa	[Signature]	7:02 AM
	2 Shyga S. Ng'wenkulu	[Signature]	7:05 AM
	3 [Name]	[Signature]	7:05 AM
	4 Gerardus Gabriel	[Signature]	7:10 AM
	5 Jamel M. Suliman	[Signature]	7:25 AM

Source: Field picture, 2016

**Figure 4.11 Teachers permission book of a certain school showing that some teachers leave early from school.**

DATE	NAME	PLACE TO	LEAVING TIME	RETURN TIME	SIGNATURE
22/07/2015	ROGER MILALA	MPEETA	10:10am	11:30pm	[Signature]
24/07/2015	MAGNUS AFRANSI	MGINI	10:30am	13:30pm	[Signature]
27/07/2015	RESPICIA	MMP	9:30am	2:30pm	[Signature]
31/07/2015	Magdalena Athanas	MPP	09:30am	12:30pm	[Signature]
31/07/2015	Rose Juvenaly	PAPALII	09:30am	2:30pm	[Signature]
3/08/2015	Macrina G. Ernest	Hospital	09:06am		[Signature]
5/08/2015	Respiac Longino	Posta	09:08am	7:40pm	[Signature]
07/08/2015	Fidelis S.	BDC	09:10am	09:15am	[Signature]
10/08/2015	R. Alexander	MUS	09:30am		[Signature]
11/08/2015	A. Mburzi	BHS	12:00pm		[Signature]
12/08/2015	A. Mburzi	BHS	12:00pm		[Signature]
21/08/2015	A. Mburzi	BHS	09:00am		[Signature]
21/08/2015	J.M. Sam				[Signature]
26/08/2015	G. Pauline	Logandima	9:30am		[Signature]
28/08/2015	R. Alexander	Byambika	9:30am		[Signature]
02/09/2015	Magdalena Athanas	Kakanda	9:00am	12:00pm	[Signature]
23/09/2015	Rose Juvenaly	Kakanda	9:00am	12:00pm	[Signature]
28/09/2015	Pendo Charles	Hospital	11:00am		[Signature]
1/9/2015	Pendo Charles	Hospital	8:00am		[Signature]
7/9/2015	Ephesus Charles	TOWN	9:00am	12:30pm	[Signature]
7/9/2015	Lilian Baliga	Dispensary	9:30am	12:30pm	[Signature]
11/9/2015	Respiac Longino	Wilupani	9:30am	12:40pm	[Signature]
16/9/2015	Respiac Longino	Hospit	9:30am		[Signature]
16/9/2015	Jenipher Sebonyo	Hspit.	9:40am		[Signature]
28/9/2015	Pendo Charles	Wilupani	8:00am		[Signature]
28/09/2015	Vainess Masauu	Wilupani	8:00am		[Signature]
28/09/2015	Macrina G. Ernest	Hospital	12:00am		[Signature]
1/10/2015	Rose Juvenaly	Wilupani	11:10am		[Signature]
1/10/2015	Jenipher Sebonyo	Posta	12:00am		[Signature]
01/10/2015	Vainess Masauu	Wilupani	09:00am		[Signature]
01/10/2015	Pendo Charles	Wilupani	09:00am		[Signature]
5/10/2015	Lilian Baliga	Dispensary	9:30am	12:30pm	[Signature]
02/10/2015	Fidelis Southens	Posta	08:50am		[Signature]
07/10/2015	Lilian Baliga	Hospital	10:00am		[Signature]
12/10/2015	OMBA J.T	BDC	10:00am		[Signature]
13/10/2015	R. Alexander	Posta	12:30		[Signature]
16/10	R. Alexander	BK	10:30		[Signature]
21/10	R Longino	Bank	9:20am		[Signature]
24/10/2015	Pendo Charles	Msimi	10:00am		[Signature]
24/10/2015	Fidelis S.	M.S.P.	9:00am		[Signature]
17/10/2015	Pendo Charles	Hospital	10:00am		[Signature]
24/10/2015	Ephesus Charles	T.R.A	8:00am	2:00pm	[Signature]
23/10/2015	Pendo Charles	Dispensary	9:00am		[Signature]
24/10/2015	Vainess Masauu	Mjini	9:00am		[Signature]
3/12/2015	R. Longino	Mjini	9:00am		[Signature]
11/12/2015	A. Mburzi	Mjini	11:00am		[Signature]
05/01/2016	R. Alexander	Mjini	7:30am		[Signature]
11/01/2016	Roger Milala	Mjini	10:10:00am	02:30pm	[Signature]
11/01/2016	R. Alexander	Mjini	05:30am		[Signature]
13/01/2016	Gretchen Pauline	Hospital	8:00am		[Signature]
13/01/2016	Respiac Longino	CLMST	10:40am	2:00pm	[Signature]
29/01/2016	Ephesus Charles	CLMST	10:40am		[Signature]
13/01/2016	Roger Milala	Mjini	10:45am	01:30pm	[Signature]
13/01/2016	Jenipher Sebonyo	MUS	13:05pm	16:00pm	[Signature]
14/01/2016	Mugwile T. Mutaba	Posta-ava	08:00am	11:00am	[Signature]
14/01/2016	Fidelis Southens	BDC	08:00am		[Signature]
18/01/2016	Gretchen Pauline	Hospital	8:00am	10:30pm	[Signature]
01/01/2016	Gretchen Pauline	Hospital	8:00am		[Signature]
19/01/2016	Vainess Masauu	Hspit	9:25		[Signature]
19/01/2016	Jenipher Sebonyo	Marabou	12:10		[Signature]
21/01/2016	A. Mburzi	Wilupani	08:00am		[Signature]
21/01/2016	Roger Milala	Mjini	09:05am	12:30pm	[Signature]
21/01/2016	Respiac Longino	Mjini	10:50am	2:40pm	[Signature]
22/01/2016	R. Alexander	Mjini	9:00am		[Signature]
20/01/2016	Magdalena Athanas	Wilupani	14:30pm	07:30pm	[Signature]
26/01/2016	Pendo Charles	Mjini	11:30pm		[Signature]
26/01/2016	Rose Juvenaly	Mjini	9:30am		[Signature]
26/01/2016	Jenipher Sebonyo	Hospital	9:30am		[Signature]
28/01/2016	Nelson Sospeter	Hospital	9:30am		[Signature]
28/01/2016	Roger Milala	Chemba	9:30am	11:00pm	[Signature]
24/01/2016	Respiac Longino	Hspital	9:40am	2:00pm	[Signature]
24/01/2016	Magdalena Athanas	Mjini	9:30am	13:00pm	[Signature]
01/02/2016	Tulius Samu	DIPP	9:40am	15:00pm	[Signature]

Source: Field picture, 2016

### **4.3 Personal factors influencing teachers' absenteeism in public secondary schools**

This answers the second research question in chapter one. The researcher intended to know personal factors that influence teachers' absenteeism in public secondary schools. The researcher requested the respondents to indicate whether they agree or disagree with different statements concerning personal factors that influence teachers' absenteeism.

#### **4.3.1 Sex**

As it is shown in table 4.2 after combining those who strongly agreed and who agreed 82% supported that female teachers frequently absent themselves from classes, come late to school, leave early from school and miss school due to family responsibilities ie taking care of the children and family members. Also by combining those who strongly agreed and disagreed 72% supported that male teachers frequently absent themselves from classes, come late to school, leave early from school and miss school in order to attend personal business to substitute their income.

The findings from questionnaire are supported by the findings from interview with heads of school, head of TSD, acting head of secondary education department and acting head of school inspection department. Majority of respondents argued that sex has influence on teachers' absenteeism because both female and male are absent for various reasons. Females are absent because of family responsibilities while males for the reasons of doing other activities to get addition income.

Acting head of secondary education department said that;

*“Female teachers become absent because they have many home responsibilities to deal with”*

On the same matter the head of TSD reported that;

*“Males tend to be absent as they are risk taker and may decide even to do their own business during teaching hours as they don't fear of what may happen to them.*

The head of Maruku secondary school had the following to say;

*“Both female and males are absent, as most of females deals with family responsibilities while males engage themselves with business to get an addition income apart from what they get through teaching employment”*

#### **4.3.2 Age**

As presented in table 4.2, by combining those who strongly agreed and agreed 76% of respondents supported the statement that, young teachers are most absent from classes, leave early from school, come late to school and miss school because they engage themselves with other issues such as undertaking further studies, running their own business to substitute their income and taking care of their young children.

On the other side, after combining those who strongly agreed and agreed only 38% of respondents supported that old teachers are most absent from classes, leave early from school, come late to school and miss school because they have lost their morale, become tired and they engage themselves in other personal business to substitute their income while by combining those disagreed and strongly disagreed 62% were against this statement.

The findings from questionnaire are supported by the findings from interview with heads of school, head of TSD, acting head of secondary education department and acting head of school inspection department. Majority of respondents argued that teacher absenteeism is influenced by young age because the young teachers are still struggling to get better life hence they go for further studies and engage with entrepreneurship to get additional income.

The head of Maruku secondary school said that;

*“Young teachers are most absent as it is compared with old teachers since most of the young teachers engage themselves with other activities to supplement their income.*

The head of Nyakato secondary school also agreed on young age as factor for teacher absenteeism when said that;

*“The young teachers are most absent when compared with the old teachers because most of the young are unsettled and have desire of getting rich for a short period of time.*

The head of TSD also supported on age as the factor for teachers absenteeism when argued that;

*“The young are most absent because most of them go for further studies some with permission and others without permission”*

#### **4.3.3 Illness**

After summing up those who strongly agreed and agreed, 82% of respondents supported that teachers absent themselves from classes, come late to school, leave early from school and miss school due to illness such as malaria, diabetes, blood pressure and other diseases. Table 4.2 provides more information.

