

**KEY FACTORS INFLUENCING TEACHER ABSENTEEISM IN
PUBLIC SECONDARY SCHOOLS IN NZAUI SUB COUNTY
MAKUENI COUNTY**

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DECLARATION

This research project is my original work and to the best of my knowledge, it has not been presented for a degree in any other university.

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DEDICATION

This project is dedicated to my wife Miriam Ndinda, and my children Gloria Mumbe, Abednego Muendo, EmmaculateNthenya and Faith Nduku.

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I give glory and honor to God for giving me energy, peace, grace and resources to complete this master's programme.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CBE	Curriculum Based Establishment
CCTV	Closed –Circuit Television
H I V	Human Immunodeficiency Virus
H.O.D	Head of Department
K.C.P.E	Kenya Certificate of Primary Education.
K.C.S.E	Kenya Certificate of Secondary Education.
N.H.I.F	National Health Insurance Fund
NACOSTI	National Commission for Science, Technology and Innovation
QASO	Quality Assurance and Standards Officer.
SPSS	Statistical Package for Social Sciences
T.S.C.	Teachers Service Commission.

ABSTRACT

Teacher absenteeism is a major problem facing many educational institutions in Kenya today. The Teachers Service Commission (TSC) on teachers committing offences of chronic absenteeism and duty desertion evidences this by among others the increasing disciplinary cases. Data from various school Principals, Head teachers and Education Officers has implicated teachers for coming to school late, leaving early from school, teachers being in school and not attending to their lessons and teachers doing private business during working hours. The main objective of the study was to determine how key factors influence teacher absenteeism in public secondary schools in Nzaui Sub-County, Makueni County. The study employed descriptive survey design to collect data from 48 teachers and 12 principals from the sub county, which has 416 teachers, 52 principals and 1 staffing officer. The research instruments used were questionnaires, interview guide and document analysis. Data was analyzed using both qualitative and quantitative methods. The study established among others thatillness, lack of regular supervision and assessment, assigning teachers non-teaching duties, teachers' strike, lack of harmony between parents and teachers are key causes of teachers'absenteeism. The study recommends that in order to reduce teacher absenteeism there is need to address personal, school and environmental factors' leading to teacher absenteeism effectively. Future teacher absenteeism studies also need to be conducted, by use of regression model to identify the key determinants andcomputing the teacher absenteeism of the different cadres in the entireMakueniCounty and in other parts of the country.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Absenteeism is one of the most serious unethical practices facing many organizations in the world today. Few organizations can claim 100% attendance by all employees. Common practice is that occasionally employees will report for work late, leave early from work, extend tea, lunch and even toilet break, attend private business during working hours, forge illness, and extend time to collect tools of work and unscheduled absence from work. Organizations treat all this as absenteeism.

According to Chandhury, et al. (2006), absenteeism is influenced by many factors which include personal illness, a relative's sickness who has to be attended to, family conflicts, lack of job satisfaction leading to low morale, lack of personal competence, lack of friendly work group norms, poor leadership at the work place, lack of effective supervision and inspection of employees, assignment of other duties outside work place, bad weather conditions, union influence and poor working conditions. While these challenges are common in many organizations, employee challenges vary from one organization to another. The current study will seek to establish the key factors leading to teacher absenteeism in secondary schools in Nzaui sub county, Makueni County.

Employers classify absenteeism as culpable where an employee does not provide a legitimate reason for missing work or non-culpable where an employee gives legitimate reason for absenteeism. Other employers refer to absenteeism planned when an employee has official permission including annual leave, pre-organized holidays and off duty programmes. Unplanned absenteeism occurs when an employee has no official permission. The unplanned absenteeism causes many problems to every organization throughout the world because it disturbs workflow, overall production goes down, orders are delayed, casuals are employed to provide services who may not offer quality work, employees are paid overtime and this will increase wage bills. In addition, the employees present have pressure of work, while the absent employees lose wages if

the absenteeism is not planned for and so sometimes eventually the absent employees are terminated from the service.

Bowel (2001), argues that when absenteeism rate in any organization exceeds 3%, the employer incurs huge costs. This has made it necessary for organizations to put in place measures to minimize absenteeism. The common measures include using proper hiring procedures, which ensure selection of employees with proper skills and experience. The employers should provide good working conditions with house and transport allowances. Safety programmes at the place of work, incentives, effective supervision, regular leaves, employee counseling and proper policies of dealing with absenteeism can minimize employee absenteeism. The current study sought to assist teacher management at Nzaui Sub County in Makueni County to minimize teacher absenteeism.

Murnane & Willett (2010), from the United States department of Education office of civil rights presented an alarming report on teacher absenteeism based on the 2009/2010 school year. According to the report, in Rhodes island district teacher absenteeism rate was 50% and this raised eyebrows from the public. It was established that 36% of the teachers were absent for more than ten days in the year and 5.3% of teachers were absent every day. In Maryland state, teachers absence was 36% while in Hawaii state the absence rate was 26%, Utah states had the lowest teachers absenteeism rate of 21%. The survey data further indicated that new teachers are rarely absent while absence rate was higher on Mondays and Fridays. Statistics showed that teachers absenteeism increased as the economy improved and a number of teachers were dismissed for chronic absenteeism.

Research data obtained from education and health sectors in developing countries and presented to the World Bank in the year 2005 revealed amazing features on employee absenteeism where on average, 19% of teachers, were absent compared to 35% of health workers. According to the report, men are absent more often than women are and higher-ranking workers are more absent than lower ranking ones. Days before and after the holiday were liable to higher rate of teacher absenteeism. Bad weather conditions can increase rate of absenteeism. Employees below 25 years

and above 55 years are more absent than those within the 25-55 years. Operation employees were more frequently absent than supervisors and managers.

A survey carried out by research team from the World Bank on primary school teacher absenteeism from eight countries, sampled from three continents and presented by Menno Pradhan at the 2008 World Bank human development forum, revealed alarming rates on teacher absenteeism. According to the survey, Uganda and India posted high rates while Peru posted smaller rates. Absence rates in the eight countries averaged 18%. Like many other developing countries, teacher absenteeism in Kenya is a widely recognized problem with some regions registering as high as 20% absence rate (Glewwe & Kremer, 2006). It is a serious obstacle to the provision of quality education, which is one of the key pillars of the Government Development blue print, Vision 2030.

The absence of teachers has serious financial cost implications on the education managers and the country in general. When teachers are absent, students lose learning opportunities and this may lead to poor academic performance in the schools. Absenteeism of teachers may disrupt the school routine as well as creating low morale among the present teachers (Murnane & Willett, 2010). From the data gathered, it is evident that excessive absenteeism among school personnel is one of the most neglected problems in the public education sector of both developing and developed countries.

According to World Bank (2013), teacher's absenteeism in Kenya is one of problems facing improvement of education sector. The report stated that on average the absence rate in the country is 16%. The report further stated that for every 100 public school teachers, 55 were in class teaching while 27 were at the school but not teaching. The report further stated that senior teachers were absent from class more frequently. Teachers who came from the districts they teach recorded a higher absenteeism rate. This report indicated that except for Principals and Head teachers, male teachers were more absent than their female counterparts.

During the Makueni County Education day in 2013, the Teachers' Service Commission (TSC) County Director reported that absenteeism of teachers was one of the key factors leading to poor

performance in Kenya Certificate of Secondary Education (KCSE) in the county. “The county is doing well at Kenya Certificate of Primary Education (KCPE) but what is happening to KCSE?” the director asked and advised school principals and head teachers in the county to fully implement the TSC policies and procedures for dealing with absenteeism of teachers in all schools. When presenting the assessment report, during the Nzaui Sub County principals’ meeting in 2013, the Sub County Quality Assurance and Standards officer (QASO) reported that the rate of absenteeism by the school principals during the year was quite high. He added there was evidence in the school logbooks and it was affecting curriculum supervision in the schools.

While Commenting on the challenges of syllabus coverage during the Sub County Directors’ meeting in 2013, the principal, Kalamba Secondary School, Nzaui Sub County reported that on average, every teacher lost 24 days during the National teacher’s strike in June/July 2013, translating to average absence rate of 32% in one term. Moreover, during the Makueni County Deputy Principals’ capacity building workshop in 2014 at Emali town, the TSC director advised the Education Managers that permission by mobile phone communication was not authorized until it is put in writing within 24 hours.

The above reports indicate that teacher absenteeism is a major threat to provision of quality education internationally, nationally, in Makueni County, and in particular Nzaui Sub County. This shows the need of identifying the factors influencing teacher absenteeism, its effects and proposing the necessary intervention measures to be put in place to reduce the vice. The literature available indicates that there is little study, which has been done on absenteeism of teachers’ public secondary school in Kenya and non in Nzaui-sub County in Makueni County. The current study will focus on public secondary schools in the sub county. The researcher will attempt to establish key factors influencing absenteeism of secondary school teachers in Nzaui Sub County, Makueni County, with a view to proposing intervention measures to address the vice.

1.2 Statement of the Problem

Teacher absenteeism is a serious obstacle to the delivery of quality education in many school systems over the world. A recent survey done by uwezo Kenya revealed that on average one in

every 10 teachers are absent from school every one time. In Makueni County, the Ministry of Education officials have indicated that teachers' absenteeism is one of the challenges facing provision of quality education at the secondary school level. In Nzaui Sub County the Term one, 2013 assessment report has implicated school principals for being frequently absent from school. In Kalamba secondary school, Nzaui Sub County the average teacher absenteeism rate during the National teachers' strike in 2013 was 32%. The alarming reports on teacher absenteeism indicate a need for research to establish the main causes of teacher absenteeism. This study therefore focuses on establishing how key factors influence teacher absenteeism among secondary school teachers in Nzaui Sub -County.

1.3 Purpose of the Study

The purpose of the study was to determine how the key factors influence teacher absenteeism in public secondary schools in Nzaui Sub County, Makueni County and to propose some mitigation measures to address the vice.

1.4 Objective of the Study

The specific objectives of the study were:-

- (i) To identify how the personal factors influence absenteeism of teachers in public secondary schools in Nzaui Sub County, Makueni County.
- (ii) To determine how the school factors influence absenteeism of teachers in public secondary schools in Nzaui Sub County, Makueni County
- (iii) To establish how the environmental factors influence absenteeism of teachers in public secondary schools in Nzaui Sub County, Makueni County.

1.5 Research Questions

The research questions that guided the study are:-

- (i) What influence do personal factors have on teacher absenteeism in public secondary schools in Nzaui Sub County?
- (ii) What influence do school factors have on teacher absenteeism in public secondary schools in Nzaui Sub County?

(iii)What influence do environmental factors have on teacher absenteeism in public secondary schools in Nzaui Sub County

1.6 Significance of the Study

The research will be important because it established how key factors influence absence among teachers in public secondary schools in Nzaui Sub County. It will assist the school principals and Ministry of Education officials to put in place measures to reduce the unethical practice in the Sub County. The research findings will assist the Teacher Service Commission (TSC) to formulate future policies aimed at combating teacher absenteeism in the country.

Once that factors leading to teacher absenteeism have been identified, it will help in providing quality education thereby enhancing students' academic performance. The study findings will be used by future researchers to carry out further research on teacher absenteeism in other parts of the country.

1.7 Delimitations of the Study

The study limited itself to public secondary school teachers in Nzaui Sub County, Makueni County only where the respondents were teachers, principals and staffing officer from the sub county. It also delimited itself to how personal, school and environmental factors influence teacher absenteeism in the sub county.

1.8 Limitations of the Study

As a result of financial limitations the study focused on a sample of 12 schools out of the total of 52 public secondary schools and only a sample of 48 teachers out of the target population of 416 were selected. To overcome the challenge of transport, the researcher used public transport for the schools along the road and motorbikes for the schools off the road and those on the hills to deliver and collect the questionnaires. This also ensured that all questionnaires were returned in time and no loss. The personal visitation of schools by the researcher also provided the opportunity to assure the respondents that the data was to be used for the purpose of the study and not for victimization. Where attendance registers were not well kept or not kept at all, the researcher only used questionnaires to extract the required information.

1.9 Assumptions of the Study

The study made various assumptions; the sample of 12 selected schools represented the total of 52 public secondary schools, the respondents filled the questionnaires correctly and truthfully, the principals being the custodians of the teacher's attendance register, they provided useful data on teacher absenteeism. The teachers were considered to be absent every time they are not in class when they are scheduled to be. Reduced teacher absenteeism increased teacher student conduct and hence improved the academic performance, and finally, the methods of data collection were valid and reliable.

1.10 Definition of Terms

Absenteeism: Refers to the failure of a teacher to report for duty when scheduled to be in school.

Environmental factors: These community based characteristics contribute to teacher absenteeism.

Key factors: Refer to the variables that make a teacher not to attend lessons when scheduled to attend.

Mitigation measures: These are policies and acts that can be put into place to minimize unauthorized absenteeism of teachers.

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

Secondary school: Refers to a school that provides secondary education typically between age of 12 and 18 years after primary school and before higher Education.

School factors: These are institution based challenges that discourage teachers from attending duty.

1.11 Summary

This chapter outlines the background of the study. It has stated the statement of the problem, purpose and objectives of the study. It has further outlined the research questions, significance, delimitation and assumptions of the study and finally it has given definition of operational variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to key factors that influence teacher absenteeism in public secondary schools in Nzaui Sub-County. It consists of information from the casual observations, internet and the opinion of other researchers and scholars concerning teacher absenteeism nationally and internationally.

