

**EFFECTS OF TEACHER ABSENTEEISM ON PUPILS' KCPE
PERFORMANCE IN PUBLIC AND PRIVATE PRIMARY SCHOOLS IN
KITUI CENTRAL SUB-COUNTY, KENYA**

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the Award of the Degree of Master of Education in Comparative and
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DECLARATION

This research work is my original work and has not been presented for a degree in
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DEDICATION

This research project is dedicated to my family; my loving wife Esther Joseph, my children Millicent Kambua, Mary Mueni, Fidelis Muasya, Dennis Munyoto and Olivia, who have given me firm support and inspires me greatly. May God shower you with blessings.

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LIST OF ABBREVIATION AND ACRONYMS

APHRC	African Population Health Research Centre
EFA	Education For All
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
SLO	Student Learning Outcome
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America

ABSTRACT

The purpose of this study was to investigate the influence of teacher absenteeism on pupils' KCPE performance in public and private schools in Kitui Central Sub-County, Kitui County, Kenya. The research formulated four objectives. The first objective focused on the influence of teacher absenteeism on pupils' academic performance. The second objective was to determine the influence of institutional responsibilities contribute to teacher absenteeism on pupils' academic performance. The third objective was to determine the influence of teachers absenteeism caused by family responsibilities on pupils' KCPE performance. The fourth objective tried to examine the influence of syllabus coverage due to teacher absenteeism on pupils academic performance. The review of related literature focused on the objectives of the study which presented scholar works on teachers absenteeism affecting pupils academic performance. Descriptive survey was employed in the study. A sample of 12 schools out of 57 public schools and 8 schools out of 12 private primary schools were selected for the study. 85 teachers from public primary school teachers and 125 private primary school teachers were the respondents. The instruments for the research were questionnaires for heat teachers and teachers. A pilot study was first conducted in two schools so as to test the validity and reliability of the instrument using a test-retest method. A correlation of 0.85 was obtained meaning the instrument was reliable and therefore the main study commenced. The questionnaire return rate was 84.5 percent which was considered satisfactory. Collected data were analyzed both qualitatively and quantitatively. From the study findings it was deduced that majority of teachers especially in public schools have a relationship with pupils academic performance to a large extent. Majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) perceived that the teachers' absenteeism due to family responsibilities influence the pupils' likelihood to good performance at KCPE. The study found out that majority of the teachers indicated that syllabus coverage due to teachers absenteeism influence pupils KCPE performance. The study came up with the following recommendations: public primary school management should be encouraged to allow their teachers to keep clean record of attendance rates and also take strict disciplinary measures so as to discourage absenteeism. The government and other none-state actors should provide good financing schemes to facilitate for teachers needs so as to reduce the cases of teachers absenting themselves from school to go and carry out other businesses due to low remuneration. The researcher therefore suggested that a comparative study to investigate the teachers' performance due to perennial absenteeism cases.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

When teachers absent themselves from school frequently it leaves pupils to go unattended. Moreover, absenteeism by teachers reduces the amount of instructional time and this result in the syllabi not being completed. This in return results in lower output of work by the pupils (Ubogu, 2004). According to Bray and Percy (2003), teacher absenteeism has a wide and influential effect a country's educational system. High levels of absenteeism negatively impacts student achievement, tarnishes the school reputation, contributes to the decline of the profession and precipitates in turn student absenteeism. A report by UWEZO (2011), points out that widespread teacher absenteeism is generally acknowledged as a major obstacle to the effective and sustainable improvements of the country's education system. The report concludes that with high rates of teacher absenteeism, it is difficult for children to learn consistently and to build on their skills throughout the school year.

Lens and De Jesus (1999) argue that teachers absent themselves as a result of wanting to leave the profession, when it becomes unattractive to them. The causes of absenteeism are many and include: stress, lack of job satisfaction, boredom on the job, serious accidents and illness, low morale, poor working conditions, excessive workload, transportation problems, inadequate leadership and poor supervision, poor physical fitness, inadequate nutrition, personal problems (financial, marital, substance abuse, childcare eldercare etc.), the availability of income protection plans (collective agreement

provisions which continue income during period of illness or accident), employee discontent with a collective bargaining process and / or its results.

Sawada and Ragatz (2005) point out that absenteeism is very costly. Evidence suggests that teachers' absence affects students' attendance which eventually profoundly affects students' grade point averages. But both teachers and students attendance in class predicts so much more than just a student's performance, with some of these events having long-term effects on the student's life and future. A report by World Bank in (2004), finds out that teachers may come to school but have to leave early to deal with a family emergency, for example, and even if a colleague covers, the absence may not make it into the log book.

In the countries with the highest absence rates, administrative records may be an especially poor guide to actual teacher attendance. If poor governance and low levels of accountability undermine teachers' incentives to attend school, it is likely to reduce the accuracy of official attendance records. In environments with weak institutional capacity and accountability, the head teachers who keep such records may know that there will be few spot checks of their accuracy, and that even if inspectors were to find discrepancies, there would likely be no consequences. Administrative records may be poor even if head teachers are not trying to cover for themselves and/or their subordinates: when accountability mechanisms are weak, keeping such records is not likely to be a priority

In developed countries, Like in the USA, there are estimates that approximately 4 percent of teachers are absent from school on a given workday (U.S Department of Education, 2007). According to Miller, Miller, Murnane, and Willett (2007) a substantial district school with high teacher absences are discretionary, and that higher absences lead to significantly lower student achievement. A study done in North Carolina found out that teacher absences are associated with lower student achievement in primary school (Clotfelter, Ladd, & Vigdor, 2007).

According to Rogers and Vegas (2009) expanding and improving basic education in developing countries requires, at a minimum, teachers who are present in the classroom and motivated to teach, but this essential input is often missing. It is obvious that teacher's absence will affect educational quality: if students end up doing 'busy work' or playing in the schoolyard. Chaudhury, Hammer, Kremer, Muralidharan, and Rogers (2006), states that teacher absence can also affect educational access and school completion rates, if poor quality discourages parents from making the sacrifices necessary to send their children to school. More important, high rates of teacher absence often signal deeper problems of accountability and governance that are themselves barriers to educational progress (Morumbwa, 2006).

In Tanzania, Ministry of Education and Vocational Training report of 2010 points out, teacher absenteeism can have various reasons, including illness, teachers attending vocational training or academic postgraduate classes, and teachers being on leave due to other public duties. While the possible causes

for teachers' absence might be diverse, the effects on children's learning are unquestionably and unvaryingly disastrous.

In Kenya, low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point. Pupil achievement in Kenya's primary schools can be compared using the Kenya Certificate of Primary Education (KCPE) examination which is standardized and have been the main check list on learners' levels of achievement (African Population Health Research Centre APHRC, 2008).

Performance of students is a product of socio-economic, psychological and environmental factors. The learning environment must therefore be conducive for students to be able to achieve positive educational outcomes (Hakim et al, 2014). According to Obeng-Denteh et al (2014) teachers' presence in class play a crucial role in determining a student's achievement for academic success.

In some regions of Kenya performance in the Kenya Certificate of Primary Education (KCPE) has been attributed to such factors; absenteeism of pupils and teachers from school, lack of facilities, lack of motivation, understaffing and lack of role models (Katana, 2010). According to Finlayson (2009) when a teacher is absent from the classroom, student learning is disrupted. When that teacher is repeatedly absent, student performance can be significantly impacted in a negative way. The more days a teacher is out of the classroom, the lower their students tend to score on standardized tests.

According to UWEZO survey (2011) 38% of government primary schools in Kenya have a teacher absentee rate of between 10% and 5%. This means that in schools more than one teacher is absent at any one time, likely leaving pupils unattended and certainly increasing the work burden for the teachers who are present or worst pupils are left to learn on their own. Therefore it is against this background that the researcher sought to find out the effect of teacher absenteeism on learning outcome.

1.2 Statement of the problem

The government of Kenya's initiative to enhance literacy through the introduction of Free and compulsory Primary education in 2003 resulted to upsurge of enrolment. However, learning outcomes are yet to be achieved exclusively. This is despite massive efforts, there has been deterioration of performance in public primary schools. The problem of poor performance is deeply rooted in management practices which will have to change if the targets in education sector are to be realized. Private primary schools have been performing far much better than public schools. Absenteeism in school by teachers has been reported as most assuredly related to poor performance in school. While teacher's absence will affect educational quality since students end up doing 'busy work' or playing in the schoolyard during study time, thus affecting their educational outcomes. It is against this background that the current study sought to establish the effect of teacher absenteeism on pupils KCPE performance in public and private primary schools.

1.3 Purpose of the study

This study was to find out the effects of teacher absenteeism on pupils KCPE performance in public and private primary schools in Kitui Central sub-county in Kitui County.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To establish the extent to which institutional roles contribute to teachers' absenteeism on the influence of pupils' performance in public and private primary schools in Kitui Central sub-county.
- ii. To investigate the extent to which teacher absenteeism related to family responsibilities influence on pupils' KCPE performance in public and private primary schools in Kitui Central sub-county.
- iii. To examine the extent to which syllabus coverage is affected by teacher absenteeism on pupils' KCPE performance in public primary schools in Kitui Central sub-county.

