STRATEGIES IN MANAGEMENT OF TEACHERS LEVELS OF ABSENTEEISM IN PUBLIC PRIMARY SCHOOLS IN KILIFI NORTH CONSTITUENCY, KILIFI COUNTY, KENYA.

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A dissertation submitted in partial fulfilment of the requirements for the Degree of Masters of Education of Pwani University

MAY, 2017
DECLARATION

This research project is my original work and has not been presented for a degree in any other University

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This project is dedicated to my family for their continuous encouragement, inspiration and selfless sacrifices towards my studies.
ACKNOWLEDGEMENT

First and foremost my gracious thanks go to the almighty God for the gift of life and health throughout this period. Special gratitude goes to my supervisors, Dr. Susan Murage and Dr. Leonard Kiti Alii for their great guidance, commitment, encouragement and support. My sincere gratitude also goes to my dear family and colleagues for their endless moral support and encouragement.

I equally thank the education officers in Kilifi North Constituency for giving me relevant information to use in this research.
ABSTRACT

Absenteeism is a major challenge in many learning institutions in Kenya. Kilifi County being one of the regions experiencing this important challenge specifically in public schools. This study sought to assess the rate of teacher absenteeism and the factors that contribute to such rate of teachers’ absenteeism from schools. This was aimed at recommending possible strategies that could be adopted to curb teacher absenteeism in public primary schools in Kilifi North Constituency, Kilifi County. Specifically, the study sought to determine the level of teacher absenteeism, reasons for absenteeism and strategies to curb teacher absenteeism. To achieve this, the study used a survey design that included both qualitative and quantitative data which was statistically analyzed. A sample size of 120 respondents including 90 teachers and 30 head teachers was drawn from 30 randomly selected schools in Kilifi North Constituency. Piloting was carried out in randomly selected schools which were not involved in the main study. A questionnaire was used for data collection. Collected data was analysed using SPSS and presented in bar-graphs, pie charts and frequency tables. Findings of the study indicated a level of 10.8% absenteeism each day. Over half the teachers’ sample indicated that absenteeism in school affects the learning process of the pupils. More female than male teachers indicated that teacher absenteeism affected the process of learning. Chi square test ($\chi^2 = 0.079, p = 0.78$) found no significant association between gender and teacher absence. Reasons for rampant absenteeism ranged from sickness, compassionate leave, attending to family matters, seminars/workshop such as Tusome and Pride and attending to other social issues such as funerals. An equal number of female and male teachers were affected by sickness and societal problems. Equal numbers of both male and female teachers fail to attend to classes though present in school and on average, more than half of the teachers can be at school and fail to attend classes. Chi square test ($\chi^2 = 0.93, p = 0.33$) found no significant association between gender and failure to attend to classes even when a teacher was in school. Strategies in place to cover for absent teachers in the schools include other teachers stepping in for them, giving students assignments and group discussions in the classes. Findings therefore point to high level of teacher absenteeism and hence the study recommended closer supervision.
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The achievement of organizational goals is vested in investment in physical infrastructure and the adequacy of human resources. Nevertheless, sound management especially in regards to human resource is one such an initiative that can undoubtedly steer an organization towards desired success. According to Bermingham (2013), absenteeism poses immense problems universally and that it affects all organizations in some way although the extent of effect significantly varies across different organizations. Wireman (2005) notes that employee absenteeism is a good indicator of low morale. It was noted that the higher the absenteeism, the lower the morale and vice versa. Absenteeism has been documented to have negative impacts on the functioning of any organization, and the direct and indirect costs associated with it have financial implications. Bowers (2001) says that absenteeism from work is a critical concern when it is above 3% because of the costs associated with such absenteeism.

Research indicates that absenteeism in the world is averaged at about 19% with poor countries registering higher rates. Research also shows higher levels of absenteeism among school administrators like headmasters. On average, globally, headmasters were more likely to be absent from school and this was estimated to be about 39% (Chaudhry, 2006). Nevertheless, this problem was found to be persistent in developing countries, while the developed countries recorded low levels of teachers absenteeism in primary schools.

Absenteeism in Uganda was very widespread while at the same time very unpredictable as it does not follow any specific pattern and is estimated to be about 21% in public primary schools stated by Okurut (2012). It is however realised that this rate of absenteeism is not about to subside owing to the fact that the government is posing luxity in fighting teacher absenteeism. Teacher absenteeism in Kenya is of great concern given that the educational sector is likely to be crippled by the insufficiency of qualified staff employed. Glewwe and
Kremer (2006) observed that there are regions in Kenya that recorded a teacher absentee rate of even 20%.

The education sector is no exception to this, and there is a dire need to properly manage human resources in academic institutions, which constitutes the teaching staff, non-teaching staff as well as students for improved performance in such institutions. In educational settings for instance, teacher absenteeism disrupts the academic calendar and operations of the institutions. According to Toshibamax (2012), Taita Taveta and Machakos lose approximately Ksh. 62,016,000 and Ksh. 161,280,000 annually because of teacher absenteeism in terms of remuneration and ineffective use of resources.

Miller et al. (2007) observed that many teachers abscond duty voluntarily and that such higher absences lead to significantly lower student academic performance. Additionally, Clotfelter et al. (2007) supported this finding and asserted that teacher absences are associated with lower student academic achievements especially in primary schools. Teacher absenteeism may be as a result of a variety of issues ranging from health reasons, social, to financial issues among other factors. According to the Global Monitoring Report (2015), over 20% primary school teachers in public schools rarely attend classes they are expected to teach when they are required to. This problem of teacher absenteeism was seen to have considerable effect on the performance of pupils and as a result must be addressed with urgency if progress was to be made in the education sector.

According to a study conducted by African Population and Health Research Centre (APHRC) on the education sector, teacher absentee averaged between 13 to 17% for teachers in public primary schools. In Kenya, teacher absenteeism has in the recent past shot up to very alarming rates. As found by Ouma (2015), the cabinet secretary acknowledged that teacher absenteeism has risen to unprecedented levels thereby impacting negatively on pupils learning. It is estimated that 30% of the teachers happen not to be at work during working hours. According to a survey conducted by Uwezo Kenya (2014), it was evident that on average, about ten percent of teachers do not report to their workstation for duty per day.
According to Anderson (2009), the absence of employees from work can be either scheduled or unscheduled. Nevertheless, this absence can also involve partial shift where workers report late to work, leave earlier than they should and or even spend more time on compulsory breaks. Scheduled absence involves planned absence of the employee for personal time or vacation. Such absences are planned before and are authorized by the employer before their commencements. Scheduled absence may include study leave, maternity leave and annual leave among other planned leaves. Toshiba (2012) observed that the rates of absenteeism in Taita-Taveta and Machakos were 19 and 12% respectively.

However, Skaalvik and Skaalvik (2010) observed that job satisfaction and self-efficacy among teachers have a strong positive relationship on teacher’s attendance. They found out that teacher’s level of independence, positive working relations between teachers, parents and other stakeholders are the most significant factors that influence and contribute to teachers’ job satisfaction, and therefore determining the rate of absenteeism. In as much as the existing workplace legislations have every intention to suppress absenteeism through creation of suitable work environment for the employees to effectively discharge their duties, this framework alone might not be sufficient to effectively be utilized to address the challenges in the education sector because of the multiplicity of causes. There is need to explore different intervention mechanisms to ensure that absenteeism is controlled as much as possible in public primary schools.

Anderson (2009) indicates that unscheduled absence entails unplanned leave day taken by employees due to a variety of reasons ranging from sickness, disability, to compensated leave. The unscheduled absence may sometimes be controlled by the employees but in other circumstances not. Workers may opt to be away from work intentionally by citing excuses such as sicknesses or any other lame excuses to abscond duty. The workers may be forced to abscond duty for other reasons beyond their control including genuine sickness, death of a close relative and medical emergency among other justifying reasons.
The educational standards in Kilifi County are relatively poor, with a completion rate of about 83.7% in primary schools and the transition rate being below average at about 45% (Republic of Kenya, 2013). More surprisingly is the teacher-pupil ratio of 1:59 against the national recommended of 1:40. This inadequacy in staffs in the county is further aggravated by the frequent and in most cases, unexplained absence of teachers from public schools. According to the Business Daily (2015), rampant teacher absenteeism in schools in the coastal region would to an extent explain poor performance of the pupils in the Kenya Certificate of Primary Education (KCPE) in Kilifi North Constituency that records a 13% rate of teacher absenteeism (Business Daily, 2015). It is against such background that the study aimed at assessing teacher absenteeism in Kilifi North Constituency so as to provide an in-depth understanding into the factors that dictate teacher absenteeism and the strategies that could be employed to curb this challenge.

1.2 Statement of the Problem

The government has invested quite significantly in the recruitment of teachers as well as improving terms and conditions of employment with a view of ensuring that teachers all over the country feel comfortable in discharging their responsibilities. Nevertheless, teacher absenteeism has in the recent past risen steadily and this remains a challenge that greatly affects the education sector. According to the business daily, Kilifi north constituency records a 13% rate of teacher absenteeism (Business Daily, 2015). Uwezo Kenya (2014) reported that in Kilifi north constituency one in every ten teachers do not report to work each day. This has a cumulative effect on education standards as seen in completion and transition rates far below the national average. This state of affairs has the potential of further lowering standards in Kilifi County and has implications for human resource development. This study therefore aimed at finding out reasons for teacher absenteeism and establish strategies to curb the persistent teacher absenteeism rates in public primary school teachers in Kilifi North Constituency.
1.3 Purpose of the Study

The purpose of the study was to identify reasons for teacher absenteeism and the strategies that can be adopted in curbing absenteeism in public primary schools in Kilifi North Constituency.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

i. Determine the rate of teacher absenteeism in public primary schools in Kilifi North Constituency.

ii. Identify the reasons for teachers absenteeism in public primary schools Kilifi North Constituency.

iii. Establish the strategies that can be adopted to curb teachers absenteeism in public primary schools Kilifi North Constituency.