The findings from questionnaire are supported by the findings from interview by acting head of school inspection department, acting head of secondary education department, head of TSD and the heads of schools. Most of the respondents reported that illness is among the factors which influence teachers' absenteeism in the sense that the teachers may become sick hence missing school, coming late, leaving early or absconding classes. The respondents also argued that illness accelerate absenteeism when the family member like husband, wife or children is sick the teachers spend working hours to attend the sick family member.

The acting head of school inspection department said that;

*“Sometimes when we go for inspection we find some teachers are absent and when we ask the reasons we find some are sick and others found to go to attend the sick family members”*

The head of Maruku secondary school said that;

*“Some teachers fail to attend school due to illness although when it happen that the teacher is sick for a long time, we report the matter to the employer for relevant procedures”*

The head of Katoro secondary school also reported that;

*“Sometimes teachers become absent because of illness, this happens mostly to women especially those who are pregnant”*

#### **4.3.4 Education level**

Putting together the number of those who strongly agreed and those who agreed, 70% of respondents reported that, teachers of low level of education (diploma and

advanced diploma) absent themselves from classes, leave early from school and miss school to attend further education programs. ie degree and master degree programs. Table 4.2 provides more details.

The findings from questionnaire are supported by the findings from interview with head of TSD, acting head of school inspection department, acting head of secondary education department and heads of secondary schools. Majority agreed that education level influence secondary school teachers' absenteeism because those with low level of education decide to go in colleges for further studies and the effect is clearly observed when one decides to go without permission something which necessitates the head of school to arrange the replacement immediately.

The head of TSD said that;

*“Some teachers are absent as they go for further studies. The diploma holders go for degree while the degree holders may go for master degree”*

The Acting head of school inspection department also reported that;

*“Teachers' absenteeism sometimes is accelerated with education level factor in the sense that those with low level of education are not satisfied with the level of education they possess hence struggling to go for further studies, this happens much to the young males who decides to go even without permission”*

#### **4.3.5 Job dissatisfaction**

As it is shown in table 4.2, by combining the ones who strongly agreed and agreed, 64% of respondents supported the opinion that teachers absent themselves from classes, come late to school, leave early from school, and miss school because they are not satisfied with their job.

The findings from questionnaire are supported by the findings from interview with head of TSD department, heads of secondary schools, head of school inspection department and acting head of secondary education department. Majority argued that job dissatisfaction is among the reasons for secondary school teachers' absenteeism because most of the teachers especially the young are not satisfied with working environment and what they get from teaching employment.

The head of TSD reported that;

*“some teachers are absent because they are not satisfied with their job, something which cause them to lose motivation to attend their duties properly”*

The head of Nyakato secondary school argued that;

*“some young teachers become absent because they are not satisfied with their job and they have desire to get much wealth for a short period of time”*

**Table 4.2. Teachers' opinion on personal factors for teachers' absenteeism in public secondary schools**

<b>Personal factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Female teachers frequently absent themselves from classes, come late to school, leave early from school and miss school due to family responsibilities ie. Taking care of the children and family members.					
Frequency	19	22	0	5	4
Percent	38	44	0	10	8
Male teachers frequently absent themselves from classes, come late to school, leave early from school and miss school because of attending personal business to substitute their income					
Frequency	8	28	0	9	5
Percent	16	56	0	18	10
Young teachers are most absent from classes, leave early from school, come late to school and miss school because they engage themselves with other issues such as undertaking further studies, running their bussiness to substitute their income and taking care of their young children.					
Frequency	7	31	0	8	4
Percent	14	62	0	16	8
Old teachers are most absent from classes, leave early from school, come late to school and miss school because they have lost their morale, become tired and they engage themselves in other personal business to substitute their income.					
Frequency	10	9	0	24	7
Percent	20	18	0	48	14
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to illness such as maralia, diabates, blood pressure and other diseases.					
Frequency	13	28	0	7	2
Percent	26	56	0	14	4
Teachers of low level of education (ie diploma and advanced diploma) absent themselves from classes, leave early from school and miss school to attend further education programs. ie. degree and master degree programs					
Frequency	10	25	0	8	7
Percent	20	50	0	16	14
Teachers absent themselves from classes, come late to school, leave early from school, and miss school because they are not satisfied with their job.					
Frequency	7	25	0	10	8
Percent	14	50	0	20	16

Source: Field data, 2016

#### **4.4. School factors influencing teachers' absenteeism in public secondary schools**

This answers the third research question in chapter one. The researcher intended to know school factors that influence teachers' absenteeism in public secondary schools. The researcher requested the respondents to indicate whether they agree or disagree with different statements concerning school factors that influence teachers' absenteeism.

##### **4.4.1 Poor leadership of the head of school**

As presented in table 4.3, after combining those who strongly agreed and agreed, 48% of respondents supported the opinion that teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor leadership of the head of school who failed to arrange good motivation programs for teachers. On the other side concerning leadership of the head of school, as shown in table 4.3, 58% supported the statement that teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor monitoring and supervision of the head of school. This implies that average percent of those who viewed poor leadership style of the head of school as a factor for teachers' absenteeism was 53%.

The findings from questionnaire are supported by the findings from interview with head of TSD, head of school inspection department, head of secondary education department and heads of secondary schools. Most respondents reported that poor leadership style of the head of school result to teacher absenteeism when the head of school fail to practice good leadership to guide the teachers to ensure they perform their duties as required.

The head of TSD said that;

*“In schools where heads of schools are active teachers' absenteeism is seen to be minimized and the problem is severe where the head of school is weak”*

Also the head of Katoro secondary school said that;

*“Poor leadership style of the head of school may accelerate absenteeism among teachers. I have been using different methods for monitoring and supervision such as Management by walking (MBWA) to ensure that teachers perform their responsibilities, and sometimes I have been using even my money to buy some bites during tea break as motivation to them”*

The acting head of school inspection department said that;

*“poor leadership of the head of school may cause absenteeism that’s why the head of school needs training on good leadership...”*

#### **4.4.2 Poor school environment**

Table 4.3 shows that, after combining the number of respondents who strongly agreed and agreed 78% support that, teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor school environment (poor infrastructure such as classroom, staff office, water and electricity. On the other hand, in combination of those who strongly agreed and agreed, 76% support that teachers absent themselves from classes, come late to school, leave early from school and miss school due to lack of teaching aids/equipments. Therefore the average percent of those who supported poor school environment based on poor infrastructure and equipments was 77%

The findings from questionnaire are supported by the findings from interview with the heads of secondary schools, acting head of school inspection department, head of TSD department and head of secondary education department. Majority reported that teachers’ absenteeism is accelerated by poor school infrastructure and lack of teaching equipments which discourage the teachers to perform their responsibilities effectively.

Head of Kikomelo secondary school said that;

*“Some teachers are absent because of poor school environment as we have no water, no electricity at school”*

The head of TSD said that;

*“The young teachers sometimes are discouraged with unfavorable school environment which has no even electricity something which is against their expectations before going to their work stations”*

The head of Nyakato secondary school reported that;

*“Some teachers fail to attend classes because they lack teaching materials and this happens to the science subjects teachers”*

#### **4.4.3 High pupil – teacher ratio**

As presented in table 4.3, after summing up those strongly agreed and agreed, 42% of respondents supported that, teachers abscond from classes because of huge work

load high pupil – teacher ratio, hence fail to get enough time to prepare their lessons, mark the given exercise, and attend individual students in class. 22% were neutral while 36% is a summation of those disagreed and strongly disagreed with the statement.

The findings from questionnaire are supported by the findings from interview with heads of schools, head of TSD department, head of school inspection department and acting head of secondary education department. The respondents argued that some teachers miss school or classes because of high – pupil teacher ratio. The teachers become tired as they are overloaded hence unable to get time to prepare themselves for the next period.

The head of Maruku secondary school reported that;

*“High pupil teacher ratio influences teacher absenteeism as the teachers become tired and fail to prepare the lessons for the next day..., there are other classes that have more than 55 students.....”*

The head of Nyakato secondary school said that;

*“The science subjects teachers are overloaded and sometimes fail to attend classes as it is required.....for example the students pursuing CBG are 117 divided into two classes (A and B classes).*

#### **4.4.4 Assignment of non teaching tasks**

Referring to table 4.3, the findings show that, 52% supported that teachers who have other duties to attend rather than teaching assigned to them by the head of school absent themselves from classes and miss school to attend such responsibilities.

The findings from questionnaire are supported by the findings from interview with heads of secondary schools, head of school inspection department, head of TSD department and acting head of secondary education department. The majority agreed that other official activities apart from teaching causes absenteeism in the sense that, those assigned other duties use even teaching hours to attend such activities where sometimes they need to be completed immediately and others miss school to attend the assigned duties.