1.5 Research questions

This study was to answer the following questions;

- i. To what extent do institutional roles contribute to teachers' absenteeism on pupils' performance in public and private primary schools in Kitui Central sub-county?
- ii. To what extent do family responsibilities influence teacher absenteeism on pupils' performance in public and private primary schools in Kitui Central sub-county?
- iii. How does teacher absenteeism influence syllabus coverage in pupils' KCPE performance in public and private primary schools in Kitui Central sub-county?

1.6 Significance of the study

The information generated from the study may be used to improve future programming, accelerate progress towards EFA and MDGs; provide additional dimensions for evidence-based interventions; stimulate further research and documentation of good practices for the containment of teacher absenteeism. This study is therefore of importance in this era of universal primary education, especially now that Kenya needs motivated staff if performance is to be enhanced at this level. The study, therefore, seeks to explore possible strategies for teacher attendance through the school administration and ministry of education.

The study is of importance to the policy makers and primary school administrators as it identifies major causes of teacher absenteeism to modify the behavior of teaching staff towards their job performance. It will in particular identify strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers' motivation.

1.7 Limitations of the study

Due to the fact that this study was done in a sub-county that is located in rural setting the findings from this study may not be generalizable to other geographical areas especially the urban areas where situations differ. Shortage of study time may also limit the extent of the engagement with the different participants. To mitigate this limitation the researcher sampled 30 percent of the target group to represent the population so as to generalize the findings to the whole population.

1.8 Delimitations of the study

This study was done in public and private primary schools in Kitui Central sub-county whose findings were generalized to the whole country. All teachers and school heads are important in improving performance in schools. Though, it was not possible to involve all the teachers and all head teachers in the two categories of schools, thus the study sampled 30 percent of the population in the study area to represent the rest of the population.

1.9 Assumptions of the study

The researcher made the following basic assumptions with regard to this study:

- i. Respondents from the representative schools were willing to provide responses, to all items on research instruments honestly and to the best of their knowledge.
- ii. The participants' gender did not affect their way of responding to items in the research instruments.
- iii. The sample size was sufficient to provide information with regard to teacher absenteeism and that there are existing records to monitor teacher presence.

1.10 Definition of significant terms

Absence refers to not being physically present.

Absenteeism is a period of not attending school

Academic performance is the measurement of academic performance and progress of individual pupils

Public Primary Schools are schools that are sponsored by the government through the Ministry of Education, whose Teachers and other staff are paid by the government

Schools Facilities are school equipment and materials used to facilitate the teaching learning process

Teacher absenteeism refers to the situation whereby the teacher had not even attended the actual school compound.

Teacher Quality is abilities and competencies of a teacher determined by their qualifications, experience and mode of delivery during the teaching/learning process.

1.11 Organization of the study

The study was organized in five chapters. Chapter one provided details about the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumptions of the study, definition of significant terms and finally the organization of the study. Chapter two presented literature review which included an overview of the concept of teacher absenteeism and the factors that affected pupils learning outcome due to teacher absenteeism. Chapter three presented the research methodology; research design, the target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis procedure. Chapter four presented data analysis, interpretation and discussion. Finally chapter five comprised the summary of the study, research findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature on the effects of teacher absenteeism on pupils KCPE performance in public and private primary schools. It is organized into the following themes; the concept of pupils' learning outcome, the influence of family responsibilities on teacher absenteeism, influence of head teachers' role on teachers' absenteeism, influence of teacher absenteeism on pupils' academic performance and influence of teacher absenteeism on syllabus coverage. It also presents the summary of the reviewed literature, theoretical framework and the conceptual framework adopted for the study.

2.2 The concept of pupils' learning outcome

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO is an overarching outcome for a course, program or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives

through analysis, evaluation and synthesis into more sophisticated skills and abilities (Driscoll and Wood, 2007).

According to Academic Senate (2005) student learning outcomes are phrased as ‘the student will: know, learn, appreciate, understand, explain, design, formulate and evaluate’ attained as a result of their involvement in a particular set of educational experiences. They may be critically important overarching goals, but are not specific enough to lend themselves to measurability for the purposes of course assessment. Learning outcomes give you evidence to see the quality of students' knowledge, skills, and attitudes they have learned in your course, and can reflect different levels of thinking or mastery. Some may be geared at getting students to show they comprehend a concept, and others at getting them to create something new from that knowledge.

According to Hersh (2007), student outcomes are considered—either explicitly or implicitly—to be positive or negative by educators. If students are learning what they are expected to learn in a school are rising, these results would be viewed as “positive student outcomes.” Conversely, low or declining test scores and high dropout rates would be “negative student outcomes.” Schools and teachers may concept student outcomes as the knowledge, skills, and habits of work that students are expected to acquire by the end of an instructional period, such as a course, program, or school year. It may thus be synonymous with learning objectives or learning standards, which are brief written statements that describe what students’ should know and be able to do. Teachers often establish instructional goals for a course, project, or other

learning experience, and those goals may then be used to guide what and how they teach, a process that is sometimes backwards planning.

The results achieved by schools may also be considered “student outcomes” by educators and others, including results such as standardized-test scores, graduation rates, and transition rates, since achievement typically implies education-specific results such as improvements in test scores (Bresciani, 2006).

2.3 Influence of institutional roles on teachers’ absenteeism

Rogers and Emiliana, (2009) state that high rate of teacher absenteeism is a huge resource wastage that exerts an upward pressure on education costs. According to UNESCO (2011) investing in school management is one of the most cost effective means of school development. Lack of key skills such as defining school needs, allocating and monitoring funds, fundraising for activities, liaising with parents and the government and monitoring teachers’ performance negatively impact on learners outcome.

According to a 2006 study in North Carolina, each 10 days of teacher absence student achievement is reduced by one or two percent of a standard deviation. According to Adeyemi and Akpotu (2009), pupil achievement could be negatively impacted through the creation of discontinuities of instruction, the disruption of regular routines and procedures of the classroom. Pupils may have difficulty forming meaningful relationships with substitute teachers lowering their academic achievement. Teachers’ absence affects students attendance (students' absences), which eventually profoundly affect students’

grade point averages. According to Hausknecht et al (2008) teachers play a crucial role in determining a student's involvement in class.

2.4 Influence of family responsibilities on teacher absenteeism

Teacher absenteeism in public schools is widespread and unpredictable; widespread because, absences are not just concentrated among a few “ghost teachers”; and unpredictable (Banerjee, et al 2004). The health status of the teacher and that of his/her family members is, almost invariably. The need by a physically indisposed teacher to attend hospital is taken to be the justification for staying away from school. Pregnancy and childcare reasons are mainly associated with the female teachers’ absenteeism. Although illness is a valid reason for absenteeism, most teachers fake illnesses and take advantage of the situation to attendance of social activities such as funerals and marriages (Wandega 2010).

Teachers in rural schools have a lesser working time than their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve more missed school days (Ejere, 2010). Teachers’ access to school facility also contribute to absenteeism and reduced instructional time because of shortage of teachers’ houses, teachers walk long distances to school daily, they may tend to start late, and finish early (World Bank, 2008).

2.5 Influence of syllabus coverage on teacher absenteeism

A high rate of absence of teachers from their posts is a serious obstacle to delivery of education in many developing countries. A report by UWEZO

comments that widespread teacher absenteeism is generally acknowledged as a major obstacle for effective and sustainable improvements of the country's education system. Students who experience solid relationships with their teachers will show up to class. They must also understand how their coursework plays a role in their future life, and these students will do better if the teacher avoids covering information in class that only repeats what is in the book. Teachers who encourage this type of atmosphere in class can have a positive effect on their students' absences.

2.6 Summary of literature review

Many studies have related student performance to various aspects of education such as the quality of a school, quality of teaching, teacher remuneration, class size and student gender, to mention several widely used factors. The main problem in relating these aspects is that the non-measurable outputs may be as important as the measurable ones. There are also some concerns about the fact that students are taught by more than one teacher, making it difficult to link the performance of a particular student to a particular teacher (Kingdom & Teal, 2002). Therefore this study seeks to establish the effect of teacher absenteeism on learning outcome.

2.7 Theoretical framework

The research study was based on Standard principal-agent theory that provides a framework for analyzing incentives of public service providers (World Bank, 2003). Public school teachers can be seen as agents for multiple principals, including parents, communities, and government agencies with responsibilities for the delivery of education services. The objective is to

induce teachers to exert effort to provide a good service and to restrain from opportunistic behavior, such as absenteeism.

The context of the standard principal-agent framework is ideal for this study due to the asymmetry of information between teachers (agents) and parents or government representatives (principals). Better-informed school stakeholders, for example, would exert more pressure on teachers to provide a better service and not shirk. Thus, lowering teacher absence rates in communities where all stakeholders are involved in the school activities. An emerging strain of the education service-delivery emphasizes the positive role that community involvement can play in school management giving greater discretion to parents and communities can reduce teacher absence (Jimenez & Sawada, 1999). If top-down monitoring is effective, better teacher performance in public schools will be experienced.