The researcher's literature review focuses mainly on the following themes; The teacher absenteeism, how personal factors influence teacher absenteeism, how school factors influence teacher absenteeism, how environmental factors influence teacher absenteeism, theoretical framework, conceptual framework and finally gives the summary of the chapter.

2.2 Teacher Absenteeism

Absenteeism can be defined as any failure of an employee to report for or to remain at work as scheduled, regardless of the reason (Ivatts, 2010). According to Abeles (2009), absenteeism is a period of not attending to duty by the employees while for teachers it is being in school but fail to visit class to teach or being in unfit condition to teach the children effectively (Castrol, 2007).

Research has shown that teacher absenteeism is a global phenomenon facing developing countries more than the developed ones. In developing countries, the teacher absenteeism rate is above 40% while in developed countries it is as low as 10% (Hubbell, 2008). According to Ivatts (2010), literature on teacher absenteeism is scarce and very few reasonable findings have been established on the causes. To begin to fill those gaps on the causes of teacher absenteeism World Bank in collaboration with Global Development Network initiated a multi-country survey on basic health and education (Chaudhury, et al. 2004).

On education the survey focused on absence rate of primary school teachers and obtained the data on table 1

Table 2: Teacher Absenteeism Rate by Country

Country	Teacher absence rate (%)
Peru	11
Ecuador	14
Papua New Guinea	15
Bangladesh	16
Zambia	17
Indonesia	19
India	25
Uganda	27

Source: Das, et al. (2007), for Zambia, World Bank (2004), for Papua New Guinea, Chaudhury, (2006), for all other countries.

The same survey was done for secondary school teachers inclusive of Mongolia and Lao PDR Cambodia. In 2008, the survey was repeated for Uganda and Indonesia. The survey data obtained indicated that teachers' absenteeism for developed countries was found to be quite high averaging 19% for primary school teachers (Chaudhury, et al. 2006), while Peru registered the smallest absence rate of 11%.

According to the survey, the national average absence rate for secondary school teachers was lower than that of primary school teachers except for Bangladesh where the rate of absenteeism for secondary school teachers was 2% higher than the primary rate (World Bank, 2004). In Mongolia teacher absence rate in rural areas was 16% and only 5% in urban areas (Glewwe & Kremer, 2006). In India absenteeism rate for the teachers was 25% with Jharkhand, one of its states registering 42% (Kremer, et al. 2005). This was the first National teacher absence data produced for South American countries (Chaudhury, et al. 2004). According to Das, et al. (2006), teachers in public schools in Pakistan are absent 3.2 days per month compared to their private school counterparts who are absent only 1.8 days per month.

There has been a few studies conducted on teacher absenteeism in developing countries and more so in African countries. However according to a study carried out in Botswana, Malawi and Uganda, it was found that teachers absenteeism rate varies from 3 to 6 % in primary schools with Botswana showing the highest rate of 6%. In secondary schools, the rate varies from 3 to 11 % with Uganda showing the highest rate of 11%. Das, et al. (2005), established that teacher absenteeism rate in Zambia was 18%. A recent survey by Uwezo in Tanzania indicated that teacher absenteeism was a major obstacle for effective and sustainable implementation of the country's education system where the absenteeism rate was 10% at the primary and 13% at the secondary schools. Another survey by African Economic Research Consortium's service delivery indicators found that teachers absenteeism rate in Tanzania was 23% in primary schools.

According to Ivatt (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. Research by the Glewwe & Kremer (2006), found that teachers' absenteeism in Zambia and Kenya was dominated by legitimate reasons but unauthorized absenteeism was common in many other African countries. It was also established that in Ghana and Zambia a third of all primary school teachers were absent due to poor motivation where many primary school teachers wanted to be upgraded to become secondary school teachers whose motivation level is higher. In Tanzania, teacher absenteeism was reported to be lower in private schools than in public schools and the rate was higher among the contract teachers, than those with permanent status (Crocetti, et al. 2014).

Glewwe & Kremer (2006), established that, teacher absenteeism in Kenya varies from one region to another where the rate ranges from 20% to 28.4% of the time. He also argued that 12.4% of teachers were in school but not in the class teaching. While teacher absenteeism is a serious obstacle to the provision of quality education in Kenya, there is little systematic data on its extent. This study therefore seeks to establish actual data on teacher absenteeism in Kenya and in particular Nzaui Sub County.

According to the Teachers Service Commission (TSC) county director's speech during the county educational day in 2013 at Wote stadium, Makueni County, teacher absenteeism is the key factor leading to poor performance in Kenya Certificate of Secondary Education (KCSE) in the county.

While presenting assessments report to the principals in 2013, the sub-county Quality Assurance and Standards Officer confirmed that absenteeism of school principals in term 2, 2013 was at an alarming rate in Nzaui Sub County. In response to the report, the principal Kalamba secondary school observed that in his school the rate of teacher absenteeism was 32% during the June/July 2013 teachers' strike.

In regard to the current study there are limited findings on teacher absenteeism in developing countries and the little that is known is confined to particular regions only. Further, the administrative records of teacher absenteeism may not be accurate. There are also several missing links on the causes of teacher absenteeism, where investigation focused on excessive absence only and mitigation measure to combat the unauthorized absenteeism have been ignored. This study will attempt to fill these gaps in relationship to the Kenyan situations and in particular Nzaui Sub-County.

Ivatts (2010) argues that there are several causes of teacher absenteeism which vary from one country to another and from one region to another. These causes include teacher demography, gender, seniority, type of employment, type of school, job satisfaction, professional commitment, school and institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, health, secondary employment, class size, quality of school infrastructure, distance to school, isolation, level of training, formal duties, quality of learning environment, social contest of the school, community social economic status, school leadership and community participation. This study will discuss these causes under 3 main headings, 2.3 personal factors, 2.4 school factors and 2.5 environmental factors.

2.3 Personal Factors Influencing Teacher Absenteeism

Research data available shows that personal characteristics influence teacher absenteeism. They include age and gender of the teacher, illness of the teacher or a family member, experience and job dissatisfaction of the teacher, seniority and the type of employment for the teacher; qualification and lack of professional competence of the teacher, compassionate leave and family conflicts among other family responsibilities.

Research has established that teachers join the teaching profession when they are highly motivated but they 'burnout' as the age of the teacher increases (Glewwe & Kremer, 2006). This explains why older teachers are often more absent. According to Ervasti, et al. (2012), female teachers are absent more frequently than male teachers due to more family demanding responsibilities. However, Rosenblatt & Shirom (2005), argue that male teachers are absent more than their female counterparts who have few outside workplace responsibilities that are likely to take them away from the school. General observation from Kenyan schools is that female teachers are absent more often than male teachers and that younger female teacher are more absent than their older counterparts due to more family responsibilities.

According to Chaudhury, et al. (2006), the study on multi-country survey indicates that 10% of the teachers' absenteeism is attributed to illness. In Uganda and Zanzibar HIV infection was found to be responsible for the largest share of teachers' absenteeism (Habayarima, et al. 2004). Researchers' observation on the teachers absenteeism indicate that teachers who are sick or have sick family members will not attend school but stay at home to recover or to take care of the sick person.

World Bank report (2004), revealed that during the first year of teaching, teachers tend to be effective but after two to three years of experience, the teachers become more effective and their attendance is good. However the survey report done among many school administrators indicates that newly employed teacher's absence rate is low compared to the long serving teachers. According to Sargent & Hannum (2005), when teachers lack job satisfaction the rate of absenteeism increases. Alcarliar, et al. (2004), argue that contract teachers in Peru and Indonesia have higher rates of absenteeism because they spend more time exploring alternative

employment. Researchers' observation is that an employee who has good terms of payment and service will have low absenteeism rate.

Chaudhury, et al. (2006), established that high ranking teachers tend to be more absent than low ranking counterparts. Thus the principals are absent from school more frequently than regular teachers because they must attend other administrative duties outside the school such as meetings organized by the Ministry of Education officials, workshops and seminar among others. In addition, temporary and contract teachers are often more present than permanent teachers because they fear losing their job. According to Alcarizar, et al. (2004), teachers trained in pedagogy are more professionally qualified and motivated than those teachers who studied other subjects and therefore they have low absence rate. This explains why teachers from recognized Teacher Training Colleges are considered more for teacher employment. Rockoff, et al. (2011), found that school employees whose performance is poor are rated as being absent more often than the average counterparts. Thus, teachers who lack professional competence have higher absenteeism rate than the others. Many school administrators concur that teachers who are non-performers are frequently absent from school because most likely they lack professional competence.

According to the code of regulation for teachers in Kenya, a teacher is entitled to various leaves among them compassionate leave. Obeng-Denteh, et al. (2011), argues that generous school leave policy can cause higher rate of absence among the teachers in developing countries. Researcher's observation on teacher's absenteeism is that like any other employee, when there is death of a family member or colleague a teacher will seek permission to attend the burial ceremony. If a teacher has a sick or hospitalized dependant, permission will be obtained to attend the same. This explains why compassionate leave is one of the leading causes of teacher absenteeism.

Naturally, when a teacher has a family conflict, which may lead to court cases, or fight, which may cause physical injury, such a teacher, will be absent from school so as to create time to resolve the conflict. In addition religious meetings, ceremonies and customary functions conducted during a weekday are likely to make teachers absent from school when they attend the functions as part of their constitutional rights.

The current study attempted to find out how personal factors lead to teachers' absenteeism in public secondary schools in Nzaui sub-county. The above mentioned effects may not be the only ones influencing teacher absenteeism in Nzaui Sub-County thus the need for this study.

2.4 School Factors Influencing Teacher Absenteeism

School factors are institutional characteristics and working conditions that in different ways influence teachers' absenteeism. They include: Lack of group accepted norms, poor leadership style of the principal, lack of effective supervision and monitoring policies by the school administration and Ministry of Education, the status of the school whether private or public, poor school infrastructure and equipments, lack of in-service training programs among other motivation policies, high pupil-teacher ratio and assignment of other school administrative duties.

According to Ehrenberg, et al (1991), great organizational support can cause low absence rate of the individual teachers because it reduces stress. Schools that lack strong staff welfare will have higher absenteeism rate of teachers. This is because there is no teamwork and some social needs are not met and this demotivates teachers. A school where the principal's leadership style does not involve teachers in decision making ,that which does not allow teachers to participate in policy making demotivates them hence increasing rate of absenteeism .while in schools that have good leadership style by the principal ,teachers absenteeism rate has been reduced by a big percentage.

In his quasi experiment, Rockoff (2008), in New York City found that monitoring program reduce teacher's absenteeism, and improve retention. In Rajasthan province of India, teachers attendance improved when cameras to monitor attendance were introduced (Duflo & Hanna, 2005) while in North Carolina teachers attendance improved when a policy to charge for each day they took off was introduced. Multi-country survey report by Glewwe & Kremer (2006), found that monitoring of teachers by school directors accompanied by disciplinary action reduce teachers absenteeism by a high rate. The survey found that in a school where teachers' attendance register is well kept and maintained, teachers' absenteeism rate is low. Teachers who teach in schools located closer to educational offices and therefore receive routine monitoring have lower absence rate. It has been observed that the rate of teachers' absenteeism tends to be

higher when principals are not in the school because of lack of regular monitoring of the teachers as they perform their duties.

Kremer, et al. (2005), argues that private school teachers have absence rate of a third lower than their public school counter-parts in the same location. Researcher's observation is that teachers in private schools are well paid and therefore well motivated to work more than their counterparts in public schools. According to Chaudhury, et al. (2006), average schools with best infrastructure and equipment had far much lower absence rate than those with worst infrastructure even after controlling other factors. The multi-country survey has indicated that schools with good quality infrastructure and adequate teaching and learning equipments have smaller absence rate since the teachers are more motivated.

Aaronson, et al. (2007), observed that teachers training can lead to teachers' absenteeism when teachers are removed from class for a period without a substitution. In many schools in-service training for various subjects are usually conducted during the working hours, thereby keeping the concerned teachers out of class. Teachers who have received recent in-service training have low absence rate than those who have not, thus training and in-service training reduces teachers' absenteeism.

According to Rockoff, et al. (2011), teachers in schools with high pupil-teacher ratio will often be more absent because of the high work load leading to overworking of the teachers. In this case, teachers will absent themselves to avoid this excess work.

In Chile teacher attendance rate increased when teachers were offered bonus ranging from 5-7% of their annual salary (Mazola, 2005). In a school where teachers are not given material incentives and have no promotion policies, teachers are demotivated and the rate of absenteeism is high.

According to Glewwe & Kremer (2006), when teachers are assigned other duties outside the school for example taking students for games, drama, music, science congress, teachers are kept out of classrooms thereby increasing absenteeism rate unlike those other teachers who are not assigned such duties.

The current study attempted to find out how the school factors influence teacher absenteeism in secondary schools in Nzaui Sub County. The above-mentioned effects may not be the only effects influencing teacher absenteeism in Nzaui sub-county, hence the need for this study.

2.5 Environmental Factors Influencing Teacher Absenteeism

Environmental factors are community based characteristics that in different ways contribute to teachers' absenteeism. Some examples include the location of the school, residence of the teacher, remoteness of the school, level of poverty of the community, assignment of non teaching tasks to the teachers, education level of the parents, political influence and weather conditions.