The head of Katoro reported that;

*“Sometimes teachers fail to attend school or classes when they are assigned other official duties such as national examination supervision and sport activities especially the UMISETA activities”*

**Table 4.3 Teachers opinion on school factors for teachers' absenteeism in public secondary schools**

<b>School factors</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor leadership of the head of school who failed to arrange good motivation programs for teachers.	Frequency	6	18	10	12	4
	Percent	12	36	20	24	8
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor monitoring and supervision of the head of school.	Frequency	8	21	5	14	2
	Percent	16	42	10	28	4
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor school environment (poor infrastructure such as classroom, staff room, water, electricity.	Frequency	10	29	1	7	3
	Percent	20	58	2	14	6
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to lack of teaching aids/equipments.	Frequency	10	28	0	9	3
	Percent	20	56	0	18	6
Teachers abscond from classes because of huge work load (high pupil teacher ratio), hence fail to get enough time to prepare their lessons, mark the given exercise, and attend individual students in class.	Frequency	7	14	11	14	4
	Percent	14	28	22	28	8
Teachers who have other duties to attend rather than teaching assigned to them by the head of school absent themselves from classes and miss school to attend such responsibilities.	Frequency	5	21	0	12	12
	Percent	10	42	0	24	24

Source: Field data, 2016

## **4.5 Environmental factors influencing teachers' absenteeism in public secondary schools**

This answers the fourth research question in chapter one. The researcher intended to know environmental factors that influence teachers' absenteeism in public secondary schools. The researcher requested the respondents to indicate whether they agree or disagree with different statements concerning environmental factors that influence teachers' absenteeism.

### **4.5.1 Location of school**

From table 4.4, after combining those agreed and strongly agreed, 54% supported the opinion that teachers come late to school, absent themselves from classes, leave early from school and miss school because the school is located far from the head office and the main road hence the school inspectors are not visiting the school frequently. On the other side, from table 4.4, the findings show that by combining who agreed and strongly agreed 84% were comfortable with the opinion that teachers found in schools located far from town where they cannot get special services such as bank services, and special medical services absent themselves from classes, come late to school, leave early from school and miss school to follow such service in town. Therefore the average percent of the respondents who supported location of school as a factor for absenteeism was 69%.

The findings from questionnaire are supported by the findings from interview with the acting heads of school inspection department, acting head of secondary education department, head of TSD and heads of secondary schools. Majority reported that teachers in schools located in the interior tend to be absent because of problems exist in their environment such as lack of basic services in their environment hence use even working hours to go far away searching for such services. Also the officers from head quarter are hardly visiting these schools to observe their performance.

The acting head of school inspection department said that;

*“ Other schools are located in the interior, therefore it becomes difficult to reach those schools frequently as we have no enough funds for fuel and other needs to reach all schools as scheduled, hence some teachers take it as advantage.....”*

The head of TSD said that;

*“Some teachers fail to attend school because of location of school... some schools are located far from where they can get special needs...others decide to become absent because the environment are not conducive....”*

#### **4.5.2 Residence of the teacher**

As presented in table 4.4, the findings show that by combining respondents who strongly agreed and agreed, 82% supported that teachers come late to school, absent themselves from classes, leave early from school and miss school because they are living far from school and the school has few or no teachers' houses. The findings also show that when combining those who strongly agreed and agreed, 82% reported that teachers who reside far from school where there is poor transport system come late to school, absent themselves from classes, leave early from school and miss school. Also 86% who strongly agreed and agreed supported the statement that teachers who reside far from school come late to school, absent themselves from classes, leave early from school and miss school mostly during the rainy season. Therefore the average percent of those who supported residence of the teacher as the factor for teachers' absenteeism was 83.3%

The findings from questionnaire are supported by the findings from interview with the acting head of school inspection department, acting head of secondary education department, head of TSD and heads of secondary schools. The most respondents reported that residence of the teachers is among the factors that influence teachers' absenteeism in public secondary schools since there are no enough houses for teachers near the school compounds, therefore the teachers have to walk a long distance from home to school every day even during rainy season something which discourage them to perform better hence become absent.

The head of Kikomelo secondary school said that;

*“Teachers become absent as they are living far from school at Rubale center since the school has only one house that some female teachers reside.... He continued that, absenteeism increases especially during heavy rainfall because at that time the road from Rubale center to school is destroyed by rainfall”*

The head of Katoro secondary school also said that;

*“Some teachers are absent because they are living out of school compounds as we have no teachers’ houses”*

#### **4.5.3 Education level of the parents**

From table 4.4, after combining those who strongly agreed and agreed, the findings show that 50% supported that teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less able to challenge the authority of the teacher. Also from table 4.4, putting together the one who agreed and strongly agreed 64% supported that, teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less cooperative to the teachers. Therefore the average percent of those who supported education level of the parents as environmental factor for teacher’s absenteeism was 57%.

The findings from questionnaire are supported by the findings from interview with the acting head of school inspection department, acting head of secondary education department, head of TSD and heads of secondary schools. Majority argued that lack of education among the parents and the community in general has influence on secondary school teachers’ absenteeism in the sense that the parents and the community do not understand their responsibilities even when the teachers become absent they keep quiet as they don’t understand even where to report the issue.

The head of Katoro secondary school had the following to say;

*“most of the parents have low level of education hence are not much cooperative when you come to education issues”*

The Acting head of secondary education department reported that;

*“Because of ignorance and poverty of some parents, teachers’ absenteeism has become the problem since the parents are worried of reporting teachers’ misconduct to the relevant authorities and others do not know where to report”*

**Table 4.4 Teachers' opinion on environmental factors for secondary school teachers' absenteeism**

Environmental factors		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers come late to school, absent themselves from classes, leave early from school and miss school because the school is located far from the head office and the main road hence the school inspectors are not visiting the school frequently.	Frequency	11	16	0	12	11
	Percent	22	32	0	24	22
Teachers found in school located far from town where they can get special services such as bank services, and special medical services absent themselves from classes, come late to school leave early from school and miss school to follow such service in town.	Frequency	21	21	0	4	4
	Percent	42	42	0	8	8
Teachers come late to school, absent themselves from classes, live early from school and miss school because they are living far from school and the school has few teacher houses / have no teacher houses.	Frequency	18	23	1	5	3
	Percent	36	46	2	10	6
Teachers who reside far from school where there is poor transport system come late to school, absent themselves from classes, leave early from school and miss school.	Frequency	14	27	1	5	3
	Percent	28	54	2	10	6
Teachers who reside far from school come late to school, absent themselves from classes, leave early from school mostly during the rainy season.	Frequency	12	31	0	6	1
	Percent	24	62	0	12	2
Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less able to challenge the authority of the teacher.	Frequency	5	20	0	15	10
	Percent	10	40	0	30	20
Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less cooperative to the teachers.	Frequency	6	26	0	11	7
	Percent	12	52	0	22	14

Source: Field data, 2016

#### **4.6 Measures to be taken to combat teachers' absenteeism in public secondary school**

This answers the fifth research question in chapter one. The researcher intended to know the mitigation measures to reduce teachers' absenteeism in public secondary schools. The researcher requested the respondents to indicate whether they agree or disagree with different statements concerning measures to combat the problem.

From table 4.6 by combining those who strongly agreed and agreed, the findings show that, 94% suggested that the ministry of education and vocational training should plan to improve teachers living and working conditions, 96% supported that the head of school should be trained on good leadership, 72% suggested that the parents should be empowered to demand accountability from teachers, 80% supported that, regular attendance should be among the criteria for promotion in education service, 38% only supported that, number of absented days, should be deducted from the teachers' salary, 90% suggested that head of school should monitor teacher attendance register and class journal, 62% suggested that, head of school should be empowered to sanction teachers who persistently miss classes, come late, miss school and leave early, 92% supported that the government should provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances, 78% supported that, the students should be empowered so that they can demand for accountability and 94% suggested that school environment should be improved by providing the necessary infrastructure.

The findings from questionnaire are supported by the findings from interview with the acting head of school inspection department, acting head of secondary education department, head of TSD and heads of secondary schools when reported that teachers' absenteeism can be abolished by the ministry of education to ensure that close supervision at the district level and the district level ensure close supervision at school level. Also provision of enough funds for facilitation of all activities needed to be done at district and school level such as training and seminars on absenteeism and funds for school infrastructure and environment improvement.

**Table 4.5 Teachers' opinion on measures to combat secondary school teachers' absenteeism**

Measures		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The ministry of education and vocational training should plan to improve teachers living and working conditions.	Frequency	39	8	1	0	2
	Percent	78	16	2	0	4
The head of school should be trained on good leadership.	Frequency	27	21	1	0	1
	Percent	54	42	2	0	2
The parents should be empowered to demand accountability from teachers	Frequency	17	19	1	12	1
	Percent	34	38	2	24	2
Regular attendance should be among the criteria for promotion in education service	Frequency	13	27	1	6	3
	Percent	26	54	2	12	6
Number of absented days, should be deducted from the teachers salary	Frequency	8	11	0	12	19
	Percent	16	22	0	24	38
Head of school should monitor teacher attendance register, class attendance for teachers (log book)	Frequency	12	33	0	4	1
	Percent	24	66	0	8	2
Head of school should be empowered to sanction teachers who persistently miss classes, come late, miss school and leave early.	Frequency	7	24	0	9	10
	Percent	14	48	0	18	20
The government should provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances.	Frequency	18	28	0	3	1
	Percent	36	56	0	6	2
The students should be empowered so that they can demand for accountability	Frequency	13	26	0	8	3
	Percent	26	52	0	16	6
School environment should be improved by providing the necessary infrastructure.	Frequency	31	16	0	1	2
	Percent	62	32	0	2	4

Source; Field data, 2016

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH RESULTS**

#### **5.0 Introduction**

This chapter is concerning with discussion of research result, in which the findings of five research questions are discussed in this chapter.

#### **5.1 Presence of teachers' absenteeism in public secondary schools**

The standing order of 2009 prohibits workers from coming late at work that is after 7:30 am, also needs employees to remain in their work station until 3:30, and it is illegal to miss work for one day or more than a day. Moreover the school improvement kit prohibits teachers from missing classes. Despite all these, majority of the teachers agreed that not only themselves but also their fellow teachers come late to school, leave early from school, miss school and abscond from classes. This reflects that there is secondary school teachers' absenteeism in public secondary schools in Bukoba District Council as absenteeism in this study is viewed by taking into consideration all the issues of coming late, leaving early from school, missing classes and missing school.