1.5 Research Questions

The study was guided by the following questions:

i. What is the level of teacher absenteeism in public primary schools in Kilifi North Constituency?

ii. What are the reasons for teacher absenteeism in public primary schools in Kilifi North Constituency?

iii. What are the strategies that can be adopted by headteachers in managing teacher absenteeism in schools?

1.6 Justification of the Study

Kilifi County is one of the few counties in Kenya that has perpetually registered poor results in national exams. Many factors have been linked to this dismal performance, especially the acute shortage of teachers. Even with such a shortage, teacher absenteeism remains a thorn in the flesh that hampers academic excellence of many learners in the region. It is believed that if proper mechanisms are instituted to check on the rampant teacher absenteeism in public schools, then a lot could be achieved. Given that teachers’ shortage remains a national
challenge, this study comes in handy because it sheds light into the factors that predict teacher absenteeism in public schools for appropriate measures. Additionally, this study aimed at exploring the likely strategies that could be adopted to curb the menace of teacher absenteeism in public primary schools in Kilifi North.

1.7 Scope and Limitations

1.7.1 Scope of the Study

The study dealt with absenteeism of teachers in public primary schools in Kilifi North Constituency of Kilifi County, Coast Region. The study targeted 30 public primary schools in the mentioned study area. The researcher only interviewed teachers of sampled schools.

1.7.2 Limitations

During the actual study, the researcher had some of the following situations as the limitations of the study:

i. The study was restricted to public primary schools only leaving the private sector schools, and therefore no comparison was done with private primary schools as far as absenteeism was concerned.

ii. In as much as the researcher explained the purpose of the study to the respondents, there was likely to be a minimal cooperation from some of the head teachers who did not feel free to give information to the researcher. This was based on the restrictions imposed by the Ministry of Education on the information to be shared and the binding confidentiality expected from them. As a result, some teachers were also reluctant to give detailed information to the research for fear of being victimized.

iii. Kilifi North Constituency is a vast area whereby some of the schools to be sampled are located in very remote areas that do not have a proper road network for easy access. This therefore meant that accessing such schools was a challenge for the researcher. Nevertheless, the researcher minimized the effect of such challenges through purposively sampling schools from Kilifi North Sub-county.
1.8 Assumptions of the Study
In the study, the following assumptions were made:

i. That respondents had no prior information availed in the schools under study to avoid pre-informed responses.

ii. Cooperation and honesty in responses by respondents.

iii. That the respondents were knowledgeable about absenteeism from schools.

iv. That the respondents would be available when most needed particularly during the period of data collection.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

The ability of individuals to attend to their daily duties without failing depends on the perceived and real benefits expected to be derived from such responsibilities. Naturally, human behaviour is generally goal oriented. Absenteeism from duty is one such concept that can be understood in the dimension of the motivation that drives the zeal of employees towards fulfilling their tasks. According to Yorks (1976), motivation is the set of forces within an individual that propel him to satisfy the human basic needs. Being an important element in improving worker’s productivity, every employer needs to have a firm understanding of how this relates to job satisfaction and reward systems.

Consequently, this study was conducted within Herzberg’s theory of motivation. According to this theory, within an organizational setup, there are a set of two factors that determine an individual’s satisfaction with their jobs. It was noted that all these factors are directly related to an individual’s intrinsic characteristics as opposed to external variables that are likely to determine people’s satisfaction with their job. Bartrop and Naughton (1992), for example, highlighted the importance of having an effective compensation system and said that remuneration should be interlinked to desired results because when this is done, this can be a good reason to achieve the desired results and that there should be a link between
performance and remuneration. To this extent, according to Herzberg's theory, there are motivators that encourage an individual and enable them find a reason to stay put within the job itself. Secondly, there are hygiene factors that seemingly don't have any implication on individuals when present, but instead de-motivate employees. Such factors are always extrinsic to the work itself.

This theory was very significant for the study because it provided an insight into the personal and environmental factors that dictated employees’ job satisfaction and to a larger extent explained the possible factors that were responsible for absenteeism from places of work, a core concern of framing and understanding the goals of the study. More interestingly was the ability of the theory to guide the managerial thinking especially in providing strategies of increasing job satisfaction that translates into curbing consistent absenteeism.

1.9.2 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Intervening Variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Strategies</td>
<td></td>
<td>Rates of Absenteeism</td>
</tr>
<tr>
<td>Provision of incentives</td>
<td>Better terms</td>
<td></td>
</tr>
<tr>
<td>Attendance register</td>
<td>Strict disciplinary</td>
<td></td>
</tr>
<tr>
<td>Manageable class sizes and workload organizational infrastructure e.g. staff houses</td>
<td>Transformati ve leadership</td>
<td></td>
</tr>
<tr>
<td>Causes of absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Domestic issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• personality</td>
<td></td>
<td></td>
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<tr>
<td>• Poor working condition</td>
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</table>

*Figure 1.1 Model explaining teacher absenteeism*
This study aimed at understanding the factors responsible for high absenteeism of teachers in public primary schools in Kilifi North constituency, and the management strategies that can be put in place to address such levels of absenteeism.

In this regard, the study aimed at unearthing the causes behind rampant teacher absenteeism in public primary schools. Figure 1.1 shows that teacher absenteeism is influenced by factors including but not limited to domestic matters, sickness, and personality of teachers, poor working conditions or even motivation to work. It was the interest of the researcher to establish the levels of absenteeism brought about by such factors. This then provided room for the researcher to recommend the best alternative strategies to manage absenteeism. From existing literature, a number of strategies already exist and this ranges from provision of incentives to the teachers, manageable class sizes per teacher, manageable workloads, and availing sufficient infrastructure that include staff houses.
1.10 Operational Definition of Terms

Absenteeism: Refers to the physical absence of teachers from their place of work.

Disciplinary code: This is a guideline to the employee with reference to what will be deemed as irregular conduct that spells out the disciplinary measures which may be imposed.

Domestic issues: Refers to personal household matters relating to teachers.

Manageable class sizes: This is the average number of students being taught by teachers in a school commonly expressed as a ratio of students to teachers.

Motivation: This is one's direction in relation to behaviour that accounts for the reasons for their actions.

Performance: Refers to the accomplishment of a given task measured against preset known standards of accuracy, speed, completeness and cost.

Level of absenteeism: The pace at which one is not present. Refers to widespread—above 50%, normal 25-50% and low—below 25%.

Transformative leadership: This is a type of leadership style that can inspire positive changes in followers.

Unscheduled absence: Unplanned absence of an employee from place of work.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter deals with literature in the area of teacher absenteeism. Both global and local literature is reviewed. The chapter also includes management strategies to deal with teacher absenteeism as well as a summary of major points.

2.2 Level of Teacher Absenteeism
Non-attendance to work is one of the most difficult issues in organizations. Organizations often find themselves confronting with a large number of employees who do not report to work as expected. This type of non-attendance is not predictable, because employees absent themselves from duty without having been given the necessary permission to do so beforehand. Absenteeism is determined by conditions pertaining to personality, feelings and sometimes gender. Reasons for absenteeism can vary and include financial, social, economic, health and personal factors. Absenteeism disrupts operations and is often costly to the organization (Beira, 2008).

Table 2.1 gives the primary-teacher absence rates for the countries globally. From the survey, Ecuador has the second lowest rate in this sample of countries, trailing only Peru. India and Uganda has shown improvements in teachers absenteeism compared to other countries that were sampled. Cross-country analysis suggests that absence declines with per-capita income, however; given that Ecuador has the second-highest income level in the sample, its low absence rate is expected (Chaudhury et al., 2004).
Table 2.1: *Teacher Absenteeism Rate by Country*

<table>
<thead>
<tr>
<th>Country</th>
<th>Teacher absence rate (%)</th>
</tr>
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<tbody>
<tr>
<td>Bangladesh</td>
<td>16</td>
</tr>
<tr>
<td>Peru</td>
<td>11</td>
</tr>
<tr>
<td>Ecuador</td>
<td>14</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>15</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>16</td>
</tr>
<tr>
<td>Zambia</td>
<td>18</td>
</tr>
<tr>
<td>Indonesia</td>
<td>19</td>
</tr>
<tr>
<td>India</td>
<td>25</td>
</tr>
<tr>
<td>Uganda</td>
<td>27</td>
</tr>
</tbody>
</table>


Learning institutions are no exception, especially primary schools. Young children at primary school level need constant supervision and cannot study on their own when a teacher decides to be absent. In the case of constant absenteeism, an employee is perceived to have ignored common law duty to remain in the service of the employer, as negotiated in the contract stipulations by not meeting the obligations of his contact. According to Musyoki (2015), teacher absenteeism is one of the major problems that greatly affects the development of the educational sector, and that persistent absenteeism generally affects the quality of education offered in learning institutions.

Parsee (2008) notes that such an employee would not be offering a service as agreed, and yet might still expect remuneration. Previous research has shown that 80% of lost productivity costs can be attributed to absenteeism (Hargrave *et al.*, 2008). As indicated earlier, a total of 30.996 days were lost to absenteeism in 2009 alone at the University of South Africa. Haswell (2003) stated that absenteeism statistics in the United Kingdom averaged 7.8 days per employee per month. Approximately 70% of all sick leave in South Africa falls within
the category of absence that costs an employer R1.3 million per 500 employees (Beira, 2008).

