

**TEACHERS' ABSENTEEISM AND THEIR PERFORMANCE IN  
PRIMARY SCHOOLS IN UGANDA: A CASE STUDY  
OF TORORO MUNICIPALITY**

By

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## ABSTRACT

Teacher absenteeism has become an important issue in education given its close relationship with teacher performance in as far as imparting knowledge and a skill to learners is concerned. Consequently, this study investigated teacher absenteeism and the performance of primary school teachers in Tororo Municipality, Tororo district. Specifically, the study sought to investigate the magnitude of teacher absenteeism and its causes, the effect of teacher absenteeism on performance and the various initiatives put in place to address the problem of teacher absenteeism. A descriptive survey research design was adapted where a total sample of 135 respondents including head teachers, teachers, members of the school management committees (SMCs) and the Tororo Municipal Education Officer (MEO) were consulted. The primary data was collected using structured questionnaires for teachers, as well as key informant interview guides for head teachers and MEO. A focus group discussion was also held with SMC members in the area. Consequently, both qualitative and quantitative data were collected. Research findings revealed that teacher absenteeism was a major factor that determines the performance of teachers. That the magnitude of teacher absenteeism was in the overall at around 10 – 20% of the school time, that the causes of teacher absenteeism were varied, both push and pull factors, that teacher absenteeism had a significant effect on their performance in school, and that there were various initiatives put in place to address the problem. The study drew a conclusion that indeed, teacher absenteeism is a key determinant of performance of both teachers and their students. In order to effectively address the challenges associated with teacher absenteeism, the study recommended that government improve supervision through regular and unannounced inspections, increase funding to improve teachers' salaries, increase cooperation with the local communities in monitoring teacher activities, institute heavy punishments for absentee teachers, put in place a deliberate transfer policy and also provide accommodation and meals for teachers at school.