FACTORS INFLUENCING TEACHERS’ ABSENTEEISM IN PUBLIC PRIMARY SCHOOLS IN RUIRU CONSTITUENCY, KIAMBU COUNTY

BY
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UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

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A Research Report Submitted to the Chandaria School of Business in Partial fulfilment of the Requirement for the Degree of Executive Master of Science in Organizational Development (EMOD)

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DECLARATION

I, the undersigned, affirm this is my original work and has not been submitted to any other, College, University, other than the United States International University - Africa in Nairobi for academic credit.

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This Research Report has been presented for examination with my approval as the appointed supervisor.

Signed: ____________________________  Date: ____________________________
Stephen M. Nyambegera, PhD

Signed: ____________________________  Date: ____________________________
Dean, Chandaria School of Business
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ABSTRACT

The purpose of the study was set to investigate the factors influencing teachers’ absenteeism in public primary schools. The study aimed at addressing the following specific research objectives; to determine the extent to which socio-demographics characteristics of teachers influence teachers absenteeism in public primary schools in Ruiru, to determine the relationship between leadership styles and teachers absenteeism in Public schools in Ruiru and to determine the effect of job satisfaction on teacher absenteeism in Public schools in Ruiru.

The study adopted a descriptive research design and targeted 5 public primary schools in Ruiru. The target population comprised of 365 teachers in the five schools identified. A sample size of 110 respondents was selected from the target population using stratified random sampling. The study utilized a questionnaire to collect data. The questionnaire comprised of two sections of both structured and unstructured sections. Pretesting of the questionnaire was done among 4 assistant teachers in 4 public primary schools, thus a total of four questionnaires were pretested. The questionnaires were administered by drop and pick later method, in which the researcher distributed the questionnaires to respondents’ schools and picked them after completion. The collected data was analysed using Statistical Packages for Social Scientists (SPSS IBM 22.0). The data was analysed using frequencies and percentages, while the other questions were analysed using means and standard deviations. The findings from the analysis were represented using tables and graphs.

The study shows that a teacher’s marital status affects how a teacher often reports to work and it also shows that a teacher’s education level influences how often they report to work. The study also showed that factors like gender, length of a teacher’s service in school, income level, age, and a teacher’s teaching experience did not influence how often they reported to work on a greater degree.

The study also shows that employees will spread positive messages when talking about the school and their jobs if they are satisfied. The teachers also volunteer their time to help others when necessary or train others on difficult tasks and they will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving when they are satisfied in their work places. The study also showed that
absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse and successful organisations/ schools adopt tough policies with respect to unjustified absenteeism.

The study shows that socio-economic factors affected the level of teacher’s absenteeism positively. The study also showed that leadership affected the level of teacher’s absenteeism. From the study results, job satisfaction was also evaluated to affect the level of teacher’s absenteeism; however, there effect was statistically insignificant.

The study concludes that authoritarian leader behaviours are counterproductive to an organization. Leader behaviour is determined by a set of beliefs that managers hold about workers. A leader might find it necessary to operate certain dimensions of leadership depending on employees. When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa. Poor supervision, salary issues and policies contribute to absenteeism. Employees pull out from jobs that they do not see themselves as successful by not coming to work. Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others.

This study thus recommends that teachers should receive adequate academic and professional qualifications to ensure s/he adequately masters subjects’ syllabus and prepared to handle a class and students. There should be blueprints put in place to determine what constitutes good academic and professional qualifications.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Absenteeism is a major problem at the work place. Employees’ not showing up for duty when scheduled is a serious human capital risk. This is because an employee can only contribute meaningful to the achievement of organizational objectives when he/she makes himself/herself available for work (Armstrong, 2009).

When an employee does not report for work after obtaining prior permission, it is not absenteeism. Absenteeism is unauthorized, avoidable and wilful absence from duty. Excessive absenteeism is harmful to both employee and workers. Absenteeism is a serious problem in all countries. Therefore managers are concerned about this problem and strive to check them so as to maintain efficiency and stability in the organization (Gupta & Joshi 2008).

Therefore, absenteeism contradicts the objective of productivity improvement as it translates to lost productivity. An absentee is a person who is expected to be in a particular place at a particular time but who is not there. According to Cascio (2013) employee absenteeism is “any failure of an employee to report for or to remain at work as scheduled, regardless of the reason”. Absenteeism, according to Sayles and Strauss (2011), reflects legitimately excused time off work as well as disinterest and low morale.

Unplanned absence is disorganizing, frustrating and expensive for organizations. Absenteeism is positively related with employee motivation and satisfaction. Absenteeism is unplanned or planned absence created by an employee intentionally such as deliberately avoiding work through non-attendance for personal reasons or unintentionally like maternity leave, bereavement and ill-health (Cascio, 2013). Armstrong (2009) points out that the causes of absenteeism could be broadly attributed to three factors: situational factors, personal factors and attendance factors. Situational factors include the nature of the job itself, is it repetitive and boring or is it interesting and challenging enough? Obviously, a repetitive job may generate stress and job resentment. Personal factors are the worth of an employee, his or her personality, age and sex may contribute to an employee absence.
An employee’s sudden absence may stir up negative feelings among his fellow work-colleagues. It is a convincing fact that more often, managers are unable to fill in or organize a quick replacement for an absent employee but rather overburden their subordinates with the same magnitude of workload. Teachers’ absenteeism impact on students’ academic performance especially during examinations, this assertion is true and therefore it is true to conclude that employee absence affects their work in terms of quality, speed and concentration (Hanushek, Kain & Rivkin 2005; Rockoff et al., 2011).

Past studies carried out in the United States (US) have shown that students enrolled in some classrooms learn more over a school year than those enrolled in other classrooms (Kane & Staiger, 2008). Some teachers are more effective than others. However, attempts to explain differences in teacher effectiveness by variables describing teachers’ training and backgrounds have had only very modest success. Averagely, public school teachers in the United States are absent 5% to 6% of the days schools are in session (Ballou, 2010; Podgursky, 2013). This rate of absence is low relative to those in the developing world, where teacher absence rates of 20% are common (Chaudhury et al., 2006). Yet, it exceeds comparable rates of teacher absence reported in other industrialized countries: 3.15% in the United Kingdom (Bowers, 2011) and 3.12% in Queensland, Australia (Bradley, Green, & Leeves, 2006).

Within the United States, teacher absence rates are nearly 3 times those of managerial and professional employees (Ballou, 2012; Podgursky, 2013). One contributing factor may be teachers’ daily exposure to large numbers of children, some of whom are carriers for infectious diseases. A second is that the proportion of teachers who are female is much higher than the proportion of managerial and professional employees who are female. Numerous studies have documented higher rates of absence for female employees than male employees (Ichino & Moretti, 2010; Vanden Heuvel & Wooden, 2012).

Like in many other emerging countries, teacher absenteeism is a growing tight spot in Nigerian Education predominantly in government or public schools. Studies of government teacher absence in six countries Bangladesh, Ecuador, India, Indonesia, Peru and Uganda found teacher absence amounts to be between 11% and 27% (Chaudhury et al., 2004). Another report found that 20% of teachers in rural western Keyan primary schools could not be found during school hours, while in Uganda, two surveys found...
teacher absentee rates of 27% in 2002 and 20% in 2007. In Nigeria, it is currently estimated that about 20% of the teaching workforce in government primary schools are absent on a given work day (World Bank, 2010; Champion, 2010). Teacher absenteeism is rampant in public primary schools in Uyo. It was in recent times reported that a topmost official of the Akwa Ibom State Universal Basic Education Board (AKSUBEB) went about public primary schools in Uyo capital city; and found many teachers (and in some cases even head teachers and their deputies) absent from duty without permission (World Bank, 2010).

Access to free primary education is part of the United Nation’s Universal Declaration of Human Rights and was reaffirmed as one of the Millennium Development Goals with all countries charged with providing all children with access to free primary education by 2015. Strengthened by these initiatives, many developing countries over the past decade have long-drawn-out primary school access (Champion, 2010). Certainly, in January 2003, Kenya introduced the Free Primary Education (FPE) programme which sought after to provide Public Primary Schools with free textbooks and other instructional materials with the forethought of maintaining progress towards the Millennium Development Goals; “Universal Primary Education (UPE), Education for all goal”. As a result, all fees were waived in all Government (public) primary schools. This creativity has since seen an increment in public primary school enrolment by some 3 million. Nevertheless, these developments in school access have not been accompanied by improvements in number of teachers (World Bank, 2010).

Steady attendance is one of the several important qualities of a good classroom teacher. Teacher attendance affects student attendance especially as teachers often serve as role models and influence students’ perceptions about acceptable and unacceptable behaviours. Moreover, prolonged teacher absenteeism sends a fundamental message that school attendance is not important. Teacher absenteeism will in most cases have a negative correlation with student outcomes. This means that as the number of days that a teacher is absent increases, the level of student achievement decreases. Importantly, the presence of a classroom teacher is an important factor in education, especially for the average-performing students. Consequently teacher absenteeism is related to both student absenteeism and achievement. In Kenya, crucial improvement is needed in the quality of education if learners will be converted to highly productive citizens; this is according to
reports by World Bank and Toshiba Media Max that was shared with the Ministry of health in 2012 (Toshiba 2012; World Bank, 2010).

According to Gayle and Pimhidzai (2013) in their article the Education and Health Services in Kenya - Data for Results and Accountability Report add that, will also see learners take advantage of economic opportunities and seek better jobs. Teacher absenteeism has been widely cited as one of the problems that require to be addressed urgently if improvement in the education sector is to be seen. Even though the average absence in schools is relatively low at say 16 per cent, there is an absence rate of between 20 and 40 per cent.

The new Service Delivery Indicators for Kenya show there is an even bigger concern: Teachers who are present at school but absent from class. For every 100 public school teachers, only 55 were in class teaching and 27 were at school but not teaching. This translates to an average teaching time of only two hours and 40 minutes in public schools out of a five hours and 40 minutes official teaching day. The report further says senior teachers in public schools, who are also better educated and more experienced are most likely to be absent from class. This also applies to those who come from districts where they teach. Urgent improvement is needed in the quality of education if learners will be transformed to highly productive citizens, according to a World Bank report (Toshiba, 2012).