It has been noted by managers of primary schools in Kilifi North Constituency that there is high absenteeism among workers and this is now calling for ways to manage the problem. A previous report by Uwezo in Tanzania showed teacher absenteeism was a major obstacle for an effective implementation of the country’s education system where the absenteeism rate was 10% at the primary and 13% at the secondary schools (Uwezo Kenya, 2013). At least 30% of workers are often away from their working stations during working days and teachers are predicted to be absent from class at least 1 day in ten. This shows that there is a problem for this could translate into having one school without all teachers in a single day.

2.3 Factors that Contribute to Teacher Absenteeism

Two perspectives are evident in the literature concerning reasons for staff absenteeism. On the one hand, Parker (1995) noted that absenteeism is a normal characteristic of many organisations only that it ought to be managed within tolerable limits. Essentially, Parker (1995), observes that the best way to manage the problem of absenteeism is through understanding the practical causes of such absenteeism. As a result of this, it is realized that absenteeism in many organizations persist as a result of the following drivers;

- Poor training- it is realized that the lack of continuous training even as people are already on jobs reduces the self-esteem in their places of job.
- Poor and unethical management
- Poor environment
- Poor remuneration and other job related rewards. This is as a result of lack of motivation to employees and limited participation in decision making that often fosters a sense of ownership of the jobs for employees.
- Low levels of commitment
This perspective implies that the actual reasons for absenteeism are based on situations relating to the personal, environmental and social contexts.

On the other hand, according to Pillay (2009), individual factors like workers health, family roles responsibilities and stress account for most non-attendance in the work stations. For example, feeling mentally strained can make the body discharge high levels of adrenaline and the stress hormone Cortisol, leading to increased blood pressure and related consequences like non-attendance. This perspective finds support in Ivatt (2010) who cites poor motivation, lack of accountability, personal illness, family matters, training programmes and job dissatisfaction as some of the causes of the high-level absenteeism of teachers in many African countries.

According to Ivatts (2010), poor motivation, personal illness, lack of accountability, family matters, training programmes and job dissatisfaction are some of the factors that lead to high level of absenteeism of teachers in many African country.

A Government Employees Medical Scheme (GEMS) report compiled by Pierce (2009) substantiates that individual factors, especially those connecting to ill health, appeared to be the principal trigger of non-attendance, poor health worth noting in the same report were flu, HIV/AIDS and back problems. These three circumstances provide an explanation for most of the deficiency in the public sector, with 150,000 employees recorded as being absent between March and November in 2009 (Pierce, 2009).

A report by Glewwe and Kremer (2006), indicated that in Kenya absenteeism of teachers in Kenya differ from one region to another where the extent range between 20% to 28.4%.

Beira (2008) and McIntosh and Jansen (2007) noted that personal demographics can also ascertain an individual’s non-attendance in the workplace. For example, older women were found to be less prone to absence from work as opposed to young women, because of less exposure to problems associated with young children. This further confirms that family responsibilities are likely to keep employees away from work, since this is the second highest (22%) reason for absenteeism on the list, as indicated by Pillay (2009). It was noted that
people with a meticulous personality were found out to be dutiful, purposeful, punctual and reliable, with less probability as employees of engaging in counter-productive behaviours like frequent absence, because it will hinder effectiveness at work. It can therefore be assumed that the opposite can be expected from their less conscientious colleagues, who may be prone to arriving late, often showing signs of absenteeism as troubled employees. 

As argued by Ivatts (2010), that there are many causes of teacher absenteeism which differ depending on the region, the causes could include teacher demography, gender, seniority, type of school, professional commitment, type of employment, institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, secondary employment and class size. The study shall focus these causes under 3 sub-heading; personal factors, institutional factors and environmental factors.

2.3.1 Environmental Factors

These relate to the state of affairs in the work environment, such as job satisfaction, low self-esteem, sick leave privileges, inadequate compensation and poor working surroundings (Pillay, 2009). These are likely to determine employee’s non-attendance from work in order to avoid the strain arising from unfavourable work conditions. Pillay (2009) and McIntosh and Jansen (2007) concur that small companies are likely to have lower rates of absenteeism in comparison with those where the total staff complement is high. The reason could be that, in small organizations, absenteeism is easily recognized or discerned, whereas it could be easy to hide behind the greater numbers in larger organizations. 

Levy (2003) also points out that the bigger the organization, the greater the possibility that employees may be treated as numbers and not as people. When someone feels that they are not a vital part of the team, the level of commitment will also be affected. Levy (2003) concedes that some organizational policies and procedures unintentionally encourage absence by making it easier for the employee to stay away without any expectation of negative consequences for him/herself. Thus, the employer should take care that working
conditions are such that the physical and mental health of employees is assured to avoid excessive absenteeism (Chauke, 2007).

Distance between the teacher’s workstation and the area of residence could the extent of teacher absenteeism this is because teachers who live far from the school have high tendency of absence than those who live near the school. Based on the survey report by World Bank (2004), teaches from interior have increased absenteeism level because they cannot reach the school on time due to poor transport that’s why many governments pay teachers bonuses and transport allowances. In Kenya, those posted in areas with harsh environmental conditions are given an allowance commonly known as hardship allowance.

2.3.2 Personal Factors

Farrell (2005) observes that personal factors have a great influence on the level of absenteeism witnessed in many places of work. It is noted that personal circumstances both at individual and home level represent a hidden causative for absenteeism. Many people fail to report on duty because of a range of factors that may include sickness, taking care of the young or aged members of a family, or any other domestic responsibilities. Farrell (2005) asserts that absence as a result of personal factors is common among women given that they are the ones greatly in charge of nurturing the family and other household chores. Nevertheless, research has indicated that teachers join the profession with much zeal but this depreciate as their increases, also attitudes, values and goals of the employees have a greater bearing on their attendance and non-attendance to work.

According to Ervast, et. Al. (2012), female teachers are absent more frequently than male teachers due to family commitment, however arguments by Rosenblatt and Shirom (2005), established that male teachers are more absent than their female counterparts due to having other secondary responsibilities. Chaudhury, et al. (2006), in their study indicated that 10% of absenteeism by teachers is attributed to illness. In East Africa HIV infection was found to
be contribute the largest share of teachers’ absenteeism as most sick teachers stay at home to recover.

Chaudhury, et al. (2006), indicated that teachers holding senior position tend to be more absent than junior counterparts, thus headteachers are more absent than normal teachers because they must attend other external administrative duties such meetings and seminars. In addition contract teachers are less absent than permanent teachers as they are of losing their job. Professionally trained teachers are more motivated than those non-trained teachers hence have low extent of absenteeism, Alcarizar (2004).

In Kenya, teachers are entitled to different leaves among the compassionate leave. Study by Obeng-Dentech et al. (2011) asserted that this kind of school leave policy can lead to high extent of absenteeism among teachers in developing countries. Observation by researchers absenteeism of teachers have established that like any other kind of employee, where death of a relative occur a teacher will obtain a permission to attend the funeral. It is against this background that this study sought to identify reasons for teacher absenteeism in Kilifi North Sub-county.

2.3.3 Institutional factors

Schools as institutional factors has conditions and circumstances that in many varied ways influence the absenteeism of the teachers. The ways include; poor leadership system of the headteacher, ineffective mechanisms of supervision, school status whether private or public and high pupil-teacher ratio.

Ehrenberg, et al. (1991) indicates that support from the administration and management can influence low rate of absenteeism on individual teachers. This is due the the co-operation that promote teamwork. Thus headteachers who employ leadership system which does not involve participation of the other teachers demotivates them and encourage absenteeism. According to Rockoff, et al. (2011), schools with high pupil-teacher ratio, teachers often tend to absent themselves because of the large workload which leads to overworking hence the
teachers absent themselves to avoid excess work. In addition, school location and size are related as schools in more urban areas and those with more pupils are hypothesised by researchers to have significantly lower absence rate of teachers. In remote area schools, about one in five teachers who are scheduled to teach absent themselves in school. Where teachers are assigned external duties like taking pupil for trips and other events, therefore when such events occur it promotes absenteeism of teachers. The study therefore attempted to find how the institutional factors encourage teachers absenteeism in Kilifi county.

2.4 Strategies in Management of Teacher Absenteeism
Since absenteeism of staff can lead to decreased productivity, demonstrated customer loyalty and satisfaction, decreased costs, job dissatisfaction, incomplete syllabus coverage and poor performance among other factors Pillay (2009), it is important to isolate management strategies that could prove effective against teacher absenteeism. Navarro and Bass (2006) assert that proper absenteeism management should involve developing programs with guidelines that are clear and consistent, incorporating legal requirements so they can be established across the entire organization. Paton (2006) points out that the message to be communicated has to be responsibility, intervention and rehabilitation when it comes to managing and reducing absenteeism in the workplace. This approach is useful because it ensures that the employer is responsible when handling inattentive by consulting with distinctive stakeholders in the workstations. This is so as to come up with activities to remedy the circumstances among those found to wrongly misusing their sick leave. Paton (2006) further asserts that absentee management should entail cutting down on absenteeism while offering support to those who are genuinely ill. Essentially, this means that a program should not be seen as incentive at the expense of those who are genuinely sick. In truth, employers believe that only 10% of cases are not related to real illness (Paton, 2006). Among other conditions leading to absenteeism, HIV-related incapacity is one situation in which employers can exercise increased empathy so as to reduce prolonged exposure to harsh conditions that could potentially intensify the symptoms leading to
absenteeism Pillay, (2009). A program for managing absenteeism could be comprised of proper record-keeping, the number of absences that will be accommodated within a given period can be determined and even brought to the attention of the employee.