In Ecuador, it was observed that teachers working in rural areas were less absent than their urban counterparts who are deterred by the good infrastructure in urban centers. According to multi-country survey World Bank (2004), many governments pay teachers a bonus, addition housing or transport allowance for locating in less desirable schools. In Kenya, this is called hardship allowance and is paid to the teachers teaching in hardship areas, such as arid and semi arid regions. This study will try to establish whether this hardship allowance has effect on teacher absenteeism in Nzaui Sub County.

Teachers who live far from the school have higher absence rate than those who live near the school. This is because such teachers find themselves late whenever they face any challenge in managing time. According to Chaudhury, et al. (2004), teachers are more absent on Fridays and Mondays when they go early to start long weekend and when they are late due to weekend activities. In addition, teachers from remote areas have increased absenteeism rate because they cannot reach the school on time due to poor transport and again they travel far to urban centers where they can access services such as banking and sometimes they extend weekends and holidays. According to Abeles (2009), teachers from communities, which are poor, have high rate of absenteeism because the community lacks supervision and monitoring ability of the teachers. On the other hand, common practice is that poor communities have no vibrant activities to reduce the teacher absenteeism.

In South Africa, the government pulled teachers out of school to carry out duties such as voter registration, election oversight and public health campaigns (Kremer, et.al. 2004). Many organizations find teachers knowledgeable, available and committed in performing public tasks in the community. For this reason, many organizations will deploy teachers when there are such tasks making them stay out of classrooms. Alcazar, et al. (2004), observes that teachers having a

local origin have lower absenteeism rate than those from other communities. According to Hubbell (2008), indigenous teachers tend to be more absent than the non-indigenous teachers. This is because the indigenous teachers being near home have many personal activities that require their attention from time to time compared to non-indigenous teachers who are far from their home.

In Nicaragua, lack of control over the schools was due to low education of the parents, which was responsible for high teacher absenteeism rate in rural areas (King, et al 2001). This is because the illiterate parents lack knowledge of the need for education for the children unlike their counterparts who are educated, hence know the value of education, and supervise teachers to be in school on time. In Latin America, rural primary school teachers were found to be less frequently absent due to activities related to union participation (DiCropello & Marshall, 2005). A teacher who is a union member is absent more often than teachers who are not members of any union because they are protected by the union constitution and again some days are used for union meetings. According to Rogers, et al. (2004), in Ecuador, teachers strike in 2003, lasted for six weeks influencing teachers absenteeism for the same period. Wars and other civil disorders can cause teacher absenteeism. In Kenya, schools in the areas affected by 2007/2008 post election violence were closed because of teachers' absenteeism since many had run away for their safety. In addition, insecurity in the northeastern region areas of Kenya made teachers to boycott reporting to work for the first term in 2015

Bad weather conditions such as floods can disrupt travel and communication systems thereby delaying the teachers from reaching the school on time. During heavy rains, muddy roads and flooded rivers can make teachers to be absent from school. The current study will attempt to find out how the environmental factors influence teacher absenteeism in public secondary schools in Nzaui Sub County, which may be unique to the sub county. The above mentioned effects are not universal to all areas in Kenya thus this study will attempt to find out how environmental factors influence teacher absenteeism in Nzaui Sub County.

2.6 Theoretical Framework

This study presents psychological and sociological frameworks that were developed to explain employee absenteeism in general and teacher absenteeism in particular. It focuses on teacher absenteeism in the context of secondary schools in Makueni County. The study further embraces the X and Y theory, which was developed by Douglas McGregor in 1960 concerning employee attitude towards work. In the X theory, management assumes employees are lazy, avoid work, avoid responsibility, seek to be lead and place security above all things. As a result, management believes that workers need to be closely supervised and compressive systems of control developed.

The psychological and sociological frameworks were developed in 1970s and 1980s captures two sets of factors. The first set is employee values, expectations and satisfactions (Ravari, et al. 2012). The second set is related to social interaction and social norms within the employee's organization. Although the framework tends to explain why an employee will be absent from work, it ignores other variables like demographic characteristics such as age, gender, level of education, teachers' residence and poverty which are seen as having indirect effect on absenteeism.

Rosenblatt & Shirom (2005), developed a more recent Framework for teachers' absenteeism, which considered school related, and teacher factors that had three sets of variables. They include teacher level variables, school level variables and contextual level variables. These theories guide the current study, which has attempted to find out how personal, school and environmental variables influence teachers' absenteeism in public secondary schools of Nzaui sub-County.

2.7 Conceptual Framework

The conceptual framework as represented by figure, the key factors influencing teacher absenteeism referred to as independent variables are indicated. Mitigation measures to reduce the vice referred to as intervening variables are stated. Teachers' absenteeism referred to as the dependent variables ends the interrelationship of the variables

2.7.1 Teacher Level Variables

According to this study, the teacher level variables can be referred to as personal factors. They include teacher demographic variables such as age, gender, education level ethnicity and teacher school related variables such as satisfaction of work profession among others. Sargent & Hannum (2005), observed that personal variables have direct effect on teacher absenteeism. They showed existing link where older, female and less qualified teachers were more satisfied with their job than young, male and qualified teachers.

According to his finding, Abeles (2009), established that teachers satisfied with their work such as salary, school environment, having supportive school principals and suitable workload, had positive effect on teachers' attendance. It was established that teacher's demographic characteristics have direct and indirect effects on teacher absenteeism.

2.7.2 The School Level Variables

In regards to the study, the school level variables are school factors, which operate within the school, and they include work group norms, the school principal's leadership style, supervision from local and state authority, partnership between the school and community, time for teachers' training and administrative duties. These variables have only direct effect on teachers' absenteeism.

Bradley, et al. (2006), argues that schools where work is not part of social norms, inspection is regular and principal exhibits collegial behavior and the system is open to community and parents, teachers' attendance rate is higher. Chaudhury, et al (2004), observed that teachers can be absent when performing other out of school duties related to their work.

2.7.3 Contextual – Level Variables

These variables are geographically oriented. According to this study, they can be referred to as community characteristics or the environmental factors. They include location of the school whether it is rural or urban, the remoteness of the school in relationship to tarmac ked road and the level of poverty in the community (Bradley, et al. 2006). According to Sargent & Hannum

(2005), teachers in poor or rural schools have been noted to have lower level of job satisfaction and hence more absent than their counterparts in the non – poor and sub – urban schools.

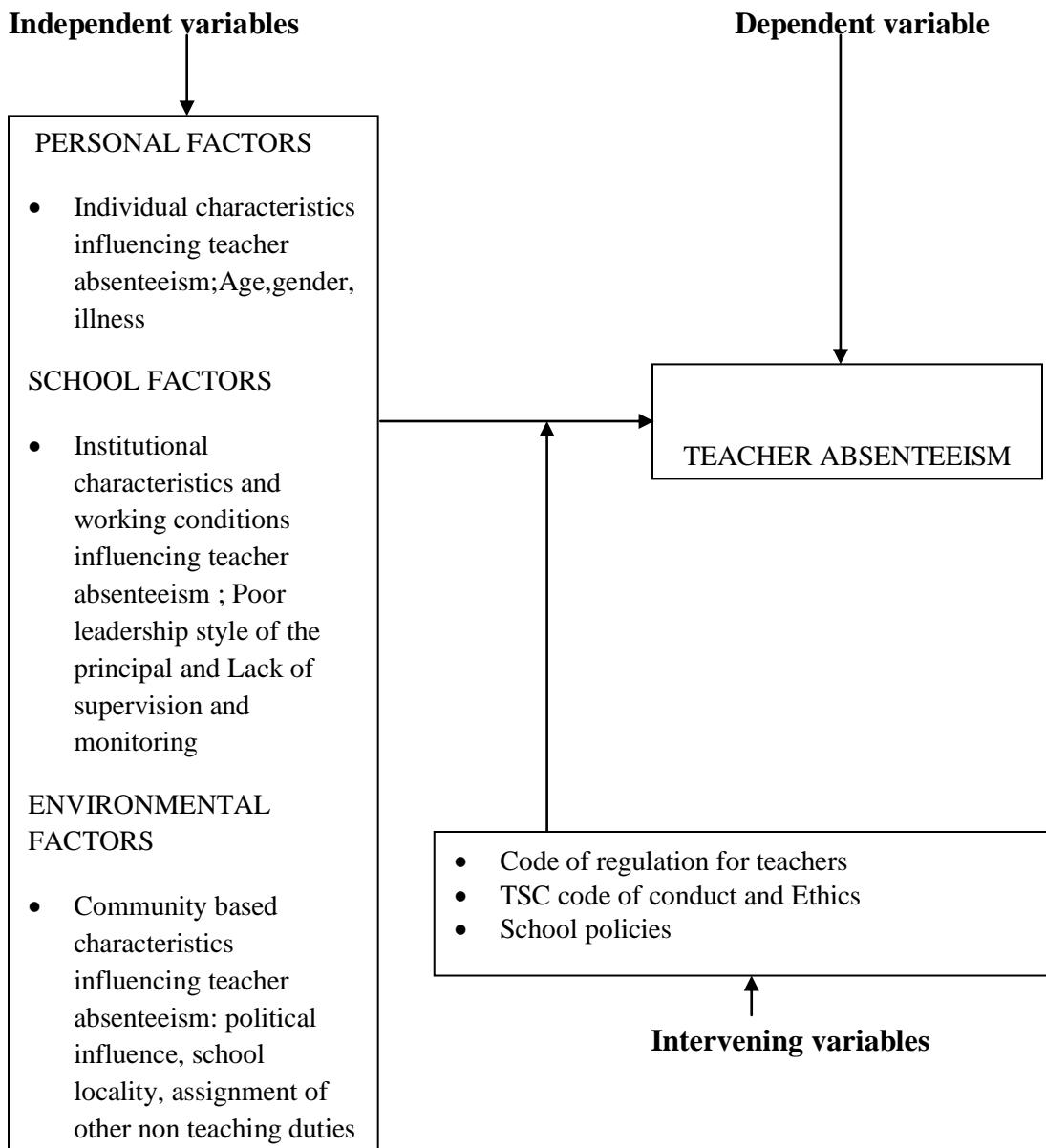


Figure 1: Diagrammatic representations of the interrelated study variables

Source: Researcher's design

The purpose of this study was to establish the interrelationship between interdependent, intervening and dependent variables as shown on the figure 1

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the details of methodology used in the study. It highlights the methods and procedures, which were used to collect the required data. It describes the research design, target population, sampling procedures and methods of data collection. The chapter also discusses the validity and reliability of the data collection instruments, methods of data analysis and finally gives a summary of the chapter.

3.2 Research Design

Orodho (2008), defines research design as the arrangements of conditions for collecting and analysis of data in a manner that meets the aims of the research purpose with economy in the procedure. This research adopted a descriptive survey design to investigate key factors across a section of secondary school teachers in relation to school absenteeism in Nzaui sub-county.

The method was effective in collecting data from a large sample at low cost as well as taking little time. Research design is a means through which views, opinions, attitudes and suggestions for improving education process and institutions can be collected. It is used to explore relationship between variables and allows generalization across the population Orodho (2008), maintains that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of teachers.

3.3 Target Population

Orodho (2008), defines target population as members of a real or hypothetic set of people, event or subjects to which a researcher wishes to generalize the results of the study. The statistics in Nzaui Sub-County Directors' office indicate that there are 52 public secondary schools with a total population of about 416 teachers employed by Teachers Service Commission, (TSC) and Board of Management (B.O.M). This research targeted the 416 teachers in Nzaui Sub County secondary schools who formed the target population for the study.

3.4 Sampling Procedure and Sample Size

Orodho (2008), defines sample population as a portion of the target population that the researcher plans to study for generalization while sampling procedures refer to part of the research for observation. The researcher employed stratified random sampling to select 12 out of the 52 secondary schools in the sub county. Among the 12 schools selected, 6 were boarding while the other 6 were day schools. Simple random sampling was used to select 1 principal and 4 teachers from each of the 12 sampled schools translating to a total of 12 principals and 48 teachers, which is 11% and 23% of the entire teachers' population in the Sub -County. Purposive sampling was used to select the 1sub county staffing officer who has the required information based on the objectives of the study. Therefore, the sample size for the study was 61 respondents

3.5 Data Collection Procedures

In this study, the research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). A copy of the permit was given to the Sub-County Director Nzaui Sub- County for information and to seek permission. The researcher booked appointments with the teacher, Principals and the Sub-County Staffing Officer to collect data on scheduled dates.

The researcher personally delivered the questionnaires and gave some explanations on the importance of the study and this helped the researcher to establish and create rapport with the respondents. The questionnaires were collected the following day when they were duly filled. The researcher used questionnaires to collect data from 4 teachers randomly selected and the principal of each of the 12 selected schools making a total of 48 teachers (11.5%) and 12 principals (23.1%) of the entire population of teachers and principals in Nzaui Sub-County interview was used to solicit data from the Sub-County Staffing Officer.

3.6 Research Instruments

The researcher collected data using questionnaires, interview schedule and documented analysis (registers) to collect data related to teacher absenteeism. According to Gorrell, et al. (2011), a questionnaire offers considerable advantage in administration; it presents an even stimulus potential to a large number of people simultaneously and provides the investigator with an easy

accumulation of data. Questionnaires also measure attitude and elicit other information from participants with minimal cost above providing anonymity.