Teachers’ absenteeism is one of the problems that need to be addressed if improvement in the education sector is to be seen. Although the average absence in schools is relatively low at 16 per cent, a fifth of schools surveyed had a school absence rate of between 20 and 40 per cent, and for a tenth of schools it is above 40 per cent. The new Service Delivery Indicators for Kenya show that there is an even bigger concern: Teachers who are present at school but absent from class. For every 100 public school teachers, only 55 were in class teaching and 27 were at school but not teaching. This translates to an average teaching time of only two hours and 40 minutes in public schools out of a five hours and 40 minutes official teaching day (Gayle & Pimhidzai, 2013).

Senior teachers in public schools, who are also well educated and more experienced are most likely to be absent from class. This also applies to those who come from districts
where they teach; that is those who teach in their home areas. Frequent absence was also more likely among teachers who teach higher grades, who were born in the same district as the school they are working in and who are on permanent contracts. Further to this, there may be various reasons that reinforce absenteeism - some sanctioned and some not, but the bottom line is that authorized or unauthorized absence has the same result; pupils that are not being taught (Toshiba, 2012).

It is important to note that in Kenya, primary education is in essence the first phase of formal education system. It usually starts at six years of age and runs for eight years. The main purpose of primary education is to prepare children to participate fully in the social, political and economic well-being of the pupils. The new primary school curriculum has therefore been designed to provide a more functional and practical education to cater for the needs of children who finish their education at the primary school level and also for those who wish to continue with secondary education. It is also paramount to appreciate the fact that the government of Kenya has provided free primary education in public schools, this has led to the number of primary school pupils increasing significantly, it now stands at approximately eight million (World Bank, 2010).

Making primary education free was a step in the right, yet direction many challenges remain and there are concerns about the quality of education declining because of the increased intake. Due to the increase of pupils, the ratio of teachers to children in the public schools does not balance, the teachers are overwhelmed with work and hence they lack motivation since even the working conditions have deteriorated, they do not take their work seriously anymore and many of them opt to engage in other activities that interest them hence neglecting their duties and mostly being absent from work when one is required. This research therefore will be looking at the factors responsible for teachers’ absenteeism in public primary schools in Kenya (World Bank, 2010).

Ruiru is a town developing in terms of population besides economic growth as witnessed recently and has benefited immensely from the construction of Super Thika Highway and will be benefiting from other projects that are ongoing. It is a town located in Kiambu County. The construction of the great Super Highway and Northern Bypass has placed Ruiru at a strategic point. It only takes one less than 30 minutes to reach the capital city of Kenya, Nairobi at a distance of 21 kilometres and less than 15 minutes to reach one of the
top industrialized towns in the country, Thika at a distance of 17 kilometres. The Constituency has a total number of 238,858 people, according to the Census that done in 2009.

1.2 Statement of the Problem

There have been some studies on the association between teacher attendance and achievement in developed countries. For instance, in a study with a US sample it was estimated that ten additional days of teacher absence could be linked to a decline of 3.2 percent of a standard deviation (SD) in mathematics achievement (Miller, Murnane & Willett, 2008). Woods and Montango (1997) found a negative effect of teacher absenteeism on student reading achievement. Then again Ehrenberg et al. (1991) did not find a relation between teachers absenteeism and student achievement. There have also been some studies in developing countries. For example Das et al. (2011) found that a 5 percent increase in teacher absence was linked with a 4 percent decline in achievement in English and mathematics in Zambia.

Teachers’ absenteeism is rapidly turning into a big problem in public schools in Kenya in the present day. Comparatively, just like in many other developing countries, teacher absenteeism is increasingly becoming a problem in Kenyan education and especially in government or public primary schools. It is apparent that teacher absenteeism when excessive will impact negatively on student academic achievement as student learning is disrupted when a teacher repeatedly absent from the classroom. Common sense tells us that successful learning can only occur when pupils are taught by teachers who apply effort is present in the classroom and spends time actually teaching so as to maximize instruction. The performance of these schools in the national exams in the recent past has been declining yearly. In January 2003, Kenya government introduced the free primary education in all government schools. This initiative has seen an increment in public primary school by some 3 million. However, this increase of learners in schools has not been accompanied by an increase in the number of teachers in public schools. Since the ratio of teachers to student is not equal, teachers have become overwhelmed with work and have lacked the motivation, the rate of absenteeism in schools have raised and no wonder public primary schools have been performing very poorly. In addition, the quality of education has also declined and is getting even worse. In fact very few schools clear their syllabuses in good time to sit for the national exams (Kane & Staiger, 2008).
Teachers’ absenteeism has a direct impact on student achievement. Elementary education is very important, it builds a very strong foundation and therefore a child requires all the attention of the teacher in this stage hence it is very important if teachers try not to be absent from class. Despite the importance of education at this level, concerns have now been raised because most of our pupils in the public schools are not getting quality education and more often than not the teachers are always absent from class (Dobbins & Berge, 2011).

Although there have been previous research on teachers’ absenteeism, most research have covered the relationship between teachers’ absenteeism and its financial impact. The study by Toshiba (2012), for example, focused on the level of absenteeism in public as well as the differences between attendance in school and attendance in class Kenyan primary schools. It did not attempt to determine the factors contributing to absenteeism in Kenyan schools.

Without appropriate and systematic study, addressing the factors that lead to continuous to continuous absenteeism among teachers may remain elusive. Furthermore, without enough information at local arena on redress measures for this problem, it may be difficult to realize the Millennium Development Goals (MDGs) on education as well as Kenya’s Vision 2030. This study intends to address this predicament by specifically studying the public primary schools in this context. This may bridge the lack of area specific studies on the factors influencing teacher absenteeism in Kenyan public primary schools.

1.3 General Objective
The aim of this study was to investigate the factors influencing teacher absenteeism in Public Primary Schools in Ruiru Constituency.

1.4 Specific Objectives
The specific objectives of the study were:-

1.4.1 To determine the extent to which socio-demographics characteristics of teachers influence teachers’ absenteeism in public primary schools in Ruiru constituency.
1.4.2 To determine the relationship between leadership styles and teachers’ absenteeism in public primary schools in Ruiru constituency.

1.4.3 To determine the effect of job satisfaction on teachers’ absenteeism in public primary schools in Ruiru constituency.

1.5 Importance of the Study

The study was significant to the education sector, other researchers in general and Human Resource Practitioners.

1.5.1 Education Sector

The findings of this study helped the Government and the school administrators develop various ways of motivating the teachers, work on improving the working conditions in the public primary schools and also come up with good supervisory policies meant to control teachers’ absenteeism. The findings enabled the education sector and the government in determining the steps to undertake when dealing with the issue of teachers’ absenteeism and also the steps to take in improving the quality of education in the public primary schools.

1.5.2 Future Researchers

The study may help future researchers to find out how various factor influence teachers’ absenteeism at the workplace, and thus use the findings to benchmark their research on factors that influence teacher absenteeism in Public Primary schools. This research would also suggest other areas where future researchers can further their knowledge.

1.5.3 Human Resource Practitioners

The study would benefit most human resource practitioners particularly those dealing with employees’ motivation and relations. It would give them an insight on the factors influencing employees’ frequent absenteeism, which would enable them maintain good relations with their employees and come up with various ways of motivating employees both financially and non-financially. Thus they would be able to motivate employees and come up with good supervisory measures that may be friendly to everyone and thus there would be improvement in the future performance of the organization.
1.6 Scope of the Study
This study was carried out among on five public schools in Ruiru in Nairobi. Although there are various public primary schools, this study concentrated on these five Public schools within Ruiru town, because of the high number of students admitted in each school on a yearly basis, as well as the proximity to these schools and the availability of the respondents; who are the teachers, deputy head teachers and head teachers. The focus was on the rates of absenteeism in each school.

The researcher was faced with the challenge of unwillingness of the respondents for fear of being victimised by management. However, the researcher overcame this challenge by carrying an authorization letter from United States International University-Africa (USIU-A), stating that the information gathered from the study would only be used for academic purposes and that it would be treated with a lot of confidentiality. The other challenge was that due to the busy schedules of the respondents, majority of them would have lacked time to fill in the questionnaires. This challenge was overcome by the researcher leaving the questionnaire with the respondents and picking them after they had been duly filled.

1.7 Definition of Terms
1.7.1 Absenteeism
This refers to the unplanned or planned absence created by an employee intentionally such as deliberately avoiding work through non-attendance for personal reasons or unintentionally like maternity leave, bereavement and ill-health. Intentional or self-created absenteeism can be disruptive, expensive and difficult to manage (Armstrong, 2009).

1.7.2 Teacher
This refers a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program (Podgursky, 2013).

1.7.3 Job satisfaction
This refers to an individual’s perceptual or emotional reaction to important parts of work, usually, a mental condition of a person to any type of work. Someone may feel
satisfaction to a work and in contrary another person may feel unsatisfactory to the same work depending on their attitude regarding the work/job (Clay, 2009).

### 1.7.4 Leadership
This refers to an act of having influence on the activities of an organized group in its attempts to set and achieve goals (Chen & Lee, 2009).

### 1.8 Chapter Summary
Chapter one has given a brief overview and background of the concept and context of the study. Moreover, the study has also set in broad terms the problem statement, the purpose of the study and the specific research objectives in the research proposal. There is also a brief discussion focussed on the significance of the study, the scope, limitations and definition of key terms used in the study. Chapter two will focus on the literature review on the concept of absenteeism based on the specific research objectives. Chapter three will focus on the research methodology used and points out the methods and tools of data collection to be used. Data analysis method is also discussed in this chapter. Chapter four shows the findings of the analysis of the data collected as well as its presentation inform of tables, graphs and charts. Chapter five gives a brief discussion of the findings, provides conclusion and recommendations of the research based on the objectives of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the past studies on teacher absenteeism in Public Primary schools. It covers socio-demographic characteristics of teachers, the correlation between leadership styles and teachers’ absenteeism, effect of job satisfaction on teachers’ absenteeism. A summary of the relevant points discussed will conclude the chapter.

2.2 Socio-Demographic Characteristics of Teachers and Absenteeism

Socio demographic characteristics of a teacher population conveyed statistically, such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage are stated to affect a teacher’s absenteeism (Rosenblatt & Shirom, 2009). The main reasons for teachers being absent from school were health, family matters and training courses. Nonetheless, these results could be confounded by biases in reports from school head teachers. According to Di Gropello and Marshall (2005) they found that training was the most common cause of teacher absenteeism. This can be attributed to due to the teachers being younger and less experienced than those in the control schools, and thus being targeted for more training. Chaudhury et al. (2006) found that there was a positive association between national poverty and the rate of absenteeism. These authors also found that school heads were more frequently absent than assistant teachers, and that teachers were absent less often if they were females, or were born in the same district as the school, or worked in schools with better infrastructure. There were few or no consequences for teachers being absent without justification.