Teachers' absenteeism in this study can also be seen through documentary review in which some teachers signed below the line drawn by the head of school after 7:30 am. Moreover the attendance register shows that some teachers missed school as they did not sign in the register to show that they were present. Furthermore, teachers' permission book shows that some teachers leave early for different reasons including attending treatment and other personal problems. The class journal also shows that there are periods which were not taught, this verifies that some teachers miss classes. Teacher's absenteeism was also seen during observation where the researcher witnessed some teachers reporting to school late and leaving early.

During interview with the heads of schools and heads of department it was discovered that teachers' absenteeism exist in public secondary schools since some teachers have been absent due to different reasons. During observation the researcher also witnessed some teachers leaving before working hour that is 3:30 pm. Also

other teachers were observed by the researcher coming late after 7:30 am. All these practices verify that secondary school teachers' absenteeism exists in Bukoba District Council. The findings concur with those of Uwezo (2013) who found that there is teachers' absenteeism in Tanzania and that at least 2 teachers in 10 are absent from school in any given day.

## **5.2 Personal factors influencing teachers' absenteeism in public secondary schools**

### **5.2.1 Sex**

Female teachers frequently absent themselves from classes, come late to school, leave early from school and miss school due to family responsibilities ie. taking care of the children and family members, 82% of teachers supported this aspect. Also male teachers frequently absent themselves from classes, come late to school, leave early from school and miss school because of attending personal business to substitute their income, 72% of teachers agreed on this fact. This implies that sex has something to play with teachers' absenteeism.

Moreover the researcher recognized that both female and male teachers signed in the permission book asking to leave before working hours with different reasons. Also through attendance register, the researcher recognized that both female and male signed below the line drawn after 7:30 am and others did not sign something which show that they were absent in that given day.

Female teachers are absent mostly for the family matters as it is also supported by the heads of schools while males are absent because of dealing with business and other activities that give them addition earnings as it was insisted by the Head of TSD and the head of Nyakato secondary school. Therefore both sexes are absent depending on the nature of responsibility a particular sex face that causes him or her to become absent.

The findings match with the study done by Mc Kenzie (2014) who found that female teachers are absent to care for a sick person or they are sick themselves while male

teachers are absent because they teach more than one school or having other business to supplement their income.

### **5.2.2 Age**

Young teachers are most absent from classes, leave early from school, come late to school and miss school because they engage themselves with other issues such as undertaking further studies, running their own business to substitute their income and taking care of their young children as it was reported by 76% of respondents.

During observation the researcher observed that the young teachers were coming late and leaving early than the old teachers. Also during interview with the heads of schools and departments, all of them supported that young teachers are most absent for different reasons such as taking care of their young children, seeking addition income and going for further studies.

As it was presented by Ndibalema (2013) that problem of absenteeism can be attributed by economic status of the teacher, therefore the young teachers engage with entrepreneurial activities to get income to meet cost of living, since the salary they get does not fulfill their basic requirements. The findings also concur with Rosenblatt (2010) who conducted the study and found that young age has influence on teachers' absenteeism.

In this study, old age found to have no influence on teachers' absenteeism since 38% supported while 62% disagreed that old teachers are most absent from classes, leave early from school, come late to school and miss school because they have lost their morale, become tired and they engage themselves in other personal business to substitute their income. Moreover during interview, the heads of school said that old teachers in most cases are not absent when compared with young teachers. Also the researcher during observation witnessed very few and in some schools were found no old teacher who came late and left early during the days of observation.

This is against the researchers' expectations and contrary to Musoky (2015) who found that old age influence teachers' absenteeism since the old utilize most of their time in exploring new business to sustain them after retirement. This is so may be

because of the area the research was conducted (in Bukoba District Council) where most of the teachers struggle to earn income and sustain their basic needs when they are still young such as having their own house and a farm with both food crops like banana which is the permanent crop and cassava. Also cash crops such as coffee are cultivated in Bukoba and gives the teachers addition income something which make them comfortable even when they become old.

### **5.2.3 Illness**

Illness influences teachers' absenteeism. 82% supported that teachers absent themselves from classes, come late to school, leave early from school and miss school due to illness such as malaria, diabetes, blood pressure and other diseases, this implies that illness has a big part to play with secondary school teachers' absenteeism as majority become absent because of illness or other family members are sick hence a need to take medical treatment or to care for the family members who are sick.

This was also seen during documentary review where some teachers signed in the permission book that they are going to dispensaries for treatment. Moreover during interview all heads of school agreed that illness is among the factors for teachers' absenteeism and the three heads of school said that sometimes the teachers write letters to ask for permission to go for treatment.

All these show that illness is among personal factors that influence secondary school teachers' absenteeism. The findings are supported by Okurut (2012) in his study in Uganda when found that health status of the teacher and his / her family member has influence on teacher' absence.

### **5.2.4 Education level**

Education level of the teacher is among the personal factors that influence secondary school teacher's absenteeism. 70% of respondents supported that, teachers of low level of education (diploma and advanced diploma) absent themselves from classes, leave early from school and miss school to attend further education programs. ie degree and master degree programs.

This was also mentioned by some heads of school and head of TSD during interview as the factor for absenteeism when they explained that some teachers decide to go to school even without permission and some are not included even in capacity building plan. The head of Nyakato secondary school also said that the school is near St Augustine University hence some teachers leave early to attend classes in the university and others undertake their studies through Open University.

The findings match with those of Michelo (2010) who conducted the study in Lusaka and found that teachers who undertake further studies are absent since they spend most of time in studies.

#### **5.2.5 Job dissatisfaction**

Job dissatisfaction influences secondary school teacher' absenteeism as it was discovered in this study, 64% supported that teachers absent themselves from classes, come late to school, leave early from school, and miss school because they are not satisfied with their job. As it was presented by Christopher (2014), job satisfaction is among the factors in whether or not a teacher chooses to stay or leave the profession. This means that even when the teacher remains in teaching job while is not satisfied, may choose to become absent as he is not motivated to work.

Most of the teachers who are not satisfied with their job tend to be unsettled and uncomfortable with their employment as it was reported by the head of TSD during interview, this may be due to what they found is not the same as what they expected before reporting to their work station, hence use most of their time in thinking and finding the alternative job which they think could satisfy them. Also the head of Nyakato secondary school verifies this during interview when posed that some teachers especially the young become absent because of job dissatisfaction as some of them come with high expectations and have desire to get wealth in a short period of time. The findings match with those of Wambua (2015) and Sezgin (2014) who found that job dissatisfaction had significant and positive effect on teacher absenteeism.

### **5.3 School factors influencing teachers' absenteeism in public secondary school**

#### **5.3.1 Poor leadership of the head of school**

Poor leadership style of the head of school influence secondary school teachers' absenteeism. 58% supported poor leadership of the head of school as the factor for secondary school teachers' absenteeism. Leadership style of the head of school is found to accelerate absenteeism when the head of school fail to arrange good motivation programs for teachers and when fails to monitor and supervise other teachers to ensure that they work effectively and behave in an acceptable manner. This was discovered during interview with the head of schools and head of TSD, head of Inspection department and head of secondary education department. The head of Katoro said that he uses different techniques to ensure good leadership including ensuring motivation and monitoring and supervision of fellow teachers something which has at least minimized absenteeism. This was also seen by Narayan (2010) when argues that periodic supervision and monitoring are necessary to support teachers to carry out their work well and control teachers' absenteeism.

#### **5.3.2 Poor school environment**

School environment is very important in motivating teachers to perform effectively and efficiently, therefore poor school environment has influence on secondary school teachers' absenteeism. 77% reported that, teachers absent themselves from classes come late to school, leave early from school and miss school due to poor school environment (poor infrastructure such as classroom, staff room, water and electricity and lack of teaching aids/equipment. During data collection the researcher also observed that schools like Kikomelo have poor environment and there were no electricity, no water and even the head of school was sharing the office with the other staff member. Also during interview with the heads of schools, head of Inspection department, head of TSD and head of education department all agreed that most schools have poor environment, something which accelerate teachers' absenteeism.

Mc Kenzie (2014) found that, schools with more and better facilities have lower teacher absence rates than other schools. Also Michelo (2010) in the same study in Lusaka, found that teacher absenteeism is influenced by lack of learning materials

and other facilities such as text books, laboratory equipments and supplies and laboratory infrastructure.

### **5.3.3 High pupil – teacher ratio**

Majority of respondents 42% supported that, teachers abscond from classes because of huge work load (high pupil – teacher ratio), 22% were neutral while 36% were against the factor. Also the head of Maruku and Nyakato secondary school during the interview reported that high pupil – teacher ratio is the problem in their schools because the teachers become tired with the huge class and sometimes lack time to prepare themselves for the next classes, this was seen to happen more to science subject teachers who seen to be very few while they have many classes to attend. This was also seen during documentary review when the researcher found that some science subjects such as biology were not taught although the teachers are available but they are few. The findings also concur with McKenzie (2014) and Michelo (2010) who support that high pupil – teacher ratio or work load has influence on teacher absenteeism.