The researcher employed two types of questionnaires, which were designed to solicit information from teachers and principals. The questionnaires had six sections, which solicited data on demographic information the teachers and, school information from the principals, and how personal factors, school factors, environmental factors and other factors influence teacher's absenteeism and finally mitigation measures to reduce the vice. The questions were both open and closed ended. The closed questions were scored by ticking strongly agree, agree, uncertain, disagree and strongly disagree. The open-ended questions were answered by listing respondent's opinions.

Interview schedules were administered for getting information from the Sub-County Staffing Officer to supplement data from the field questionnaires. The interview schedule had four questions, which the researcher used to probe for explanation and clarification regarding teacher absenteeism. The documents analyzed were staff attendance registers, lesson attendance register, teachers leave out forms among others to help in complementing data on the teachers' absenteeism from questioners and interviews.

3.7 Instrument Validity

According to Orodho (2008), validity is concerned with establishing whether the instrument content is measuring what it is supposed to measure. It is the extent to which the instrument achieves the objectives. Validity of instruments is improved through expert judgment. For this study, the researcher sought assistance from research experts, experienced graduates, lecturers and in particular the experienced supervisors who examined the instruments and gave feedback and their recommendations were incorporated accordingly. The researcher also discussed the instrument with peers and their suggestions were included as well.

3.8 Instrument Reliability

The term reliability means that scores from an instrument are stable and consistent. An instrument is reliable when it can measure variables accurately and obtain same results under

same conditions over a period of time. Hallinger, et al. (2013), defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To enhance reliability; pilot study was conducted where the questionnaires were administrated in 12 public secondary schools in the neighboring Makueni Sub-County and which were not included in the final study. The reason for this pre -test was to improve reliability of the instruments by discarding and modifying the instrument to improve quality of the instrument thereby increasing its reliability.

This study used the Cronbach's Alpha (α) which indicates how well items in a set are positively correlated to one another. It is a measure of internal consistency and the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. In this study, Cronbach's Alpha co-efficient of the range of 0.7 to 1.0 was considered to be very reliable after computing section by section and finally combining all sections as shown below.

Personal factors influencing teacher absenteeism Number of items in the scale:

14 Cronbach's Alpha reliability coefficient: 0.8473

School factors influencing teacher absenteeism Number of items in the scale:

13 Cronbach's Alpha reliability coefficient: 0.7839

Environmental factors influencing teacher absenteeism Number of items in the scale:

9 Cronbach's Alpha reliability coefficient:

0.7313

All the personal, school and environmental factors combined

Number of items in the scale: 36

Cronbach's Alpha reliability coefficient: 0.9062

Hence, based on the computed Cronbach's alpha of 0.8473 for personal factors, 0.7839 for school factors and 0.7313 for environmental factors, the research instrument was deemed as reliable. Moreover, the Cronbach's alpha for all the 36 items under personal, school and environmental factors was 0.9062, which was regarded as excellent and hence very reliable.

3.9 Methods of Data Analysis

Data was analyzed using both qualitative and quantitative methods. Quantitative data was analyzed by use of descriptive statistics such as frequency distribution and percentages. Qualitative data was analyzed using content analysis by categorizing and indexing the responses and other field notes into common themes.

The data was presented using descriptive statistics such as frequency distribution and calculating percentages using tables. Finally the data was summarized, conclusions drawn and recommendations for policy and further research given.

3.10 Summary

This chapter outlines the data collection methods. It includes the research design, target population, samplingprocedures, methods of data collection, research instruments in particularvalidity and reliability and finally gives data analysis methods.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of data and discussion of results based on the study objectives. The chapter is divided into the following sections: section 4.2, the response rate of the sampled respondents, section 4.3 demographic information of teachers, section 4.4 school principals perception in relation to teacher absenteeism, section 4.5 reasons for teacher absenteeism as perceived by both teachers and the school principals, section 4.6 personal factors influencing teacher absenteeism as perceived by both teachers and school principals, section 4.7 school factors influencing teacher absenteeism as perceived by both the teachers and the principals, section 4.8 environmental factors influencing teacher absenteeism as perceived by both teachers and school principals, section 4.9 other causes of teacher absenteeism and finally section 4.10 proposed mitigation measures to reduce the teacher absenteeism.

4.2 Response Rate of the Sampled Respondents

Table 2 shows response rate of sampled respondents. The researcher issued questionnaires to 48 teachers and 12 principals. The filled questionnaires were collected at the agreed date. Interview was conducted with the Sub –County Staffing Officer

Table 2: Response Rate of the Sampled Respondents

Category	Target population	Sample		Percentage
		Respondent	Percentage	
Teachers	416	48	48	100%
Principals	52	12	12	100%
Staffing officer	1	1	100%	

Although all questionnaires were duly filled and returned, 7 teachers and 4 principals did not indicate the number of days lost due to teacher absenteeism. Thus out of a sample of 48 teachers, only 41(85.4%) and out of 12 principals only 8(66.7%) stated the number of days lost due to teacher absenteeism

4.3 Demographic Information of Teachers in Relation to Teacher Absenteeism

Table 3 provides cross tabulation of teacher's perception on background information in relation to teacher absenteeism .The average number of days lost due to teacher absenteeism as given by teachers is 8.5 days per year.

Table 3: Teachers' Background Information in Relation to Teacher Absenteeism (N=41)

		<i>f</i>	Average days per year	Standard deviation	Min	Max
Teacher absenteeism		41	8.5	7.0	1	30
Gender	Male	21	10.4	8.3	2	30
	Female	20	6.6	4.8	1	17
Age	less than 30 years	22	6.5	5.2	1	20
	31-40 years	9	8.6	8.0	2	27
	41-50 years	8	13.3	9.1	4	30
	51-60 years	2	11.5	4.9	8	15
Marital status	Married	24	10.3	7.8	2	30
	Single	17	6.1	5.0	1	20
Religion	Catholic	11	9.0	6.5	3	27
	Protestant	26	7.6	7.4	1	30
	Others	4	13.3	5.4	8	20
Terms of service	Permanent	25	9.8	7.6	2	30
	Temporary	11	4.8	2.5	1	10
	Contract	5	10.6	8.8	2	20
Qualification	Diploma	6	12.7	9.5	4	30
	Degree	32	8.1	6.5	1	27
	Masters	0	0	0	0	0
	Others	3	4.7	4.6	2	10
Teaching experience	less than 5 years	23	6.3	5.2	1	20
	6-10 years	5	12.4	9.2	5	27
	11-15 years	5	6.2	4.6	2	14
	16-20 years	2	23.5	9.2	17	30
	over 20 years	6	10.7	6.2	4	20
Member of teachers	Yes	23	10.1	7.8	2	30
Union	No	18	6.6	5.4	1	20
Designation	deputy principal	2	6.0	2.8	4	8
	senior teacher	3	14.0	7.9	5	20
	H.O.D	10	9.9	8.6	2	30
	Teacher	26	7.6	6.4	1	27

As shown in table 3, the teachers indicated that on average male teachers lost 10.4 days while their female counterparts lost 6.6 days per year. This shows that male teachers lost more days per year than their female counterparts. It was also indicated that those who were aged less than 30 years lost on average 6.5 days, those aged between 31-40 years lost on average 8.6 days and those in the age bracket 41-50 years lost on average 13.3 days while those aged 51-60 years lost on average 11.5 days due to teacher absenteeism. Similarly, this shows that teachers aged 41-50 years lose more days due to absenteeism than those in other age brackets because teachers take a lot of time out of school exploring new ventures to sustain them after retirement.

According to the teachers, those who are married lost on average 10.3 days while single teachers lost 6.1 days because of absenteeism. This shows that married teachers on average lost more days compared to the single ones. In regards to religion, Catholics lost 9 days, protestant lost 7.6 days while teachers from other religions lost 13.3 days due to absenteeism. Hence, teachers from other religions lost more days because of absenteeism. Teachers on permanent terms of service lost 9.8 days, those on temporary terms lost 4.8 days while contract teachers lost 10.6 days, showing that contract teachers lost on average greater number of days because of absenteeism compared to other categories. This can be attributed to among others the time they spent trying to look for better and permanent jobs

Relating to academic qualification, the findings show that diploma teachers lost on average 12.7 days, teachers possessing degree lost 8.1 days while those with other qualification lost 4.7 days. This means that teachers with diploma lost a greater number of days in relation to those with degree. This can be attributed to the more time they spent out of school in trying to improve their academic qualification to improve their remuneration.

Teachers with a teaching experience of less than 5 years lost on average 6.3 days, those with 6-10 years of experience lost 12.4 days while teachers with 11-15 years of experience lost 6.2 days. Moreover, the teachers with 16-20 years of experience reported that they lost 23.5 days and the teachers with over 20 years of experience lost 10.7 days due to absenteeism. This shows that teachers with experience of 16-20 years lost more time due to absenteeism than other year

brackets of experience. Teachers who are members of a teacher union lost 10.1 days on average compared to 6.6 days lost by the non-union members illustrating that being a member of a union increases the rate of teacher absenteeism according to the information provided by the teachers. This is most likely because the teachers in a union feel they are more protected compared to those who are not.

Deputy Principals on average lost 6 days, senior teachers lost 14 days; head of departments (HOD) lost 9.9 days while other teachers lost on average 7.6 days due to absenteeism. This illustrates that except for the deputy principals the number of days lost because of absenteeism increases with the increase in designation. This could be because they have other administrative duties assigned to them in and out of the school. These findings concur to those of Ivatts (2010), who argued that there are several causes of teacher absenteeism, which vary from one country to another and one region to another.

4.4 Principals' Perception in Relation to Teacher Absenteeism

Principals were required to state how information about the school influences teacher absenteeism. Table 4 reveals that the average number of days lost due to teacher absenteeism as given by the principals was 25.9 days per year

Table 4: Principals' Perception on Teacher Absenteeism (N=8)

		Average f days per year	Standard deviation	Min	Max
Teacher absenteeism		8 25.9	13.3	10	46
School type	Day	6 22.2	12.2	10	45
	Boarding	2 37.0	12.7	28	46
Distance from the nearest tarmac road	less than 10km	2 13.0	4.2	10	16
	10-20 km	3 33.0	11.4	25	46
	over 20 km	3 27.3	15.4	17	45
Level of school infrastructure	Good	3 31.0	12.8	20	45
	Fair	5 22.8	14.0	10	46

According to the principals' (table 4) day schools absenteeism of teachers was 22.2 days while in boarding schools the teachers lost 37 days. This shows that on average teacher absenteeism is greater in boarding than day schools. Teachers in schools located less than 10 km from tarmac roads on average lost 13 days; those located 10-20 km lost 33 days while in schools located over 20 km absent teachers lost 27.3 days on average an indication that distance from school has effect on teacher absenteeism. The principals' information shows that teachers in schools with good infrastructure lost 31 days per year compared to teachers in schools with fair infrastructure who lost 22.8 days per year due to teacher absenteeism

4.5 Reasons for Teacher Absenteeism

Teachers were required to indicate reasons for their absenteeism. This was affirmed during the interview with the Sub-County Staffing Officer and the analysis of documents obtained at the respective schools. The teachers were required to give reasons for their absenteeism, which were categorized into personal, school, environmental and others. Table 5 shows the frequencies and percentages of the reported reasons

Table 5. Reasons for Teacher Absenteeism

Reported reasons	Frequency	percentage (%)
Personal	53	45.3
School	50	42.7
Environmental	8	6.8
Others	6	5.2

Table 5 shows that personal factors formed the highest absence rate (45.3%) followed by school factors (42.7%), environmental factors (6.8%) and others (5.2%) respectively.

4.6 Personal Factors Influencing Absenteeism of Teachers

Based on the teacher's opinions on personal factors, which influence teacher absenteeism as provided in table 6 and upon combining the responses of those who strongly agreed and agreed, 46 teachers (95.83 %) out of the 48 teachers noted that teacher's illness causes absenteeism. Table 7, which gives the perceptions of principals on personal factors influencing absenteeism, also supports this assertion. Since 11 principals (91.67%) out of the 12 principals agreed that

teacher's illness causes absenteeism. Hence, more than 95.83 % and 91.67 % of teachers and principals respectively supported teachers illness causes absenteeism, showing that absenteeism is caused by teachers' illness. The same findings is in agreement with the study by Chaudhury et al. (2006), who indicates that 10% of the teachers' absenteeism is attributed to illness. Likewise, Habyarimana, et al. (2004), found similar results in Uganda and Zanzibar that HIV infection was responsible for the largest share of teachers' absenteeism.

In addition, 37 teachers (77.08 %) and 37 teachers(77.09%) of the teachers agreed that family conflict causes absenteeism and drug and substance abuse among teachers causes absenteeism respectively. The principals who said that family conflict causes absenteeism represented 11 principals (91.67%) of the principals interviewed. An equal percentage of principals that is 11 principals (91.67%) noted that drug and substance abuse among teachers causes absenteeism. Thus, family conflict causes absenteeism according to more than 77.08% of the teachers and more than 91.67 % of the principals. Similarly drug and substance abuse among teachers causes absenteeism based on more than 77.09% of the teachers and more than 91.67% of the principals.