2.2.1 Gender

Bennell (2012) found differences by gender, with higher absenteeism for female teachers at public primary schools in the Constituency. The major reasons for these absences, according to the data collected, were personal illness. According to Chaudhury et al. (2004), the main reason provided by teachers for being absent was that they had to perform out-of-school duties related to their work (this thus explains why head teachers were absent more often than teachers. Henceforth, teacher attendance could be a source of inequality in the opportunities to learn at school, since poorer students are more likely to be in a classroom in which the teacher is absent. Other sets of variables like employees’
demographic characteristics (e.g. gender, age, level of education) and contextual characteristics (e.g. place of residence, poverty) have only an indirect effect on employees’ absenteeism.

Gender, age levels, and personality traits are among those characteristics most often examined in studies of absenteeism in public schools. Differences in absence levels such as the age group of teachers varied were not important, but women and men did reveal different patterns of absenteeism with age. The number of absences claimed by female teachers increased with age. On the other hand, male teachers claimed more days in their thirties than at any other age (Unicomb, Alley & Barak, 1992). Sayles and Strauss (2011) supported this finding and noted that there was a significant difference in the occurrence of absence for men between the ages of 21-39. Overall, male teachers had significantly fewer absences than female teachers.

Average days-of-attendance for females was 5.29 per year; males averaged 3.39 days. The higher the degree held by the teacher, the higher the days of absence (Tshan, Semmer & Inversin, 2004). Although several studies have noted higher absenteeism on Mondays and Fridays, this finding is not consistent. Unicomb, Alley and Barak (1992) disclosed that teachers were absent on Wednesdays more frequently than any other day. Additionally, the months of November, January, and April were ultimately top months for teacher absences. Research has not been consistent concerning the rate of absenteeism and the number of years of teaching. Porwoll (1980) reported that teachers with two to four years of teaching experience and those with 23-25 years had the fewest absences.

2.2.2 School Factors
Various studies for example King and Ozler (2001); Rosenblatt and Shirom (2009) had their work was based on models of employee absenteeism but they also recognised the importance of teachers’ school-related factors like and organisation culture in explaining teacher absenteeism. The models also include a direct effect of teachers’ demographic characteristics on teacher attendance.

Porwoll (1980) also stated that other researchers were unable to establish any relationship between the number of years of teaching experience and teacher attendance. (Jacobson, 2009) reported that senior teachers nearing retirement often were absent more frequently.
than others. However, Ehrenberg et al. (1991) found that the greater the proportion of
teachers older than age 55, the lower the usage of sick leave days. These researchers
speculated that the fewer absences by this age group were likely due to the expected
payoff for their retirement in the near future.

2.2.3 Demographics
Teachers’ demographic variables have an indirect effect on teacher attendance through
their effect on teacher commitment. Studies developed by Ingersoll (2011), exhibited the
existence of a link between teachers’ demographic characteristics and teacher
absenteeism. According to these authors, older, female, and less-qualified teachers were
more satisfied with their job than younger, male and more qualified.

Teachers would therefore not absent themselves from school. It should be noted, still, that
the effect of teachers’ demographic characteristics on teacher attendance is not only
indirect. The location of the school (urban), the remoteness of the school (nearest paved
road), and the level of poverty of the community where it is located (less poor) have been
shown to be associated with higher teacher attendance (Alcázar et al., 2006; Bradley,
Greene & Leaves, 2006; Chaudhury et al., 2006).

2.2.4 Teacher’s Roles
The role of teachers in ensuring that promotion of quality teaching and learning is
important because teachers work closely with pupils and therefore have the best
knowledge about the academic development of the individual child. They are also
capable of identifying the susceptible pupil and can help to interpret school policy as well
as curriculum. Teachers can endorse positive attitudes; work as change agents in schools
and communities as well as playing the role of advocates (Bradley, Greene & Leaves,
2006).

According to Rice (2015) through an analysis which focused on practical studies of
teacher quality and qualification, he found five-broad classifications of teacher
attributes that seem to contribute to teacher quality. According to the author
teaching experience, degree obtained/type of certification, positive attitude, sense of
humour, help to predict the behaviours of teachers (such as absenteeism, lateness and
time-on-task).
Wayne and Youngs (2013) concluded that teachers are valuable because students learn more from them in terms of discipline or good character building. They further have emphasised that teachers differ greatly in several dimensions including the time they report and close from school, the number of lessons they teach in a day and the level of students test score. Cruickshank and Haefele (2003) reported that effective teachers are generally positive minded individuals who believe in the success of their students as well as their own ability to help students achieve. He further explains that effective teachers are those who develop ways to remind themselves to do things properly and recognise that the impact of their teaching on students can last many years.

McDermott and Rothenberg (2010) that students enjoy teachers with a sense of humour because such teachers make learning funny whereas Burgoon (2009) opined that teachers must be attentive and capable of using meaningful verbal praise to get and keep students actively participating in the learning process. Irvine (2001) also argued that an important feature of a teacher is that he/she must be caring (ability to set limits, provide structures, hold high expectations and push learners to achieve).

2.5.5 Working Hours

Some other studies show that teachers are often affected by the time of the week. Based on religion, one can predict that some times of the week mean increased absence from school. Furthermore, one may absent himself/herself from school to extent their leisure time, especially over the weekends (Miller, Murnane & Willett, 2008).

Absenteeism from the work place is considered as a symptom of a deep seated problem and not as a problem on its own (Brayfield & Muchnisky, 2011). It might be an indication that the worker is demoralized or dissatisfied with the work. Majority of the employers, when factoring in the effects of absenteeism to the performance of the company, do not differentiate between those absences that were out of necessity and those that were unnecessary. The study stated substitute teaching as the third highest-ranked "serious" problem facing school personnel directors and named teacher absenteeism as the number one ranked "general problem" encountered in their work. Not only are the monetary costs of teacher absenteeism ever-increasing, but the difficulty of finding qualified substitute personnel is also a growing problem for schools in Ruiru.
2.3 Relationship between Leadership Styles and Teachers’ Absenteeism
According to McGregor (1960) authoritarian leader behaviours are counterproductive to an organization and that employees may engage in behaviours to purposefully thwart the attainment of the goals and objectives of the organization. Logically, one behaviour of employees may engage in is lying out of work. Employees are withdrawing from jobs in which they do not see themselves as successful by not coming to work. McGregor believed that leader behaviour was determined by a set of beliefs that managers hold about workers. Theory X managers believe that employees are motivated by external rewards like money and promotion, and the fear of punishment. Therefore, leaders subscribing to Theory X beliefs are more suited to an autocratic leadership style where decisions are made for them and they are controlled. On the other hand, Theory Y managers believe people are motivated not only by extrinsic rewards, but also by intrinsic rewards like freedom to make decisions and freedom to use their imaginations in problem solving. Theory Y beliefs are more suited for the democratic leadership style where employees are encouraged to make their own decisions and to find their own place within the organization (McGregor, 1967).

2.3.1 Leadership Behaviour
The importance of strong leadership at the school level and the effect of certain leadership behaviours of the principal are both explicit and implicit in professional literature and research. The head teacher has been singled out as the most important factor in effective schools (Gallmeier, 2012). Another model of leadership, situational leadership, was developed by Hersey and Blanchard in 1972. In this model, two dimensions of leadership behaviour, task and relationship behaviour, are characterized in one of four ways: low task and low relationship; high task and low relationship; high relationship and low task; and high task and high relationship. Hersey and Blanchard (1972) suggested that leaders’ behaviours should be different in terms of emphasis on task and behaviour depending on the maturity of the followers. In other words, a leader might find it necessary to operate in all four dimensions depending on the readiness of the individual to follow the leader.

Various studies have shown the association between the leadership styles and teachers’ absenteeism. Hoy and Miskel (2011) for example points out that that if the head teacher is open and supportive of teachers in the school, absenteeism is reduced and vice versa.
Poor supervision, salary issues and policies also contribute to absenteeism. In this case absenteeism is usually a way of showing dissatisfaction (Jacobson, 2009). If teachers are satisfied at work, then they show low turnover, less absenteeism (Hunter-Boykin, Evans & Evans, 1995). According to Malhotra and Mukherjee (2004) good leadership leads to increased decision making among teachers, increased morale and less teacher absenteeism.

2.3.2 Leadership Style
Miller, Murnane and Willett (2008) state that in order for teaching to take place, an effective teacher must be present. Research supports that teachers have a significant impact on how well students achieve. Teacher absenteeism and turnover can have extensive consequences for the school and students. As the problems of teacher absenteeism and turnover continue to grow, school administrators and district staff must address this trend. The focus of this study was on the relationship of the variables of principal leadership styles and teacher absenteeism and turnover rates at participating schools. The variables used were the principals' leadership styles as determined by the Style of Leadership Assessment and the absenteeism and turnover rates at the schools participating. This research study used a quantitative method design to measure the relationship between the variables. During the collection of the data, there was no manipulation of variables.

Head teachers with at least three years of service in their current placement were asked to complete the Style of Leadership Survey. District information on schools' teacher absenteeism and teacher turnover rates for the participating principals was provided. The findings of this study indicate a significant relationship between a principal's leadership style and teacher absenteeism. Specifically, a directive leadership style correlated to a lower teacher absenteeism rate. Overall results did not support a significant relationship between a principal's leadership style and teacher turnover rates. The results of this study are important to superintendents as they appoint principals to school positions. School principals and aspiring principals can benefit from studying the outcomes to strengthen leadership characteristics that lower teacher absenteeism (Olaitan et al., 2010).

Even though little research has been conducted on the influence of leader behaviour on employee attendance, McGregor (1967) noted that authoritarian leader behaviours are
counterproductive to an organization and that employees may engage in behaviours to purposefully impede the attainment of the goals and objectives of the organization. Logically, one behaviour of employees may engage in is lying out of work. Druss, Schlesinger and Allen (2011) reported that employees pull out from jobs in which they do not see themselves as successful by not coming to work. Effective leadership can be a key factor in school improvement success.

2.3.3 Operational Environment

Ultimately, the school principal is the person who establishes the ground rules for the Operational environment in the school and is directly responsible for developing and maintaining high teacher morale (Hunter-Boykin, Evans & Evans, 1995). Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others, delegate’s authority, and keeps open channels of communication with the teachers (Rogers & Vegas, 2009). In most cases, the district policy can have a direct effect on teacher absenteeism and the culture of absences in a school district. There is research to support that allowing teacher input in designing district policies on absenteeism can help reduce teacher absences in a school (Clay, 2009).