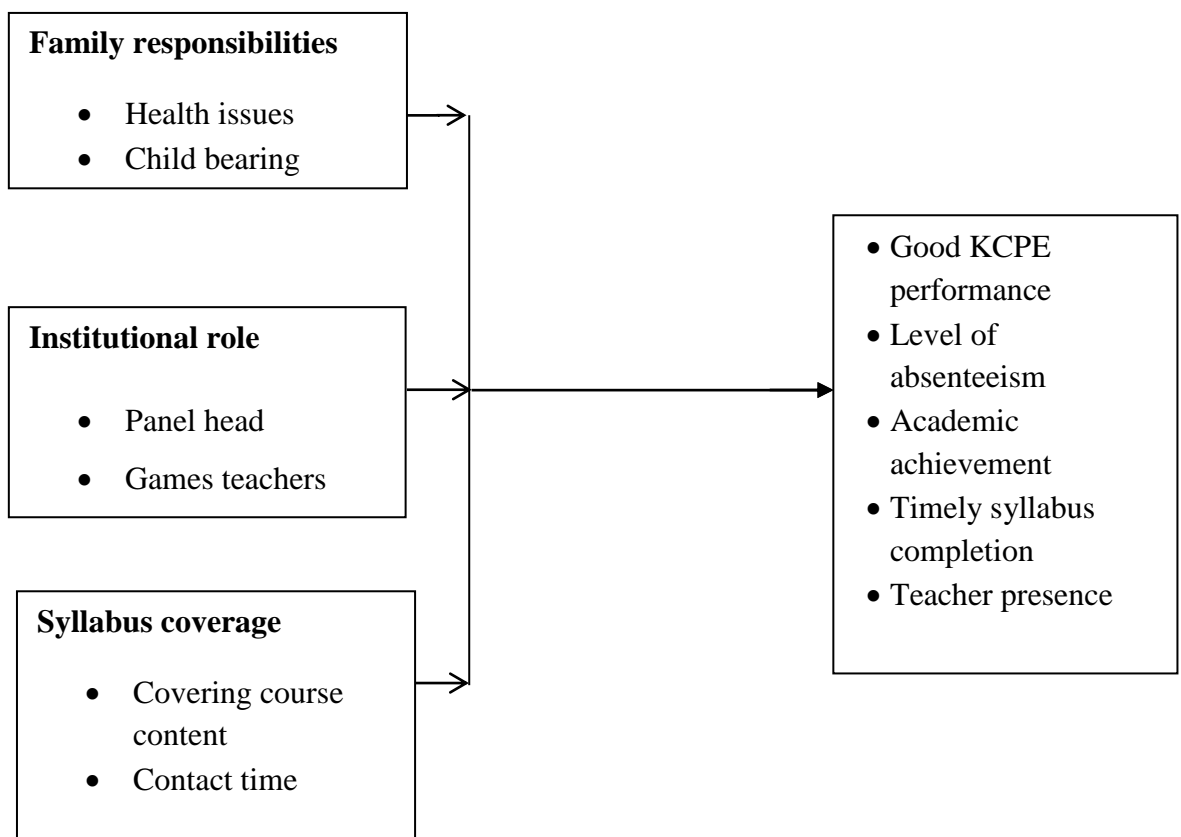
Similarly, agency theory emphasises on the effects of government payment systems on the incentives and behavior of public service providers (Dixit, 1997). These have motivated reforms in public sector management to emphasize performance management and incentives (Goddard, Mannion, & Smith, 2000). Within this framework, public school teachers, for example, would be motivated to exert more effort and less opportunistic behavior if there are payments linked to performance and in the presence of disciplinary measures. Teachers will be more motivated to refrain from opportunistic behavior if they feel more attached to their students or the communities where they served or if they feel comfortable with the conditions of their workplace.

Teachers' absence rates should depend on the incentives and constraints they face, in addition to the relevant logistical issues (such as length of commute and family responsibilities) that are important to understand the institutional context in which these teachers work.

2.8 Conceptual Framework

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.

Figure 2.1 Influence of teacher absenteeism on learning outcome



The conceptual framework shows the interaction between the variables affecting pupils' learning outcomes. The factors including family

responsibilities on teacher absenteeism, institutional role and syllabus coverage are the independent variables. Pupils' performance is the intervening variable for the study. According to Fullan (1991) model once change is initiated there are intervening factors which affect the outcomes. In this case, the effect of teacher absenteeism influence learning outcome in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe the methodology which was used to collect data; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, the data collection procedures and data analysis techniques.

3.2 Research design

A research design is a plan or blue print of how you intend to conduct the research (Kothari, 2006). Best and Kahn (2003) is a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner. Descriptive survey research design was used in this study because it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. This design was therefore, deemed appropriate, as it enabled the researcher to reach as many respondents as possible within a short time and obtain the real picture as at the ground.

3.3 Target population

According to Mugenda & Mugenda (2003), in order to provide an accurate and reliable description of characteristics, attitude and behavior of its members, a sample of the population to be studied is sufficient. For this study, the target population was drawn from Kitui Central Sub-County in public and private primary schools, which are 41 and 26 in number respectively. Therefore the head teachers, teachers and class 7 and 8 pupils were the target population.

3.4 Sample size and sampling techniques

A sample is a small proportion of a population selected for observation and analysis (Best & Khan, 2002). Mugenda & Mugenda (2003) ten percent to thirty percent (10% to 30%) of the population can be picked from a large population. Therefore twelve public schools and eight private schools participated in this study. To identify the individual schools the researcher used purposive sampling to select four schools in each of the three educational zones, two best performing and two poor performers. All the head teachers in the sampled schools participated in the study. Five teachers and ten class seven and eight pupils were sampled from each sampled school using simple random sampling. Thus, the total sample for the study comprised of 12 public school head teachers, 60 teachers, and 120 pupils in class 7 and 8 in public primary schools. Also 8 head teachers, 40 teachers and 80 pupils in private schools participated in the study.

3.5 Research instruments

Mugenda and Mugenda (2003) define research instruments as instruments with which to collect the necessary information. The data was collected through use of questionnaires and interviews schedules. Questionnaires for head teachers, teachers and standard seven and eight pupils were used to collect data. A questionnaire enables the researcher to collect information that can easily be analyzed. They also allow for anonymity of respondents. Questionnaires comprised of two section; section A and Section B. Section A consisted of respondents' demographic information while section B consisted of information on the effects of teacher absenteeism on pupils learning outcomes in public primary schools.

3.6 Validity of data collection instruments

Validity refers to the degree to which a method, a test or a research tool actually measures what it is supposed to measure. Kothari (2006), instrument validity refers to accuracy and meaningful inferences made based on the results obtained. Expert judgment from the university department was used to assess the extent of the items in the instruments, address the objectives as well as whether the format of the instruments gives the correct impression.

3.7 Reliability of data collection instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instruments yields consistent results or data after repeated tests when administered a number of times. The aim of pretesting is to gauge the clarity and relevance of the instruments. The test-retest technique was used to test the consistence of the instrument. This was where the instrument was administered to the same group twice. If the instrument is reliable, the individuals taking the test are supposed to score the same or similar scores in the second test as they did the first one. To ensure reliability of the findings, there was a time lapse of two weeks between the first test and the second test for within this short period of time, the respondents were in a position to remember what they wrote in the first test. A correlation coefficient shows the size and direction of a relationship between two sets of scores.

3.8 Data collection procedures

A permit was obtained from the National Commission for Science Technology and Innovations (NACOSTI) and with a clearance from the University. The first letter was presented to the County educational Commissioner and the Sub-County Education Office with copies for the various schools that were

sampled. The researcher explained the purpose of the study, create rapport and assure the respondents of their confidentiality of their identities. Data collection took twenty working days. The questionnaires were handed to individuals within the sampled schools. The researcher picked the questionnaires immediately they were filled. This discouraged the respondents discussing on the answers to be given when they were left with the research tools for a long time.

3.9 Data analysis techniques

Data analysis refer to a variety of activities and processes that a researcher administers to make certain decisions regarding the data collected from the field, in order to get meaning and be able to explain various features from raw materials (Mbwesa, 2009). The data was edited first to identify the errors made by the respondents. Data collected was analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistic technique and presented in frequency distribution tables, pie charts, bar graphs and percentages that display systematically and meaningful report provided adequate report to the findings. Qualitative data was analyzed and interpreted by organizing data into themes or topics guided by the objectives of this study then established the relationship among these themes or topics.

3.10 Ethical Consideration

The study was conducted in an ethical manner. The purpose of the study was explained to the respondents and assured that the information given was treated confidentially and their names were not divulged. Informed consent form was sought from all the participants that agree to participate. A research

approval was sought and given a letter of approval from the University of Nairobi. Questionnaires were administered to the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter dealt with data analysis and interpretation of the findings based on the research objectives. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

4.2 Instrument Return Rate

The sample population for the study was 20 head teachers, 100 teachers and 200 pupils ie 12 head teachers, 60 teachers and 120 pupils from public school; and 8 head teachers, 40 teachers, and 80 pupils in private schools thus, a total of 320 questionnaires were administered to the respondents. After data collection, 11 questionnaires (91.7 percent) from head teachers in public primary schools and 6 questionnaires (75 percent) from head teachers in private primary schools were returned. According to the teachers' return rate 54 questionnaires (90.0 percent) in public primary schools and 33 questionnaires (82.5 percent) from teachers in private primary schools was realized. The pupil respondents realized a response rate of 93.3 percent (112 questionnaires) in public schools while 66 questionnaires (82.5 percent) were returned from pupils in private primary schools.