Table 6: Teachers' opinions linking personal factors to teacher absenteeism (N=48)

Personal factors		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Older teachers are absent more often than young colleagues	f	15	19	5	2	7
	%	31.25	39.58	10.42	4.17	14.58
	Mean	=2.31	Standard deviation	=1.36		
Female teachers are absent more often than male colleagues.	f	13	17	5	7	6
	%	27.08	35.42	10.42	14.58	12.50
	Mean	=2.5	Standard deviation	=1.37		
Married teachers tend to be more absent than the Single colleagues	f	9	25	4	6	4
	%	18.75	52.08	8.33	12.50	8.33
	Mean	=2.40	Standard deviation	=1.18		
Teachers' illness causes absenteeism	f	25	21	1	1	0
	%	52.08	43.75	2.08	2.08	0.00
	Mean	=1.54	Standard deviation	=0.65		
More experienced teachers are absent more often.	f	8	14	7	11	8
	%	16.67	29.17	14.58	22.92	16.67
	Mean	=2.94	Standard deviation	=1.37		
High ranked teachers tend to be more absent than regular colleagues.	f	21	13	7	4	3
	%	43.75	27.08	14.58	8.33	6.25
	Mean	=2.06	Standard deviation	=1.23		
Teachers with high qualification are more absent than less qualified colleagues.	f	10	13	4	12	9
	%	20.83	27.08	8.33	25.00	18.75
	Mean	=2.94	Standard deviation	=1.46		
Poor performing teachers are absent more often	f	3	18	7	15	5
	%	6.25	37.50	14.58	31.25	10.42
	Mean	=3.02	Standard deviation	=1.18		
Family conflict causes teachers absenteeism	f	7	30	4	3	4
	%	14.58	62.50	8.33	6.25	8.33
	Mean	=2.31	Standard deviation	=1.07		
The various types of leaves available for teachers have contributed to their absenteeism	f	12	17	3	10	6
	%	25.00	35.42	6.25	20.83	12.50
	Mean	=2.60	Standard deviation	=1.40		
Teachers who have overstayed in one station tend to be absent more often	f	10	19	5	10	4
	%	20.83	39.58	10.42	20.83	8.33
	Mean	=2.56	Standard deviation	=1.27		
Drug and substance abuse among teachers cause absenteeism	f	14	23	5	5	1
	%	29.17	47.92	10.42	10.42	2.08
	Mean	=2.08	Standard deviation	=1.01		
Permanent teachers tend to be absent more often	f	5	18	6	12	7
	%	10.42	37.50	12.50	25.00	14.58
	Mean	=2.96	Standard deviation	=1.29		
Religious commitments causes teachers absenteeism	f	2	15	8	14	9
	%	4.17	31.25	16.67	29.17	18.75
	Mean	=2.27	Standard deviation	=1.22		

Table 7: Principals' opinions Linking Personal Factors to TeacherAbsenteeism (N=12)

Personal factors		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Older teachers are absent more often than young colleagues	F	1	6	2	2	1
	%	8.33	50.00	16.67	16.67	8.33
	Mean	=2.67	Standard deviation		=1.15	
Female teachers are absent more often than male colleagues.	F	3	4	2	3	0
	%	25.00	33.33	16.67	25.00	0.00
	Mean	=2.42	Standard deviation		=1.16	
Married teachers tend to be more absent than the Single colleagues	F	2	8	1	1	0
	%	16.67	66.67	8.33	8.33	0.00
	Mean	=2.08	Standard deviation		=0.79	
Teachers' illness causes absenteeism	F	6	5	0	0	1
	%	50.00	41.67	0.00	0.00	8.33
	Mean	=1.75	Standard deviation		=1.14	
More experienced teachers are absent more often.	F	3	3	1	3	2
	%	25.00	25.00	8.33	25.00	16.67
	Mean	=3.00	Standard deviation		=1.48	
High ranked teachers tend to be absent more often	f	3	4	1	2	2
	%	25.00	33.33	8.33	16.67	16.67
	Mean	=2.67	Standard deviation		=1.50	
Teachers with high qualification are absent more often	f	3	1	2	3	3
	%	25.00	8.33	16.67	25.00	25.00
	Mean	=3.17	Standard deviation		=1.59	
Poor performing teachers are absent more often	f	4	3	1	4	0
	%	33.33	25.00	8.33	33.33	0.00
	Mean	=2.42	Standard deviation		=1.31	
Family conflicts cause teacher absenteeism	f	6	5	1	0	0
	%	50.00	41.67	8.33	0.00	0.00
	Mean	=1.58	Standard deviation		=0.69	
The various types of leaves available for teachers have contributed to their absenteeism	f	3	4	1	3	1
	%	25.00	33.33	8.33	25.00	8.33
	Mean	=2.58	Standard deviation		=1.38	
Permanent teachers tend to be absent more often	f	3	1	3	2	3
	%	25.00	8.33	25.00	16.67	25.00
	Mean	=3.08	Standard deviation		=1.56	
Drug and substance abuse among the teachers cause absenteeism	f	6	5	0	0	1
	%	50.00	41.67	0.00	0.00	8.33
	Mean	=1.75	Standard deviation		=1.14	
Religious commitments causes teacher absenteeism	f	1	8	2	1	0
	%	8.33	66.67	16.67	8.33	0.00
	Mean	=2.33	Standard deviation		=0.98	
Disability among teachers causes absenteeism	f	0	1	5	4	2
	%	0.00	8.33	41.67	33.33	16.67
	Mean	=3.58	Standard deviation		=0.90	

Table 6 shows that 34(70.83%) of the teachers reported that older teachers are absent more often than young colleagues. An equal percentage of teachers also said that married teachers tend to be more absent than the single colleagues and similarly 34(70.83%) of teachers added that high ranked teachers tend to be more absent than regular colleagues. However, 7(70.83%) of the principals said that high ranked teachers tend to be absent more often. Likewise 7(58.33%) of the principals agreed that older teachers are absent more often than young colleagues.

The principals who suggested that married teachers tend to be more absent than the single colleagues were 10(83.34%) as shown in table 7. Hence, older teachers are absent more often than young colleagues while high ranked teachers tend to be more absent than regular colleagues as recorded by 70.83% of the teachers. However, 58.33% of the principals supported this finding. This fact was also established by Glewwe & Kremer (2006), in the study which showed that teachers join the teaching profession when they are highly motivated but then 'burnout' as the age of the teacher increases. In addition 34(70.83%) of the teachers and 10(83.34%) of the principals noted that married teachers tend to be more absent than the single colleagues which could be due to household responsibilities.

The finding that high ranked teachers tend to be more absent than regular colleagues are similar to those by Chaudhury et al. (2006), that high ranking teachers tend to be more absent than low ranking counterparts. Thus the principals are absent from school more frequently than regular teachers given that they must attend to other administrative duties outside the school such as meetings organized by the Ministry of Education officials, workshops and seminars among others.

Furthermore, 30(62.50%) of the teachers and 7(58.33%) of principals reported that female teachers are absent more often than male colleagues. The teachers who said that the various types of leaves available for teachers have contributed to their absenteeism were 29(60.42%), with an equal number suggesting that teachers who have overstayed in one station tend to be absent more often. However, 7(58.33%) of the principals concur that the various types of leaves available for teachers contribute to their absenteeism. Slightly more than 50% of the teachers and principals consented that female teachers are absent more often than male colleagues. The study findings that the various types of leaves available for teachers have contributed to their absenteeism are

same to Obeng-Denteh, et al. (2011), who argue that generous school leave policy can cause higher rate of absence among the teachers in developing countries.

The fact that slightly more than 50% of the teachers and principals consented that female teachers are absent more often than male colleagues confirm those findings by Ervasti, et al. (2012), that female teachers are absent more frequently than male teachers due to more family demanding responsibilities. However, this study negates the arguments by Rosenblatt & Shirom (2005), that male teachers are absent more than their female counterparts who have few outside workplace responsibilities that are likely to take them away from the school.

The number of teachers who reported that teachers with high qualification are more absent than less qualified colleagues was 23(47.91%), while an equal percentage added that permanent teachers tend to be absent more often than contract teachers are. Similar evidence was given by the principals where by 4(33.33%) reported that those teachers with high qualification are absent more often. An equal number 4 (33.33%) of principals said that permanent teachers tend to be absent more often. Less than 50% of the teachers and principals said that teachers with high qualification are more absent than less qualified colleagues and permanent teachers tend to be absent more often. The finding that permanent teachers tend to be absent more often are contrary to those deduced by Alcarizar, et al. (2004), who argue that contract teachers in Peru and Indonesia have higher rate of absence because they spend more time exploring alternative employment options.

The teachers who note that more experienced teachers are absent more often were 22(45.84 %), while the principals were 6(50%), with 21(43.75%) of the teachers and 7(58.33%) of the principals saying that poor performing teachers are absent more often. Only 17(35.42 %) of the teachers, contrary to 9(75%) of the principals reported that religious commitments cause's teacher absenteeism. In addition, 1(8.33%) of the principals agreed that disability among teachers causes absenteeism. Less than 50 % of the teachers contrary to more than 50 % of the principals suggested that more experienced teachers are absent more often, poor performing teachers are absent more often and religious commitments cause's teacher absenteeism. No conclusive evidence was arrived at from this study on more experienced teachers being absent

more often, poor performing teachers being absent more often and religious commitments causing teacher absenteeism. Furthermore, disability among teachers does not cause absenteeism according to principals.

Frank, et al.(2013),found that school employees whose performance is poor are rated as being absent more often than the average performing counterparts, contrary to lack of conclusive evidence on poor performance of teachers being absent more often in this study. The lack of conclusive evidence on more experienced teachers being absent more often is in line with those by World Bank(2013),which revealed that during the first year of teaching, teachers tend to be effective but after two to three years of experience the teachers become more effective and their attendance is good.

4.7 School Factors Influencing Absenteeism of Teachers

The perception of teachers and principals on school factors and their influence on absenteeism is illustrated in Tables 8 and 9 respectively. Strong staff welfare in schools reduces teacher absenteeism according to 33(68.75 %) of the teachers and 10(83.33 %)of principals. This shows that slightly more than 68.75 % of the teachers and slightly more than 83.33 % of the principals agree that strong welfare in schools reduces teacher absenteeism. Good leadership style of the principal provides conducive working environment which reduces teacher absenteeism based on 47(97.92 %) of the teachers and 12(100%) of principals. Hence, most of the teachers and the principals in totality agree that good leadership style of the principal provides a conducive working environment, which reduces teacher absenteeism.

In addition, regular supervision of teachers by the principal reduces teacher absenteeism as per 35(72.92%) of the teachers and 10(83.33%) of principals. This means that 72.92 % of the teachers and 83.33% of principals regards regular supervision of teachers by the principal as an aspect, which reduces teacher absenteeism. Moreover, 25(52.08 %) of the teachers note that regular school assessment by the Quality Assurance and Standards Officers reduces teacher absenteeism and regular school assessment by ministry officials reduces teacher absenteeism according to 11 (91.67%) of principals. Thus 52.08 % of the teachers agree that regular school assessment by the quality assurance and standards officers reduces teacher absenteeism. Majority

of the principals affirmed this suggestion that school assessment by ministry of officials reduces teacher absenteeism. The findings were same to those found by Rockoff (2008), in New York City that monitoring program reduce teacher's absenteeism, and improve retention. They are also in line with Duflo & Hanna (2005),findings in India, that teacher's attendance improved when cameras to monitor attendance were introduced. The same evidence was established in a multi-country survey report by Glewwe & Kremer (2006),that monitoring of teachers by school directors accompanied by disciplinary action reduces teacher's absenteeism by a high rate. Similarly, Glewwe & Kremer (2006),report found that teachers who teach in schools located closer to educational offices and therefore receive more routine monitoring have lower absence rate. Likewise, the rate of teachers' absenteeism tends to be higher when principals are not in the school because of lack of regular monitoring of the teachers as they perform their duties.

Based on 1(8.33%) of the teachers and an equal percentage of principals, teachers' absenteeism rate is higher in boarding than in day schools. Moreover, 19(39.58 %) of the teachers note that schools with poor infrastructure experience more teacher absenteeism while 4(33.33 %) of principals argue that schools with poor infrastructure record more teacher absenteeism.

The 39.58% of teachers and 33.33 % of principals show that schools with poor infrastructure do not necessarily experience more teacher absenteeism. The findings are contrary to those by Chaudhury, et al. (2006), that average schools with best infrastructure and equipment had far much lower absence rate than those with worst infrastructure even after controlling other factors. The study findings also differ from those of Glewwe & Kremer (2006), which indicated that schools with good quality infrastructure and adequate teaching and learning equipments have smaller absence rate.