Linking head teacher leadership and teacher absenteeism indicates that where teachers have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare, morale is high. The attitude the head teacher shows towards the teacher is a noteworthy factor affecting teacher absenteeism. According to Dutch study of teacher absence in public primary schools found that mutual relations and leadership style are more friendly and informal in high absenteeism schools. In low absenteeism schools, the head teacher had a more command leadership style (Imants and Van Zoelen, 2005).

Head teachers of effective schools encourage teachers to get involved in developing district policies by serving on committees for the district. Sharing ideas, examining the problems and negotiating with district leaders can be effective in reducing teacher absenteeism (Clay, 2009).
2.3.4 Teacher’s Perception of Leadership

When principals have trusted faculty to creatively explore new and exciting ways to deliver instruction, the teachers were empowered and excited about the teaching and learning process. When teachers moved creatively away from the status quo, they were energized and frequently shared with colleagues the changes and successes they had experienced. Effective principals should applaud efforts to be creative and acknowledge those who try. According to Bennell (2012) valuing the differences is the essence of synergy. And the key to valuing those differences is to realize that all people see the world, not as it is, but as they are. Good principals encourage teachers to be innovative and take initiatives to make improvements where needed.

Heller et al. (1993) discussed the importance of making work enjoyable, light, and fun in order to inspire employees to enjoy themselves while working, which eventually would lead to success. According to Jacob and Levitt (2003) Chart-House, produced a video of workers at the Pike Place Fish Market in Seattle, Washington to illustrate what happened when one created an atmosphere of high morale for employees. Their findings were that, happy people treat others well, fun leads to creativity, and time passes quickly. They also found that, focusing your attention on ways to make another person’s day provides a constant flow of positive feelings. These positive feelings set the tone for a positive, productive school culture.

2.4 Job Satisfaction and Teachers’ Absenteeism in Public Primary Schools

Teacher satisfaction with different aspects of their work such as their salary, the school environment (e.g. having a supportive school head teacher), their workload, and the availability of opportunities for professional development was found to have a significant and positive effect on teacher attendance (Abeles, 2009; Corcoran, Hoxby & Leigh, 2008; Dang & Rogers, 2010). Teachers in poor or rural schools have been shown to have lower levels of satisfaction than teachers in non-poor and suburban schools (Sikorski, 2004).

Ultimately, the school head teacher is the person who establishes the ground rules for the operational environment in the school and is directly responsible for developing and maintaining high teacher morale (Hunter-Boykin, Evans & Evans, 1995). Teachers report greater satisfaction in their work when they perceive their head teacher as someone who shares information with others, delegate’s authority and keeps open channels of
communication with the teachers (Robbins, 2011). Workload and support from principals
influence teacher burnout, job satisfaction, and occupational commitment (Ulleberg &
Rundmo, 1997). There are statistically significant direct relationships between head
teacher leadership behaviour, as perceived by the teacher, and satisfaction and
commitment (Anderma, 2011).

2.4.1 Job Satisfaction
According to Regin and Reitzammer (2008), job satisfaction was the single most
important factor affecting attendance motivation. Rice (2015) found that achievement;
recognition, interpersonal relations with students, and the work itself were all factors that
led to teacher job satisfaction. However, Rogers and Vegas (2009) found that
interpersonal relations with subordinates, supervisors, and peers, as well as technical
supervision, school policy, administration, and personal life to be factors contributing to
low teacher morale.

A study by Alca’zar and Pollarolo (2010) found out that there is a close nexus between
teacher absenteeism and job satisfaction. The study showed that dissatisfaction in teachers
working away from their immediate relatives in Peru resulted to poor job performance
and rampant absenteeism. Robbins (2011) explains job satisfaction as an overall positive
attitude towards one’s job. Job satisfaction could also be seen as employee’s gratification
with his/her job. Such contentment results in increased productivity. If a teacher is
satisfied with his/her job, then he/she is more likely to be at school when required.

Paton (2005) states that lack of job satisfaction caused serious withdrawal problems
among teachers that resulted in excessive absenteeism. He identified recognition,
delegated responsibilities, and opportunities for success as job satisfiers; he identified job
dissatisfiers as ineffective operating procedures, ineffective supervision, low salaries,
poor work relations, and poor working conditions. Before any progress is made toward
reducing teacher absenteeism, work dissatisfiers must be replaced by work satisfiers.
Compensation is also another determinant of job satisfaction. When the employee
believes that he is sufficiently compensated, he will be happy at the job and hence be
satisfied. The opposite is also true; if an employee feels that he is not been sufficiently
compensated, then he will not be satisfied at the job.
Researchers have identified different types of job satisfaction. There is what Burgoon (2009) refers to as extrinsic and intrinsic job satisfaction. The latter is when the employee takes into consideration the conditions of their work as a determinant of their satisfaction. This can be viewed as being composed of Herzberg’s hygiene factors. On the other hand, intrinsic job satisfaction is when the employee considers only the inherent attributes of the job, (like category, difficulty among others) as the determinants of his job satisfaction.

2.4.2 Perception of Principal

According to Anderma (2011) maintained that teachers’ perceptions of their principals will have a direct impact on their perceptions of school culture, and that this school culture will be related to a teacher’s level of satisfaction and commitment. Schools must give more attention to increasing teacher job satisfaction (Heller, Clay & Perkins, 1993). In addition, a study conducted for the American Psychiatric Society (2011) established that absenteeism due to health problems was twice as high for employees with depressive symptoms. It also revealed the likelihood of decreased performance on the job is seven times higher for depressed employees.

According to Hackett (1989) empirical evidence has also shown a weak negative relationship between job satisfaction and absenteeism. This means that, although other factors may contribute to a teachers’ absenteeism, job satisfaction exerts determines whether a teacher goes to school or not. Luthans (2001) discovered that job satisfaction correlates adversely with increased nonattendance rate, labour turnover and poor morale. Bennell and Akyeampong (2007) point out that promoting the health of teachers can increase their attendance of school. Attendance can be promoted through regular medical screening, promotion of fitness and nutrition programmes as well as instituting way of reducing job related stress.

2.4.3 Teacher Dissatisfaction

One of the major underlying causes of teacher absenteeism is considered to be dissatisfaction with working conditions for instance, supervision, salary, and policies. When dissatisfaction with conditions becomes too pronounced, employees may terminate employment, although some say absenteeism offers an alternative to quitting because it allows them an opportunity to express their dissatisfaction (Herzberg, 1966; Jacob &
Levitt, 2003). The advantages of high morale include low turnover, less absenteeism, and a better academic environment for instruction (Hunter-Boykin, Evans & Evans, 1995). The more time teachers spend away from class, the more time students spend with substitute teachers. Wiley and Harnischfeger (2011) found in terms of typical gains in achievement over a year’s period, that in schools where students receive 24% more schooling, they increase their average gain in reading comprehension by two-thirds and their gain in mathematics and verbal skills by more than one-third.

If teachers are dissatisfied with their work lives, not only will they suffer, but their students will suffer as well (Bryk and Driscoll, 2008). Referring to administrators’ need to re-examine their roles as instructional leaders and personnel managers, Deay and Bontempo (2009) suggested that administrators not fail to consider the potential impact of substitute teachers on student learning. “Substitutes are rarely as effective as the regular teachers they replace; therefore, valuable instruction is lost and student achievement may suffer as a result”

2.5 Chapter Summary
This chapter is a literature review of existing research literature on Socio-demographic characteristics of teachers and absenteeism, the correlation between leadership styles and teachers’ absenteeism, Job satisfaction on teachers’ absenteeism in public primary schools in Ruiru constituency. This discussion tackles all the research questions asked and gives a firm theoretical background for the study. The chapter also discusses how public schools can avert the problem of absenteeism among teachers in public schools. Absenteeism can be improved through ensuring good working environment for teachers, proper remuneration of teachers and principals employing participatory kind of leadership style, whereby teachers are involved in the decision making processes. Chapter three, introduces Research Methodology, presents the research design, population and sampling design, data collection methods, research procedures and data analysis methods used in the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter talk of the research methodology that was used by the researcher used when collecting data, the research design, population and sampling design, data collection methods, research procedures and data analysis methods.

3.2 Research Design

Research Design is determined by the research problem, the conventions one uses in their research and the manner in which the research problems is defined will influence the way the study is conducted (Marczyk, DeMatteo & Festinger, 2010). They added that different authors use the word paradigms and methodology interchangeably. They stated that there are two main research paradigms labelled positivist and phenomenological.

The research design used in this study was descriptive research resign. A descriptive study involves gathering data that test the validity of the hypotheses regarding the present status of the subjects of the study. Such a design determines how people get along in the setting under question, what meaning they give to their actions and what issues concern them (Schutt, 2009). The study collected information from respondents on their attitudes and opinions on the subject under question in Ruiru constituency.

The focus in this research was quantitative. Qualitative methodology was however used in order to gain a better understanding and possibly enable a better and more insightful interpretation of the results from the quantitative study. The independent variable of the study was absenteeism and the dependent variables were the socio demographic characteristics, job satisfaction and leadership styles.

3.3 Population and Sampling design

3.3.1. Population

Target population in statistics refers to the specific population in which information is desired. According to Ngechu (2010), a population is a well set of people, services, elements, events, group of things or households that are being investigated. This ensures that the population being investigated is homogeneous. Population studies are more representative because everyone has equal chance to be included in the final sample that
is drawn. According to Mugenda and Mugenda (1999) use of connectors requires consistency. This study was conducted in Ruiru Constituency of Kiambu County, Kenya. The constituency had eight Wards namely: Gitothua, Biashara, Gatongora, Kahawa Sukari, Kahawa Wendani, Kiuu, Mwiki and Mwihoko. It was within 20 kilometres from Nairobi Central Business District (CBD). There are 28 public primary schools in Ruiru Constituency. The researcher targeted all head teachers, deputy head teachers and assistant teachers from 5 public primary schools per ward in the constituency. The schools targeted were public primary schools that presented candidates for the Kenya Certificate of Primary Examination (KCPE) in 2012.

3.3.2. Sampling design

Sampling involves a process of selecting a sub-section of a population that represents the entire population in order to obtain information regarding the phenomenon of interest (Creswell, 2013). A sample is a sub-section of the population, which is selected to participate in a study. There are two methods of sampling, one yields probability samples in which the probability of selection of each respondent is assured (Lohr, 2009). The other method yields non-probability samples in which the probability of selection is unknown (Brannen; 2005; Bryman, 2006). Fielding (2010) defines sampling as a method of selecting a portion of the population for conducting a study in order to represents the population adequately since it is impossible to take the entire population because of time, financial factors and errors which discourage the researcher and leads him/ her to surrender the study.

