

**EFFECTS OF CHILDREN'S ABSENTEEISM ON ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS INNABUMALI TOWN
COUNCIL MBALE DISTRICT, UGANDA**

BY

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**RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
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DECLARATION

I WABITIMA SIMON PETER YAIRO NANJERE do hereby declare that this report is my original work. it has never been submitted to any University or institution of learning for academic award.

Signature.....

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Date...08/05/2022.....

APPROVAL

I do hereby confirm that this research report was written by the student under my supervision as Busitema University supervisor.

Signature.....

Date.....

WAMIMBI SAMUEL SOKOI

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DEDICATION

This research report is dedicated to my dear wife for the financial support accorded to me during the training that led to the award of Bachelor's Degree in Primary Education.

May God bless her abundantly

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ABSTRACT

The general objective of this study was to assess the effects of pupils' absenteeism on academic performance among Nabumali town council primary schools. This study was guided by three specific objectives; (i) to identify the factors contributing to pupils' poor performance in primary Schools of Nabumali town council, Mbale District, (ii) to assess the effects of absenteeism on academic performance of pupils of primary schools of Nabumali town council Mbale District. (iii) to suggest possible intervention strategies that could be applied in order to curb pupils' absenteeism in primary schools of Nabumali town council Mbale District. The research designs used were cross sectional and case study. The sample size of the study was 296. Data was analyzed in two ways, for the case of demographic profile, percentage was used, and SPSS was used to analyze objectives of the study. For objective one, the overall mean was 2.39, rated as low. This means that there were factors that led to poor academic performance of the pupils in primary schools. For objective two, the overall mean was 2.63; rated as low. This outcome shows that absenteeism contributed to the pupils' poor academic performance. Objective three was concerned with strategies used to curb absenteeism of the pupils. The overall mean was 2.63; rated as low. This meant that the strategies to manage absenteeism amongst the pupils were not applied by the stakeholders. Conclusion of the study findings; for objective one, it was concluded that absenteeism in primary schools contributed to poor academic performance of the pupils at the end of the year. About objective two, it is concluded that absenteeism contributed negatively to academic performance of pupils in primary schools. For the sake of objective three, it was concluded that schools were not effectively using the absenteeism management strategies in place, recommended by the Ministry of Education and sports to manage absenteeism.. Recommendation of the study; the local councilors together with the parents should work hand in hand in order to identify the factors contributing to pupils' absenteeism and jointly apply the existing byelaws enacted by the District Local Council in order to manage absenteeism. To the School Administrators, it is recommended that the existing absenteeism management strategies put in place by the Ministry of Education and sports be strengthened in order for the absenteeism to be managed in schools. By so doing, the pupils will regularly go to school to the extent of being able to follow what the teachers will be teaching.

CHAPTER ONE

INTRODUCTION

This chapter provided insight of the background, statement of the problem, the purpose of the study, general objective of the study, specific objectives of the study, research questions, hypotheses, significance of the study scope, limitations of the study and conceptual frame work.

1.1 Background of the study

Mbugua, et al (2012) states that absenteeism influences children's academic performance negatively. This occurs in both government aided primary schools and none government aided primary schools. UPE schools are impacted much by absenteeism primarily. The problem of children's absenteeism is therefore a growing concern worldwide. It has broad-ranging consequences for governments, school boards, pupils, and thus it tends to inhibit the realization of Education for All (EFA) and achievement of United Nations' Sustainable Development Goals (SDGs).

According to Chandhury, et al. (2006), performance is influenced by many factors which include personal illness, a relative's sickness who has to be attended to, family conflicts, lack of job satisfaction leading to low morale, lack of personal competence, lack of friendly work group norms, poor leadership at the work place, lack of effective supervision and inspection of employees, assignment of other duties outside work place, bad weather conditions, union influence and poor working conditions. While these challenges are common in families, they vary from one household to another.

Recent studies have used more reliable approaches of measuring attendance through direct observation of children in classroom during surprise visits to schools (Chaudhary, et al 2006). By applying such robust methodology, researchers have revealed more reliable rates of absenteeism. In Papua New Guinea for example, the rate of absenteeism in primary schools was estimated at 15 percent (World Bank, 2004) and in Zambia at 18 percent (Das, Dercon, Habyarimanan& Krishnan, 2007).

A survey conducted by the World Bank revealed that absenteeism rate for developing countries ranges from 11% to 30%. In Uganda, absenteeism rate is 27%, according to (Abadzi, 2007).

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