Therefore the study realized a total instrument return rate of 280 questionnaires (87.5 percent), which was very satisfactory for the purpose of the study. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for

analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

4.3 Demographic information of the respondents

This study first sought to establish an insight on the study respondents' characteristics and the schools' characteristics which included the school category distribution, pupil enrolment, and teachers' academic qualification and head teachers' length of stay in their current station. This information was to give the study an insight on the characteristics of respondents in both categories of schools that participated in the study.

To show the respondent representation in both categories of schools, the study sought to establish the respondents' school category distribution and presented the findings in Table 4.1.

Table 4.1 Category of schools

School category	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Public	11	64.7	54	62.1	112	62.9
Private	6	35.3	33	37.9	66	37.1
Total	17	100.0	87	100.0	178	100.0

The study findings revealed the study area had more public primary schools, 64.7 percent, than private primary schools, 35.3 percent in the study area. These findings also agreed with data collected from the Sub-County education office on the list of schools and their category distribution that showed that the

study area had more public primary schools than private primary schools. Moreover, these findings constituted to a difference in teacher respondents that participated in the study because there were more teachers in public schools, 62.1 percent, than teachers in private primary schools (37.1 percent). Consequently pupils population in public schools (62.9 percent) exceeded their counterparts in private primary schools (37.1 percent). These findings from the study and also collected data from the education office implied that teacher pupil ratio in private primary schools was higher than their public schools counterparts despite their huge difference in school establishment.

The study sought to establish whether respondents' gender caused teachers' absenteeism influencing on pupils' performance. The respondents were thus, requested to indicate their gender and the findings were presented as shown in Table 4.2.

Table 4.2 Respondents' distribution by gender

Gender		Head teachers		Teachers		Pupils	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Public	Male	8	72.7	13	24.1	52	46.4
	Female	3	27.3	41	75.9	60	53.6
Total		11	100.0	54	100.0	112	100.0
Private	Male	4	66.7	8	24.2	31	47.0
	Female	1	16.7	25	75.8	35	53.0
Total		6	100.0	33	100.0	66	100.0

Study findings presented in Table 4.2 showed that 72.7 percent and 66.7 percent of the head teachers in public and private primary schools respectively were male while 75.9 percent and 75.8 percent of teachers in both categories of schools in Kitui Central Sub-County were female. Pupil respondents were equitably distributed across both genders to participate in the study. These findings implied that majority of the public and private primary schools were headed by male teacher while majority of the teachers in the sub-county were females. These findings were a probable indication that more males were promoted into primary school administrative posts than females. This case was to show that males were more able to handle leadership posts than females causing the existing gender disparity in primary school administration. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women. However, women are less well represented in administrative positions than they are in teaching jobs.

The study further sought to find out the head teachers and teachers age bracket and presented their responses as shown in Table 4.3.

Table 4.3 Head teachers and teachers' distribution by age

No. of years	Head teachers				Teachers			
	Public		Private		Public		Private	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Below 35	0	0.0	0	0.0	8	14.8	15	45.5
36-40	0	0.0	2	33.3	28	51.9	11	33.3
41-50	2	18.2	3	50.0	13	24.1	6	18.2
Above 50	9	81.8	1	16.7	5	9.3	1	3.0
Total	11	100.0	6	100.0	54	100.0	33	100.0

Information contained in Table 4.3 showed that majority of the head teachers (81.8 percent) in public primary schools were above 50 years old while half of the head teachers in private primary schools in Kitui Central sub-county were between 41 to 51 years old. Contrary, 51.9 percent of teachers in public primary schools in the study area were between 36 to 40 years while 45.5 percent of teachers in private schools were below 35 years. The findings were an indication that more head teachers from both categories of schools were elder than majority of the teachers. These implied that more elder teachers were likely to head schools than their younger counterparts, thus the elder teachers were more able to handle administrative roles in both public and private primary schools.

The study sought to establish head teachers and teachers' highest professional qualifications and presented the findings in Table 4.4.

Table 4.4 Head teachers and teachers' highest professional qualifications

	Head teachers				Teachers			
	Public		Private		Public		Private	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
P1 certificate	0	0.0	0	0.0	31	57.4	23	69.7
Approved	4	36.4	0	0.0	0	0.0	0	0.0
Teacher ATS								
Diploma	2	18.2	3	50.0	8	14.8	3	9.1
Under graduate	3	27.3	1	16.7	12	22.2	4	12.1
Post graduate	2	18.2	2	33.3	3	5.6	3	9.1
Total	11	100.0	6	100.0	54	100.0	33	100.0

Information presented in Table 4.4 showed that both the teachers and head teachers in public and private primary schools had attained different levels of professional qualification. For instance 36.4 percent of the public primary school head teachers were approved ATS teachers, 50 percent of private school head teachers were diploma holders, 57.4 percent and 69.7 percent of public and private primary school teachers were certificate holders respectively. These findings were an indication that the teachers in both categories of schools were professionally prepared to handle issues that were within their profession thus making them liable to handle absenteeism cases in their schools.

The study also sought to find out the duration head teachers had been in leadership of their current stations. The responses were presented in Table 4.5.

Table 4.5 Head teachers' duration of headship in current station

No. of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Less than 1 year	2	18.2	2	33.3
6 - 10 years	4	36.3	4	66.7
Over 10 years	5	45.5	0	0.0
Total	11	100.0	6	100.0

Information contained in Table 4.5 showed that majority of the head teachers (45.5 percent) in public primary schools in Kitui Central sub-county had been in leadership of their current station of over ten years, however, 66.7 percent of the private school heads had been in leadership of their station for six to ten years. This was an indication that majority of the school heads in both categories for schools had been in their current station for long enough to be able to give credible data on the influence of teachers' absenteeism on pupils' KCPE performance. The information captured from the head teachers was thus able to capture teachers' absenteeism in schools and its influence on pupils' performance since majority of the head teachers had been within the sub-county for long enough to give accurate trends on the study's objectives.

To establish head teachers' length of teaching experience, they were requested to indicate their teaching experience this information was to show the distribution of head teachers' administrative experience across public and private primary schools. Their responses were as shown in Table 4.6.

Table 4.6 Teachers' distribution by teaching experience

No of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Below 5 years	3	5.7	11	33.3
6 – 10 years	11	20.3	13	39.4
11 – 15 years	12	22.1	9	27.3
Over 15 years	28	51.9	0	0.0
Total	54	100.0	33	100.0

Data contained in Table 4.6 showed that 51.9 percent of the public primary school teachers had been in the teaching profession for over 15 years while 39.4 percent of the private primary school teachers had taught for between 6 to 10 years. This was an indication that more public primary school teachers had had been in the teaching profession than teachers in private primary schools. Therefore, the study findings implied that more public primary school teachers

had acquired more field experience than teachers in private primary schools because of the vastness of their duration in the profession.

Teachers were further requested to indicate they duration they had been in their current station. Their responses were presented in Table 4.7.

Table 4.7 Teachers’ teaching length of stay in the current station

No. of years	Public		Private	
	Frequency	Percent	Frequency	Percent
Less than one year	4	7.4	2	6.1
1 – 5 years	7	13.0	14	42.4
6 – 10 years	22	40.7	7	21.2
11 – 15 years	18	33.3	6	18.2
More than 15 years	3	5.6	4	12.1
Total	54	100.0	33	100.0

Information contained in Table 4.7 revealed that 42.2 percent of teachers in private primary school and 40.7 percent of teachers in public primary school were had been in their current station for between 1 to 5 years and 6 to 10 years respectively. This was an indication that majority of the teachers in both public and private primary schools in Kitui Central Sub-County were in their current station long enough to give credible information about the issues affecting the purpose of this study. Therefore, the teachers that were involved in the study as respondents were in a better position to give reliable

information on the influence of teachers' absenteeism on pupils' KCPE performance.

To establish whether pupils' population in school influenced teachers' absenteeism in regards to workload the study sought to establish pupils' enrolment in both categories of schools and presented the findings in Table 4.8.

Table 4.8 Schools population distribution

No. of pupils	Public		Private	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 100	2	3.7	17	51.5
101 – 200	39	72.2	6	18.2
201 – 300	8	14.8	9	27.3
Over 300	5	9.3	1	3.0
Total	54	100.0	33	100.0

Table 4.8 showed that pupils' enrolment in 72.2 percent of the public schools was between 101 to 200 pupils. More than half of the private primary schools teachers indicated that their pupil enrolment was below 100 pupils. This was an indication that majority of the public primary schools registered high pupils

enrolment in the study area, thus, causing higher teacher workload raising their chances of absenting themselves from schools than their counterparts in private primary schools whose teacher pupil ratio was higher motivating them into availing themselves in schools. This could be a probable reason as to why teachers' absenteeism levels in public and private primary schools in Kitui central sub-Country differ.

4.4 Influence of institutional roles contribution to teachers' absenteeism on pupils' KCPE performance

The first study objective was to establish whether institutional role contribute to teacher absenteeism that influence pupils' KCPE performance in Kitui Central Sub-County of Kitui County. The study sought to find out the extent to which teacher absenteeism influence pupils' academic outcome. Respondents' responses were as presented in Table 4.9.