3.3.2.1 Sampling Frame

Majority of the researchers cannot take in all members of the population in their studies and must resort to controlling the number of subjects to only a sample from the population. According to Pfeffermann and Rao (2009) a sampling frame is a list of elements from which the sample is actually drawn and is closely related to the population. In the ideal situation, the sampling frame should coincide with the population of interest. For this study, the sampling frame came from the list of all teachers from the 5 Public Schools. The list was obtained from the County Education of Ruiru.
3.3.2.2 Sampling Technique
Stratified sampling technique was used in the study to select the respondents from among the list of employees that work in the 5 Public schools in Ruiru. Kothari (2004) describes stratified random sampling as a modification of random sampling whereby one divides the population into two or more relevant and significant groups based on one or more attributes. This sampling technique was used because it barred the introduction of biasness in the selection. The technique was also employed because it enabled the generalization of a larger population with a margin of error that was statistically determinable. Simple random sampling was used in selecting members in each stratum. Lim and Ting (2013) noted that simple random sampling improves the representativeness of the sample by reducing the sampling error as well as it ensured that all elements of the study had an equal chance of being selected for the study.

3.3.2.3 Sample Size
A sample size permits a researcher to make generalities about the population. A sample is a subcategory of a population, but that subset is only useful if it accurately represents the larger population (Cox, 2008). In order to ensure that the sample accurately represents the population, the researcher clearly defines the characteristics of the population, determines the required sample size and selects the best method that members will be selected from the larger population. The sample size of the study used 10% of the target population which was 110 since the target population of 365 was large. The sample size was taken using simple random sampling.

Mugenda and Mugenda (1999) describe a sample size of between 10% and 30% as the statistically considered percentage appropriate to determine a sample size of a given population. The sample size for the study was therefore 110 which was above the threshold according to Mugenda and Mugenda (1999).

Table 3.1: Sample Size Distribution

<table>
<thead>
<tr>
<th>Categories</th>
<th>Target Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>70</td>
<td>21</td>
<td>30%</td>
</tr>
<tr>
<td>Senior teachers</td>
<td>95</td>
<td>29</td>
<td>30%</td>
</tr>
<tr>
<td>Assistant Teachers</td>
<td>200</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>365</strong></td>
<td><strong>110</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2015)


3.4 Data collection Methods

The research importantly relied on both primary and secondary data. The primary data was collected from the study population through the use of self-administered questionnaires to meet the study objectives. A questionnaire refers to an overall term comprising all data collection techniques in which each person is asked to answer the same set of questions in a predetermined order. Fielding (2010) describes a structured questionnaire as an official list of questions designed so as to get the facts. This study used closed-ended questions to gather data for the study. The questionnaire employed the use of a five point Likert scale question. The Likert measure allowed the study population to ratio various questions using the scales that were provided.

Secondary data was collected from previous researches and works done by authors on the same subject matter. This secondary information was sourced from books and journals found in the library. Internet sources were also used and they included journals, books, reports and case studies done on teacher absenteeism. The secondary data was used to guide the researcher on the background of the study and it also gave information on the literature review of the study.

The questionnaire which was designed for this study had two sections. The first part sought to know the demographical characteristics of the respondent. The second part sought to identify the factors influencing teacher absenteeism. The planned and unstructured questions were used in the questionnaire. The structured questions were used in an effort to conserve time and money, as well as to facilitate an easier analysis as they were in immediate usable form. The unstructured questions were used so as to encourage the respondent to give an in-depth and felt response without feeling limited in revealing any information.

3.5 Research Procedures

Arksey and O’Malley (2005) states it is imperative for a researcher to test the reliability of the data collection instrument for the study results to be reliable. The questionnaire was developed based on the research objectives; the questionnaire was pilot tested by being administered randomly to a selected sample of ten respondents from the target population.
to refine it and test the reliability of the instrument and also ensure that the questions therein would be able to meet the objectives of the study.

Administration of the questionnaires was by the “drop and pick” method to the designated respondents. At the point of dropping of the questionnaires, the researcher certified that the document was intact and explained to the respondents what was expected of them. The respondents were given a whole week (7 days) to fill in the questionnaires. The researcher ensured that contacts for the participants were received from the respondents. Follow-up phone calls were made to the respondents so as to ensure that a high response rate was achieved for the study.

Data was collected in the month of March 2015. The prospective firm and respondents were approached and requested to participate in the study. Bryman (2010) states that, detailed information about the study needs to be given to the population before carrying out a study. During this study, the information was given to the target firm and respondents through their official e-mails. Consent to participate in the data collection exercise was sought from the County Education officials before the data collection commenced.

The questionnaire was pretested before its administration to ensure that validity and reliability of the data to be collected. In this research, pretesting of the questionnaire was done among 4 assistant teachers in 4 public primary schools, thus a total of four questionnaires were pretested. Mugenda and Mugenda (2003) state that pre-testing of a questionnaire enables the researcher to evaluate the effectiveness and clarity of the research instrument and its ease of use, allowing for errors to be identified. This thus acts as a tool for training the researcher before actual data collection begins.

3.6 Data Analysis Methods
Data analysis entails editing, coding and tabulation of data collected into manageable summaries that is easy to interpret (Cox, 2008). In order to analyse the data that was collected, Miller (1991) observed the researcher needed to have information on the statistical analysis of data that is; descriptive, inferential and test statistics. The inferential statistic including mean and standard deviations were used. In order to determine the effects, regression analysis was carried out. The data collected was classified into
meaningful categories (coded), edited and tabulation of the same was done. The MS Excel spreadsheets were used for the initial tabulation, analysis and drawing of charts based on the respondents responses while Statistical Package for Social Science (SPSS) Student Version 22.0 which is a unified and comprehensive package was used to analyse the collected data thoroughly and conveniently.

The data was summarized and categorized in a frequency distribution table, out of which graphical and chart presentations were generated to give visual image of respondents’ responses. Presentations were done by use of figures and tables. Statistical analysis of means was used to give the strengths of the responses on the Likert questions and gave the level of difference in terms of responses. Percentages were used to give the numerical figure in terms of majority of responses on a given question. The study tested the study variables of socio-economic factors, leadership, and job satisfaction using the regression analysis to determine the significance of each variable.

3.7 Chapter Summary
The research methodology that was used in this study is discussed in this Chapter. Descriptive research design was used and targeted five public schools per ward in Ruiru. The target population comprised of 365 assistant teachers, deputy head teachers and head teachers in Ruiru. A sample of 110 respondents was selected from the target population using stratified random sampling. This study utilized questionnaires to collect data. The data collected will be analysed using (SPSS version 22.0) and presented in tables and graphs.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
The purpose of the research was to investigate the factors influencing teachers’ absenteeism in Public Primary schools in Kenya. After collecting the questionnaires, data was coded and analysed using SPSS version 22.0. Bar charts, pie charts and tables have been used to represent the data that was analysed.

4.2 Response Rate
The study had a population of 365 teachers in all the 5 public schools per each ward in Ruiru and a sample size of 110. Out of this targeted 110 respondents who filled and returned the questionnaires were 75 respondents. This gave the research response rate of 68%. (Mugenda and Mugenda, 2003), the statistically significant response rate for a study should be at least 50%.

![Socio-Economic Factors](image)

Figure 4.1: Response Rate

4.3 Demographic Information
4.3.1 Gender
The population was asked to indicate their gender and their response was as follows. Figure 4.1 shows that 55.6% of the population were male while 44.4% were female. From the data analysed, male were the majority.
4.3.2 Age
The population was asked to indicate their age and their response was as follows. Figure 4.2 shows that 44.4% of the population was aged between 31-34 years, 36.1% were aged by 25-30 years, 15.3% were aged between 35-40 years, and 4.2% were aged between 18-24 years.

4.3.3 Marital Status
The population was asked to indicate their marital status and their response was as follows. Figure 4.3 shows that 65.3% of the population were married and 34.7% were single.
4.3.4 Years Worked with School
The population was asked to indicate the number of years they had worked with the school and their response was as follows. Figure 4.4 shows that 34.7% of the population had worked with the school for 2-5 years, 29.2% had worked with the school for less than 2 years, 20.8% had worked with the school for 6-10 years, and 15.3% had worked with their school for 11 and above years.

4.3.5 Level of Education
The population was asked to indicate their level of education and their response was as follows. Figure 4.5 shows that 44.4% of the population had certificates as their highest education level, 40.3% had degrees and 15.3% had diplomas.
4.4 Socio-Demographics Characteristics and Influence on Teachers’ Absenteeism

4.4.1 Socio-Demographics Characteristics

The population was asked to indicate their socio demographic characteristics and their response was as follows. Table 4.1 shows the average means of the various socio demographic characteristics.

Table 4.1 Socio-Demographics Characteristics and Teachers’ Absenteeism

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gender of a teacher influence how often a teacher attends school</td>
<td>20.8</td>
<td>2.93</td>
</tr>
<tr>
<td>A teacher’s marital status will affect teacher how often they report to work</td>
<td>4.2</td>
<td>3.19</td>
</tr>
<tr>
<td>The length of a teacher service in school will affect how often their come to work</td>
<td>0.0</td>
<td>2.94</td>
</tr>
<tr>
<td>The income level of a teacher will determine how frequent they will come to work</td>
<td>11.1</td>
<td>2.49</td>
</tr>
<tr>
<td>A teacher’s teaching experience influence how often they will report to work</td>
<td>11.1</td>
<td>2.72</td>
</tr>
<tr>
<td>The age of a teacher affect will determine how often he or she will attend school</td>
<td>25.0</td>
<td>2.50</td>
</tr>
<tr>
<td>A teacher’s education level will influence how often they report to work</td>
<td>4.2</td>
<td>3.29</td>
</tr>
</tbody>
</table>
Table 4.1 shows that a teacher’s marital status affects how a teacher often reports to work and it also shows that a teacher’s education level influences how often they report to work. The table shows that factors like gender, length of a teacher’s service in school, income level, age, and a teacher’s teaching experience did not influence how often they reported to work on a greater degree.

### 4.4.2 Socio-Economic Changes

The population was asked whether socio-economic factors had brought changes in the school and their response was as follows. Figure 4.6 shows that socio-economic factors affected changes in a one-off way as shown by 55.6% of the population and 44.4% stated that it had a continuous change.