### **5.3.4 Assignment of non teaching tasks**

Assigning the teachers non teaching responsibilities influence teachers' absenteeism as it is supported by 52% respondents. This was also recognized during the interview with the heads of schools, head of TSD, head of Inspection Unit and head of Secondary education department when said that teacher may come late to school as he or she started attending the assigned task first before coming to school, or the teachers may miss school to go to attend such activity where it requires to travel either from one place to another or from school to head quarter of the district council. This was seen to happen mostly during national examination preparation and during sport activities. Michelo (2010) also found that attending official duties is one of the factors for teachers' absenteeism as some teachers become busy with other activities such as accounts, sport and projects apart from having heavy teaching loads.

## **5.4 Environmental factors influencing teachers' absenteeism in public secondary schools**

### **5.4.1 Location of school**

Location of school is among the factors for teachers' absenteeism as it was supported by 69% of respondents. Teachers in schools located far from the head office and the main road tend to become absent as the school inspectors fail to visit the school frequently. The district has 30 secondary schools therefore to visit all schools consume much time and funds as it was explained by the acting head of school inspection department during interview that the department have no enough fund to run the scheduled activities, hence it is difficult to attend all schools especially those located in the interior. Furthermore, it should be noted that, school inspection office is found at the head quarter of Bukoba District Council that is located within Bukoba Municipal Council. Therefore the school inspectors need enough funds for fuel and sometimes food and accommodation allowances so that they can reach even in the interior. Narayan (2010) argued that, regular inspection are very important to minimize absenteeism, lack of serious supervision from inspectors contributes significantly to low levels of motivation hence absenteeism persists.

Moreover, teachers found in schools located far from town become absent as sometimes spend working hours to go to town to follow special services such as bank services, and special medical services in big hospitals which they cannot get within their environment. This was also supported by heads of schools, head of TSD, head of Inspection department and head of secondary education department during interview when all agreed that their schools are located in the villages and most basic services are found in Bukoba town, this has influence on teachers' absenteeism. Okurut (2012) also see this as the factor for teachers absenteeism when argues that, teachers in rural areas miss school days when they travel from rural areas to town to visit a doctor, collect pay in bank and seeking for other important services that are not found in their location.

#### **5.4.2 Residence of the teacher**

Residence of the teacher is among the factor for teachers' absenteeism as it was supported by 83.3% of respondents. Teachers come late to school, absent themselves from classes, leave early from school and miss school because they are leaving far from school and some schools have few or no teachers' houses at all. Teachers who reside far from school where there is poor transport system come late to school, absent themselves from classes, leave early from school and miss school than those found where there is good transport system. In most cases those reside far from school become absent especially during rainy season when it rains heavily and destroy the transport system hence facing difficulties in attending school.

During data collection the researcher found there was residence problems in all four schools although the situation was severe at Kikomelo secondary school where it was found that, the school has only one house and most of the teachers are residing at Rubale center where there are hills separating the center and the village the school is located because there is no alternative accommodation near the school compound. Rubale center is located far away from school and the road was seen not easily passable especially during heavy rainfall therefore the researcher recognized that this could accelerate teachers' absenteeism. Gyansah (2014) found that teachers living far away from school sometimes get to school late and also do leave before the closing time. To insist this, Alcazar (2006) also argues that transportation difficulties in remote areas make harder for a teacher residing far away to arrive at school on time.

#### **5.4.3 Education level of the parents**

Majority, 57% supported education level of the parents as environmental factor for teacher's absenteeism. During interview, the head of secondary education department and Katoro secondary school agreed that low level of education of the parents accelerate teachers absenteeism as the parents with low level of education are less cooperative to school management especially on the issues pertaining teachers' absenteeism and some do not know even what to do when absenteeism cases occur.

As Grabman (2007) argues that, where service recipients may be unaware of the quality of service they are receiving, or of the available opportunities for

improvement, information and mobilization campaigns targeted at the intended beneficiary communities is what may be needed to improve service delivery. Parents are not aware of the quality of service provided by the teacher due to low level of education hence cannot demand accountability from teachers. Parents with low level of education are less cooperative to the head teacher, school board and the teachers on matters concerning education. Also they are less able to challenge the authority of the teacher because of ignorance and poverty this in turn accelerates absenteeism among secondary school teachers.

To insist this, Mulkeen (2005) discussed that monitoring teachers' absenteeism in remote rural areas can be difficult because the parents and local community may place a lower value on education, this may be because they are less educated hence feeling less able to challenge the authority of the teacher.

## **5.6 Measures to be taken to combat teachers' absenteeism in public secondary schools**

### **5.6.1 Improving teachers living and working conditions**

94% respondents suggested that the ministry of education and vocational training should plan to improve teachers living and working conditions. This implies that the ministry should ensure that teachers are working in acceptable environment with all the facilities needed at school such as teaching equipment including laboratory equipments as it was found in the study that some science subject teachers' miss classes because they lack laboratory equipments apart from having a huge work load. Michelo (2010) found that provision of better facilities in terms of infrastructure so as to improve working condition can minimize the problem.

Also the ministry has to ensure that teachers living conditions are improved through various ways including providing loans with low interest rates to teachers so that they can be able to build respectable houses with good environment including decent toilet and sometimes water and electricity for those who are in the area where they can access them easily.

Also loans with minimum interest rate could help the teachers to run other economic activities such as small business and agriculture activities; this will add some income among their earnings. But it should be noted that all the activities apart from teaching should be done after working hours and during weekend to avoid absenteeism.

### **5.6.2 Training the head of school on good leadership**

96% supported that the head of school should be trained on good leadership. This implies that majority supported that the head of school should be trained on how to lead other teachers to ensure that they are performing their duties accordingly to minimize absenteeism. This is also supported by Onger (2012) who suggested that, policy makers should consider the issue of training the heads of schools on the influence of leadership style. Also Ng'oma (2013) recognized that seminars and training of the heads of schools on good leadership can minimize absenteeism.

### **5.6.3 Empowering the parents to demand accountability from teachers**

72% suggested that parents should be empowered to demand accountability from teachers. As it was found in this study that low level of education of the parents is among the environmental factors for teachers' absenteeism, the teachers suggested that the parents should be well informed on their responsibilities concerning education matters and to which authority they have to report to in case of any issue concerning teachers' misconduct. Okurut (2012) consider community participation and support as indispensability for the advancement of all school development projects and that higher teacher absence appears to be correlated with schools in communities where the majority of pupils' parents are less educated, more conservative, ambivalent, non-achievement oriented, and less inclined to provide active oversight and oblige teachers to be accountable.

### **5.6.4 The use of regular attendance as criteria for promotion**

80% supported that; regular attendance should be among the criteria for promotion in education service. This implied that majority agreed that, to minimize absenteeism attendance should be well monitored and therefore being used in promoting teachers and the absentees would not be promoted until they change their behaviour. This

could help to fulfill the government regulation that an employee will not be promoted until his or her performance is measured by filling performance appraisal form because an employee cannot perform well while is absent. This was also seen to be suggested by Gyansah (2014) who identified regular attendance as a criteria for promotion can be a solution for teachers' absenteeism in Sunyani Municipality in Ghana.

#### **5.6.5 Deducting the number of absented days from salary**

Only 38% supported that, number of absented days, should be deducted from the teachers' salary. This means that majority of the teachers refused that the number of absented days should be deducted from the absentees salary hence this was rejected as the means of combating secondary school teachers' absenteeism.

#### **5.6.6 Monitoring teachers' attendance register and class journal**

90% suggested that head of school should monitor teacher attendance register and class journal accordingly. During data collection it was found that some heads of school failed to monitor attendance register, class journal and permission book. Therefore there is a need of training them to ensure that they all know how to handle attendance register and class journal. Therefore, the head of school has to ensure that the attendance register is used accordingly and the lines are drawn at 7:30 am and 7:45 am as it is directed in the standing order of 2009 so as to ensure that the absentees are known and disciplinary procedures are taken among them. Also the head of schools should read and understand well the directive provided in school improvement kit on how to handle class journal to ensure that the teachers sign in the class journal after teaching and recording those who didn't attend classes so as to make follow up to know the reasons of missing classes in order to undertake disciplinary procedures where needed.

#### **5.6.7 Empowering the head of school to sanction absent teachers**

62% suggested that, head of school should be empowered to sanction teachers, who persistently miss classes, come late, miss school and leave early. It was proposed here that, the head of school should be empowered to give sanction to absent teachers before reporting to other authorities. Sometimes absenteeism continues because the

teachers understand well that the head of school has no authority to take serious and last action against absentees apart from writing a warning letter to the absent teacher and sometimes report the matter to the higher authority. During interview the heads of school reported that sometimes the TSD delay to handle absenteeism cases something which may accelerate absenteeism habit. Michelo (2010) found that punishment of the truant teachers is one of the most effective ways of reducing teachers' absenteeism.

#### **5.6.8 Provision of funds for school inspection direct to the inspectorate unit**

92% supported that; the government should provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances. This will enable the school inspectors to reach many schools as possible including those found in the interior without wasting time. This was also supported by Okurut (2012) who wanted the government to provide fund direct to the school inspection unit so that they can reach the unit early ready for inspection activities.

#### **5.6.9 Empowering the students to demand accountability from teachers**

78% supported that the students should be empowered to demand accountability from teachers. This implies that the students must be informed on what measures to take especially for the teachers who are not attending classes such as reporting to the head of school so that the teachers can fulfill their responsibilities and minimize absenteeism. What is important here is that the heads of schools should take into consideration the report provided by students on teachers' absenteeism and hold it confidentially to avoid problem that may occur when the teacher realizes that a certain student is the one who reported the matter.