Table 4.9 Head teachers and teachers' responses on the extent to which teachers' absenteeism influence pupils' KCPE performance

Response	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	9	81.8	36	66.7	1	16.7	4	12.1
To a little extent	1	9.1	11	20.3	0	0.0	6	18.2
No extent	1	9.1	7	13.0	5	83.3	23	69.7
Total	11	100.0	54	100.0	6	100.0	33	100.0

Data contained in Table 4.9 showed that 81.8 percent of head teachers and 66.7 percent of teachers in public primary schools indicated that teacher absenteeism in their schools influenced pupils' KCPE performance at a large extent. However, 83.3 percent of head teachers and 69.7 percent of teachers in private primary schools indicated that teachers' absenteeism do not influence pupils' KCPE performance in their schools. This was an indication that public primary schools are more faced by teachers' absenteeism than their counterparts in private primary schools. The findings therefore, implied that school category influence teachers' absenteeism rate which affected pupils KCPE performance to a large extent.

The findings are in consistence with World Bank (2004) in that if poor governance and low levels of accountability undermine teachers' incentives to

attend school, it is likely to reduce the accuracy of official attendance records.

To establish whether teacher absenteeism in different school category influence pupils' performance in KCPE, the head teachers were requested to indicate whether they had a log book in their schools to monitor teachers' absenteeism of the schools. Their responses were as presented in Table 4.10.

Table 4.10 Head teachers responses on whether their schools have log books to monitor teachers' absenteeism

Response	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Yes	4	36.4	4	66.7
No	7	63.6	2	33.3
Total	11	100.0	6	100.0

According to data contained in Table 4.10, 63.6 percent on public primary school head teachers differed with the notion that teachers' absenteeism was monitored in their schools using the log book. However, with 66.7 percent of the private primary school head teachers indicated that teachers' absenteeism in monitored using log books so as to ensure that absenteeism do not affect pupils performance. This was an indication that the school heads in both categories of schools perceive use of log books to monitor teachers

absenteeism differently. Thus, the head teachers' perception teachers absenteeism influence on pupils' KCPE performance differently among public and private schools. These findings are in line with a report by World Bank in (2004) finds out that teachers may come to school but have to leave early to deal with family emergency, for example, and even if a colleague covers the absence may not make it into the log book. But in the countries with the highest absence rates, administrative records may be an especially poor guide to actual teachers attendance.

Further the respondents were requested to rate how often teachers were absent in their schools. Table 4.11 presents head teachers and teachers responses.

Table 4.11 Head teachers and teachers' responses on how often teachers were absent from schools

Response	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Rarely	3	0.0	0	0.0	1	45.0	19	71.8
Often	6	31.2	34	25.9	4	15.0	9	9.4
Not applicable	2	68.8	20	74.1	1	40.0	18	18.8
Total	11	100.0	54	100.0	6	100.0	33	100.0

Information contained in Table 4.11 showed that 45 percent of head teachers and 71.8 percent of teachers in private schools indicated that teachers in their schools were often absent from schools while teachers and head teachers in public schools disagreed to this aspect. Moreover, 68.8 percent of the head teachers and 74.1 percent of teachers in public primary schools, and 40 percent of head teachers and 18.8 percent of teachers in private schools differed with notion citing that absenteeism do not occur in their schools. These findings indicated that most public school teachers were often absent from schools from one time to another while their counterparts in private schools reported very low absenteeism rates. The finding thus, implied that more public primary school teacher were more likely to register low pupils' performance in KCPE examination than their counterparts because of the high rate of teacher absenteeism.

The findings concur with a report by World Bank that in environments with weak institutional capacity and accountability, the head teachers who keep such records may know that there will be few spot checks of their accuracy, and that even if inspectors were to find discrepancies, there would likely be no consequences.

To establish whether teachers' absenteeism made any contribution to the pupils' KCPE performance were requested to indicate whether their schools were faced by absenteeism cases. Their responses were as presented in Table 4.12.

Table 4.12 Teachers responses on whether absenteeism contribute to pupils' KCPE performance

	Public		Private	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	47	95.1	29	71.9
No	4	4.9	4	28.1
Total	54	100.0	33	100.0

Table 4.12 showed that both categories of school, that is 95.1 percent of public primary school teachers and 71.9 percent of private primary school teachers agreed to the notion that teacher absenteeism contribute to poor performance of pupils in KCPE examination. These findings were an implication that teachers' absenteeism hinders smooth learning causing pupils to sit for their KCPE examination not fully prepared therefore, influencing pupils' academic performance.

The study further sought to find out the extent to which management styles applied by head teachers contribute to the level of teachers; absenteeism that is then translated in pupils' KCPE performance. Table 4.13 shows the head teachers and teachers' responses.

Table 4.13 Head teachers and teachers' responses on the extent to which institutional roles contribute to teachers' absenteeism

Responses	Head teachers				Teachers			
	Public		Private		Private		Public	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a great extent	4	28.6	0	0.0	27	41.5	4	6.8
To a moderate extent	7	50.0	0	0.0	24	36.9	42	71.2
To a little extent	2	14.3	2	16.7	3	4.6	5	8.5
Not at all	1	7.1	10	83.3	11	1.5	8	13.6
Total	11	100.0	6	100.0	54	100.0	33	100.0

Table 4.13 showed that all head teachers in public primary schools indicated that institutional roles contribute to teachers' absenteeism an aspect that was disputed by 83.3 percent of head teachers in private primary schools. These findings implied that more teachers in public primary schools than in private primary schools were influence to absenteeism by the responsibilities designated to them. From the teacher respondents, most of the teachers (41.5 percent) in private primary schools indicated that institutional responsibilities contribute to teachers' absenteeism at a moderate extent.

These findings implied that teachers' responses concurred with the head teachers' responses especially in public primary schools. These findings were an indication that institutional responsibilities awarded to primary school

teachers had a relationship to pupils' academic performance.

The study sought to establish how head teachers handle teachers' absenteeism that influence pupils' KCPE performance in their schools. The respondents' responses were as presented in Table 4.14.

Table 4.14 Teachers and head teachers' responses on ways head teachers handle teachers' absenteeism

No. of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Warnings	4	4.9	9	9.4
Disciplinary sermons	8	9.9	69	71.9
suspensions	14	17.3	3	3.1
Nothing	30	37.0	1	1.0
Total	81	100.0	96	100.0

According to Table 4.14, most of the public primary schools teachers (37 percent) indicated head teachers did nothing due to teachers' absenteeism while majority (71.9 percent) of their private schools counterparts indicated that their head teachers used disciplinary sermons to teachers due to

absenteeism. This was an indication that curbing measures were applied in private schools to reduce or do away with teachers' absenteeism that in public primary schools. These findings also implied that head teachers in private primary schools had more direct control over teachers' absenteeism than them in public schools.

The study sought to establish whether teachers' absenteeism influence KCPE performance, the respondents were requested to indicate the ways in which teachers' absenteeism influence pupils KCPE performance in public and private primary schools. Table 4.15 presents the findings on teachers and head teachers' responses.

Table 4.15 Head teachers and teachers' responses on whether teachers absenteeism influence teachers' promotion

Response	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Causes low performance	15	93.8	78	96.3	4	20.0	7	7.3
Does not cause low performance	1	6.2	3	3.7	16	80.0	89	92.7
Total	16	100.0	81	100.0	20	100.0	96	100.0

Data contained in Table 4.15 showed that majority of the respondents; 93.8 percent, of the head teachers and 96.3 percent of teachers in public primary schools respectively indicated that teachers' teachers absenteeism influence pupils' KCPE performance causing low performance. However, the situation was different according to 80 percent of head teachers and 92.7 percent of teachers in private primary schools who indicated that teachers' absenteeism influence pupils' KCPE performance do not cause low performance.

This was an implication that teachers in public primary schools were more likely to be reported to be absent from schools than their counterparts in private primary schools. This was mainly because of the different administrative style and structure in both categories of schools. These findings were in agreement with Vegas (2004), argument that public primary teacher have high tendencies to absent themselves from duty to attend personal and other responsibilities unlike the teachers in private schools who are monitored by the administrative directly.

The study further sought to find out the extent to primary schools teachers' teachers absenteeism due to institutional responsibilities influence pupils performance in KCPE. The respondents' responses were as presented in Table 4.16.

Table 4.16 Head teachers and teachers' responses on the extent to which teachers absenteeism influence pupils' KCPE performance

Responses	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	10	62.5	29	35.8	12	60.0	32	33.3
To a little extent	6	37.5	44	54.3	7	35.0	64	66.7
Not at all	0	0.0	8	9.9	1	5.0	0	0.0
Total	16	100.0	81	100.0	20	100.0	96	100.0

According to Table 4.16 62.5 percent and 60 percent of head teachers in public and private primary schools respectively indicated that performance was influenced teachers absenteeism to a large extent. However, 54.3 percent and 66.7 percent of teachers in public and private primary schools indicated that teachers' absenteeism influenced pupils' KCPE performance to a little extent.

These findings implied that teachers' absenteeism was caused by various designated responsibilities that teachers were supposed to attend to especially in public schools. These findings were in disagreement with Ubogu, (2004) who states that panel heads and other responsibilities awarded to teachers causes them to be absent from school duties to attend to meeting.

4.5 Influence of teacher absenteeism due to family responsibilities on pupils' KCPE performance

The second research objective sought to find out whether teachers absenteeism due to family responsibilities influence pupils' KCPE performance. Table 4.17 showed teachers' responses on whether teachers absenteeism due to family responsibility influence pupils; performance in KCPE.