![Socio-Economic Factors](image)

Figure 4.7 Socio-Economic Changes

### 4.5 Relationship between Leadership Styles and Teachers’ Absenteeism

#### 4.5.1 Leadership and Absenteeism

Table 4.2 shows that authoritarian leader behaviours are counterproductive to an organization. Leader behaviour is determined by a set of beliefs that managers hold about workers. A leader might find it necessary to operate certain dimensions of leadership depending on employees. When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa. Poor supervision, salary issues and policies contribute to absenteeism. Employees pull out from jobs that they do not see themselves as successful by not coming to work. Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others.
Teachers who have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare have high morale. The attitude the leader shows towards the teacher is a noteworthy factor affecting teacher absenteeism. Effective leaders encourage teachers to get involved in developing policies by serving on committees.

### Table 4.2 Leadership and Absenteeism

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian leader behaviours are counterproductive to an organization.</td>
<td>11.1</td>
<td>4.2</td>
<td>36.1</td>
<td>48.6</td>
<td>0.0</td>
<td>3.22</td>
</tr>
<tr>
<td>Leader behaviour is determined by a set of beliefs that managers hold about workers.</td>
<td>11.1</td>
<td>0.0</td>
<td>36.1</td>
<td>52.8</td>
<td>0.0</td>
<td>3.31</td>
</tr>
<tr>
<td>A leader might find it necessary to operate certain dimensions of leadership depending on employees.</td>
<td>11.1</td>
<td>19.4</td>
<td>25.0</td>
<td>44.4</td>
<td>0.0</td>
<td>3.03</td>
</tr>
<tr>
<td>When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa.</td>
<td>11.1</td>
<td>4.2</td>
<td>40.3</td>
<td>44.4</td>
<td>0.0</td>
<td>3.18</td>
</tr>
<tr>
<td>Poor supervision, salary issues and policies contribute to absenteeism.</td>
<td>11.1</td>
<td>4.2</td>
<td>40.3</td>
<td>44.4</td>
<td>0.0</td>
<td>3.18</td>
</tr>
<tr>
<td>Employees pull out from jobs that they do not see themselves as successful by not coming to work.</td>
<td>11.1</td>
<td>0.0</td>
<td>63.9</td>
<td>25.0</td>
<td>0.0</td>
<td>3.03</td>
</tr>
<tr>
<td>Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others.</td>
<td>0.0</td>
<td>23.6</td>
<td>20.8</td>
<td>55.6</td>
<td>0.0</td>
<td>3.32</td>
</tr>
<tr>
<td>Teachers who have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare have high morale.</td>
<td>0.0</td>
<td>19.4</td>
<td>0.0</td>
<td>54.2</td>
<td>26.4</td>
<td>3.88</td>
</tr>
<tr>
<td>The attitude the leader shows towards the teacher is a noteworthy factor affecting teacher absenteeism.</td>
<td>0.0</td>
<td>4.2</td>
<td>19.4</td>
<td>65.3</td>
<td>11.1</td>
<td>3.83</td>
</tr>
<tr>
<td>Effective leaders encourage teachers to get involved in developing policies by serving on committees.</td>
<td>0.0</td>
<td>0.0</td>
<td>38.9</td>
<td>45.8</td>
<td>15.3</td>
<td>3.76</td>
</tr>
</tbody>
</table>

#### 4.5.2 Extent of Leadership Affecting Absenteeism

The population was asked to indicate the extent to which leadership affected absenteeism and the results were as follows:
Table 4.3 Extent of Leadership Affecting Absenteeism

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Great Extent</td>
<td>47</td>
<td>62.7</td>
</tr>
<tr>
<td>Great Extent</td>
<td>19</td>
<td>25.3</td>
</tr>
<tr>
<td>Moderate Extent</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>Little Extent</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>No Extent</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study showed that leadership affected absenteeism of teachers greatly. From the results, 62.7% stated leadership affected absenteeism to a very great extent, 25.3% stated it was to a great extent, 4% stated that it was to a moderate extent, and another 4.2% stated that it affected absenteeism to a little extent and another 4% stated that it did not affect.

4.5.3 Correlation between Leadership and Absenteeism

The correlation test was carried out to determine the level of influence of leadership in encouraging absenteeism in teachers. Table 4.4 indicates that leadership had an influence on teachers’ absenteeism at a significance level of 0.746% and a significant level of 0.01. These results show that leadership influences teachers’ absenteeism at 74.6%. The correlation between the dependent and independent variable is +0.746 which can be described as a strong positive correlation.

Table 4.4 Correlation between Leadership and Absenteeism

<table>
<thead>
<tr>
<th>Pearson Product Moment Correlation</th>
<th>0.746 (**)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig.</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level

4.6 Effect of Job Satisfaction on Teachers’ Absenteeism

4.6.1 Job Satisfaction

The population was asked whether job satisfaction affected teachers’ absenteeism and the results were as follows. The study showed that job satisfaction affects teachers’
absenteeism as indicated by 57.3% of the population who stated yes and 42.7% who stated no. Majority showed that job satisfaction influenced teachers’ absenteeism.

Table 4.5 Job Satisfaction and Teacher’s Absenteeism

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>57.3</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>42.7</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.2 Job Satisfaction Influencing Teacher Absenteeism

The population was asked to indicate their level of agreement with the following statement related to how job satisfaction influencing teacher absenteeism in their school. Their response was as follows;

Table 4.6 shows that employees would spread positive messages when talking about the school and their job. Employees volunteered their time to help others when necessary or train others on difficult tasks. Employees would volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving. Employees often looked for ways to improve their current positions through training and actively participated in their own career development. Employees completed necessary duties and responsibilities with little direction. Employees felt that their achievements matter and felt motivated to continue pursuing organisation’s goals, and employees were allowed to distance themselves from their work when they are on off duty and there was no-after-hours-communication policy, except for cases of extreme emergency.
### Table 4.6 Job Satisfaction Influencing Teacher Absenteeism

<table>
<thead>
<tr>
<th>Job satisfaction</th>
<th>Rating</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees will spread positive messages when talking about the school and their job.</td>
<td>0.0</td>
<td>40.3</td>
</tr>
<tr>
<td></td>
<td>51.4</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>2.68</td>
</tr>
<tr>
<td>Employees volunteer their time to help others when necessary or train others on difficult tasks</td>
<td>0.0</td>
<td>40.3</td>
</tr>
<tr>
<td></td>
<td>25.0</td>
<td>34.7</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>2.94</td>
</tr>
<tr>
<td>Employees will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving.</td>
<td>0.0</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>50.0</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>2.89</td>
</tr>
<tr>
<td>Employees often look for ways to improve their current position through training and actively participate in their own career development.</td>
<td>20.8</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>48.6</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>2.89</td>
</tr>
<tr>
<td>Employees completes necessary duties and responsibilities with little direction</td>
<td>0.0</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>45.8</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>2.97</td>
</tr>
<tr>
<td>Employees feels that their achievements matter and feel motivated to continue pursuing Organisation’s goals</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>75.0</td>
<td>20.8</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>3.29</td>
</tr>
<tr>
<td>Employees are allowed to distance themselves from their work when they’re off and there’s no-after-hours-communication policy, except for cases of extreme emergency</td>
<td>11.1</td>
<td>65.3</td>
</tr>
<tr>
<td></td>
<td>19.4</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>2.17</td>
</tr>
</tbody>
</table>

### 4.6.3 Extent of Job Performance affected by Absenteeism

The population was asked to indicate the extent to which has job performance had affected absenteeism of teachers in their school and the results were as follows. Figure 4.7 shows that 59.7% of the respondents stated that job performance affected absenteeism to a moderate extent, 29.2% stated that it affected it to a great extent, and 11.1% stated that it affected it to a little extent.
4.6.4 Absenteeism in Schools

The population was asked to indicate the extent they agreed or disagreed with the following statements related to absenteeism in their school and the results were as follows.

Table 4.7 Absenteeism in Schools

<table>
<thead>
<tr>
<th>Absenteeism</th>
<th>Rating</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee who is absent without excuse</td>
<td>1 19.4</td>
<td>44.4 20.8 15.3 0.0</td>
</tr>
<tr>
<td>Successful Organisations/ schools adopt tough policies with respect to unjustified absenteeism</td>
<td>0.0 44.4</td>
<td>55.6 0.0 0.0</td>
</tr>
<tr>
<td>Absenteeism costs schools billions of shillings each year</td>
<td>25.0 20.8</td>
<td>15.3 38.9 0.0</td>
</tr>
<tr>
<td>Employers should detect and monitor periods when absences in schools are particularly high</td>
<td>0.0 4.2</td>
<td>36.1 40.3 19.4</td>
</tr>
<tr>
<td>Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued</td>
<td>4.2 0.0</td>
<td>65.3 15.3 15.3</td>
</tr>
</tbody>
</table>
Table 4.7 shows that absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse. Successful Organisations/schools adopt tough policies with respect to unjustified absenteeism. Absenteeism costs schools billions of shillings each year and employers should detect and monitor periods when absences in schools are particularly high. Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued.

4.7 Regression Analysis of Study Variables

4.7.1 Regression Analysis of Socio-Economic Factors

Table 4.8 shows the regression model summary of socio-economic factors. The table shows that socio-economic factors account for 0.009=0.9% of absenteeism. This indicates that socio-economic factors are insignificant.

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant) Socio-Economic Factors

4.7.2 Regression Coefficient for Socio-Economic Factors

Table 4.9 Regression Coefficient for Socio-Economic Factors

<table>
<thead>
<tr>
<th>Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1 (Constant)</td>
</tr>
<tr>
<td>Socio-Economic Factors</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Absenteeism
The coefficients Table 4.9 shows that the increase in socio-economic factors affects the level of teacher’s absenteeism positively and the p. value of 0.345 is greater than 0.05 which is the study’s alpha level indicates that statistically, socio-economic factors do not significantly affect the level of teacher’s absenteeism.

4.7.3 Regression Analysis for Leadership
Table 4.10 shows the regression model summary for leadership. The table shows that leadership accounts for 0.090=9% of absenteeism. This indicates that leadership is also insignificant.

Table 4.10 Model Summary for Leadership

<table>
<thead>
<tr>
<th>Model Summary</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>R</td>
<td>R Square</td>
<td>Adjusted R Square</td>
<td>Std. Error of the Estimate</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.300</td>
<td>.090</td>
<td>.081</td>
<td>1.010</td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant) Leadership

4.7.4 Regression Coefficient for HRIS Relevance
The coefficients Table 4.11 shows that the increase in leadership levels affects the level of teacher’s absenteeism positively and the p. value of 0.002 is less than 0.05 which is the study’s alpha level indicates that statistically, leadership affects the level of teacher’s absenteeism.