Additionally, it is important to encourage employees to contact their immediate line manager to report their absence from work or to provide a satisfactory explanation (Levy, 2003). This would for example entail an employee to avail doctor’s documentation to justify their absence, failure to report is a disciplinary transgression and progressive sanctions such as a verbal, written and final warning and then finally dismissal could be implemented. This is in line with Falcone (2009), that employees should be held accountable should they not meet the set standards especially when they are given advance notice of the organizations expectations. Pillay (2009) sees that the need of maintaining a consistent attendance should come along with a reward. Incentives could be offered (Pierce, 2009) in the form of an attendance bonus (Paton, 2006) and additional annual leave (Absenteeism: Negative Impact on Bottom Line, 2006/2007). This indicates that the rewards need not always be monetary; employees with a good attendance record are looking for some form of acknowledgement to motivate them to keep their good behaviour. Attendance bonuses may also be seen as giving positive recognition to employees making an extra effort by rewarding them (Levy, 2003).

Moreover, school heads could establish special limits that may include providing information on a regular basis to all staff about the absenteeism trend in the organization and its impact on the organization as a whole (Absenteeism: Negative Impact on Bottom Line 2006/2007). This action may discourage those who intended to be absent following observation of their colleagues and even habitual voluntary unscheduled absentees. Finally, maintaining a healthy working environment would also be suggested so as to check the rates of teacher absenteeism. According to Yende (2005), organization of the work context, organizational structure, the management hierarchy and organizational commitment may contribute to employee absenteeism, either through inducing illness or contributing to the levels of
employee motivation, it has been further noted that commitment to the organization has been found to be positively related to such organizational outcomes as motivation and attendance.

2.5 Summary
The challenges imposed by absenteeism in organizations were wide and far reaching with consequences that sometimes threaten to override the strides already made. The education sector in Kenya currently is faced by a plethora of challenges, absenteeism being one big headache. This is usually perpetrated by circumstances that could be controlled, but sometimes goes beyond the reach of teachers in the form of personal, environmental, workplace environment, job satisfaction and managerial factors. Despite the effort displayed by different stakeholders, absenteeism remains a menace to public primary schools, calling for urgent management strategies that should combat the menace of absenteeism.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter highlights the methods that were used by the researcher to achieve the objectives of the study. The sections below provided an in depth explanation of how different components of the methods were handled.

3.2 Area of Study
The study was carried out in Kilifi North Constituency of Kilifi County. Kilifi County is located at the Kenyan coast. The county is bordered by the Indian Ocean to the East, Taita-Taveta County to the West, Mombasa County to the South and Tana River County to the North. It lies between 3°16’ South and 4° South, and 39°15’ East and 40° East. According to the Kenya National Bureau of Statistics (2013), Kilifi County covers an area of 12,610 Km². The 2009 census puts Kilifi North Constituency population at 207,587 and covers an area of 404.90 Km². Kilifi North has 117 public primary schools with a total of 5341 teachers. The residents in Kilifi County are mainly from the Mijikenda community, whose economic activities are mainly fishing and farming. This location was chosen for a variety of reasons including ease of access and the researcher’s knowledge of the study area. Singleton (2003) noted that the ideal setting for any study should be accessible to the researcher where they are able to create instant good rapport with the participants in the study.

The 2013-2017 Integrated Development Plan of Kilifi County puts the literacy level of the County at 65.5%. However, KNBS, (2013) notes that a only 52% of Kilifi County residents have a primary level of education only. On the other hand, Kilifi North constituency has the highest share of residents with a primary level of education only at 54%. Business Daily (2015) notes that rampant teacher absenteeism in schools in the coastal region would to an extent explain poor performance of the pupils in the Kenya Certificate of Primary Education (KCPE) examination, as seen in Kilifi that records a 13% rate of teacher absenteeism. It is against this background that the study was aimed at establishing the extent of this challenge.
in Kilifi North Constituency so as to find the best mitigation mechanisms to teacher absenteeism.

3.3 Research Design
This study employed a survey design where data collection process was executed through administration of questionnaires to the study sample. The design was adopted because it is versatile in nature to mean that it can be applied to a variety of situations. It is flexible in use, cost effective because it involves a once-and-for-all data collection approach. The research design also has a wider application and can make generalizations from the study findings easy. Moreover, Orodho and Kombo (2002), observed that this research method can be used to collect such research attributes as people’s educational, options, habits or any other varied educational or social issues.

3.4 Target Population
The target population was composed of the trained teachers in public primary schools in Kilifi North Constituency. Kilifi North has 117 public primary schools with a total of 5341 teachers. The study was specifically for teachers from public primary schools from Kilifi North constituency totalling to 5341, who formed the units that provide the information needed to achieve the objectives of the study. They included the head teacher, class teachers and teachers employed by the board of management.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques
Both probability and non-probability sampling designs were employed. Probability sampling design was preferred because, as noted by Straits and Singleton (2011), it is more scientifically acceptable. This is owing to the fact that the subjects of study are randomly selected and thus the levels of accuracy of the sample can be determined. Additionally, biases were minimized as the chance of selection of elements was known in advance ensuring representation of the population for generalization.
Warwick and Lininger (1975) argue that the main factor considered in determining the sample size is the need to keep it manageable enough. This enables the researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resource (Mugenda & Mugenda, 1999). Moreover, Anna and Chava (2012), observe that there is no fixed manner of determining a sample size to be studied to make inferences to the population. However, it is observed that in a situation where the population to be studied is more than 50 elements, the sampling distribution of the mean is approximately normal, and this is even so when the population is at least comprised of 30 elements.

### 3.5.2 Sample Size

Accordingly, the study employed simple random sampling whereby the researcher mapped out the total number of schools then assigned random number to each school and selected only 30 schools out of 117 schools from which 1 headteacher and 3 teachers per school were selected using the purposive sampling procedure from each of the 30 sampled primary schools. This translated to a total sample of 30 headteachers and 90 normal teachers. Simple random sampling was used to select the schools as it minimized bias.

### 3.6 Instrumentation

The study used questionnaire designed using open and closed ended questions. The closed ended questions were used because they were easy to administer and analyze, therefore economical in terms of time and money; and allowed collection of data from a large sample.

The open-ended questions were easy to formulate and helped the researcher to collect more in depth responses from the respondents. Moreover, open-ended questions provided an opportunity for the researcher to obtain more information from the head teachers and teachers.

Separate questionnaires for teachers and head teachers respectively were used. Items in both questionnaires sought information on demographic characteristics, rates of absenteeism, reasons for absenteeism and management strategies in dealing with absenteeism. The
researcher administered the questionnaires personally to teachers and clarified items as required.

3.7 Pilot Study
The research instruments were pretested in two randomly selected primary schools in the sub county which were not part of the study sample. The researcher made a pre-visit to the school to establish a rapport and arranged for the piloting. The pretest took place in schools to schools. The pretest helped in identifying discrepancies in the questionnaires. The aim of carrying out the pilot study was to determine ambiguities and ascertain validity of the instruments, whether data obtained would elicit meaningful analysis in relation to the research questions and anticipated data. The data obtained from the piloting was analyzed to see whether suggested methods were suitable for the study. On analysis of the pilot test instruments, the researcher made necessary corrections on the document before the actual field study.

3.7.1 Validity
Hair et al. (2007:8) defined validity as “the degree to which a measure accurately represents what it is supposed to”. Validity is concerned with how well the concept is defined by the measure(s). Validity entails the accuracy and meaningfulness of indifferences that are based on research results (Mugenda & Mugenda, 2003). In essence, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Validity refers to the accuracy of data in representing the phenomenon under study (Mugenda & Mugenda, 1999). First, questionnaire items were validated with the assistance and approval of supervisors in order to check ambiguous, confusing and poorly prepared items. Finally, the respondents for this study were sampled randomly from a heterogeneous target population.
3.7.2 Reliability

Any research pursued should not only be accurate but also reliable. Notably, reliable information got from the researcher can be used to make decisions on the entire population given the fact that the randomly selected study population was a true representation of the whole. Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is necessary that the researcher’s instrument would be piloted as a way of finalizing them. This is vital as it enables the reliability of the instruments to be determined. A measurement becomes unreliable when it is vulnerable to random error hence the need to minimize such errors. The researcher conducted a pilot study in one school within Kilifi North Constituency that was not involved in the actual study.

The supervisor was called upon to provide his/her technical expertise and guidance to the researcher. The latter was also estimated to the degree of coherence of the responses for each instrument. Besides, the pilot study helped the researcher iron out some unclear or ambiguous items in the questionnaire. The researcher had the option of changing the unnecessary items and enhancing clarity so as to acquire and capture relevant and reliable data for the research.

3.8 Data Collection Procedures

During data collection, the study triangulated various approaches. More specifically, direct field interviews using structured questionnaires was employed to get data from the respondents. Additionally, observations were key in establishing the state of the physical working environment of the teachers. This was done through the aid of an observational checklist.

3.9 Ethical Considerations

Observing ethical considerations is critical for any professional work, including research. The main concern of ethical considerations in research is how appropriate the researcher’s
behaviour is in relation to the rights of those who become the subject of their work or are affected by it (Mugenda & Mugenda, 1999). To this end, the researcher obtained an introductory letter from Pwani University and a research permit. The researcher then made prior arrangements to visit the selected schools to establish rapport with administrators two weeks prior to the data collection date. The researcher sought the consent of the respondents before requesting to administer the instruments.