Table 4.17 Teacher responses on whether teachers absenteeism influence pupils' KCPE performance

	Public		Private	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	77	95.1	79	82.3
No	4	4.9	17	17.7
Total	81	100.0	96	100.0

Information contained in Table 4.17 showed that majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) agreed to the notion that teachers absenteeism influence pupils' KCPE performance. This was an indication that majority of the teacher perceived that the teachers' absenteeism due to family responsibilities influence their likelihood to good performance at KCPE.

These findings agree with Schneider (2003) who indicates that education is a private investment and therefore entails the factors and commitment by the individual and his family to meet the direct and indirect cost as a mechanism of harvesting a wide range of tangible and intangible benefits of Education in future.

The study sought to establish reasons for teachers' absenteeism influencing pupil' KCPE performance and presented the teachers' responses as shown in Table 4.18.

Table 4.18 Teachers' responses on the reasons that causes teachers absenteeism influence pupils' KCPE performance

Reasons	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Children or family illnesses	61	75.3	79	82.3
Burials and related loses	15	18.5	17	17.7
Attending family businesses	5	6.2	0	0.0
Total	81	100.0	96	100.0

According to information contained in Table 4.18, 75.3 percent and 82.3 percent of teachers in public and private primary schools, indicated that children or family members illness was the major reason that caused their absence from schools with only a little percentage 18.5 and 17.7 percent of

teachers in both categories of schools respectively citing burials causes absenteeism of teachers. These findings were an implication that majority of primary schools (public and private schools) were absent from schools to attend to family issues though some teachers in public primary schools in Kitui Central were absent from schools to attend to personal businesses. The findings concur with Banerjee, et al (2004) who states that the health status of the teachers and that of his/her family members is almost invariable. The need by a physically indisposed teacher to attend hospital taken to be the justification for staying away from schools from time to time. Pregnancy and childcare reasons are mainly associated with the female teachers absenteeism..

The respondents were requested to indicate the extent to which teachers absenteeism influence pupils' KCPE performance influence primary school teachers' pursuit of B.Ed programmes. Table 4.19 presents the respondents responses on the extent to which teachers absenteeism influence pupils' KCPE performance.

Table 4.19 Head teachers and teachers’ responses on the extent to which teachers absenteeism influence pupils’ KCPE performance influence pursuit of B.Ed

	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	9	56.3	56	69.1	12	60.0	73	76.0
To a little extent	5	31.2	18	22.2	8	40.0	14	14.6
Not at all	2	12.5	7	8.6	0	0.0	9	9.4
Total	16	100.0	81	100.0	20	100.0	96	100.0

Table 4.19 showed that majority of all respondents indicated that teachers absenteeism influence pupils’ KCPE performance influence primary school teachers’ pursuit of Bachelor of Education to a large extent. This was an indication that teachers’ teachers absenteeism influence pupils’ KCPE performance depend on the teachers absenteeism influence pupils’ KCPE performance thus hindering or promoting the number of teachers who are able to pursue in-service training regardless of their school category.

The study further sought to establish on the extent to which public and private primary school teachers were inspired to pursue Teachers absenteesms to develop their career. Respondents’ responses were as presented in Table 4.20.

Table 4.20 Influence of B.Ed courses inspiration on teachers' career development

	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	11	68.8	67	82.7	14	70.0	87	90.6
To a little extent	5	31.2	10	12.3	5	25.0	9	9.4
No extent	0	0.0	4	4.9	1	5.0	27	28.1
Total	16	100.0	81	100.0	20	100.0	96	100.0

Data contained in Table 4.20 showed that majority of the respondents (68.8 percent of head teachers and 82.7 percent of teachers in public primary schools, and 70 percent of head teachers and 90.6 percent of teachers in private primary school) indicated that teachers absented themselves for personal development to a large extent.

This was an implication that all the respondents held teachers absenteeism influence pupils' KCPE performance with high esteem. The findings also showed that teachers were not motivated to be in schools irrespective of their school category orientation causing fake family issues so as to absent themselves from schools. These findings concur with Wandega (2010) that although illness is a valid reason for absenteeism, most teachers fake illness

and take advantage of the situation to attend social activities such as funerals and marriages.

4.7 Influence of syllabus coverage affected by teacher absenteeism on pupils' KCPE performance

The study's third objective sought to establish whether teachers' absenteeism influenced syllabus coverage which was translated in pupils' KCPE performance. Table 4.21 presents respondents' responses on the extent to which syllabus coverage influence teachers absenteeism influence pupils' KCPE performance.

Table 4.21 Head teachers and teachers' responses on the extent to which mode of study influence student teachers' teachers absenteeism influence pupils' KCPE performance

Response	Public				Private			
	Frequency		Percent		Frequency		Percent	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	11	68.8	36	44.4	20	100.0	60	62.5
To a little extent	5	31.2	30	37.0	0	0.0	27	28.1
Not at all	0	0.0	15	18.5	0	0.0	9	9.4
Total	16	100.0	81	100.0	20	100.0	96	100.0

According to all of the private primary school head teachers and 68.8 percent of head teachers in public primary school indicated that syllabus coverage due to teachers' absenteeism influence pupils' KCPE performance to a large extent. Majority of teachers from both categories of schools also confirmed to this notion. These findings imply that teachers have to balance their commitments at work and also teachers' absenteeism affect efficient syllabus coverage which in turn influence pupils' KCPE performance in both categories of schools.

Table 4.22 Head teachers and teachers' responses on whether syllabus coverage influence pupils performance

Responses	Public				Private			
	Head teachers		Teachers		Head teachers		Teachers	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Yes	5	31.2	36	44.4	20	100.0	50	52.1
No	11	68.8	45	55.6	0	0.0	46	47.9
Total	16	100.0	81	100.0	20	100.0	96	100.0

Information contained in Table 4.21 showed that 68.8 percent of head teachers and 55.6 percent of teachers in public primary schools indicated that syllabus coverage in their schools influenced pupils' performance. However, all the

head teachers and 52.1 percent of teachers in private schools refuted to this disagreement. These findings were an indication that syllabus coverage due to teacher absenteeism differs in both category of schools. The findings are in line with Bayard (2003) who states that a high rate of absence may signal a teacher's lack time to cover course content or effort needed to be delivered to learners when she or he is in school. If these were the dominant patterns, then the observed negative relationships between teachers absenteeism and students achievement would be upwardly biased estimate of the casual impact of teacher absence on student achievement.

The study also sought to establish the most suitable ways used to ensure syllabus coverage due to teachers absenteeism influence pupils' KCPE performance. Teachers' responses were as tabulated in Table 4.23.

Table 4.23 Teachers response on the mode of study that influence pursuit of B.Ed programme

Response	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Cross monitoring	3	3.7	0	0.0
Teachers' pace	60	74.1	9	9.4
Clearing deadline	18	22.2	87	90.6
Total	81	100.0	96	100.0

According to data contained in Table 4.22, 74.1 percent of teachers in public primary schools indicated that teachers in their schools went at their pace to ensure syllabus coverage. Further, 90.6 percent of teachers in private primary school indicated that their schools had set deadlines to ensure syllabus coverage. This was an indication that the syllabus was closely monitored in private schools than public schools where teachers had personal independence thus the difference in the educational outcomes in both categories of schools.

The study further sought to establish the extent to late syllabus coverage caused by teachers absenteeism influence pupils' KCPE performance . Table 4.24 presents teachers' responses.

Table 4.24 Teachers' responses on the extent to which flexibility of mode of study influence pursuit of B.Ed programme

Responses	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
To a large extent	67	82.7	78	81.2
To a little extent	11	13.6	9	9.4
Not at all	3	3.7	9	9.4
Total	81	100.0	96	100.0

Table 4.24 showed that majority of the teachers in both category of schools (82.7 percent in public schools and 81.2 percent of teachers in private schools)

indicated that late syllabus coverage due to teachers' absenteeism influence pupils' performance to a large extent. The study findings therefore implied that timely syllabus coverage contribute to good academic outcomes.

The study sought to determine the factors influencing primary school teachers to absent from schools in public and private primary school, Kitui Central Sub-County, Kiambu County. Teachers were therefore requested to indicate their level of agreement on statements on how teachers' absenteeism is reflected in their schools. The responses were rated on two point Likert scale where the either agreed or disagreed to the statements provided. The responses were as presented in Table 4.25.

Table 4.25 Teachers' perception on factors influencing primary school teachers to pursue B.Ed programme

Factors under consideration	Public				Private			
	Agree		Disagree		Agree		Disagree	
	F	%	F	%	F	%	F	%
1 Teacher go to class right after the bell	65	80.2	16	19.8	64	66.7	32	33.3
2 When teachers are absent pupils are forced to study on their own	14	17.2	67	82.8	37	38.5	59	61.4
3 There is always a substitute teachers when teachers are absent from school	15	18.5	66	81.4	50	52.1	46	47.9
4 Teachers leave classrooms before the lesson ends	10	12.3	71	87.7	23	24.0	73	76.0
5 Family issues are the main causes of teacher absenteeism	63	77.8	18	22.2	41	42.7	55	57.3
6 Teachers leave school to attend to businesses	55	67.9	26	32.1	64	66.7	32	33.3

Information contained in Table 4.25 showed that 54.3 percent of teachers in public schools and 58.3 percent of their counterparts in private schools were in agreement with the various statements showing the factors that influence pupils performance due to teachers' absenteeism in Kitui Central Sub-County. Moreover, statements that showed that school categories, teachers absenteeism influence pupils' KCPE performance and mode of study influence teachers absenteeism influence pupils' KCPE performance received high agreement

while statements revealing how the individual factors influence teachers absenteeism influence pupils' KCPE performance were contrary since they received high disagreement. This was an indication that the three objectives were found to influence teachers' teachers absenteeism influence pupils' KCPE performance while individual factors like gender, designation and age of teachers did not greatly influence their teachers absenteeism in both categories of schools.