Table 8: Teachers' opinions linking school factors to teacher absenteeism

School factors		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Strong staff welfare in schools reduce teacher absenteeism	f	11	22	9	4	2
	%	22.92	45.83	18.75	8.33	4.17
	Mean	=2.25	Standard deviation		=1.04	
Good leadership style of the principal provides conducive working environment which reduces teacher absenteeism	f	26	21	0	1	0
	%	54.17	43.75	0.00	2.08	0.00
	Mean	=1.50	Standard deviation		=0.62	
Regular supervision of teachers by the principal reduces their absenteeism	f	7	28	3	7	3
	%	14.58	58.33	6.25	14.58	6.25
	Mean	=2.40	Standard deviation		=1.11	
Regularly assessment by the quality assurance and standards officers reduces teacher absenteeism	f	6	19	6	14	3
	%	12.50	39.58	12.50	29.17	6.25
	Mean	=2.77	Standard deviation		=1.19	
Teachers' absenteeism rate is higher in boarding than day schools.	f	2	2	16	20	8
	%	4.17	4.17	33.33	41.67	16.67
	Mean	=3.63	Standard deviation		=0.96	
Schools with poor infrastructure experience more teacher absenteeism	f	7	12	8	16	5
	%	14.58	25.00	16.67	33.33	10.42
	Mean	=3.00	Standard deviation		=1.27	
Teachers who are assigned other administrative duties miss classes regularly	f	17	20	5	5	1
	%	35.42	41.67	10.42	10.42	2.08
	Mean	=2.02	Standard deviation		=1.04	
Schools with good in-service training programmes for teachers have lower absence rate.	f	11	21	6	10	0
	%	22.92	43.75	12.50	20.83	0.00
	Mean	=2.31	Standard deviation		=1.06	
Schools with good motivation programmes have low teacher absenteeism.	f	22	20	3	3	0
	%	45.83	41.67	6.25	6.25	0.00
	Mean	=1.73	Standard deviation		=0.84	
Teachers who do not reside in the school are regularly absent.	f	2	13	6	21	6
	%	4.17	27.08	12.50	43.75	12.50
	Mean	=3.33	Standard deviation		=1.14	
Teachers who are poorly remunerated tend to be more absent from school	f	5	20	11	11	1
	%	10.42	41.67	22.92	22.92	2.08
	Mean	=2.65	Standard deviation		=1.02	
Teachers with high work load tend to be absent more often	f	4	6	4	27	7
	%	8.33	12.50	8.33	56.25	14.58
	Mean	=3.56	Standard deviation		=1.15	
Lack of teachers' attendance register in schools causes teacher absenteeism	f	5	12	6	14	11
	%	10.42	25.00	12.50	29.17	22.92
	Mean	=3.29	Standard deviation		=1.35	

Table 9: Principals' opinions linking school factors to teacher absenteeism

School factors		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Strong staff welfare in schools reduces teacher absenteeism.	f % Mean	2 16.67 =2.17	8 66.67 Standard deviation	0	2 16.67 =0.94	0
Good leadership style of the principal provides conducive working environment which reduces teacher absenteeism.	f % Mean	5 41.67 =1.58	7 58.33 Standard deviation	0	0 0.00 =0.51	0
Regular supervision of teachers by the principal reduces teacher absenteeism	f % Mean	4 33.33 =1.83	6 50.00 Standard deviation	2 16.67 =0.72	0 0.00 =0.00	0
Regular school assessment by ministry officials reduces teacher absenteeism.	f % Mean	6 50.00 =1.58	5 41.67 Standard deviation	1 8.33 =0.69	0 0.00 =0.00	0
Teacher's absenteeism rate is higher in boarding than day schools.	f % Mean	0 0.00 =3.25	1 8.33 Standard deviation	7 58.33 =0.62	4 33.33 =0.00	0
Schools with poor infrastructure record more teacher absenteeism	f % Mean	0 0.00 =3.17	4 33.33 Standard deviation	2 16.67 =0.94	6 50.00 =0.00	0
Teachers who are assigned other administrative duties are absent more often.	f % Mean	5 41.67 =1.83	5 41.67 Standard deviation	1 8.33 =0.94	1 8.33 =0.00	0
Good in-service training programmes for teachers in schools reduce absenteeism.	f % Mean	5 41.67 =2.17	4 33.33 Standard deviation	0 0.00 =1.40	2 16.67 =0.00	1 8.33 =0.00
Good motivation programmes for teachers in schools reduces absenteeism.	f % Mean	8 66.67 =1.33	4 33.33 Standard deviation	0 0.00 =0.49	0 0.00 =0.00	0 0.00 =0.00
Teachers who do not reside in the school are regularly absent	f % Mean	0 0.00 =2.82	7 58.33 Standard deviation	2 16.67 =1.08	2 16.67 =0.00	1 8.33 =0.00
Teachers who are poorly remunerated tend to be more absent from school	f % Mean	3 25.00 =2.42	5 41.67 Standard deviation	0 0.00 =1.24	4 33.33 =0.00	0 0.00 =0.00
Understaffing causes teacher absenteeism	f % Mean	0 0.00 =3.83	1 8.33 Standard deviation	3 25.00 =0.94	5 41.67 =0.00	3 25.00 =0.00
Teachers with high work load tend to be absent more often	f % Mean	0 0.00 =3.55	1 8.33 Standard deviation	4 33.33 =0.82	6 50.00 =0.00	1 8.33 =0.00
Lack of teachers attendance register in school causes teacher absenteeism	f % Mean	1 8.33 =2.42	7 58.33 Standard deviation	2 16.67 =0.90	2 16.67 =0.00	0 0.00 =0.00

Tables 8 and 9 show that teachers who are assigned other administrative duties miss classes regularly based on 37 (77.08%) of the teachers with 10(83.33%) of principals saying that teachers who are assigned other administrative duties are absent more often. Thus, 77.08% of the teachers and 83.33 % of the principals suggest that assigning teachers other administrative duties make them miss classes regularly and absent more often. This finding concurs with Glewwe & Kremer (2006), that when teachers are assigned other duties outside the school for example taking students for games, drama, music, science congress, they are kept out of classrooms thereby increasing absenteeism rate unlike those other teachers who are not assigned such duties.

In addition, schools with good in-service training programmes for teachers as shown in tables 8 and 9 have lower absence rate based on 32(66.67 %) of the teachers and 9(75.00)% of principals thus good in-service training programmes for teachers in schools reduces absenteeism. Hence, 66.67 % of the teachers and 75.00 % of the principals argue that good in-service training programmes for teachers reduce absenteeism. The results match those by Aaronson, et al. (2007), who observed that teachers training can lead to teachers' absenteeism when teachers are removed from class for a period of time without a substitution. Aaronson, et al. (2007), further argues that in many schools in-service training for various subjects is usually conducted during the working hours thereby keeping the concerned teachers out of class.

Furthermore, 42(87.50%) of the teachers regard schools with good motivation programmes to have low teacher absenteeism with 12(100%) of principals noting that good motivation programmes for teachers in schools reduces absenteeism. This suggests that 87.50 % of the teachers and the principals in totality agree that good motivation programmes for teachers in schools reduces absenteeism. This finding is in agreement with that of Mazola & Pila (2005), that in the school where teachers are not given material incentives and have no promotion policies, they are less motivated and the rate of absenteeism is high. Mazola & Pila (2005), also found out that in Chile teacher attendance rate increased when teachers were offered a bonus ranging from 5-7% of their annual salary.

Teachers who do not reside in the school compound are regularly absent according to 15(31.25 %) of the teachers and 7(58.33%) of principals. The small percentage of the teachers who agreed that teachers who do not reside in the school compound are regularly absent could imply that residing in the school does not necessarily lead to regular attendance of the school duties. However, teachers who are poorly remunerated tend to be more absent from school based on 25 (52.08%) of the teachers and 8(66.67 %) of principals. Thus, slightly more than 52.08 % of the teachers and 66.67 % of the principals reported that teachers who are poorly remunerated tend to be more absent from school.

Teachers with high workload tend to be absent more often as perceived by 10(20.83 %) of the teachers and 1(8.33%) of principals. Since small percentage of the teachers and percentage of the principals said that teachers with high workload tend to be more, absent more often. This could mean that high teacher workload does not necessarily lead to teacher absenteeism. This finding is contrary to Frank, et al. (2013), that teachers in schools with high pupil-teacher ratio will often be more absent because of the high work load leading to overworking of the teachers. In this case, teachers will absent themselves to avoid this excess work.

Only 1(8.33%) of principals reported that understaffing causes teacher absenteeism. This implies that understaffing may not cause teacher absenteeism. Lack of teachers' attendance register in Schools causes teacher absenteeism as contended by 17(35.42 %) of the teachers and 8(66.67%) of the Principals.

The researcher obtained from each of the 12 schools, visited a data on documents kept and their maintenance. The same was analyzed and presented in the table 10

Table 10: Influence of Using Office Documents on Teacher Absenteeism

Office document	Available	Not available	Updated	Not updated
School timetable	12	0	12	0
Teacher attendance	7	5	5	2
Register				
Teacher permission book/ file	12	8	4	
Teacher's lesson	4	83	1	
Attendance register				

Document analysis shown in table 10 indicates that the 12 schools had updated school timetable. However, 5(41.7%) of the schools did not have teacher's attendance register and 8(66.7%) did not have teacher lesson attendance register. In addition, though the 12 schools had teacher's permission book/file, 4(33.33%) of the books/files were not updated. Moreover, two of the seven teacher's attendance registers available in seven schools were not updated while 1(25%) of the 4 teacher lesson attendance register available was also not updated. The 35.42% of the teachers who noted that lack of teachers attendance register in schools causes teacher absenteeism, indicate that the lack of teachers attendance register in schools do not cause teacher absenteeism, though 66.7 % of the principals negated this proposition. Hence, this study did not establish conclusive evidence that the lack of teachers attendance register in schools cause teachers absenteeism.

4.8 Environmental Factors Influencing Absenteeism of Teachers

Table 11 and table 12 display the perception of teachers and principals respectively on environmental factors and their influence on teacher absenteeism. Only 14(29.17%) of the teachers and 2(16.67%) of principals observe that teacher's absence rate is higher in schools that are far from tarmac roads. In addition, 19(39.58%) of the teachers and 4(33.33 %) of principals

noted that absence rate is higher for teachers who do not come from the local community. Less than 50 % of the teachers and principals reported that teacher's absence rate is higher in schools that are far from tarmac roads and that absence rate is nohigher for teachers who do not come from the local community. The finding that absence rate is higher for teachers who do not come from the local community negates those established by Alcazar, et al, (2004) and Hubbell (2008), who observe that teachers having a local origin have lower absenteeism rate than those from other communities and that indigenous teachers tend to be more absent than non-indigenous teachers.

Table11.Teachers' Opinions Linking Environmental Factors to TeacherAbsenteeism

Environmental factors		<i>Strongly</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly</i>	
		<i>Agree</i>				<i>Disagree</i>	
		<i>f</i>	2	12	10	18	6
Teachers absence rate is higher in schools that are far from tarmac roads	<i>%</i>		4.17	25.00	20.83	37.50	12.50
	Mean		=3.29	Standard deviation		=1.11	
Absence rate is higher for teachers who do not come from the local community.	<i>f</i>	6	13	3	19	7	
	<i>%</i>	12.50	27.08	6.25	39.58	14.58	
	Mean	=3.17	Standard deviation		=1.33		
Assignment of other non-teaching duties in the society causes teacher absenteeism.	<i>f</i>	7	18	5	13	5	
	<i>%</i>	14.58	37.50	10.42	27.08	10.42	
	Mean	=2.81	Standard deviation		=1.28		
Harmony between parents and teachers reduce teacher absenteeism	<i>f</i>	10	31	3	3	1	
	<i>%</i>	20.83	64.58	6.25	6.25	2.08	
	Mean	=2.04	Standard deviation		=0.85		
Teachers' strikes causes teacher absenteeism	<i>f</i>	25	20	2	1	0	
	<i>%</i>	52.08	41.67	4.17	2.08	0.00	
	Mean	=1.56	Standard deviation		=0.68		
Teachers who are union officials are absent more often.	<i>f</i>	12	24	3	5	4	
	<i>%</i>	25.00	50.00	6.25	10.42	8.33	
	Mean	=2.27	Standard deviation		=1.20		
Absence rate for teachers is higher at the schools far from ministry of education offices.	<i>f</i>	4	13	5	16	10	
	<i>%</i>	8.33	27.08	10.42	33.33	20.83	
	Mean	=3.31	Standard deviation		=1.31		
Teacher absenteeism rate is higher during the rainy season.	<i>f</i>	1	17	9	17	4	
	<i>%</i>	2.08	35.42	18.75	35.42	8.33	
	Mean	=3.13	Standard deviation		=1.06		
Teachers who come from poor background are rarely absent	<i>f</i>	6	10	15	10	7	
	<i>%</i>	12.50	20.83	31.25	20.83	14.58	
	Mean	=3.04	Standard deviation		=1.24		

Table 12: Principals' Opinion Linking Environmental Factors to Absenteeism

Environmental factors		Strongly	Agree	Uncertain	Disagree	Strongly
		Agree				Disagree
Teachers absence rate is higher in schools that are far from tarmac roads	<i>f</i>	1	1	2	8	0
	%	8.33	8.33	16.67	66.67	0.00
	Mean	=3.42		Standard deviation	=1.00	
Absence rate is higher for teachers who do not come from the local community.	<i>f</i>	0	4	3	5	0
	%	0.00	33.33	25.00	41.67	0.00
	Mean	=3.08		Standard deviation	=0.90	
Assignment of other non-teaching duties in the society causes teacher absenteeism	<i>f</i>	3	8	1	0	0
	%	25.00	66.67	8.33	0.00	0.00
	Mean	=1.83		Standard deviation	=0.58	
Teacher absenteeism rate is higher during the rainy season.	<i>f</i>	2	7	2	1	0
	%	16.67	58.33	16.67	8.33	0.00
	Mean	=2.17		Standard deviation	=0.83	
Harmony between parents and teachers reduces teacher absenteeism	<i>f</i>	2	8	1	1	0
	%	16.67	66.67	8.33	8.33	0.00
	Mean	=2.08		Standard deviation	=0.79	
Teachers' strikes causes teacher absenteeism	<i>f</i>	6	6	0	0	0
	%	50.00	50.00	0.00	0.00	0.00
	Mean	=1.50		Standard deviation	=0.52	
Teachers who are union officials are absent more often.	<i>f</i>	6	5	0	1	0
	%	50.00	41.67	0.00	8.33	0.00
	Mean	=1.73		Standard deviation	=0.90	
Absence rate for teachers is higher at the schools far from ministryeducation offices.	<i>f</i>	1	6	4	1	0
	%	8.33	50.00	33.33	8.33	0.00
	Mean	=2.42		Standard deviation	=0.79	
Teachers who come from poor back ground are rarely absent	<i>f</i>	0	7	3	2	0
	%	0.00	58.33	25.00	16.67	0.00
	Mean	=2.58		Standard deviation	=0.79	

As show in the table 11 and 12 assigning of other non-teaching duties in the wider society causes teacher absenteeism as noted by 25(52.08%) of the teachers and 11 (91.67%) of principals. Slightly above 50 % of the teachers and most of the principals said that assignment of other non-teaching duties in the wider society causes teacher absenteeism. Furthermore, harmony between parents and teachers reduces teacher absenteeism as ascertained by 41(85.42 %) of the

teachers and 10(83.34%) of principals. Hence, more than 85.42 % of the teachers and 83.34 % of the principals noted that harmony between parents and teachers reduce teacher absenteeism.