#### **5.6.10 Improving school environment**

94% suggested that school environment should be improved by providing the necessary infrastructure. This implies that to minimize absenteeism problem, the government has to ensure school environment are improved, the required and necessary infrastructure should be improved so that the teachers can settle and perform their duties accordingly. During data collection the researcher recognized that in some schools especially Katoro and Kikomelo the environment was not much

conducive. There were no electricity and water. At Kikomelo the head of school said that even classrooms were not in good condition, the head master had no office and therefore sharing one office with other teachers something which hinders confidentiality because there are some documents which are confidential reaches the head of school hence becomes difficult to handle them confidentially as it is instructed by the higher authority.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMENDATION

#### 6.0. Introduction

This chapter presents the research summary, conclusion, and policy implications which different stakeholders should deal with to improve the situation.

#### 6.1. Summary

The study was conducted purposefully for the aim of identifying the factors influencing secondary school teachers' absenteeism. It is the case study design conducted in Bukoba District Council in four secondary schools between December 2015 and April 2016. The study involved 57 respondents, 50 were teachers selected from stratified random sampling and 7 were head teachers and other officers obtained by purposive means. Both primary and secondary means of data collection were used as the methods of data collection. The collected data were analysed by using different statistical means. The study wanted to make teachers' absenteeism problem clear in public service by examining whether there is teacher absenteeism in Bukoba District Council and examining personal, school and environmental factors that influence teachers' absenteeism in public secondary schools in Bukoba District Council, and identifying measures to redress the situation.

Taking into consideration the response of the respondents of Bukoba District Council the researcher discovered that secondary school teachers' absenteeism persists in the district since majority accepted that they came late to school, leave early from school, absconded classes and missed school in the past one year. Also the researcher found that personal, school and environmental factors as shown in the conceptual framework in chapter two have influence on teacher absenteeism in different percent except old age which fall under personal factors.

The researcher also found that mitigation measures such as improving teachers' living and working conditions, training the head of school on good leadership, empowering the parents to demand accountability from teachers, the use of regular attendance as criteria for promotion, monitoring teachers' attendance register and

class journal, empowering the head of school to sanction absent teachers, provision of funds for school inspection direct to the inspectorate unit, empowering the students to demand accountability from teachers and improving school environment can be the panacea to rescue the situation.

The study has effectively treated the topic since it has examined teachers' absenteeism by considering all the aspects of teachers' absenteeism including absconding classes, coming late, leaving early and missing school. Also underlying factors as stated in research objectives in chapter one and as shown in the conceptual framework in chapter two were identified. Measures to combat the problem were also addressed. The study is also valid since the factors for secondary school teacher absenteeism in public secondary schools identified match with theories underlying the study which are process and Nicholson's attachment theories.

Process theory states that, the ability of employee to attend work depends on motivation and ability to attend work. Therefore personal factors like illness, age and sex fall under ability while the rest from personal, school and environmental factors fall under motivation. According to Nicholson theory also the study shows its validity as the theory states that, factors for absenteeism fall under voluntary (individual choice) and involuntary (non individual choice). Therefore in the study personal factors like illness, age and sex are found to be under involuntary since individuals cannot control them while the rest in personal, school and environmental factors fall under voluntary since they are individual choice as one may control them.

## **6.2. Conclusion**

Generally, the study discovered that, there was teachers' absenteeism in public secondary schools in Bukoba District Council. Also from the findings of the study, it should be noted that absenteeism is the result of a complex combination of factors ranging from personal, school and environmental factors. Personal factors such as young age, sex, illness, education level and job dissatisfaction accelerate absenteeism. Also school factors such as poor leadership of the head of school, poor school environment, high pupil – teacher ratio and assignment of non teaching duties

increase absenteeism. Furthermore, environmental factors such as location of school, residence of the teacher and education level of the parents influence teachers' absenteeism. Measures such as improving teachers' living and working conditions, training the head of school on good leadership, empowering the parents to demand accountability from teachers, the use of regular attendance as criteria for promotion, monitoring teachers' attendance register and class journal, empowering the head of school to sanction absent teachers, provision of funds for school inspection direct to the inspectorate unit, empowering the students to demand accountability from teachers and improving school environment can be taken into consideration to reduce the problem.

#### **6.2.1. Presence of teachers' absenteeism in public secondary schools**

The researcher wanted to know if there is teacher absenteeism in Bukoba District Council. The findings show that secondary school teachers absenteeism problem exist in Bukoba District Council as majority of respondents agreed that teachers came late to school, left early from school, absconded from classes and missed school in the past one year. Also the heads of school and other officers supported this. Moreover through observation and the documents such as attendance register, permission book and class journal the researcher discovered that there is secondary school teachers' absenteeism.

#### **6.2.2 Personal factors influencing teachers' absenteeism in public secondary schools**

The researcher wanted to examine personal factors that influence secondary school teachers' absenteeism in Bukoba District Council. The researcher found that young age, Sex, illness, education level and job satisfaction influence secondary school teachers' absenteeism. Young age influence teacher absenteeism as supported by 76% respondents, while old age was seen to have no influence on teacher absenteeism as majority didn't support it.

Sex on both male and female influence teachers' absenteeism in the sense that 82% of respondents supported that female teachers frequently absent themselves from

classes, come late to school, leave early from school and miss school due to family responsibilities ie. taking care of the children and family members and 72% supported that male teacher frequently absent themselves from classes, come late to school, leave early from school and miss school because of attending their business to substitute their income. Also 82% reported illness, 70% supported education level and 64% supported job dissatisfaction as the factors for secondary school teachers' absenteeism.

### **6.2.3 School factors influencing teachers' absenteeism in public secondary schools**

The researcher wanted to know school factors that influence secondary school teachers' absenteeism. In this study, the researcher found that school factors also have influence on teachers' absenteeism. Poor leadership of the head of school is supported by 53% of respondents, poor school environment is reported by 77%, high pupil – teacher ratio is supported by 42% of respondents while 52% of respondents also supported assignment of other official activities apart from teaching.

### **6.2.4 Environmental factors influencing teachers' absenteeism in public secondary schools**

Environmental factors also have influence on secondary school teachers' absenteeism on the sense that location of school is supported by 69% of respondents, residence of the teacher supported by 83% of respondents and 57% of respondents supported education level of the parents as the factor for secondary school teacher absenteeism.

### **6.2.5 Measures to combat teachers' absenteeism in public secondary schools**

Research findings show that improving teachers' living and working conditions, training the head of school on good leadership, empowering the parents to demand accountability from teachers, the use of regular attendance as criteria for promotion, monitoring teachers' attendance register and class journal, empowering the head of school to sanction absent teachers, provision of funds for school inspection direct to the inspectorate unit, empowering the students to demand accountability from

teachers and improving school environment will help to minimize the problem of secondary school teachers' absenteeism.

### **6.3. Recommendations**

This part provides recommendation for each finding in relation to the research objectives.

#### **6.3.1 Presence of teachers' absenteeism in public secondary schools**

The government should address the problem to all stakeholders so that they become familiar with secondary school teachers' absenteeism problem in order to work together to minimize or abolish the problem.

#### **6.3.2 Personal factors influencing teachers' absenteeism in public secondary schools**

Provision of funds for seminars. Since personal factors such as gender, young age, illness, education level and job dissatisfaction have found to influence secondary school teachers' absenteeism, it is advised that the ministry of education should arrange and provide funds to conduct seminar on how teachers can avoid the challenges that cause absenteeism.

Reminding teachers on the rules and regulation guiding the public servants. Teachers should be reminded and well informed on the rules and regulations guiding public servants so that they can behave in acceptable manner at work place and in the community in general.

#### **6.3.3 School factors influencing teachers' absenteeism in public secondary schools**

The ministry should arrange and provide fund for training of heads of schools on how they can manage their teachers in order to minimize the problem arise due to poor leadership of the head of school.

The ministry should also ensure that infrastructure are in acceptable condition such as decent staff office and class room, even equipments like chalks, blackboard and

laboratory equipments should be available at school all the time so that the teachers can attend classes without any obstacle.

Employing many science teachers and pay them better salaries so that they can settle in their work stations can minimize the problem as high – pupil teacher ratio was seen to be the problem especially to science teachers.

The head of school must ensure that, all non teaching activities are performed out of teaching time. They should be done when one has no class to attend and if it happens that it is necessary to do it in the same time of teaching, one has to find other time to compensate the lost period.

#### **6.3.4 Environmental factors influencing teachers' absenteeism in public secondary schools**

Secondary education department should pay attention and put more effort on schools found in the interior to see their progress. Also the ministry should provide enough funds to build decent teachers' houses near the school compound so that the teacher can reside comfortably near the school environment. Moreover the parents should be well informed on their responsibilities to ensure that their children get better education something which can be attained when they cooperate with school management, head of school and teachers on ensuring that teachers' absenteeism is minimized or abolished at all.

#### **6.3.5 Measures to combat teachers' absenteeism in public secondary schools**

The ministry, district and school level should take into consideration all opinions posed by the teachers on measures to minimize the problem. They can start implementing those which do not need more funds or need no funds in their implementation and later continuing with the other which needs enough funds in their implementation.

#### **6.3.6 Need for further research**

Since the study didn't concentrate on the loss caused by secondary school teachers' absenteeism in terms of money by counting absent days and computing them into

money, other researchers may do this to calculate how much funds Bukoba District Council waste per year because of secondary school teachers' absenteeism as the president of the United Republic of Tanzania now insists on better use of public funds. Also the research concentrated only in public secondary schools, therefore, further research may be conducted in private schools to see if the factors for public secondary school teachers' absenteeism are the same to private schools.