More precisely, the researcher adhered to voluntary participation of respondents in giving information relevant for the study. This was done by first explaining the purpose of the study to avoid any breach of confidentiality to the participants. Particularly, this was done to ensure that the respondents give an informed consent of taking part in the study. The principle of privacy and respect was also upheld.

3.10 Data Analysis
The data collected from the field of study was analyzed both numerically and descriptively by detailing the report and results as provided in the data collection tools. Measures of central tendency, mean, mode and median were used in the analysis of the data collected. The information was keyed in to the computer manually and the analysis carried out through the use of Statistical Package for Social Sciences (SPSS). The results were presented in tables and charts as well as graphs to allow easy interpretation and understanding of the feedback. The study used frequencies and percentages to communicate the research findings, frequencies easily shown number of times a response occurred. Chi square test of significance were used to check the kind of association that existed between key variables of the study.

3.11 Summary
This chapter presented the methods used for the study. The study was done in Kilifi North Sub-county using a survey research design by use of questionnaires. Out of 117 schools, 30 schools were randomly selected and one headteacher and three teachers purposively sampled
from each school. The number of schools required was determined using the formula below based on the sample required with an approximate of 95% confidence level.

\[ n = \frac{1.6pq}{d^2} \]

\[ n = \frac{1.6 \times 0.95 \times 0.05}{0.05^2} = 30 \text{ schools} \]

Where \( n \) = required sample size, \( p \) = proportion of population which was known prior to the study, \( q = 1-p \) and \( d \) = the degree of precision which is the margin of error acceptable. In this study, population proportion \( p \) was set at 95% \( (p = 0.5) \), a 5% margin of error was used \( (d = 0.05) \). A pilot study was done to test instruments for the study.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The study set out to investigate the level of teacher absenteeism in public primary schools and suggest ways through which the prevalence would be best mitigated and hence achieve improved level of pupil’s performance in Kilifi North Constituency. This chapter presents the empirical results of the survey including descriptive statistics and key findings of the investigation. Both teachers and headteachers’ questionnaires and focus group discussion notes were properly checked and used in the development of this chapter. Tables, bar charts, pie charts, and bar graphs were generated to present the findings for ease and detailed explanation. Both qualitative and quantitative analytical techniques were used in this chapter.

The study was guided by the need to:

i. Determine the rate of teacher absenteeism in public primary schools in Kilifi North Constituency.

ii. Identify the reasons for teachers absenteeism in public primary schools Kilifi North Constituency

iii. Establish the strategies that can be adopted to curb absenteeism in public Primary schools Kilifi North Constituency.

4.2 General and Demographic Information

4.2.1 General Information

The researcher visited the sampled schools in Kilifi North Constituency and administered the instruments personally. A high return rate was evident. Findings were presented in Table 4.1.
Table 4.1 *Response level of the study*

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample size</th>
<th>Returned questionnaires</th>
<th>Response level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>90</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Head teachers</td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows the level of response of the survey which was at 100%. The reason cited for this particular rate of response of the study was the ease of access of information and cooperation of the teachers during the time of study and the importance of the study specifically to the teachers in their work places. Regarding the importance of the study, to uncover the reasons and the levels of teacher absenteeism made the study to attract higher levels of responses during data collection. As indicated in Table 4.1, the high response level implies in-depth understanding of the study goals by the respondents and hence full participation. The results can therefore be regarded as an accurate representation of the population in the study area.

**4.2.2 Demographic Information**

This section contains the demographic characteristics of the respondents. It contains information related to gender and marital status of the respondents. Data was collected from 90 teachers and findings show marginally higher numbers of female as opposed to male teachers as presented in Figure 4.1.
Figure 4.1 Gender of teachers

Data was also collected from 30 head teachers and findings clearly show skewness in favour of male head teachers. Male head teachers were found to be the majority. The findings were presented in Figure 4.2.

Figure 4.2 Gender of head teachers

Teachers' marital status was also studied. Findings show majority of the respondents to be married while a minority were widowed. The findings were presented in Figure 4.3.
Figure 4.3 Marital status of teachers

Figure 4.3 shows that most of the teachers 75.5% involved in the survey were married, 16.3% were single and the minor (8.2%) were widowed. It was reasoned out that most of the respondents who were married have responsibilities back at home since they are parents. They are therefore absenteeism in school because of attending to their primary duties. In doing this their secondary role which is teaching the pupils in their various schools is ignored. Based on the marital status, it is assumed that married teachers took their responsibilities more seriously than the single teachers. These findings support Farrell (2005) who asserts that absenteeism because of personal factors is common among women because they are in charge of nurturing the family and other household chores.

Table 4.2 Age of respondents

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>34</td>
<td>37.8</td>
</tr>
<tr>
<td>31-40</td>
<td>26</td>
<td>28.9</td>
</tr>
<tr>
<td>41-50</td>
<td>25</td>
<td>27.8</td>
</tr>
<tr>
<td>51-60</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>98.9</td>
</tr>
<tr>
<td>missing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Findings from the table 4.2 above, the study showed that many of the respondents (37.8%) were aged between 21 and 30 years, 28.9% were aged between 31 and 40 years, 25% were aged between 41 and 50 years. Only a small percentage (4.4%) of the respondents was aged above 50 years. This indicates that majority of the teachers are of the young population this can be used to deduce that they are mostly dedicated to their personal development than their profession.

The respondents were asked to indicate how long they have been in the teaching profession.

Table 4.3 shows the teaching experience of the respondents.

Table 4.3 *Teaching Experience*

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>2-5 years</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>29</td>
<td>32.2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13</td>
<td>14.4</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings shows that majority of the teachers (32%) had teaching experience of between 6-10 years while only 5.6% had teaching experience above 15 years. 25.6% had teaching experience of 2-5 years while 32.2% had a teaching experience of 6-10 years. This indicates that those with lesser experience in the profession of teaching tends to be less committed as the two categories have relatively high percentage.

Respondents were then asked to report how many pupils on average they handled in their classes. The findings were presented in Table 4.4.
Table 4.4 *Class size*

<table>
<thead>
<tr>
<th>Class size</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>21-40</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>41-60</td>
<td>50</td>
<td>55.6</td>
</tr>
<tr>
<td>61-80</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>98.9</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings on class size indicate that majority of the respondents were teaching a class size of between 41-60 students while few teachers 4 (4.4%) had class size of 61-80 and 0-20 students.

This may influence the absenteeism of teachers as most teachers handle a class size of 41-60 students as this determines the nature workload a teacher has.

4.3 *Findings of the Study*

4.3.1 *Level of Teacher Absenteeism in Public Primary Schools*

The first objective of the study was to determine level of teacher absenteeism among primary school teachers in Kilifi North Constituency. Results of the study showed that teachers absenteeism rates were about 10.8% daily. At least on average 10.8% of teachers miss school daily. The cause of absenteeism was mainly due to illness and other personal factors.

The frequency of absenteeism by gender was computed and presented in Table 4.5.

Table 4.5 *Gender and level of teacher absenteeism*

<table>
<thead>
<tr>
<th></th>
<th>Daily (%)</th>
<th>Weekly (%)</th>
<th>Monthly (%)</th>
<th>Every term (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5.4</td>
<td>29.7</td>
<td>13.5</td>
<td>0</td>
<td>48.6</td>
</tr>
<tr>
<td>Male</td>
<td>5.4</td>
<td>29.7</td>
<td>10.8</td>
<td>5.4</td>
<td>51.4</td>
</tr>
<tr>
<td>Total</td>
<td>10.8</td>
<td>59.5</td>
<td>24.3</td>
<td>5.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings in Table 4.5 show that an average of 5.4% of the female teachers responded that absenteeism occurred daily, while 29.7% of the teachers responded that absenteeism occurs weekly. 13.5% reported that it occurs monthly. The male teachers response was that 5.4% responded that absenteeism occurs daily, 29.7% said that it occurs weekly while 10.8%
responded that absenteeism occurs monthly. On average, about 5% of teachers were absent for the term. More females than males reported monthly teacher absences while more male than female teachers reported termly absenteeism. This shows that there is general high level of absenteeism on male teachers 51.4%.

The study then sought to establish whether teachers considered absenteeism to be a challenge, which was facing schools. Teachers’ gender and marital status was cross-tabulated against their perspectives and presented in Table 4.6.

Table 4.6 Teachers opinion on absenteeism across gender and marital status

<table>
<thead>
<tr>
<th></th>
<th>No (%)</th>
<th>Yes (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20.4</td>
<td>30.6</td>
<td>51.0</td>
</tr>
<tr>
<td>Male</td>
<td>24.5</td>
<td>24.5</td>
<td>49.0</td>
</tr>
<tr>
<td>Total</td>
<td>44.9</td>
<td>55.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>4.1</td>
<td>12.2</td>
<td>16.3</td>
</tr>
<tr>
<td>Married</td>
<td>36.7</td>
<td>38.8</td>
<td>75.5</td>
</tr>
<tr>
<td>Widowed</td>
<td>44.9</td>
<td>4.1</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Table 4.6 shows that majority of the teachers, 55.1% indicated that absenteeism in school affects the learning process of the pupils with 44.9% stating that there is no much effect on education of the pupils’ due to teacher’s absenteeism. Based on gender more female teachers, 30.6% indicated that indeed teacher absenteeism affected the process of learning, while 24.5% (male) were of the contrary opinion. The contrary side where teachers were in the opinion that there was no problem caused due to teacher absenteeism male cases were more than their female counterparts. Married teachers (38.8%) indicated that their absenteeism was a problem to the Education sector where, 12.2% and 4.1% were the rates of single and windowed teacher respectively who indicated that absenteeism was a problem to education sector.