Teachers' strikes causes teacher absenteeism based on 45(93.75 %) of the teachers and 12(100 %) of principals. Besides 36(75%) of the teachers and 11(91.67%) of principals, affirm that teachers who are union officials are absent more often. In addition, 75 % of the teachers and the 91.67% of the principals in totality suggested that teachers who are union officials are absent more often. These finding negates those established in Latin America by DiCropello & Marshall (2005), in which teachers were found to be less frequently absent due to activities related to union participation. A teacher who is a union member is absent more often than teachers who are not members of any union because they are protected by the union constitution and again some days are used for union meetings. Moreover, the finding that teachers' strike causes teacher absenteeism according to majority of the teachers and the principals affirms the suggestion by Rodgers, et al. (2003), in Ecuador, that teachers strike in 2003, lasted for six weeks influencing teacher's absenteeism for the same period.

Based on 17(35.42 %) of the teachers, the absence rate for teachers is higher at the schools that are far from education offices in contrast to 7(58.33%) of principals. Teacher absenteeism rate is higher during the rainy season as asserted by 18(37.50%) of the teachers. Additionally, 16(33.33%) of the teachers and 7(58.33%) of principals revealed that teachers who come from poor background are rarely absent. Less than 50 % of the teachers and most of the principals agreed that absence rate for a teacher is higher at the schools that are far from education offices. In addition, 33.33 % of the teachers reported that teacher absenteeism rate is higher during the rainy season and 37.50% of teachers agreed that teachers who come from poor background are rarely absent. No conclusive findings that teachers who come from poor background are rarely absent. These findings contradicts to that found by Abeles (2009), who argued that teachers from communities which are poor have high rate of absenteeism because the community lacks supervision and monitoring ability of the teachers. On the other hand, common practice is that poor communities have no vibrant activities to reduce the teacher absenteeism.

4.9 Other Causes of Teacher Absenteeism

Apart from personal, school and environmental factors, the principals and teachers were required to state other causes of teachers' absenteeism. This was further enriched through interviews with Sub- County staffing officer and document analysis at the respective schools. Table13 shows other causes of teacher absenteeism as reported by the principals, teachers, staffing officer and data obtained through document analysis at the school. The respondents were allowed to state more than one cause and the responses were written in the descending order.

Table 13:Reports on Other Causes of Teacher Absenteeism

Other Causes of teacher absenteeism	Frequency	percentage (%)
laxity/laziness/ignorance among some teachers	12	30
Attending further studies	5	12.5
Attending court cases	5	12.5
Insecurity	5	12.5
Peer pressure	4	10
Poor background	4	10
Attending interviews for other jobs	2	5
Teachers with influential relatives	2	5
Teachers working far away from their home areas	1	2.5

Table 13 shows that laziness /laxity/ignorance among the teachers is the main cause of teacher absenteeism 30 % while long distance from work place has insignificant effect 2.5 % on teacher absenteeism

4.10 Proposed Mitigation Measures to Reduce Teacher Absenteeism

The teachers were required to suggest measures to reduce teacher absenteeism. The principals and the sub county staffing officer similarly gave their views. The suggestions were combined and grouped in common themes to propose mitigation measures of reducing teacher absenteeism. Table 14 displays ways of minimizing teacher absenteeism as proposed by the teachers, principals and sub-county staffing officer. Respondents were allowed to state more than one method and the responses were arranged in ascending order

Table14: Ways of Minimizing Teacher Absenteeism

Mitigation measures	Frequency	percentage (%)
Close supervision/assessment	27	16.7
Sensitizing /Guidance and Counseling /training	20	12.3
Create conducive school climate	20	12.3
Government to employ adequate / substitute teachers /reduce responsibilities	19	11.7
Timely motivation and incentive/promotion	18	11.1
Introduce attendance register	12	7.4
Improve remuneration	11	6.8
Workable leave policies	11	6.8
Improve infrastructure	7	4.3
Strengthening performance contract	4	2.5
Co-curricular activities /seminars/ meetings to be conducted on weekends /vacations	3	1.9
Introduce full free secondary education	3	1.9
Security /job assurance	3	1.9
Discourage teachers from performing non schoolactivities /business/farming activities	2	1.2
Creating rehabilitation centers for teachers	2	1.2

Table 14 shows that proper supervision will reduce teacher absenteeism by the highest rate 16.7%, followed by guidance and counseling/sensitization/training 12.3% creating conducive school climate 12.3% and employing adequate teachers 11.7 % respectively. The analysis has further indicated that banning teachers from performing private activities such as business, farming and non-school activities and creating rehabilitation centers for teachers has negligible prevalence on teacher absenteeism rate 1.2 %.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the key study findings, conclusions, recommendations and the areas for further research.

5.2 Summary of the Study Findings

The purpose of this study was to determine key factors influencing teacher absenteeism in public secondary schools in Nzaui Sub-County, Makueni County and to propose some mitigation measures for addressing the vice. The specific objectives of the study were to identify how the personal factors, the school factors and the environmental factors influence absenteeism of public secondary school teachers in Nzaui Sub-County, Makueni County. The research attempted to answer the following questions:

- (i) What influence do personal factors have on teacher absenteeism in public secondary schools in Nzaui Sub-County?
- (ii) What influence do school factors have on teacher absenteeism in secondary schools in Nzaui Sub-County?
- (iii) What influence do environmental factors have on teacher absenteeism in public secondary schools in Nzaui Sub-County?

5.3 Findings of the Study

The following were the key findings of the study based on the objectives:

5.3.1 Personal Factors Influencing Teacher Absenteeism

Based on the teachers' statements and the perceptions of principals on personal factors which influence absenteeism and upon combining the responses of those who strongly agreed and agreed 46(95.83%) of the teachers and 11(91.67%) of the principals support the fact that teachers' illness causes absenteeism. In addition, family conflict causes absenteeism according to 37(77.08%) of the teachers and 11(91.67%) of the principals. Similarly drug and substance abuse among teachers causes absenteeism based on 37(77.08%) of the teachers and 11(91.67%) of the principals.

Moreover, older teachers are absent more often than young colleagues and high ranked teachers tend to be more absent than regular colleagues according to 34(70.83%) of the teachers, while 7(58.33%) of the principals supported this finding. In addition 34(70.83%) of the teachers and 10(83.34%) of the principals noted that married teachers tend to be more absent than the single colleagues. Furthermore, 30(62.50%) of the teachers and 7(58.33%) of the principals consented that female teachers are absent more often than male colleagues, the various types of leaves available for teachers have contributed to their absenteeism and that teachers who have overstayed in one station tend to be absent more often. Only 23(47.91%) of the teachers and 4(33.33%) of the principals said that teachers with high qualifications are more absent than less qualified colleagues while permanent teachers tend to be absent more often. In addition, 22(45.84%) of the teachers contrary to 6(50.00%) of the principals suggested that more experienced teachers are absent more often, poor performing teachers are absent more often and religious commitments cause teacher absenteeism. However, disability among teachers does not cause absenteeism according to principals.

5.3.2 School Factors Influencing Teacher Absenteeism

33(68.75%) of the teachers and 10(83.33%) of the principals agree that strong welfare in schools reduces teacher absenteeism. Most of the teachers and the principals in totality agreed that good leadership style of the principal provides conducive working environment, which reduces teacher absenteeism. In addition, 35(72.92%) of the teachers and 10(83.33%) of the principals regard regular supervision of teachers by the principal as an aspect which reduce teacher absenteeism. Moreover, more than 50 % of the teachers agree that regular school assessment by the quality assurance and standards officers reduces teacher absenteeism. Majority of the principals affirmed this suggestion that school assessment by ministry of education officials reduces teacher absenteeism.

This study clearly shows that teacher's absenteeism is no higher in boarding than day schools. In addition, 19(39.58%) of teachers and 4(33.33%) of the principals show that schools with poor infrastructure do not necessarily experience more teacher absenteeism. It was also found that 37(77.08%) of the teachers and 10 (83.33%) of the principals were of the opinion that assigning

teachers other administrative duties makes them miss classes regularly and absent more often. In addition, 32(66.67%) of the teachers and 9(75%) of the principals argue that good in-service training programmes for teachers reduces absenteeism. Furthermore, 42(87.50%) of the teachers and the principals in totality agree that good motivation programmes for teachers in schools reduces absenteeism. The 15(31.25%) of the teachers who agreed that teachers who do not reside in the school are regularly absent imply that residing in the school does not necessarily lead to regular attendance of the schools duties. However, 25(52.08%) of the teachers and 8(66.67%) of the principals reported that teachers who are poorly remunerated tend to be more absent from school.

Since, only 10(20.83%) of the teachers and 1(8.33%) of the principals said that teachers with high workload tend to be absent more often, this means that high teacher workload does not necessarily lead to their absenteeism. The fact that 1(8.33%) of the principals agree that understaffing causes teacher absenteeism, imply that understaffing does not necessarily cause teacher absenteeism. Though about 17(35.42%) of the teachers noted that lack of teachers attendance register in schools causes teacher absenteeism, indicating that the lack of teachers attendance register in schools does not cause teacher absenteeism, 8(66.67%) of the principals regretted this opinion.

5.3.3 Environmental Factors Influencing Teacher Absenteeism

Regarding environmental factors and their influence on absenteeism, less than 50 % of the teachers and principals reported that teachers' absence rate is higher in schools that are far from tarmac roads and that absence rate is higher for teachers who do not come from the local community. Moreover, slightly above 50 % of the teachers and most of the principals said that assignment of other non-teaching duties in the society causes teacher absenteeism. Furthermore, 41(85.42%) of the teachers and 10(83.34%) of the principals noted that harmony between parents and teachers reduce teacher absenteeism. Most teachers 45(93.75%) and all the principals 12(100%), suggested that teachers' strike causes teacher absenteeism and teachers who are union officials are absent more often as alluded by the principals in totality. Which could imply a feeling of job security leads to teacher absenteeism. Additionally, 17(35.42%) teachers and 7 (58.3%) of the principals agreed that absence rate for teachers is higher at the schools that are far

from education offices. While 18(37.50%) of the teachers reported that teacher absenteeism rate is higher during the rainy season and teachers who come from poor background are rarely absent may be due to fear of losing a job.

5.3.4 Other Factors Influencing Teacher Absenteeism

Laziness/laxity/ignorance among the teachers are the leading cause of teacher absenteeism with a rate of 30 %followed by attending further studies, court cases and insecurity which has a rate of 12.5 % each. Long distance from place of work has least effect (2.5 %)according to the data provided by the teachers and principals in Tables 11 and 12.

5.3.5 Proposed Mitigation Measures to Reduce Teacher Absenteeism

According to the information provided by the principals and teachers in Table 13, proper supervision will reduce teacher absenteeism by the highest rate of 16.7 %, sensitization, training, guidance and counseling by 12.3 %, while creating conducive climate, employing adequate teachers will reduce by 11.7 % respectively. The analysis however has indicated that preventing teachers from performing private activities/business and creating rehabilitation centers for them has negligible effect on teacher absenteeism rate of only 1.2 %.

5.4 Conclusions

Based on the objectives and findings on this study, several conclusions have been made. Regarding reasons for teachers' absenteeism personal factors formed the highest absence rate of 45.3% followed by school factors by 42.7%, environmental factors 6.8% and other factors with 5.2% respectively. According to the findings of how personal factors influence teachers absenteeism, it was established that illness, family conflict, high rank, old age, marital status, various types of leaves, overstaying in one station, drug and substance abuse among the teachers increase teachers absenteeism. Moreover, high qualification does not necessarily cause teacher absenteeism. Furthermore, there was no conclusive evidence to suggest that more experienced, poor performing and religious commitments cause teacher absenteeism.

Concerning how school factors influence teacher absenteeism, it was found that strong staff welfare, good leadership style of the principal, regular supervision, assessment, assigning other non-administrative duties, in service training and good motivation reduces teacher absenteeism.

Additionally school type, highworkload, understaffing and disability among the teachers does not necessarily cause teacher absenteeism. No conclusive evidence was established to show whether residing in the school and availability of teachers' attendance register has any effects and teachers absenteeism.