### **6.3.7 Policy implication**

From this study, some policies, rules and regulations need to be modified. There is a contradiction in the authorities dealing with education matters at the district level. The school Inspection department and TSD are accountable to the central government and not to the District executive director. The heads of schools report absenteeism matters to District executive director, and the school inspection department also inspects and writes a report to District executive director who later on assigns the issue to TSD. The problem comes when the TSD and school inspection officers fail to perform their duties well, the District executive director cannot make them accountable as they are not under the local government. Therefore there is a need to revisit some regulations to make the TSD and school inspection department under the local government so that they can be accountable direct to the District executive director. This will increase efficiency and effectiveness in education sector especially when dealing with teachers' misconduct for the betterment of our country.

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## APPENDICES

### APPENDIX I

#### SAMPLE QUESTIONNAIRE

##### Questionnaire for secondary school teachers from four schools in Bukoba district council

Dear respondent,

I am requesting your favor to use your valuable time to respond to questions enclosed. The researcher is a student of Master of Public Administration of Mzumbe University, carrying out a research on the factors influencing secondary school teacher absenteeism in Bukoba District Council. I am kindly requesting you to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and entirely used for purposes of this study. Thank you in advance for your cooperation

##### **Part A: Demographic characteristics of the respondent**

Instructions: Tick or give information where necessary to the questionnaire below.

1. Sex

- a) Female
- b) Male

2. Age

- a) Below 20 [ ]
- b) 21 – 30 [ ]
- c) 31 – 40 [ ]
- d) 41 – 50 [ ]
- e) 51 and above [ ]

3. Marital status

- a) Married [ ]
- b) Divorced [ ]
- c) Separated [ ]
- d) Widowed [ ]
- e) Single [ ]

4. Education level

- a) Teachers Diploma [ ]
- b) Advanced Diploma [ ]
- c) First Degree [ ]
- d) Master Degree [ ]
- e) Others [ ]

Specify.....  
.....  
.....

5. Current position held

- a) Class teacher [ ]
- b) Section head [ ]
- c) Others [ ]

Specify.....  
.....  
.....

6. Experience

- a) 1- 10 years [ ]
- b) 11- 20 years [ ]
- c) 21 years and above [ ]

**Part B: Examining if there is teachers' absenteeism**

Instructions: Tick or give information where necessary to the questionnaire below.

7. Have you ever come late to in the past one year school?

- a. Yes [ ]
- b. No [ ]

8. If you answer is Yes in question 7 what was reason among these?

- a. Attending personal business [ ]
- b. Farming activities [ ]
- c. Leaving far from school [ ]
- d. Other reason [ ]

Specify.....  
.....  
.....

9. Have you ever leave early from school in the past one year?

- a. Yes [ ]
- b. No [ ]

10. If you answer is Yes in question 9 what was the reason among these?

- a. Attending medical treatment [ ]
- b. Attending evening studies in the college/ university [ ]
- c. Attending personal business [ ]
- d. Other reasons [ ]

Specify.....  
.....  
.....

11. Have you ever abscond from classes in the past one year?

- a. Yes [ ]
- b. No [ ]

12. If your answer is Yes in question 11, what was the reason among these?

- a. Lack of teaching aids / equipments [ ]
- b. Frustration caused by the head of school [ ]
- c. Attending personal business [ ]
- d. Other reasons [ ]

Specify.....  
.....  
.....

13. Have you ever missed school in the past one year?

14. If your answer is Yes in Question 13, what was the reason among these?

- a. Undertaking further studies ie. Bachelor degree and master degree [ ]
- b. Attending other official duties apart from teaching [ ]
- c. Attending family ceremony ie relative wedding [ ]
- d. Attending medical services [ ]
- e. Other reasons [ ]

Specify.....  
.....  
.....

15. Is there any teacher who ever come late to school in the past one year?

- a. Yes [ ]
- b. No [ ]

16. If your answer is Yes in question 15, what could be the reason among the following?

- a. Attending personal business [ ]
- b. Farming activities [ ]
- c. Attending medical treatments [ ]
- d. Leaving far from school [ ]
- e. Other reasons [ ]

Specify.....  
.....  
.....

17. Is there any teacher who missed classes in the past one year?

- a. Yes [ ]
- b. No [ ]

18. If your answer is Yes in question 17, what could be the reason?

- a. Lack of teaching aids and equipments [ ]
- b. Frustration caused by head of school [ ]
- c. Tiredness due to the work load [ ]
- d. Other reasons [ ]

Specify.....  
.....  
.....

19. Is there any teacher who ever leave early from school in the past one year?

- a. Yes [ ]
- b. No [ ]

20. If your answer is Yes in question 19, what could be the reason?

- a. Attending personal business [ ]
- b. Leaving far from school [ ]
- c. Attending medical treatment [ ]
- d. Other reasons [ ]

Specify.....  
.....  
.....

21. Is there any teacher who ever missed school in the past one year?

- a. Yes
- b. No

22. If your answer is yes in Question 21, what could be the reason?

- a. Attending further studies ie bachelor degree, master degree
- b. Attending short course and seminars [ ]
- c. Attending cultural ceremonies ie wedding [ ]
- d. Attending medical treatment [ ]
- e. Other reasons [ ]

Specify.....  
.....  
.....

**Part C: Personal factors for public secondary school teachers' absenteeism in Bukoba District Council.**

23. Indicate the extent to which you agree or disagree with the following statements by ticking where appropriate.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Female teachers frequently absent themselves from classes, come late to school, leave early from school and miss school due to family responsibilities ie. Taking care of the children and family members.				
Male teacher frequently absent themselves from classes, come late to school, leave early from school and miss school because of attending their business to substitute their income.				
Young teachers are most absent from classes, leave early from school, come late to school and miss school because they engage themselves with other issues such as undertaking further studies, running their own business to substitute their income and taking care of their young children.				
Old teachers are most absent from classes, leave early from school, come late to school and miss school because they lost their morale, become tired and they engage themselves in other personal business to substitute their income.				
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to illness such as malaria, diabetes, blood pressure and other diseases.				
Teachers of low level of education (diploma and advanced diploma) absent themselves from classes, leave early from school and miss school to attend further education programs. ie degree and master degree programs.				
Teachers absent themselves from classes, come late to school, leave early from school, and miss school because they are not satisfied with their job.				

**PART D: School factors for public secondary school teachers' absenteeism in Bukoba District Council**

24. Indicate the extent to which you agree or disagree with the following statements by ticking where appropriate.

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor leadership of the head of school who failed to arrange good motivation programs for teachers.					
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor monitoring and supervision of the head of school.					
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor school environment (poor infrastructure such as classroom, staff room, water, electricity).					
Teachers absent themselves from classes, come late to school, leave early from school and miss school due to lack of teaching aids/equipments.					
Teachers abscond from classes because of huge work load (high pupil – teacher ratio), hence fail to get enough time to prepare their lessons, mark the given exercise, and attend individual students in class.					
Teachers who have other duties to attend rather than teaching assigned to them by the head of school absent themselves from classes and miss school to attend such responsibilities.					

**PART E: Environmental factors for public secondary school teachers' absenteeism in Bukoba District Council**

25. Indicate the extent to which you agree or disagree with the following statements by ticking where appropriate.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers come late to school, absent themselves from classes, leave early from school and miss school because the school is located far from the head office and the main road hence the school inspectors are not visiting the school frequently.					
Teachers found in school located far from town where they can get special services such as bank services, and special medical services absent themselves from classes, come late to school leave early from school and miss school to follow such service in town.					
Teachers come late to school, absent themselves from classes, leave early from school and miss school because they are leaving far from school and the school has few teacher houses / have no teacher houses.					
Teachers who reside far from school where there is poor transport system come late to school, absent themselves from classes, leave early from school and miss school.					
Teachers who reside far from school come late to school, absent themselves from classes, leave early from school mostly during the rainy season.					
Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less able to challenge the authority of the teacher.					
Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less cooperative to the teachers.					

26. List other three factors for secondary school teacher absenteeism in Bukoba district council.

- a. ....
- b. ....
- c. ....

**PART F: Measures to be taken in order to combat teacher absenteeism.**

27. Indicate the extent to which you agree or disagree with the following measures that could be taken to combat secondary school teacher absenteeism. (Tick where appropriate)

NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The ministry of education and vocational training should plan to improve teachers living and working conditions					
2	The head of school should be trained on good leadership					
3	The parents should be empowered to demand accountability from teachers					
4	Regular attendance should be among the criteria for promotion in education service					
5	Number of absented days, should be deducted from the teachers' salary					
6	Head of school should monitor teacher attendance register, class attendance for teachers (log book)					
7	Head of school should be empowered to sanction teachers who persistently miss classes, come late, miss school and leave early.					
8	The government should provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances.					
9	The students should be empowered so that they can demand for accountability					
10	School environment should be improved by providing the necessary infrastructure.					

28. List other three measures of combating secondary school teachers' absenteeism.

- a. ....
- b. ....
- c. ....

**INTERVIEW GUIDE**

**Interview guide for Heads of schools**

Dear respondent,

I am requesting your favor to use your valuable time to respond to questions enclosed. The researcher is a student of Master of Public Administration of Mzumbe University, carrying out a research on the factors influencing secondary school teacher absenteeism in Bukoba District Council. I am kindly requesting you to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and entirely used for purposes of this study. Thank you in advance for your cooperation

1. Has any teacher been absent from classes with or without permission?
2. Why do you think teachers have been absenting themselves from classes?
3. Has any teacher been coming late to school?
4. Why do you think teachers come late to school?
5. Has any teacher been leaving early from school?
6. Why do you think teachers leave early from school?
7. Is there any teacher who failed to come to school for one day or more in the past year?
8. What was the reason of failure to come to school for that day / days?
9. Do you report teachers' absenteeism to relevant authorities? If yes which authorities?
10. What is done to teachers who absent themselves from class, leave early from school and coming late to school?
11. Do you keep records of teacher absenteeism? If so what type of record do you keep?

