

**TEACHERS' ABSENTEEISM ON PUPILS' ACADEMIC PERFORMANCE IN
PRIMARY SCHOOLS IN KWAPA SUB-COUNTY**

TORORO DISTRICT, UGANDA

ORUKAN MOSES

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**A RESEARCH REPORT SUBMITTED AS A PARTIAL REQUIREMENT FOR
THE AWARD OF THE BACHELORS' DEGREE IN EDUCATION**

PRIMARY OF BUSITEMA UNIVERSITY.

DATE: JANUARY 2021

DECLARATION

This research report is my original work, and has not to the best of my knowledge, been presented for an award of Degree in Education primary in any other university.

Signature: _____ Date: _____

Orukan Moses

APPROVAL

This research report is written under our guidance and meets the requirement set by Busitema University for a report in partial fulfillment of the requirement for the award for the of Degree in Education Primary. It has been submitted with our approval as the candidate's supervisor.

Signature: _____

Date: _____

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DEDICATION

This work is dedicated to my dear wife Akurut Caroline, mother Abiyansi Atyang (RIP), father Dison Jakait (RIP), brothers Peter (RIP), Andrew Jeremiah, Joshua and sisters Ezerine, Erina, Judith and Perus, staff of Apuwai primary school for their encouragement and support rendered during the study and accomplishment of this research report.

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ABSTRACT

This research report entitled Teachers' Absenteeism on pupils' academic performance a case study of Kwapa Sub-County Tororo District was based on two research objectives as follows;

- (i) To establish the extent to which social, Economic and Administrative factors cause teachers' Absenteeism in Kwapa Sub-County primary schools.
- (ii) To assess the effects of teachers' absenteeism on pupils' performance.

Research Methodology.

To achieve the study objectives, a descriptive research design was used where quantitative and qualitative data based on cross sectional survey design was obtained concerning different aspects of teachers' absenteeism and academic performance of pupils.

Findings: This revealed that the majority of the respondents were males, married and 41 years and above. Majority were civil servants who has obtained formal Education. Then findings in the study reflected that teachers' absenteeism can lead to poor performance because it leads to poor concentration, less revision and less time for class work.

Conclusion

Given the findings of the study, the researcher concluded that teachers absenteeism leads to poor performance and affects the achievement of pupils that attend schools regularly as represented by 90(90%).

Recommendation

There is need for the school administrator to have regular parents meeting and visitation day in schools to involve parents in variety of school activities including helping teachers, pupils to

observe school rules and regulations, providing guidance and counseling sessions to pupils, teachers and administrators to lead and teach by example and improve on performance.

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CHAPTER ONE: INTRODUCTION.

1.0 Background.

1.1 Historical Perspective.

Ntuyo, Ssekiboobo and Kisitu (2017) assert that pupils' performance in schools has been of concern ever since modern education was introduced. Elnaga and Imran (2013) stated that since Hawthorne studies on performance, many other studies (Bello, Ibi & Bukar, 2016; Bett, Wambugu&Fedha, 2018; Kambambovu & Wawa, 2018) have been carried out on performance.

The research by Oketcho, Ssempala and Atibuni (2018) opined that the history of performance points back to Eric system era when the evaluation of teachers in teacher training on their performance started to take root among the educationists.

On the other hand Komakech and Osuu (2014) observed that throughout the 1970s, American High schools principals consistently identified teachers' absenteeism as the major problem facing schools. The study found that urban schools had the lowest absenteeism rate of teachers than suburban schools.

According to Okurut (2012) overtime teacher absenteeism in Uganda has featured prominently in the discussions relating to deterioration of quality of education service delivery, especially in rural public primary schools. In an attempt to reduce teacher absenteeism in Uganda Build Africa's READ project was launched from January 2012 – December 2014.

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