Table 4.11 Regression Coefficient for Leadership

<table>
<thead>
<tr>
<th>Coefficients</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Unstandardized Coefficients</td>
<td>Standardized Coefficients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>t</td>
<td>Sig</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>2.867</td>
<td>.392</td>
<td>.392</td>
<td>7.312</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Absenteeism
4.7.5 Regression Analysis for Job Satisfaction
Table 4.12 shows the regression model summary for job satisfaction. The table shows that job satisfaction accounts for 0.019=19% of teacher’s absenteeism. This indicates that job satisfaction is insignificant.

Table 4.12 Model Summary for Job Satisfaction

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.138</td>
<td>.019</td>
<td>.009</td>
<td>1.048</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant) Job Satisfaction

4.7.6 Regression Coefficient for Job Satisfaction
The coefficients Table 4.13 shows that the increase in job satisfaction affects teacher’s absenteeism positively and the p. value of 0.161 is less than 0.05 which is the study’s alpha level indicates that statistically, job satisfaction affects the level of teacher’s absenteeism.

Table 4.13 Regression Coefficient for Job Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>3.548</td>
<td>.388</td>
<td>9.152</td>
<td>.000</td>
</tr>
<tr>
<td>Online Support</td>
<td>.142</td>
<td>.101</td>
<td>.138</td>
<td>1.411</td>
</tr>
</tbody>
</table>

a. Dependent Variable: HRIS Adoption

4.8 Chapter Summary
This chapter has discussed the study findings in accordance to the questionnaires that were handed out. The section has presented the findings using tables and figures while giving explanations of the tables and graphs. Statistical frequencies have been used and correlation and regression analysis have been used to test the strengths of the study variables.
CHAPTER FIVE
5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives discussion on findings, conclusions and recommendations of the study based on the research objectives of the study. The objective of the research was to investigate the factors influencing teachers’ absenteeism in Public Primary schools in Ruiru, Kiambu County.

5.2 Summary

The purpose of the study was set to investigate the factors influencing teachers’ absenteeism in public primary schools. The study aimed at addressing the following specific research objectives; to determine the extent to which socio-demographics characteristics of teachers influence teachers absenteeism in public primary schools in Ruiru, to determine the relationship between leadership styles and teachers absenteeism in Public schools in Ruiru and to determine the effect of job satisfaction on teacher absenteeism in Public schools in Ruiru.

The study adopted a descriptive research design and it targeted 5 public primary schools in Ruiru. The target population comprised of 365 teachers in the five schools identified. A sample size of 110 respondents was selected from the target population and 75 responded. The study utilized a questionnaire to collect data. The questionnaires were administered through drop and pick later method. The data collected was analysed using Statistical Packages for Social Scientists (SPSS IBM 22.0).

The study revealed that a teacher’s marital status affects how a teacher often reports to work and it also shows that a teacher’s education level influences how often they report to work. The study showed that factors like gender, length of a teacher’s service in school, income level, age, and a teacher’s teaching experience did not influence how often they reported to work on a greater degree.

The study revealed that the leaders have internal motivation and self-management and find motivation from within and use that as the driving force to effectively manage the
direction of the school, the leaders have the ability to make difficult decisions which align with clearly defined vision, values, goals, and objectives of the schools. The study also showed that leaders are willing to take calculated risks that more often than not result in positive outcomes, and they share the collective conscious of their organization in that they understand what actions to take to evoke change, spur innovation, and make decisions that will create growth.

The study showed that employees will spread positive messages when talking about the school and their job. Employees volunteer their time to help others when necessary or train others on difficult tasks. Employees will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving. Employees often look for ways to improve their current position through training and actively participate in their own career development if they are satisfied with their jobs. The study also showed that absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse and successful organisations/ schools adopt tough policies with respect to unjustified absenteeism. Absenteeism costs schools billions of shillings each year and employers should detect and monitor periods when absences in schools are particularly high. Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued.

5.3 Discussions

5.3.1 Socio-Demographics Characteristics and Influence on Teachers’ Absenteeism

The study showed that a teacher’s marital status affects how a teacher often reports to work. (Rosenblatt and Shirom, 2009) state that socio-demographic characteristics of a teacher population conveyed statistically, such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage are stated to affect a teacher’s absenteeism.

The showed that a teacher’s education level influences how often they report to work. These results are backed up by (Gropello and Marshall, 2014) who found that training was the most common cause of teacher absenteeism. This can be attributed to due to the teachers being younger and less experienced than those in the control schools within the constituency, and thus being targeted for more training.
The table shows that factors like gender did not influence how often they reported to work on a greater degree. These results are not in tandem with (Bennell, 2012) who found that differences by gender affect absenteeism, with higher absenteeism for female teachers at public primary schools. The study showed that length of a teacher’s service in school did not influence how often they reported to work on a greater degree. (Marshall, 2014) they found that training was the most common cause of teacher absenteeism and this can be attributed to experience gained while in teaching.

The study showed that income levels affect a teacher’s level of absenteeism and the results are in tandem with (Rosenblatt and Shirom, 2009) state that socio-demographic characteristics of a teacher population conveyed statistically, such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage are stated to affect a teacher’s absenteeism.

The study showed that age did not influence how often they reported to work on a greater degree. This goes against (Gropello and Marshall, 2014) study who found that training was the most common cause of teacher absenteeism. This can be attributed to due to the teachers being younger and less experienced than those in the control schools, and thus being targeted for more training.

The study showed that a teacher’s teaching experience did not influence how often they reported to work on a greater degree. These results are not in tandem with (Chaudhury, 2004) who states that, the main reason provided by teachers for being absent was that they had to perform out-of-school duties related to their work (this thus explains why head teachers were absent more often than teachers).

5.3.2 Relationship between Leadership Styles and Teachers’ Absenteeism
The study showed that authoritarian leader behaviours are counterproductive to an organization. According to (McGregor, 2011) authoritarian leader behaviours are counterproductive to an organization and that employees may engage in behaviours to purposefully thwart the attainment of the goals and objectives of the organization.
The study revealed that leader behaviour is determined by a set of beliefs that managers hold about workers. (McGregor, 2011) believed that leader behaviour was determined by a set of beliefs that managers hold about workers.

A leader might find it necessary to operate certain dimensions of leadership depending on employees. (Hersey and Blanchard, 2009) suggested that leaders’ behaviours should be different in terms of emphasis on task and behaviour depending on the maturity of the followers. In other words, a leader might find it necessary to operate in all dimensions depending on the readiness of the individual to follow the leader.

When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa. (Hoy and Miskel, 2011) point out that if the head teacher is open and supportive of teachers in the school, absenteeism is reduced and vice versa. Poor supervision, salary issues and policies contribute to absenteeism. (Jacobson, 2013) notes that poor supervision; salary issues and policies also contribute to absenteeism. In this case absenteeism is usually a way of showing dissatisfaction.

Employees pull out from jobs that they do not see themselves as successful by not coming to work. According to (Druss, Schlesinger, and Allen, 2011) employees pull out from jobs in which they do not see themselves as successful by not coming to work. Effective leadership can be a key factor in school improvement success.

Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others. According to (Ross miller, 2012) teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others, delegate’s authority, and keeps open channels of communication with the teachers.

Teachers who have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare have high morale. (Imants and VanZoelen, 2005) note that linking head teacher leadership and teacher absenteeism indicates that where teachers have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare, morale is high.
The attitude the leader shows towards the teacher is a noteworthy factor affecting teacher absenteeism. According to (Imants and VanZoelen, 2005) the attitude the head teacher also shows towards the teacher is a noteworthy factor affecting teacher absenteeism. According to Dutch study of teacher absence in public primary schools found that mutual relations and leadership style are more friendly and informal in high absenteeism schools.

Effective leaders encourage teachers to get involved in developing policies by serving on committees. (Clay, 2009) notes that head teachers of effective schools encourage teachers to get involved in developing district policies by serving on committees for the district. Sharing ideas, examining the problems and negotiating with district leaders can be effective in reducing teacher absenteeism.

5.3.3 Effect of Job Satisfaction on Teachers’ Absenteeism
The study shows that job satisfaction affects teachers’ absenteeism. (Abeles, 2009) states that teacher satisfaction with different aspects of their work such as their salary, the school environment, their workload, and the availability of opportunities for professional development was found to have a significant and positive effect on teacher attendance.

The study showed that employees will spread positive messages when talking about the school and their job. (Herzberg, 2011) state that when dissatisfaction with conditions becomes too pronounced, employees may terminate employment, although some say absenteeism offers an alternative to quitting because it allows them an opportunity to express their dissatisfaction.

The study revealed that employees volunteer their time to help others when necessary or train others on difficult tasks and employees will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving. (Robbins, 2005) defines job satisfaction as a general positive attitude towards one’s job. Job satisfaction could also be seen as employee’s contentment with his/her job. Such contentment results in increased productivity.

Employees often look for ways to improve their current position through training and actively participate in their own career development. (Robbins, 2005) states that contentment results in increased productivity. Employees feel that their achievements
matter and feel motivated to continue pursuing organisation’s goals, and employees are allowed to distance themselves from their work when they’re off and there’s no-after-hours-communication policy, except for cases of extreme emergency. (Anderman, 2011) states that there are statistically significant direct relationships between head teacher leadership behaviour, as perceived by the teacher, and satisfaction and commitment.

The study showed that job performance affected absenteeism to a moderate extent. According to (Scott and Wimbush, 2011), he found that job satisfaction was the single most important factor affecting attendance motivation. The study showed that absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse. A study by (Alca’zar and Pollaro, 2010) found out that there is a close nexus between teacher absenteeism and job satisfaction. The study showed that dissatisfaction in teachers working away from their immediate relatives in Peru resulted to poor job performance and rampant absenteeism.

Absenteeism costs schools billions of shillings each year and employers should detect and monitor periods when absences in schools are particularly high. (Hunter-Boykin, Evans and Evans, 2009) note that the advantages of high morale include low turnover, less absenteeism, and a better academic environment for instruction. The more time teachers spend away from class, the more time students spend with substitute teachers.

Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued. According to (Herzberg, 2011) one of the major underlying causes of teacher absenteeism is considered to be dissatisfaction with working conditions.