12. Which particular sex of teachers, male or female is mainly absent?
13. Why do you think that this particular sex mainly absent?
14. Which teachers, young or old are mostly absent?
15. Why do you think that particular age is mostly absent?
16. Do you monitor your teachers? If so how often do you do so?
17. How is the reaction of teachers when you monitor them?
18. What do you think could be the major factor for teacher absenteeism?
19. What should be done to reduce or abolish teachers' absenteeism at school level?
20. What should the ministry do to reduce teachers' absenteeism in public secondary schools?

**Interview guide for Head of secondary education department, TSD and School  
Inspectorate Unit.**

Dear respondent,

I am requesting your favor to use your valuable time to respond to questions enclosed. The researcher is a student of Master of Public Administration of Mzumbe University, carrying out a research on the factors influencing secondary school teacher absenteeism in Bukoba District Council. You have been selected to participate in this study. I am kindly requesting you to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and entirely used for purposes of this study. Thank you in advance for your cooperation.

1. Have you received any information about teacher absenteeism in the year 2015/2016?
2. What action did you take on the reported matter?
3. What do you think could be the reason for absenteeism?
4. Do you keep records of teachers' absenteeism? If so what type of records do you keep?
5. Which teachers male or females, mostly have been reported to be absent?
6. Why do you think that particular sex mainly becomes absent?
7. Which teachers young or old, mostly have been reported to be absent?
8. Why do you think that age mainly becomes absent?
9. What do you think is the major factor for secondary school teacher absenteeism?
10. What do you think could be done to reduce teacher absenteeism at district level?
11. What should the ministry do to reduce teachers' absenteeism in secondary schools?

## **APPENDIX III**

### **GUIDE FOR OBSERVATION**

1. Actors
2. Actions
3. Events

**APPENDIX IV****SECONDARY DATA COLLECTION SHEET**

<b>No</b>	<b>Office document</b>	<b>Available</b>	<b>Not available</b>	<b>Used</b>	<b>Not used</b>
1	Teachers' attendance register				
2	Teachers' permission book /file				
3	Teachers' class attendance register (class journal)				

**CODE BOOK**

**CODING KEY FOR THE QUESTIONNAIRE ADMINISTERED TO  
TEACHERS IN 4 SCHOOLS IN BUKOBA DISTRICT COUNCIL**

**PART 'A' Demographic characteristics of the respondents**

**Question 1**

Code name: gender of respondent

Female = 1

Male = 2

**Question 2**

Code name: age of respondents

Below 20 = 1

21 – 30 = 2

31 – 40 = 3

41 – 50 = 4

51 and above = 5

**Question 3**

Code name: Marital status

Married = 1

Divorced = 2

Separated = 3

Widowed = 4

Single = 5

**Question 4**

Code name: Education level

Teachers diploma = 1

Advanced diploma = 2

First degree = 3

Master degree = 4

Others = 5

**Question 5**

Code name: current position held

Class teacher = 1

Section head = 2

Others = 3

**Question 6**

Code name: Experience

1-10 years = 1

11 – 20 years = 2

21 years and above = 3

**Part 'B' Measuring the degree of absenteeism****Question 7**

Code name: Teacher coming late

Yes = 1

No = 2

**Question 8**

Code name: Reasons of coming late

Attending personal business = 1

Farming activities = 2

Leaving far from school = 3

Other reasons = 4

**Question 9**

Code name: Leaving early from school

Yes = 1

No = 2

**Question 10**

Code name: Reasons for leaving early

Attending medical treatment = 1

Attending evening studies in college / university = 2

Attending personal business = 3

Other reasons = 4

**Question 11**

Code name: Absconding from classes

Yes = 1

No = 2

**Question 12**

Code name: Reasons for absconding from classes

Lack of teaching aids / equipments = 1

Frustration caused by the head of school = 2

Attending personal business = 3

Other reasons = 4

**Question 13**

Code name : Missing school

Yes = 1

No = 2

**Question 14**

Code name: Reasons for missing school

Undertaking further studies = 1

Attending other official duties = 2

Attending family ceremony = 3

Attending medical service = 4

Other reasons = 5

**Question 15**

Code name : Other teacher come late

Yes = 1

No = 2

**Question 16**

Code name: Reasons for other teacher coming late

Attending personal business = 1

Farming activities = 2

Attending medical treatment = 3

Leaving far from school = 4

Other reasons = 5

**Question 17**

Code name: Other teacher missed classes

Yes = 1

No = 2

**Question 18**

Code name: Reasons for other teachers missing classes

Lack of teaching aids and equipments = 1

Frustration caused by the head of school = 2

Tiredness due to work load = 3

Other reasons = 4

**Question 19**

Code name: Other teachers leaving early from school

Yes = 1

No = 2

**Question 20**

Code name: Reasons for other teachers leaving early from school

Attending personal business = 1

Leaving far from school = 2

Attending medical treatment = 3

Other reasons = 4

**Question 21**

Code name : Other teachers missed school

Yes = 1

No = 2

**Question 22**

Code name: Reasons for other teachers missing school

Attending further studies = 1

Attending short courses and seminars = 2

Attending cultural ceremonies = 3

Attending medical treatment = 4

Other reasons = 5

## **PART C**

### **Question 23.1**

Female teachers frequently absent themselves from classes, come late to school, leave early from school and miss school due to family responsibilities ie. taking care of the children and family members.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 23.2**

Male teacher frequently absent themselves from classes, come late to school, leave early from school and miss school because of attending their business to substitute their income.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 23.3**

Young teachers are most absent from classes, leave early from school, come late to school and miss school because they engage themselves with other issues such as undertaking further studies, running their own business to substitute their income and taking care of their young children.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 23.4**

Old teachers are most absent from classes, leave early from school, come late to school and miss school because they lost their morale, become tired and they engage themselves in other personal business to substitute their income.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 23.5**

Teachers absent themselves from classes, come late to school, leave early from school and miss school due to illness such as malaria, diabetes, blood pressure and other diseases.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 23.6**

Teachers of low level of education (diploma and advanced diploma) absent themselves from classes, leave early from school and miss school to attend further education programs. ie degree and master degree programs.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 23.7**

Teachers absent themselves from classes, come late to school, leave early from school, and miss school because they are not satisfied with their job.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

## **PART D**

### **Question 24.1**

Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor leadership of the head of school who failed to arrange good motivation programs for teachers.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 24.2**

Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor monitoring and supervision of the head of school.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 24.3**

Teachers absent themselves from classes, come late to school, leave early from school and miss school due to poor school environment (poor infrastructure such as classroom, staff room, water, electricity).

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 24.4**

Teachers absent themselves from classes, come late to school, leave early from school and miss school due to lack of teaching aids/equipments.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 24.5**

Teachers abscond from classes because of huge work load (high pupil – teacher ratio), hence fail to get enough time to prepare their lessons, mark the given exercise, and attend individual students in class.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 24.6**

Teachers who have other duties to attend rather than teaching assigned to them by the head of school absent themselves from classes and miss school to attend such responsibilities.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

## **PART E**

### **Question 25.1**

Teachers come late to school, absent themselves from classes, leave early from school and miss school because the school is located far from the head office and the main road hence the school inspectors are not visiting the school frequently.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 25.2**

Teachers found in school located far from town where they can get special services such as bank services, and special medical services absent themselves from classes, come late to school leave early from school and miss school to follow such service in town.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

### **Question 25.3**

Teachers come late to school, absent themselves from classes, leave early from school and miss school because they are leaving far from school and the school has few teacher houses / have no teacher houses.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 25.4**

Teachers who reside far from school where there is poor transport system come late to school, absent themselves from classes, leave early from school and miss school.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 25.5**

Teachers who reside far from school come late to school, absent themselves from classes, leave early from school mostly during the rainy season.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 25.6**

Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less able to challenge the authority of the teacher.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 25.7**

Teachers come late to school, absent themselves from classes, leave early from school and miss school because of low level of education of the parents who are less cooperative to the teachers.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 26**

List other three factors for secondary school teacher absenteeism in Bukoba district council.

Delay in clearing teacher debts and other claims = 1

Low salaries = 2

Laziness =3

**PART F**

**Question 27.1**

The ministry of education and vocational training should plan to improve teachers living and working conditions.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.2**

The head of school should be trained on good leadership.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.3**

The parents should be empowered to demand accountability from teachers

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.4**

Regular attendance should be among the criteria for promotion in education service

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.5**

Number of absented days, should be deducted from the teachers' salary

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.6**

Head of school should monitor teacher attendance register, class attendance for teachers (log book)

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.7**

Head of school should be empowered to sanction teachers who persistently miss classes, come late, miss school and leave early.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.8**

The government should provide enough funds for inspection directly to the inspectorate unit so as to avoid delays in funds and other disturbances.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.9**

The students should be empowered so that they can demand for accountability

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 27.10**

School environment should be improved by providing the necessary infrastructure.

Strongly agree = 1

Agree = 2

Neutral = 3

Disagree = 4

Strongly disagree 5

**Question 28**

List other three measures of combating secondary school teachers' absenteeism.

Clearing teacher debts and other claims on time = 1

Planning and providing funds for teachers' further education = 2

Clearing teachers debts and other claims on time = 3



ORGANIZATION STRUCTURE OF BUKOBA DISTRICT COUNCIL

APPENDIX II

STRUCTURE OF BUKOBA DISTRICT COUNCIL