The study also presented the head teachers with a Likert scale to indicate their agreement or disagreement on the factors influencing teachers' absenteeism. The responses were as presented in Table 4.26.

Table 4.26 Head teachers' perception on factors influencing primary school teachers to pupils' KCPE performance

	Factors under consideration	Public				Private			
		Agree		Disagree		Agree		Disagree	
		F	%	F	%	F	%	F	%
1	Teacher go to class right after the bell	10	62.5	6	37.5	20	100.0	20	100.0
2	When teachers are absent pupils are forced to study on their own	6	37.5	10	62.5	8	40.0	12	60.0
3	There is always a substitute teachers when teachers are absent from school	5	31.2	11	68.8	8	40.0	8	40.0
4	Teachers leave classrooms before the lesson ends	5	31.2	11	68.8	12	60.0	12	60.0
5	Family issues are the main causes of teacher absenteeism	11	68.8	5	31.2	8	40.0	8	40.0
6	Teachers leave school to attend to businesses	10	62.5	6	37.5	12	60.0	12	60.0

As presented in Table 4.25, head teachers' responses confirmed teachers' responses on Table 4.24. These findings thus agree that school category, teachers absenteeism influence pupils' KCPE performance. While private schools received disagreement on factors influencing teachers' absenteeism on pupils' KCPE performance. This was an indication that the management styles

used in the administration of the two categories of schools had different effects on teachers' absenteeism.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with the summary of the study findings, also made the conclusions, recommendations and the areas recommended for further study in light of the data collected and the analysis thereof.

5.2 Summary of the study

The purpose of this study was to investigate the influence of teacher absenteeism on pupils' KCPE performance in public and private schools in Kitui Central Sub- County, Kitui County, Kenya. The research formulated four objectives. The first objective focused on the influence of teacher absenteeism on pupils' academic performance. The second objective was to determine the influence of head teachers' management styles to control teacher absenteeism on pupils' academic performance. The third objective was to determine the influence of teachers absenteeism caused by family responsibilities on pupils' KCPE performance. The fourth objective tried to examine the influence of syllabus coverage due to teacher absenteeism on pupils academic performance. The review of related literature focused on the objectives of the study which presented scholar works on teachers absenteeism affecting pupils academic performance.

Descriptive survey was employed in the study. A sample of 12 schools out of 57 public schools and 8 schools out of 12 private primary schools were selected for the study. 85 teachers from public primary school teachers and

125 private primary school teachers were the respondents. The instruments for the research were questionnaires for head teachers and teachers. A pilot study was first conducted in two schools so as to test the validity and reliability of the instrument using a test-retest method. A correlation of 0.85 was obtained meaning the instrument was reliable and therefore the main study commenced. The questionnaire return rate was 84.5 percent which was considered satisfactory. Collected data were analyzed both qualitatively and quantitatively.

5.3 Major findings of the study

The major findings of the study as per the study objectives are as follows:

The first study objective was to establish whether teacher absenteeism influence pupils KCPE performance in public and private primary schools in Kitui Central Sub-County. From the study it was deduced that 56.3 percent of head teachers and 69.1 percent of teachers in public primary schools, and 60 percent of head teachers and 76 percent of teachers indicated that teachers absenteeism influenced pupils' KCPE performance especially in public schools at a large extent. Therefore, teachers' attendance rate was monitored using professional documents like log books. The findings therefore, implied that teachers absenteeism have a relationship with pupils academic performance to a large extent.

The study findings also showed that 68.8 percent on public primary school head teachers differed with the notion that they monitor teachers absenteeism rate using log books. However, with 60 percent of the private primary school

head teachers indicated that teachers in their schools are rarely absent from schools. The school heads in both categories of schools perceive teacher absenteeism differently among public and private schools.

The study further revealed that 45 percent of head teachers and 71.8 percent of teachers in private schools indicated that teacher absenteeism cases were very minimal in their schools while teachers and head teachers in public schools disagreed to this aspect. Moreover, 68.8 percent of the head teachers and 74.1 percent of teachers in public primary schools, and 40 percent of head teachers and 18.8 percent of teachers in private schools differed with notion. These findings were an indicated that most public school teachers were faced by regular teacher absenteeism cases affecting pupils academic performance. The school management has total control of teachers hence they dictate the pupils performance in private schools was not affected by teacher absenteeism.

Information contained in Table 4.10 showed that both categories of school, that is 95.1 percent of public primary school teachers and 71.9 percent of private primary school teachers agreed to the notion that pursuit of Bachelor of Education programme can benefit their schools. These findings showed that teachers' pursuit of courses improves teachers' pedagogical skills during the instructional process therefore, improving pupils' academic performance.

The study's second research objective sought to establish whether head teachers control on teachers' absenteeism factors influence pupils academic performance. Information contained in Table 4.17 showed that majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) agreed to the notion that teachers absenteeism

influence pupils' KCPE performance. This was an indication that majority of the teacher perceived that the teachers' absenteeism due to family responsibilities influence their likelihood to good performance at KCPE.

According to information contained in Table 4.18, 75.3 percent and 82.3 percent of teachers in public and private primary schools, indicated that children or family members illness was the major reason that caused their absence from schools with only a little percentage 18.5 and 17.7 percent of teachers in both categories of schools respectively citing burials causes absenteeism of teachers. These findings were an implication that majority of primary schools (public and private schools) were absent from schools to attend to family issues though some teachers in public primary schools in Kitui Central were absent from schools to attend to personal businesses.

majority of all respondents indicated that teachers absenteeism influence pupils' KCPE performance influence primary school teachers' pursuit of Bachelor of Education to a large extent. This was an indication that teachers' teachers absenteeism influence pupils' KCPE performance depend on the teachers absenteeism influence pupils' KCPE performance thus hindering or promoting the number of teachers who are able to pursue in-service training regardless of their school category.

Data from the study findings showed that majority of the respondents (68.8 percent of head teachers and 82.7 percent of teachers in public primary schools, and 70 percent of head teachers and 90.6 percent of teachers in private primary school) indicated that teachers absented themselves for personal development to a large extent.

The third research objective sought to find out whether syllabus coverage due to teachers absenteeism influence pupils' KCPE. The study found out that majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) agreed to the notion that teachers absenteeism influence pupils' KCPE performance. According to 75.3 percent and 82.3 percent of teachers in public and private primary schools shown in Table 4.17, primary school teachers who are absent from schools influence pupils' KCPE performance with only a little percentage 18.5 and 17.7 percent of teachers in both categories of schools respectively have head teachers controlling teachers' absenteeism rate.

The study findings revealed that majority of all respondents indicated that teachers absenteeism influence pupils' KCPE performance to a large extent. Therefore teachers' absenteeism influence pupils' KCPE performance thus hindering or promoting the number of teachers who are able to pursue in-service training regardless of their school category.

The study sought to establish whether syllabus coverage due to teachers absenteeism influence pupils KCPE performance. According to all of the private primary school head teachers and 68.8 percent of head teachers in public primary school as shown in chapter four teacher absenteeism influence pupils performance to a large extent. Majority of teachers from both categories of schools also confirmed to this notion.

Information from the study shows that 68.8 percent of head teachers and 55.6 percent of teachers in public primary schools indicated that they do not have fixed dates for syllabus coverage. However, all the head teachers and 52.1

percent of teachers in private schools refuted to this disagreement. These findings were an indication that availability of syllabus coverage period was different in both categories of schools. According to 96.3 percent and 90.6 percent of teachers in public and private primary schools respectively, early completion of the syllabus coverage improve pupils performance in primary schools. Majority of the teachers in both category of schools (82.7 percent in public schools and 81.2 percent of teachers in private schools) indicated that syllabus coverage due to teacher absenteeism hinder pupils' KCPE performance to large extent.

5.4 Conclusions from the study

This study established teacher absenteeism influence on pupils' academic performance. From this study, it was concluded that more teachers in public than private primary schools were absent from school on one instance or another, this was because of the difference in the administrative style of both categories of schools. Head teachers in public primary school were not in full control of their teachers' attendance rate unlike the head teachers in private primary schools who were fully in control of the teachers attendance. However, family responsibilities influenced teachers absenteeism in both categories of schools with more teachers in public schools being more away from school to attend to family issues. More teachers in private primary schools were unlikely to fail to cover the syllabus out of absenteeism related cases. Thus, pupils performance in private primary schools were less likely to fail in their KCPE performance due to teacher absenteeism cases.

5.5 Recommendations of the study

The study came up with the following recommendations:

- i) Public primary school management should be encouraged to allow their teachers to keep clean record of attendance rates and also take strict disciplinary measures so as to discourage absenteeism.
- ii) The government and other none-state actors should provide good financing schemes to facilitate for teachers needs so as to reduce the cases of teachers absenting themselves from school to go and carry out other businesses due to low remuneration.
- iii) The primary school inspectors and other stake holders should curb the challenges schools especially public primary schools are facing due to teacher absenteeism. This would help reduce incidences of teacher absenteeism in primary school boosting pupils' KCPE performance.
- iv) The ministry of education in collaboration with the school heads should come up with fixed dates for syllabus coverage to reduce pupils' cases.
- v) The T.S.C should continue promoting teachers who have completed B.Ed courses. This would encourage teachers to fully embrace in-service training in their profession and encourage others to undertake training which is vital in complying with the ministry of Education policies so as to integrate into education and training systems in order to prepare the learner and staff of today to the changing technological developments.