Results on absenteeism as a problem in the education sector shows that there are higher levels of absenteeism in the area of study across gender and marital status of the respondents. However it should be noted that the study reveals lower rates of teacher absenteeism as
compared to 83.7% which was reported by Government of Kenya (2013) which was as a result of unexplained absence of teachers from their respective work places. For a closer analysis of absenteeism rates, teachers were asked to report their own or colleagues' absenteeism for the past three months. The findings were presented in Table 4.7.

**Table 4.7 Teacher absenteeism in the past three months**

<table>
<thead>
<tr>
<th>Gender</th>
<th>No (%)</th>
<th>Yes (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41.7</td>
<td>10.4</td>
<td>52.1</td>
</tr>
<tr>
<td>Male</td>
<td>33.3</td>
<td>14.6</td>
<td>47.9</td>
</tr>
<tr>
<td>Total</td>
<td>75.0</td>
<td>25.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7 shows that 75% of the teachers indicated that no teacher was absent in the past three months in the school amongst which were 41.7% female teachers and 33.3% of the male teachers. A quarter of the teachers noted that at least a teacher was absent in their various respective schools. According to the survey, it can then be stated that the ratio of absenteeism to presence of the teachers in a term was at 1:3 during the time of study. This indicate the level of teacher absenteeism in the study area which is in line with the Business Daily (2015) report which indicated that several factors were responsible for teacher absenteeism and hence poor pupil’s performance in the region that needs to be properly investigated and solutions be provided.

Chi square test of significance was then done to establish the relationship between gender and teachers' absenteeism. The findings were presented in Table 4.8.
Findings in Table 4.8 revealed that gender was not significantly associated with teacher absence from the school ($\chi^2 = 0.079$, $p = 0.78$). Thus, teacher’s absence from school could not be related to gender of the absent teacher. This shows that the study should be viewed in the sense that whether the teacher is a male or a female they can equally be absent from duty. This study differs with a study done by Coffman (2015) which indicated that Male teachers had lower absenteeism rates compared to their female colleagues.

Respondents then indicated the reasons for absenteeism. The findings were classified by teachers' gender and presented in Table 4.9

Table 4.9 shows the reasons put forward for teachers’ absenteeism from school, ranging from sickness and social problems, funerals, and meetings.

Table 4.9 indicates that an equal number of female and male teachers were affected by sickness and societal problems that was rated at 75% among the respondents who participated in the survey. Funerals and meetings were the minor reasons in this case that led to teachers’ absenteeism from schools in the study local. They were all rated at 12.5%
amongst the respondents of the study. However it should be noted that the study established that female (12.5%) were affected by funerals while an equal number of males were affected by meetings.

Literature and findings from other studies indicate that some teachers do not attend classes even when they are in school. This study sought to establish whether teachers failed to attend classes even when they attend school. The findings were presented in Table 4.10.

Table 4.10 Gender and failure to attend to classes even if in school

<table>
<thead>
<tr>
<th></th>
<th>No (%)</th>
<th>Yes (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>24.5</td>
<td>26.5</td>
<td>51.0</td>
</tr>
<tr>
<td>Male</td>
<td>22.4</td>
<td>26.5</td>
<td>49.0</td>
</tr>
<tr>
<td>Total</td>
<td>46.9</td>
<td>53.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.10 shows that equal numbers of both male and female teachers (26.5%) fail to attend to classes though present in school. The study revealed that more than half (53.1%) of the teachers can be at school and fail to attend classes. This shows that quite a good number of teacher literally decide not to attend classes regardless of their presence in schools. This study is contrary to a study by Chaudhury, (2006) who found that female teachers have high rate of absenteeism compared to their male colleagues. This is probably because female teachers have other traditional roles of taking care of family. Findings of McIntosh and Jansen (2007) indicates that other factors like older age, laziness and personal attitude to his career attributes to failure to attend to classes while available in school. This study reveals that the condition still exists and it is more prevalent in women than in men. Thus proper awareness could help reduce these cases within the study area.

A chi-square test of significance was then done to establish the relationship between gender and failure to attend classes even when teachers are present in school. The findings were presented in Table 4.11.
Findings of the test of significance in Table 4.11 revealed that gender was not significantly related to failure to attend to classes even when a teacher was in school ($\chi^2 = 0.93, p = 0.33$).

The findings of the study on the reasons that were put forward for teacher absenteeism in public primary schools range from personal to social which is in line with Pillay (2009) who indicated that absence from work was due to sickness, low self-esteem and poor working conditions. The results reveal that social and family problems are the highest contributors to teacher’s absenteeism in the area of study.

**Age and level of teacher Absenteeism**

Table 4.12 indicates a cross tabulation between age of the respondents and their rate of absenteeism.

Table 4.12 *Frequency of absenteeism by gender*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Weekly (%)</th>
<th>Monthly (%)</th>
<th>Every term (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>16.2</td>
<td>11.8</td>
<td>2.9</td>
<td>30.9</td>
</tr>
<tr>
<td>31-40</td>
<td>16.2</td>
<td>7.4</td>
<td>4.4</td>
<td>27.9</td>
</tr>
<tr>
<td>41-50</td>
<td>23.5</td>
<td>11.8</td>
<td></td>
<td>35.3</td>
</tr>
<tr>
<td>51-60</td>
<td>5.9</td>
<td>5.9</td>
<td></td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>55.9</td>
<td>36.8</td>
<td>7.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results indicated teachers aged less than 30 years were absent 16.2% weekly, 11.8% monthly and 2.9% days in a term. Those aged between 31-40 years were absent 16.2% weekly, 7.4% monthly and 4.4% days in a term and those in the age bracket 41-50 years were absent 23.5% weekly and 11.8% monthly. Those aged between 51-60 years were absent only
5.9% monthly. The results indicate that teachers aged below 50 years (58.8%) have high rate of absenteeism compared to teachers aged above 50 years (5.9%) probably because young teachers spend more time finding ways to supplement their income and looking for greener pastures.

A study carried out by Glewwe and Kremer (2006) showed that teachers join the teaching profession when they are highly motivated but then burn out as the age of the teacher increase. Several studies have reported that age is not a major factor related to absenteeism. Pillay (2009) in his study reported no significant relationship between age and the rate of absenteeism. However, a study carried out by Chaudhury, (2006) and Pillay (2009) showed that older teachers have high rate of absenteeism compared to younger teachers.

Table 4.13: *Class size and frequency of absenteeism of teachers*

<table>
<thead>
<tr>
<th>Class size</th>
<th>Weekly (%</th>
<th>Monthly (%)</th>
<th>Termly (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
<td>4.3</td>
</tr>
<tr>
<td>21-40</td>
<td>14.5</td>
<td>7.2</td>
<td>5.8</td>
<td>27.5</td>
</tr>
<tr>
<td>41-60</td>
<td>39.1</td>
<td>26.1</td>
<td></td>
<td>65.2</td>
</tr>
<tr>
<td>61-80</td>
<td>1.4</td>
<td>1.4</td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>56.5</td>
<td>36.2</td>
<td>7.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results showed that class size of between 41-60 had the highest frequency of absenteeism of teachers. Teachers with the lowest class size of 0-20 student and the highest class of 61-80 had the lowest frequency of absenteeism. This is contrary to many studies that indicate that increase in class size increases the rate of teacher’s absenteeism.
Table 4.14: Teaching experience and frequency of absenteeism

<table>
<thead>
<tr>
<th>Teacher Experience</th>
<th>Weekly (%)</th>
<th>Monthly (%)</th>
<th>Termly (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>13.0</td>
<td>7.2</td>
<td>1.4</td>
<td>21.7</td>
</tr>
<tr>
<td>2-5 years</td>
<td>14.5</td>
<td>5.8</td>
<td>1.4</td>
<td>21.7</td>
</tr>
<tr>
<td>6-10 years</td>
<td>14.5</td>
<td>14.5</td>
<td>4.3</td>
<td>33.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13.0</td>
<td>2.9</td>
<td>15.9</td>
<td></td>
</tr>
<tr>
<td>Above 15 years</td>
<td>1.4</td>
<td>5.8</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56.5</td>
<td>36.2</td>
<td>7.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in Table 4.14 indicate that 13% of teachers with teaching experience of less than 1 year said that absenteeism occurred weekly, 7.2% responded that absenteeism occurs monthly while 1.4% responded that it occurs every term. 14.5% Respondents with 6-10 years of experience responded that absenteeism occurs weekly and monthly. 13% of teachers with 11-15 years of experience responded that absenteeism occurred weekly. Teachers with teaching experience of over 15 years had the least percentage frequency of absenteeism. This result contradicts the findings of McIntosh and Jansen (2007) who found that teachers with experience of 16-20 years lost more time due to absenteeism. These results support the finding of Chaudhury, (2006) who found that age and experience influence rate of absenteeism of teachers.

Teachers were asked to give their opinion on whether teacher absenteeism was a problem in the education sector. The results were cross tabulated across age groups and presented in Table 4.15.