As to how environmental factors influence teacher absenteeism, the study established that assigning ofnon-teaching duties and lack of harmony betweenteachers andparents, being a member of teachersunion andteachers strike increases teacher absenteeism. However being far from the tarmac roads of the school does not cause teacher absenteeism and no conclusive evidence to show that being far from the education office , bad weather or coming from poor back ground of a teacher has any effect on teacher absenteeism.

Concerning other causes of teacherabsenteeism, the study found out that laxity among the teachers is the major cause of teachers' absenteeism. The study findings similarly showed that close supervision and regular assessment of teachers are the key mitigation measures for reducing absenteeism in schools.

5.5 Recommendations of the study

Emanating from the aforementioned conclusions the study recommends the following:-

- (i) In order to reduce teacher absenteeism there is need to address the effects of personal, school and environmental factors on teacher's absenteeism by the teachers themselves and relevant government institutions.
- (ii) There is need for regular supervision and monitoring of teachers by the principal and regular school assessment by the quality assurance and standards officers. This can be done through encouraging all schools to have frequently updated teacher's attendance registers, class attendance registers and teacher's permission book/file. Modern technology such as the use of CCTV cameras or automated check in machines will go a long way to help in quality supervision.

(iii) The Ministry of Education should design guidance and counseling programmes to guide the teachers on how to deal with the challenges of absenteeism. This could be included in continuous in service training programmes in the school calendar.

(iv) Since conducive school climate reduces teacher absenteeism schools should strive to create the same. Creating a strong teacher welfare association in the schools could even help in curbing teacher absenteeism as teachers will have a sense of belonging

(v) The government should employ adequate teachers. This will reduce the teacher workload and teacher student ratio, which will eventually reduce teacher absenteeism. Specifically, there is need for regular checkup and quick treatment of teacher's illness. This needs to be factored in the National Health Insurance Fund Scheme (NHIF) such that medical checkup for teachers can be regularly conducted whenever required and when appropriate.

(vi) There is need for high ranked teachers to delegate some duties to low ranked teachers. This will enhance sharing of responsibilities among the teachers thereby reducing the absenteeism rate among high ranked teachers. Similarly, teachers need not be assigned other non-teaching duties in the society, which are ascertained to cause teacher absenteeism.

(vii) Since teachers who are poorly remunerated tend to be more absent from school, the government needs to quickly review salaries. In addition, the teachers need be provided with financial incentives as forms of motivation and frequent as well as regular in-service training. Teachers also need to be motivated by rewarding and recommending those who are never absent based on the teacher's attendance register and teacher class attendance register for promotion.

5.6 Suggested Areas for Further Research

- (i) Given that this study was carried out in public secondary schools in Nzaui Sub-County, a similar study needs to be done in private secondary schools to establish if the causes are similar to those in public secondary schools
- (ii) A similar study needs to be done in other sub counties, counties or the entire country to find out whether similar results are obtainable since the current study concentrated only in Nzaui Sub-County.
- (iii) Future absenteeism studies also need to be conducted, by using regression model to identify the key determinants of teacher absenteeism, after incorporating other explanatory variables, which influence teacher absenteeism.
- (iv) Further absenteeism research needs to be done to establish the resource leakage because of teacher absenteeism. This will be through computing the teacher absenteeism of the different cadres in the specific County and in the entire country of Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

SOUTH EASTERN KENYA UNIVERSITY

P.O. BOX 170-90200

KITUI

DEAR RESPONDENT,

I am a student in South Eastern Kenya University pursuing Master of Education Degree in the Department of Educational Administration and Planning. As part of my course, I am required to collect data and write a report on “Factors influencing teacher’s absenteeism in public secondary schools in Nzaui Sub County”.

You have been selected to participate in the study and I would appreciate if you will kindly assist me to collect the required data by filling the attached questionnaire.

Your name and that of your school need not appear and the information you will give will be confidential and will only be used for the purpose of this study.

Thank you in advance.

Yours faithfully,

KOMONI M. ISAAC

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: Demographic Information.

Please tick/write the appropriate response in the space provided.

1. Gender Male
- Female
2. Age Less than 30 years.
31– 40 years
41– 50 years
51– 60 years
3. Marital Status Married
Single
4. Religion Catholic
Protestant
Others
5. Terms of service Permanent
Temporary
Contract
6. Qualification Diploma
Degree
Masters
PhD
Others
7. Teaching experienceLess than 5
6 – 10 years
11 – 15 years.
16 – 20 years.

Over 20year

8. Have you attended any in service training this year?

Yes

No

9. Are you a member of teachers union?

Yes

No

10. If your answer to 9 above is yes,

Are you a union official?

Yes

No

11. Designation Deputy Principal

Senior teacher

H.O.D

Teacher

12. Work load per week

13. State the total number of days you were absent

from school this year

14. What were the reasons for your absenteeism?

SECTION B

Personal factors influencing teacher absenteeism in secondary schools in Nzaui Sub County.

15. Read the following statements linking personal factors to teacher absenteeism and then indicate the extent to which you agree or disagree with each statement by ticking the appropriate box using the key below.

SA – Strongly Agree, A-Agree U-Uncertain, D- Disagree, SD –Strongly Disagree

Personal factors	SA	A	U	D	SD
Older teachers are absent more often than young colleagues					
Female teachers are absent more often than male colleagues.					
Married teachers tend to be more absent than the Single colleagues					
Teachers' illness causes absenteeism					
More experienced teachers are absent more often.					
High ranked teachers tend to be more absent than regular colleagues.					
Teachers with high qualification are more absent than less qualified colleagues.					
Poor performing teachers are absent more often					
Family conflict causes teachers absenteeism					
The various types of leaves available for teachers have contributed to their absenteeism					
Teachers who have overstayed in one station tend to be absent more often					
Drug and substance Abuse among teachers cause absenteeism					
Permanent teachers tend to be absent more often					
Religious commitments causes teachers absenteeism					

SECTION C.

School Factors Influencing Teacher Absenteeism in Secondary School in Nzau Sub County

16. State the extent to which you agree with the following statements linking school factors to teacher absenteeism

Key: SA=Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree

School factors	SA	A	U	D	SD
Strong staff welfare in schools reduce teacher absenteeism					
Good leadership style of the principal provides conducive working environment which reduces teacher absenteeism					
Regular supervision of teachers by the principal reduces their absenteeism					
Regularly assessment by the quality assurance and standards officers reduces teacher absenteeism					
Teachers' absenteeism rate is higher in boarding than day schools.					
Schools with poor infrastructure experience more teacher absenteeism					
Teachers who are assigned other administrative duties miss classes regularly					
Schools with good in-service training programmes for teachers have lower absence rate.					
Schools with good motivation programmes have low teacher absenteeism.					
Teachers who do not reside in the school are regularly absent.					
Teachers who are poorly remunerated tend to be more absent from school					
Teachers with high work load tend to be absent more often					
Lack of teachers' attendance register in schools causes teacher absenteeism					

SECTION D.

Environmental Factors Influencing Teacher Absenteeism in Secondary Schools in Nzaui Sub County

17. State the extent to which you agree or disagree with the following statements about influence of environmental factors to teacher absenteeism

KEY SA =Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree

Environmental factors	SA	A	U	D	SD
Teachers absence rate is higher in schools that are far from tarmac roads					
Absence rate is higher for teachers who do not come from the local community.					
Assignment of other non-teaching duties in the society causes teacher absenteeism.					
Harmony between parents and teachers reduce teacher absenteeism					
Teachers' strike causes teacher absenteeism					
Teachers who are union officials are absent more often.					
Absence rate for teachers is higher at the schools that are far from education offices.					
Teacher absenteeism rate is higher during the rainy season.					
Teachers who come from poor background are rarely absent					

SECTION E

Other causes of teacher absenteeism in Nzaui Sub County public secondary schools

18. List other causes of teacher absenteeism

SECTION F Mitigation measures to reduce teacher absenteeism in public secondary schools in Nzaui Sub County

19. Suggest possible measures that you think can reduce unauthorized teacher absenteeism.

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

Please tick the appropriate response in the space provided.

SECTION A: School information

1. What type of school are you managing?

Day

Boarding

2. Distance from the nearest tarmac road

Less than 10km

10 to 20km

Over 20km

3. Level of school infrastructure

Good

Fair

Poor

4. What is the CBE of the school?

5. Is the school understaffed?

YES

NO

6. If the answer to question 10 above is yes,

State the total short fall

7. How many teachers are not from the local community?

8. How many teachers are

Permanent

Temporary

Contract

9. How many teachers have attended in-service training this year?

10. Do you have teachers who are not members

of any teachers union? Yes

No

11. Do you have teachers who are union officials?

Yes

No

12. Do you have teachers with disability?

Yes

No

13. Do you have drug and substance abuse victims?

among the teachers? Yes

No

14. Do you keep teachers attendance register?

YES

NO

Sometimes

15. When were you lastly visited by the quality assurance officer?

16. Do you have cases of teacher absenteeism?

YES

NO

17. State the number of days lost due to teacher absenteeism this year

18. Does teacher absenteeism affect student's academic performance? Yes
No

19. When do the absent teachers cover the lost lessons?

During free lessons

The school organizes remedial teaching

There are substitute Teachers

Never covered

SECTION B

Personal factors influencing teacher's absenteeism in secondary schools in Nzau sub county.

20. State the extent to which you agree or disagree with the following statements linking personal factors to teacher absenteeism

KEY

SA =Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree

Personal factors	SA	A	U	D	SD
Older teachers are absent more often than young colleagues					
Female teachers are absent more often than male colleagues.					
Married teachers tend to be more absent than the Single colleagues					
Teachers' illness causes absenteeism					
More experienced teachers are absent more often.					
High ranked teachers tend to be absent more often					
Teachers with high qualification are absent more often					
Poor performing teachers are absent more often					
Family conflicts cause teacher absenteeism					
The various types of leaves available for teachers have contributed to their absenteeism					
Permanent teachers tend to be absent more often					
Drug and substance abuse among the teachers cause absenteeism					
Religious commitments causes teacher absenteeism					
Disability among teachers causes absenteeism					

SECTION C

School factors influencing teacher absenteeism in secondary schools in Nzaui Sub County.

21. State the extent to which you agree or disagree with the following statements about influence of school factors on teacher absenteeism?

SA =Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree

School factors	SA	A	U	D	SD
Strong staff welfare in schools reduces teacher absenteeism.					
Good leadership style of the principal provides conducive working environment, which reduces teacher absenteeism.					
Regular supervision of teachers by the principal reduces teacher absenteeism					
Regular school assessment by ministry officials reduces teacher absenteeism.					
Teacher's absenteeism rate is higher in boarding than day schools.					
Schools with poor infrastructure record more teacher absenteeism					
Teachers who are assigned other administrative duties are absent more often.					
Good in-service training programmes for teachers in schools reduce absenteeism.					
Good motivation programmes for teachers in schools reduces absenteeism.					
Teachers who do not reside in the school are regularly absent					
Teachers who are poorly remunerated tend to be more absent from school					
Understaffing causes teacher absenteeism					
Teachers with high work load tend to be absent more often					
Lack of teachers attendance register in school causes teacher absenteeism					

SECTION D

Environmental factors influencing teacher absenteeism in secondary schools of Nzaui Sub County.

22. State the extent to which you agree or disagree with the following statements about influence of environmental factors to teacher absenteeism.

KEY

SA =Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree

Environmental factors	SA	A	U	D	SD
Teachers absence rate is higher in schools that are far from tarmac roads					
Absence rate is higher for teachers who do not come from the local community.					
Assignment of other non-teaching duties in the society causes teacher absenteeism					
Teacher absenteeism rate is higher during the rainy season.					
Harmony between parents and teachers reduces teacher absenteeism					
Teachers' strike causes teacher absenteeism					
Teachers who are union officials are absent more often.					
Absence rate for teachers is higher at the schools far from education offices.					
Teachers who come from poor back ground are rarely absent					

SECTION E

Other causes of teacher absenteeism in nzaui sub county

23. As a school administrator, list other causes of teacher absenteeism

SECTION F.

Mitigation measures to reduce teacher absenteeism in secondary schools in Nzaui Sub County.

24. Suggest possible measures that a school principal can put in place to reduce teacher absenteeism.

APPENDIX IV: INTERVIEW GUIDE FOR SUB COUNTY STAFFING OFFICER

1. For how long have you been the staffing officer in this sub county
2. Are there cases of teacher absenteeism?
3. What factors influence the teacher absenteeism in the sub county?
4. What measures do you suggest to be put in place to reduce teacher absenteeism in the Sub County?

APPENDIX V: DOCUMENT ANALYSIS GUIDE

Office documents	Available	Not available	Updated	Not updated
School time table				
Teachers' attendance register				
Teachers' permission book/file				
Teachers' class attendance register				

APPENDIX VI: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No.

Date:

NACOSTI/P/15/2225/4701

Isaac Musyoki Komoni
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

11th February, 2015
CTCO
18/2/15
Authorised
DISTRICT EDUCATION OFFICER
NZAUI
P. O. Box 30, MATILIKU
TEL: 020 - 2447290

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing teacher absenteeism in public secondary schools in Nzaui Sub County, Makueni County*" I am pleased to inform you that you have been authorized to undertake research in Makueni County for a period ending 30th June, 2015.

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