The study showed that socio-economic factors influenced teachers’ absenteeism at 63.7%. It also showed that leadership had an influence on teachers’ absenteeism at a significance level of 0.746% and a significant level of 0.01. These results showed that leadership influenced teachers’ absenteeism at 74.6%. The study also showed that that job satisfaction had an influence on teachers’ absenteeism at a significance level of 0.647% at a significant level of 0.01. These results show that job satisfaction influences teachers’ absenteeism at 64.7%. The correlations between the dependent and independent variables had a strong positive correlation; this shows that the study variables highly affected absenteeism in teachers.
5.4 Conclusions
5.4.1 Socio-Demographics Characteristics and Influence on Teachers’ Absenteeism
The study concludes that a teacher’s marital status affects how a teacher often reports to work and it also shows that a teacher’s education level influences how often they report to work. The study concludes that factors like gender, length of a teacher’s service in school, income level, age, and a teacher’s teaching experience did not influence how often they reported to work on a greater degree.

5.4.2 Relationship between Leadership Styles and Teachers’ Absenteeism
The study concludes that authoritarian leader behaviours are counterproductive to an organization. Leader behaviour is determined by a set of beliefs that managers hold about workers. A leader might find it necessary to operate certain dimensions of leadership depending on employees. When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa. Poor supervision, salary issues and policies contribute to absenteeism. Employees pull out from jobs that they do not see themselves as successful by not coming to work. Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others.

5.4.3 Effect of Job Satisfaction on Teachers’ Absenteeism
The study concludes that employees will spread positive messages when talking about the school and their job. Employees volunteer their time to help others when necessary or train others on difficult tasks. Employees will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving. Employees often look for ways to improve their current position through training and actively participate in their own career development if they are satisfied with their jobs. The study also concludes that absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse and successful organisations/schools adopt tough policies with respect to unjustified absenteeism. Absenteeism costs schools billions of shillings each year and employers should detect and monitor periods when absences in schools are particularly high. Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued.
5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Socio-Demographics Characteristics and Influence on Teachers’ Absenteeism
As in any education system, teachers play a central role, being at the frontline in the transmission of knowledge. This study thus recommends that teachers should receive adequate academic and professional qualifications to ensure s/he adequately masters subjects’ syllabus and prepared to handle a class and students. There should be blueprints put in place to determine what constitutes good academic and professional qualifications.

5.5.1.2 Relationship between Leadership Styles and Teachers’ Absenteeism
Teaching staff promotion opportunities are particularly slack. The professional ladder, as it is, does not offer much professional advancement opportunities. The study recommends that new scheme of service should be introduced so as to favour and better the career path for teachers.

5.5.1.3 Effect of Job Satisfaction on Teachers’ Absenteeism
Teachers are not only tasked with imparting knowledge, they often have the power to inspire or suppress intellectual curiosity. However; this is not possible when satisfaction levels are low or when dissatisfaction may exist. Satisfaction is relevant to the physical and mental well-being of the employee, as well as its implications for such job-related behaviours such as productivity, absenteeism, turnover and employee relations. The study therefore recommends that the Ministry of education should look at the job satisfaction of teachers and the schools should therefore put a major interest in the job satisfaction variable and it should ensure that they understand and constantly monitor it for the welfare of their schools.

5.2.2 Recommendations for Further Studies
The study investigated the factors influencing teacher absenteeism in Public Primary schools in Ruiru. The study targeted only five Public Primary schools in each ward in Ruiru, in order to generalize the findings of the research. A similar study should be carried out across other Public Primary schools in the country. In future, the research ought to be conducted across all the public and private schools in the Country.
REFERENCES


APPENDICES
APPENDIX 1: LETTER OF INTRODUCTION

16 March, 2015

Ref: Letter of Introduction of the researcher to the respondent

Dear Sir/Madam,

My name is Grace Syombua Wambua, an Executive Master of Science in Organisational Development (EMOD) student at United States International University (USIU). I am currently carrying out and academic research on “FACTORS INFLUENCING TEACHERS’ ABSENTEEISM IN PUBLIC PRIMARY SCHOOLS IN RUIRU CONSTITUENCY, KIAMBU COUNTY”.

I am therefore kindly requesting for your cooperation to enable me gather the necessary information. I assure you that your views will be treated with confidentiality and that this research will not be used for any financial gains, but for the purpose of completing my studies. This survey is completely voluntary and anonymous. Please note that your participation to survey will be highly appreciated. My polite request to you is that you give your honest participation in this survey by filling out the attached questionnaire.

Thanking you in advance.

Sincerely,

Grace Syombua Wambua
APPENDIX II: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender by ticking where appropriate below:
   - Male [ ]
   - Female [ ]

2. Your age bracket (Tick whichever appropriate)
   - 18-24 Years [ ]
   - 25-30 Years [ ]
   - 31-34 Years [ ]
   - 35-40 Years [ ]
   - 41-44 Years [ ]
   - 45-50 Years [ ]
   - Over 51 Years [ ]

3. What is your Marital Status? (Tick whichever is appropriate)
   - Single [ ]
   - Divorced [ ]
   - Married [ ]
   - Other [ ]

   Please specify…………………

4. For how long have you served in this school? (Please tick appropriately)
   - Less than 2 Years [ ]
   - 2-5 Years [ ]
   - 6-10 Years [ ]
   - 11 years and more [ ]

5. What is your highest level of education? (Please tick appropriately)
   - Primary level [ ]
   - Secondary level [ ]
   - Certificate level [ ]
   - Diploma level [ ]
   - Bachelor’s Degree [ ]
   - Master’s Degree [ ]
   - PhD [ ]
   - Others [ ]

SECTION B: EXTENT TO WHICH SOCIO-DEMOGRAPHICS CHARACTERISTICS OF TEACHERS INFLUENCE TEACHERS’ ABSENTEEISM IN PUBLIC PRIMARY SCHOOLS IN RUIRU CONSTITUENCY
6. Please indicate to what extent you agree or disagree with the following statements related to how socio demographic factors affect teacher absenteeism in your school. Give a rating where 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = strongly disagree, 1 = disagree

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gender of a teacher influence how often a teacher attends school</td>
<td>1</td>
</tr>
<tr>
<td>A teacher’s marital status will affect teacher how often they report to work</td>
<td>2</td>
</tr>
<tr>
<td>The length of a teacher service in school will affect how often they come to work</td>
<td>3</td>
</tr>
<tr>
<td>The income level of a teacher will determine how frequent they will come to work</td>
<td>4</td>
</tr>
<tr>
<td>A teacher’s teaching experience influence how often they will report to work</td>
<td>5</td>
</tr>
<tr>
<td>The age of a teacher affect will determine how often he or she will attend school</td>
<td>1</td>
</tr>
</tbody>
</table>

7. Based on the impact of the school organisation and functioning, has socio demographic factors indicated above in Question 7 caused continuous change or one off change? (Tick appropriately)

Continuous Change [ ] one off change [ ]

SECTION C: THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHERS’ ABSENTEEISM

8. Please indicate to what extent you agree or disagree with the following statements related to how leadership styles affect teacher absenteeism in your school. Give a rating where 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = strongly disagree, 1 = disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian leader behaviours are counterproductive to an organization.</td>
<td>1</td>
</tr>
</tbody>
</table>
Leader behaviour is determined by a set of beliefs that managers hold about workers.

A leader might find it necessary to operate certain dimensions of leadership depending on employees.

When leaders are open and supportive of teachers in the school, absenteeism is reduced and vice versa.

Poor supervision, salary issues and policies contribute to absenteeism.

Employees pull out from jobs that they do not see themselves as successful by not coming to work.

Teachers report better satisfaction in their work when they perceive their principal as someone who shares information with others.

Teachers who have freedom to plan their work and opportunities to participate in decisions regarding curriculum and teacher welfare have high morale.

The attitude the leader shows towards the teacher is a noteworthy factor affecting teacher absenteeism.

Effective leaders encourage teachers to get involved in developing policies by serving on committees.

9. In general, to what extent has leadership skills affected the absenteeism of teachers in your school? (Please tick appropriately)

<table>
<thead>
<tr>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Little extent</td>
<td>[ ]</td>
<td>No extent</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
SECTION D: THE EFFECT OF JOB SATISFACTION ON TEACHERS’ ABSENTEEISM

10. Does the job satisfaction of teachers determine attendance of work?
   Yes [    ]  No [    ]

11. Please indicate your level of agreement with the following statement related to how job satisfaction influence teacher absenteeism in your school? 5= strongly agree, 4= Agree, 3= Neutral, 2=strongly disagree, 1= disagree

<table>
<thead>
<tr>
<th>Job satisfaction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees will spread positive messages when talking about the school and their job.</td>
<td></td>
</tr>
<tr>
<td>Employees volunteer their time to help others when necessary or train others on difficult tasks</td>
<td></td>
</tr>
<tr>
<td>Employees will volunteer for new projects and offer new ideas related to improving efficiency, productivity or cost-saving.</td>
<td></td>
</tr>
<tr>
<td>Employees often look for ways to improve their current position through training and actively participate in their own career development.</td>
<td></td>
</tr>
<tr>
<td>Employees completes necessary duties and responsibilities with little direction</td>
<td></td>
</tr>
<tr>
<td>Employees feels that their achievements matter and feel motivated to continue pursuing Organisation’s goals</td>
<td></td>
</tr>
<tr>
<td>Employees are allowed to distance themselves from their work when they’re off and there’s no-after-hours-communication policy, except for cases of extreme emergency</td>
<td></td>
</tr>
</tbody>
</table>
12. Generally, to what extent has job performance affected absenteeism of teachers in your school? (Please tick appropriately)

<table>
<thead>
<tr>
<th></th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
<th>Little extent</th>
<th>No extent</th>
</tr>
</thead>
</table>

13. Please indicate to what extent you agree or disagree with the following statements related to absenteeism in your school. Give a rating where 5= strongly agree, 4= Agree, 3= Neutral, 2= strongly disagree, 1= disagree

<table>
<thead>
<tr>
<th>Absenteeism</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism suggests a lack of commitment on the part of the employee who is absent without excuse</td>
<td></td>
</tr>
<tr>
<td>Successful Organisations/ schools adopt tough policies with respect to unjustified absenteeism</td>
<td></td>
</tr>
<tr>
<td>Absenteeism costs schools billions of shillings each year</td>
<td></td>
</tr>
<tr>
<td>Employers should detect and monitor periods when absences in schools are particularly high.</td>
<td></td>
</tr>
<tr>
<td>Employers can control excessive absenteeism by creating an atmosphere where good attendance is valued</td>
<td></td>
</tr>
</tbody>
</table>