Table 4.15 Teachers opinion on absenteeism across age groups

<table>
<thead>
<tr>
<th>Age group No(%)</th>
<th>Yes%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>17.0</td>
<td>20.5</td>
</tr>
<tr>
<td>31-40</td>
<td>12.5</td>
<td>17.0</td>
</tr>
<tr>
<td>41-50</td>
<td>20.5</td>
<td>8.0</td>
</tr>
<tr>
<td>51-60</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>53.4</td>
<td>46.6</td>
</tr>
</tbody>
</table>
The results showed that 20.5% of those who were aged between 21-30 agreed that absenteeism is a problem in the education sector while 17% disagreed. The results indicated that age group did not influence teachers' opinion on absenteeism.

4.3.2 Reasons for Teacher Absenteeism

The second objective of the study sought to investigate reasons for teacher absenteeism. The findings were presented in Table 4.16.

Table 4.16 Reasons for teacher absenteeism

<table>
<thead>
<tr>
<th>Reason for absenteeism</th>
<th>Level of prevalence (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending to family matters</td>
<td>53.8</td>
</tr>
<tr>
<td>Illness</td>
<td>30.8</td>
</tr>
<tr>
<td>Compassionate leave</td>
<td>11.5</td>
</tr>
<tr>
<td>Attending Pride and Tusome seminars</td>
<td>11.5</td>
</tr>
<tr>
<td>Other social problems - funerals etc</td>
<td>10.5</td>
</tr>
</tbody>
</table>

The study reveals teacher absenteeism in the area of study was due to sickness, compassionate leave, attending to family matters, seminars/workshop such as Tusome and Pride and attending to other social issues such as funerals. The study suggests that rampant absenteeism seems to be due to a contribution of different factors. Attending to family matters was the highest rated at 53.8%; sickness was rated to lead to teacher absenteeism at 30.8%; compassionate leave and attending to seminars at 11.5% respectively while other problems such as attending to funeral were rated at 10.5%. This is according to Pillay (2009), who confirms that family roles responsibilities and stress are accounts for not attending school. The above findings also concurs with study findings by Atege (2015) he asserted that social ties created over time among teachers in an institution can have overwhelming influence in the way a teacher sees and interprets issues and also the way they make decisions.
According to Ivatts (2010), poor motivation, lack of accountability, personal illness, family matters, training programmes and job dissatisfaction are some of the causes of the high level absenteeism of teachers in many African countries although the evidence provided is weak.

4.3.4 Strategies to Curb Absenteeism

The study sought teachers' perspectives concerning what could be done to deal with the challenge of absenteeism. The findings were presented in Table 4.17.

Table 4.17 Teachers' absenteeism management strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Median</th>
<th>Mode</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing classes to manageable levels</td>
<td>50</td>
<td>50</td>
<td>56.20</td>
</tr>
<tr>
<td>Provision of incentives</td>
<td>80</td>
<td>80</td>
<td>74.17</td>
</tr>
<tr>
<td>Development of infrastructure e.g. staff houses</td>
<td>60</td>
<td>50</td>
<td>65.48</td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>65</td>
<td>80</td>
<td>66.09</td>
</tr>
<tr>
<td>Teacher self-policing</td>
<td>67</td>
<td>50</td>
<td>68.82</td>
</tr>
</tbody>
</table>

The study sought to investigate the level of absenteeism and identified strategies that could be used to mitigate the prevailing condition. The researcher identified that several strategies can be used to curb teacher absenteeism. Provision of incentives to teachers, teachers self-policing, staff appraisal, development of organizational infrastructure that includes development of staff houses and reduction of classes to manageable sizes were the strategies that the studies identified towards reduction of teacher absenteeism in the public primary schools in Kilifi North constituency.

The study revealed that teachers working conditions were compromised and poorly managed thus leading to high rates of teacher absenteeism in the public primary schools. Table 4.17 indicates that 74.2% supported provision of incentive to teachers while 56.2% advocated for reduction of classes to manageable sizes.

The study reveals that teacher expenses are too high such that accessing the schools from their respective homes would much cost them on transport thus building of staff houses as an improvement on organizational infrastructure would be a proper strategy for reducing teacher absenteeism. In line with costing expenses teachers would use the motivation in monetary
and gifts form to compensate for such costs and hence its adoption in by the study as a strategy of reducing teacher absenteeism.

The study sought to find out strategies put in place to manage teacher absenteeism. Teachers answered items in questionnaires indicating their preference for particular strategies. The findings were tabulated by gender and presented in Table 4.18

Table 4.18 Gender and ways of covering for absent teachers

<table>
<thead>
<tr>
<th>Preference for Strategy (%)</th>
<th>Another teacher steps in</th>
<th>Give students assignment</th>
<th>Group discussion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>34.6</td>
<td>7.7</td>
<td>7.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Male</td>
<td>26.9</td>
<td>11.5</td>
<td>11.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>61.5</td>
<td>19.2</td>
<td>19.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.18 above indicates that the arrangements made to cover for absent teacher in the schools were, one another teacher stepping in for them, two giving students assignments and group discussions in the classes. 61.5% of teachers reported that another teacher steps in for them while equal proportions (19.2%) gave assignments to students and engaged them in group discussions whenever other teachers failed to attend classes.

The findings of the study are in line with previous studies that indicated teacher absenteeism exists and will still be on but management strategies should be put in place. A study by Paton (2006) asserted that absenteeism management should entail cutting down on absenteeism while offering support to those who are genuinely ill and one of the strategies could be having other teachers stepping in for them. These results indicate that teacher proper plans that involve present teachers covering up their counterparts should be put in place.

The study investigated whether gender significantly related to the strategy most preferred, i.e. teachers covering for their counterparts. A chi square test of significance was done and findings were presented in Table 4.19.
A chi-square test was conducted at 5% level of significance to determine whether there was association between gender and arrangements teachers made to cover for the work of absent teachers. The chi-square revealed no significance between the association of the variables ($\chi^2 = 1.98, p = 0.37$), this indicates that gender had no relative effect on the extent of absenteeism of teachers in public schools.

**Mechanisms to Reduce Teacher Absenteeism**

The respondents were asked to indicate the best mechanisms that could be used to reduce teacher Absenteeism.

Table 4.20 *Mechanisms to reduce teacher absenteeism*

<table>
<thead>
<tr>
<th>Mechanisms to reduce teacher Absenteeism</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce Class size</td>
<td>36.1</td>
<td>36.1</td>
<td>36.1</td>
</tr>
<tr>
<td>Provision of incentives</td>
<td>34.0</td>
<td>34.0</td>
<td>70.1</td>
</tr>
<tr>
<td>Development of infrastructure</td>
<td>21.6</td>
<td>21.6</td>
<td>91.8</td>
</tr>
<tr>
<td>Staff Appraisal</td>
<td>8.2</td>
<td>8.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.20 above shows that proper supervision will reduce teacher absenteeism by the highest rate (16.7%), followed by guidance and counselling/sensitization/training (12.3%), creating conducive school climate (12.3%) and employing adequate teachers (11.7%) respectively. The findings also indicate that 36.1% of the respondents felt that reducing class size would reduce cases of absenteeism. The analysis has further indicated that banning
teachers from performing private activities such as business, farming and non-school activities and creating rehabilitation centres for teachers has negligible prevalence on teacher absenteeism rate.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction
This chapter entails summary, conclusion and policy implications of the study. In this chapter, additional research areas as well as future projections based on the study were highlighted.

5.2 Summary and Conclusion of the Study
The study was set out to investigate the rates of teacher absenteeism and the factors associated with teacher absenteeism in Kilifi North constituency of Kilifi County. The sample consisted of 90 teachers and 30 head teachers. Questionnaires were used for data collection.

The study revealed relatively high teacher absenteeism in the study area. According to the study results, teachers indicated several factors responsible for their absenteeism in schools. Social problems and sickness of the teachers affected them and mostly led to total absenteeism of the teachers from schools. The results also indicted that funerals affected the teachers though not as much as sicknesses and other social problems. However there was a partial absenteeism where teachers were available in schools but they could not make it to class and hence a partial absenteeism where the cited reason for these was attendance to meetings by the teachers. To reduce the impact of these factors, mechanisms like giving students assignments and allocating another available teacher who had his/her classes were the most common alternatives in most of the schools affected as indicated by the study. The study concludes that indeed absenteeism is a challenge in Kilifi North constituency and to the education sector. However just as other challenges it can be reduced with measures put in place and hence an achievement of proper performance in the region.
5.3 Recommendations of the Study

Based on the findings of the study the following recommendations were made on how to curb the rate of teacher absenteeism in Kilifi North constituency.

i. Development and review of the existing teacher attendance and monitoring systems in the schools. A proper review to teachers’ attendances and monitoring program was recommended by the researcher because the existing one shows evidence of loopholes that affect the teachers’ attendance. The program should indicate time in and time out and hence allow for proper supervision from head teachers.

ii. Teachers submit their attendance records to the employers electronically. This aspect comes in handy with the fact that monitoring is the only way out to seal the loopholes in any organization that is focused on improvement of productivity with this case of the study revealed that it was low performance of the pupils in the schools.

iii. Development of attendance and performance prize giving days for teachers in Kilifi North Constituency. The study recommends that through the schools management a prize giving day be planned for in the constituency to applaud the teachers who will be performing and keeping the best records in terms of attendance in the region so as to curb issues of absenteeism and hence poor performance.

iv. Teacher motivation development programs be initiated in schools in the constituency. The study revealed that the rate of productivity of the teachers is low due to the existing poor performance of the pupils. Motivation programs should be developed specifically to encourage teachers at school level to participate in achievement of their pupils. The researcher suggest that each school develop its strategy of motivating its teachers.

v. Involvement of pupils on teacher’s class attendance. The researcher recommends that teachers’ attendance be checked by the pupils through checklists which can be presented to the head teachers for review and advice in case of poor attendance of a particular teacher. The researcher notes that introduction of this aspect will provide a best strategy to dealing with absenteeism.
5.4 Areas for further studies

A comparative study should be done in various constituencies in Kilifi County and other counties specifically those that are currently recording high academic performance to compare and contrast the factors that lead to absenteeism in these different areas.
REFERENCES


Dear Sir/Madam,

My name is Patricia Ndurya Mgandi, Registration Number E55/PU/2123/13, a Pwani University student pursuing a Master’s degree in Education Administration. Currently, I am carrying out a study entitled “Strategies adopted in the management of the teachers’ levels of absenteeism in public schools in Kilifi North Constituency, Kilifi County, Kenya”. You have been selected to take part in the study.