5.6 Suggestions for further research

The findings obtained herein may not be totally reflective of the influence teacher absenteeism on pupils' KCPE performance in public and private

primary schools. The researcher therefore proposes the following suggestions for further study;

- i) A Comparative study to investigate the teachers' performance due to perennial absenteeism cases.
- ii) Similar study should be replicated to other parts of the country.
- iii) Further study should be carried out to examine the impact of teacher motivation due to working conditions on learners' performance.
- iv) A comparative study to investigate the administrative ability of head teachers in public and private primary schools to control teachers absenteeism.

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APPENDIX I
LETTER OF INTRODUCTION

University of Nairobi,
P.O. Box 30197,
Nairobi
March 2015

To
THE HEADTEACHERS
.....PRIMARY SCHOOLS,
Kitui Central Sub-County
Dear Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in the Department of Educational Foundations. I am conducting a research on EFFECTS OF TEACHER ABSENTEEISM ON PUPILS' KCPE PERFORMANCE IN PUBLIC AND PRIVATE PRIMARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA.

I Kindly request for information that will facilitate the study. The information you will provide will be used for the purpose of this study only and your identity will be treated with utmost confidentiality.

Thank you

Yours Faithfully,

Joseph Muasya.

Appendix II

HEADTEACHERS' QUESTIONNAIRE

Kindly tick (✓) the appropriate response or respond as indicated. **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.**

SECTION A: Demographic Information

- 1) Kindly indicate your school category Public () private ()
- 2) Please indicate your gender Male () Female ()
- 3) Indicate your age
 - a) Below 35 years ()
 - b) 36-40 years ()
 - c) 41-50 years ()
 - d) Above 50 years ()
- 4) Indicate your highest professional qualifications.
 - a) P1 certificate ()
 - b) Approved Teacher ATS ()
 - c) Diploma ()
 - d) Graduate ()
 - e) Masters ()
 - f) Any other, specify.....
- 5) For how long have you been a primary school head teacher?
 - a) Less than one year ()
 - b) 1-5 years ()
 - c) 6-10 years ()
 - d) 11-15 years ()
 - e) More than 15 years ()

Section B: Influence of teacher absenteeism on learners' outcome

6) Do you have a teachers log book in your school? Yes () No ()

b) If not how do you monitor teacher attendance in school?.....

7) Overall, how often are teachers in your school absent during a term?

1. Very often () 2. Often () 3. Rarely () 4. Very rarely ()

8) What is the most frequent reason for teachers' absenteeism in your school?

1. Medical problems () 2. Personal/family matters ()
3. Professional matters () 4. Other/Specify

9) What actions are taken against teachers who are unjustifiably absent?

(MULTIPLE CHOICES)

1. Pay cuts () 2. Verbal warnings () 3. Written warnings ()
4. Other/Specify

10) Kindly describe how is a teacher's presence verified and by whom?

.....

11) To what extent do you agree with the following statements on teacher absenteeism and lateness in class by placing a tick in the appropriate place

- 1-Strongly disagree 3- Moderately agree 5-Strongly agree
2-Disagree 4-Agree

Factors under consideration	1	2	3	4	5
Teacher go to class right after the bell					
When teachers are absent pupils are forced to study on their own					
There is always a substitute teachers when teachers are absent from school					
Teachers leave classrooms before the lesson ends					
Family issues are the main causes of teacher absenteeism					
Teachers leave school to attend to businesses					

12) In your opinion, what are the consequences of teacher absenteeism?

.....

13) How do you think the school management should do to address the problem of teacher absenteeism?

.....

14) How do you rate the performance of teachers in this school?

Good and encouraging ()

Average ()

Bad and discouraging ()

15) For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree, Agree, Undecided, Disagree and Strongly disagree).

Factors under consideration	1	2	3	4	5
Teachers come very early at school					
Always teachers come with lesson plans in class.					
Teachers supervise all school activities					
There is regular attendance to class lessons by teachers					
There is regular testing and examination of students					
Pupils performance is influenced by teacher presence in class					

Appendix III

Teachers' Questionnaire

Kindly tick (✓) the appropriate response or respond as indicated. **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.**

SECTION A: Demographic Information

Kindly indicate your school category Private () Public ()

1. What is your gender? Male [] Female []

2. What is your age?

21 – 25 years [] 26 – 30 years [] 41 – 45 years []

31 – 35 years [] 36 – 40 years [] 46 – 50 years []

51 – 55 years [] 56 – 60 years []

3. What is your highest professional qualification

PhD [] M.Ed [] B.Ed [] Diploma [] P1 []

Any other (specify).....

4. For how long have you been a teacher in the school?

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 – 20 years []

20 – 25 years [] 25 – 30 years []

5. What is the total number of pupils in your class?

Male [] Female []

Section B: Influence of teacher absenteeism on learners' outcome

6) Do you sign a teachers log book in your school? Yes () No ()

b) If not how do your school monitor teacher attendance in school?.....

7) Overall, how often do teachers in your school are absent during a term?

1. Very often () 2. Often () 3. Rarely () 4.

Very rarely ()

8) What is the most frequent reason for teachers' absenteeism in your school?

1. Medical problems () 2. Personal/family matters ()
 3. Professional matters () 4. Other/Specify

9) What actions are taken against teachers who are unjustifiably absent?

(MULTIPLE CHOICES)

1. Pay cuts () 2. Verbal warnings () 3. Written warnings ()
 4. Other/Specify

10) Could you please describe to us how is a teacher's presence verified and by whom?

.....

11) To what extent do you agree with the following statements on teacher absenteeism and lateness in class by placing a tick in the appropriate place

- 1-Strongly disagree 3- Moderately agree 5-Strongly agree
 2-Disagree 4-Agree

Factors under consideration	1	2	3	4	5
Teacher go to class right after the bell					
When teachers are absent pupils are forced to study on their own					
There is always a substitute teachers when teachers are absent from school					
Teachers leave classrooms before the lesson ends					

Family issues are the main causes of teacher absenteeism					
Teachers leave school to attend to businesses					

12) In your opinion, what are the consequences of teacher absenteeism?

.....

.....

13) How do you think the school management should do to address the problem of teacher absenteeism?

.....

14) How do you rate the performance of teachers in this school?

Good and encouraging ()

Average ()

Bad and discouraging ()

15) For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree, Agree, Undecided, Disagree and Strongly disagree).

Factors under consideration	1	2	3	4	5
Teachers come very early at school					
Always teachers come with lesson plans in class.					
Teachers supervise all school activities					
There is regular attendance to class lessons by teachers					

There is regular testing and examination of students					
Pupils performance is influenced by teacher presence in class					

Appendix V

Pupils Questionnaire

Please put a tick \surd in the box which indicates the option that best describes your agreement with the statement

1. Kindly indicate your school category Private () Public ()
2. How many times does your teacher fail to attend classes? Always ()
Sometimes () Often () Never ()

Following are a few statements about how you view your teachers absenteeism in relation to your performance. Please, read the statements below and put a check \surd in front of the option that best describes your agreement with statements.

3. When my teacher is absent during class time at that time in class changes positively:

- (a)___ never
- (b)___ not much
- (c)___ much
- (d)___ very much

4. I understand my teacher's lesson better than when he/she is absent

- (a)___ strongly agree
- (b)___ agree
- (c)___ disagree
- (d)___ strongly disagree

5. Following are a number of statements related to teacher absenteeism in school. Please, read each statement carefully and circle corresponding number whether you 1= strongly disagree (SD), 2= disagree (D), 3= agree (A), 4= strongly agree (SA)

a) I am not satisfied with the way our teachers teach us in some subjects. So, there is a need to have them present in class to improve their learning. 1 2 3 4

b) My teacher motivates pupils learning in the school. 1 2 3 4

c) My teachers do better in their teaching and classroom management after they have been supervised by the head teacher or deputy head teacher. 1 2 3 4

Thank you for your participation in the study

Appendix V: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/76119/9281**

Date:

9th February, 2016

Joseph Muasya
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of teacher absenteeism on pupils KCPE performance in public and private primary schools in Kitui Central Sub County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **29th January, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.



Appendix VI: Research permit

Permit No: **NACOSTI/P/16/76119/9281**
Date Of Issue: **9th February 2016**
Fee Received: **Ksh 1000**

THIS IS TO CERTIFY THAT
MR. JOSEPH MUASYA
of UNIVERSITY OF NAIROBI, 0-90204
kisasi, has been permitted to conduct
research in Kitui County
on the topic: EFFECTS OF TEACHER
ABSENTEEISM ON PUPILS KCPE
PERFORMANCE IN PUBLIC AND PRIVATE
PRIMARY SCHOOLS IN KITUI CENTRAL
SUB COUNTY KENYA
for the period ending
29th January, 2017

Joseph Muasya
Applicant's
Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT
Serial No. A-7761
CONDITIONS: see back page