Attached is a questionnaire aimed at gathering information, which will be vital for the above research. I am kindly requesting you to respond to the questionnaire items as honestly as you can and to the best of your knowledge. The questionnaire is for the purpose of research only and therefore the responses shall be absolutely confidential and anonymously given.

In case the study will be of interest to your organization it can be availed once the study is complete. The reason as to why you have been selected as a respondent is because the study targets all the residents of Kilifi North constituency whose participation is voluntary. Your cooperation will highly be appreciated and all the information you provide will be treated with utmost confidentiality. Any information that relates to you directly will be coded and only the researcher will access it. You are free to ask any question that relates to this study.
Appendix B: Consent Form

I have read/ the information has been read to me and I have understood and I am satisfied that my participation will be voluntary. I consent to participate in this research voluntarily.

Name of the Participant---------------------------------------------------------------
Signature of participant-------------------------------------------------------------
Date---------

Your participation in this survey is highly appreciated.
Appendix C: Questionnaire for Head teachers

My name is Patricia Ndurya Mgandi, Registration Number E55/PU/2123/13, a Pwani University student pursuing a Master’s degree in Education Administration. Currently, I am carrying out a study entitled “Strategies adopted in the management of the teachers’ high levels of absenteeism in public schools in Kilifi North Constituency, Kilifi County, Kenya”. You have been selected to take part in the study as a respondent. Your cooperation will highly be appreciated and all the information you provide will be treated with utmost confidentiality.

Questionnaire No: .................

Section A: Background Information

1. Gender  Male ☐  Female ☐
2. What is your age? ..........................................
3. What is your marital status
   Single ☐  Married ☐  Separated ☐  Divorced ☐  Widowed ☐
4. What is your professional qualification?  Tick as appropriate
<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
5. How long have you been in the teaching profession?
   | Below 1 year |         |        |                |
   | 2-5 years   |         |        |                |
   | 6-10 years  |         |        |                |
   | 11-15 years |         |        |                |
   | Above 15 years |       |        |                |
6. How many male and female teachers are in your school?
   Male ...............  
   Female .............
7. What is the average class size in your school? ................
8. a.) Have you ever attended a headteacher’s management seminar?
   Yes ☐  No ☐
   b.) If yes, when did you last attend a headteachers’ management seminar?
      2011 ☐  2012 ☐  2013 ☐  2014 ☐  long time ago ☐
9. What was the performance of your school in the national examination in the last
three years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>

Section B: Absenteeism

10. How many teachers are in your school? ________________________________

11. On an average day, how many teachers can fail to attend school?

________________________________________________________________________

12. a.) In your opinion, do you think teacher absenteeism is a problem to the education sector?
Yes [ ] No [ ]

b.) Explain your answer
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

13. a.) Has any teacher in your school been absent from school in the past three months?
Yes [ ] No [ ]

b.) If yes above, what were the reasons for their absenteeism?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

   c.) How often does this occur in a term?

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every term</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

14. a.) Are there instances where teachers fail to attend classes even when they attend school?
Yes [ ] No [ ]

b.) If yes, why?
c.) How many times does this happen in a week?  

15. Approximate the time lost in minutes at the start of every lesson  

16. a.) Is there any teacher in your school with a persistent medical condition?  
Yes [ ] No [x]  
b.) If yes, how many?  

17. a.) Approximate how many days in a month can a teacher be away from school on official duties?  
b) What arrangements do you make to cover their work while away?  

18. a.) How would you describe the working environment of your teachers?  

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Bad</th>
<th>Very bad</th>
</tr>
</thead>
</table>

b.) Explain your answer  

Section C: Management Strategies  
19. On a scale of 0-100% rate the extent to which teachers adhere to filling of the attendance registers  

<table>
<thead>
<tr>
<th>0-25%</th>
<th>25-50%</th>
<th>50-75%</th>
<th>75-100%</th>
</tr>
</thead>
</table>

20. a.) How do you rate the attitude of your teachers on filling of the attendance register?  
Positive [ ] Negative [ ]  
b.) What are the reasons for your answer above?  

21. How do you deal with teacher absenteeism in your school?

22 a.) On a scale of 0-100% rate the extent to which you think reducing classes to manageable sizes can reduce teacher absenteeism in your school? ..................%

b.) Give reason for the rate above

23 a.) On a scale of 0-100% rate the extent to which you think provision of incentives to teachers can reduce cases of teacher absenteeism in your school?

b.) Give reason for the rate above?

24. a.) On a scale of 0-100% rate the extent to which organizational infrastructure development such as building of staff houses can reduce cases of teacher absenteeism in your school? .................%

b.) Give reasons for your rate above

25 a.) On a scale of 0-100% rate the extent to which Staff appraisal can help reduce case of teacher’s absenteeism in your school .................% 

b.) Give reasons for your rate above
26. a.) On a scale of 0-100% rate the extent to which teacher self-policing be used as a mechanism of reducing teacher absenteeism in your school?…………………%

b.) Give reasons for the rate above

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

27. What do you think would be the best approach towards reducing cases of teacher absenteeism in public primary schools in Kilifi North constituency?

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

Thank you for your participation
Appendix D: Teachers’ Questionnaire

My name is Patricia Ndurya Mgandi, Registration Number E55/PU/2123/13, a Pwani University student pursuing a Master’s degree in Education Administration. Currently, I am carrying out a study entitled “Strategies adopted in the management of the teachers high levels of absenteeism in public schools in Kilifi North Constituency, Kilifi County, Kenya”. You have been selected to take part in the study as a respondent. Your cooperation will highly be appreciated and all the information you provide will be treated with utmost confidentiality.

Questionnaire No: ……………..

Section A: Background Information

1. Gender  Male ☐  Female ☐

2. What is your age?.................................. ...............

3. What is your marital status
   Single ☐  Married ☐  Separated ☐  Divorced ☐  Widowed ☐

4. What is your professional qualification? Tick as appropriate

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>other (specify)</th>
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</table>

5. How long have you been in the teaching profession?

<table>
<thead>
<tr>
<th>Below 1 year</th>
<th>2-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>Above 15 years</th>
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</table>

6. How many male and female teachers are in your school?
   Male……………..
   Female…………

7. What is the average class size in your school? ……………………………..
Section B: Teachers Absenteeism

1. a.) In your opinion, do you think your absenteeism is a problem to the education sector?
   Yes  □  No  □
   b.) Explain your answer
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

2. a.) Has any teacher in this school been absent from school in the past three months?
   Yes  □  No  □
   b.) What were the reasons for their absenteeism?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

3. a.) Have you been absent from school in the past three months?
   Yes  □  No  □
   b.) What were the reasons for your absenteeism?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   c.) How often does this occur in a term?

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every term</th>
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</table>

4. a.) Are there instances where you were unable to attend classes even when you attend school?    Yes  □  No  □
   b.) If yes, why?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

5. a.) Do you know of instances where another teacher in this school is unable to attend classes even when they attend school?
   Yes  □  No  □
b.) If yes, why
........................................................................................................................................
........................................................................................................................................
c.) How many times does this happen in a week
........................................................................................................................................

6. Is there any teacher in your school with a persistent medical condition? (Indicate number of teachers affected).
   Yes ☐ No ☐

7. Approximate how many minutes it takes you before you start a class
........................................................................................................................................

8. a) Approximate how many days in a month you are away from school?
........................................................................................................................................
b) What were the reasons for you being absent from school
........................................................................................................................................
........................................................................................................................................

9. a.) When you are absent from school, do you make up for the time lost while you were away?
   Yes ☐ No ☐
b.) How does this happen?
   Evenings ☐ Lunch Breaks ☐

10. a) Have you ever been on leave?
    Yes ☐ No ☐
b) What type of leave did you ask for within the year?
    ........................................
c) How many days?
    ........................................

11. Are you involved in key decisions that affect your work performance while in the school?
    Yes ☐ No ☐

12. a.) Is it easy to get permission to be away from school
    Yes ☐ No ☐
b.) Explain your answer above
    ........................................................................................................................................
13. Do you think that the administration is responsive to your professional needs that require you to be away from school?

Yes [ ]  No [ ]  Sometimes [ ]

14. a.) How would you describe your school working environment?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Bad</th>
<th>Very bad</th>
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<tbody>
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</table>

b.) Explain your answer

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

15. a.) Does this school have any school attendance policy?

Yes [ ]  No [ ]

b.) If yes, is it necessary?

...........................................................................................................................................................................................................
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16. What do you think can be the best mechanism of reducing cases of teacher absenteeism in this school?

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17. Any other comment?

...........................................................................................................................................................................................................
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Thank you for your cooperation
## Appendix E: Work Plan

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## Appendix F: Research Budget

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<td></td>
<td>Data collection</td>
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<td></td>
<td>Data coding and analysis</td>
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