

**THE IMPACT OF TEACHER ABSENTEEISM ON  
LEARNERS' ACADEMIC PERFORMANCE AND SCHOOL DISCIPLINE:  
A CASE STUDY OF A WINDHOEK SENIOR SECONDARY SCHOOL**


**THESIS SUBMITTED TO THE UNIVERSITY OF NAMIBIA,  
FACULTY OF EDUCATION,  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF  
THE DEGREE OF MASTER OF EDUCATION**

**BY**

**L K MWOOMBOLA**

**APPROVED:**

**SUPERVISOR**

 . 20-4-2001

**PROF R F ZIMBA**



## DECLARATION

I hereby would like to declare that this thesis: "THE IMPACT OF TEACHER ABSENTEEISM ON LEARNERS' ACADEMIC PERFORMANCE AND SCHOOL DISCIPLINE", is my original work. I would also like to point out that all the sources which I have used and/or quoted have been clearly indicated by way of references. This work has not been submitted for any other degree(s) in Namibia or elsewhere abroad.



---

Mrs L K Mwoombola

## ACKNOWLEDGEMENT

The study on which this report is based would not have been possible without the dedication, guidance from and assistance of a number of individuals and groups of learners at the Senior Secondary School where the research was conducted.

I would like to acknowledge, with heartfelt gratitude, their valuable contributions.

I thank my supervisor, Prof R F Zimba, University of Namibia, Faculty of Education, for his unmeasurable patience, kindness and encouragement revealed in his constant guidance during my struggle to get this work done.

Officials from the Ministry of Basic Education and Culture, at Headquarters and Windhoek Regional Educational Offices, the Director and the inspectors who, in spite of their tight schedules, made time for my interviews and responded to my questionnaires. I sincerely thank them for this.

Persons who were my colleagues at the time of the study, management staff and teachers, who contributed to this study through their participation, are dearly thanked. I thank persons who were my colleagues at the time of the study and the school management for participating in the study.

Learners, without whom most of the information could not have been obtained, are also sincerely thanked.

Last but not least, my colleague and friend Tilla is thanked for helping me type this work. Christa is also sincerely thanked for typing this report which she efficiently did.

I THANK YOU ALL

## ABSTRACT

The purpose of the study was to find out whether teacher absenteeism was one of the major contributory factors to learners' misbehaviour and poor academic achievement .

A questionnaire consisting of open ended and Yes/No/True/False questions was distributed to 4 of the school management members, 34 teachers, 151 Grade 12 learners, 83 Grade 10 learners and 8 members of learners' representative council. One director and 4 school inspectors from the Ministry of Basic Education, Sport and Culture were also interviewed through questionnaires. The research findings indicated that there was a high rate of teacher absenteeism and that there was a link between teacher absenteeism and learners' discipline and academic performance.

The school management members, teachers and learners unanimously confirmed that teacher absenteeism was one of the major problems at that school. They also indicated that indiscipline and high failure rate especially in external examinations in grades 10 and 12 were mainly the results of teacher absenteeism at that school.

Apart from being absent from school on a particular day, learners identified some unusual absences whereby teachers were at school, but were not engaged in teaching at all.

The major causes of teacher absenteeism were among others sickness, death, study, official duties and laziness.

Although supervision time-table to cater for the classes whose teachers were absent was arranged, it did not help much due to the high number of absent teachers on a daily basis.

The effects of teacher absenteeism and suggestions to minimize if not to solve that problem are presented with a discussion of practical implications.

**DEDICATION**

*For my beloved late father, Mr Festus Nuugwedha, my mother, Ms Aili Andreas, my late mother-in-law, Ms Lucia Kanhalelo and my two daughters, Gina Nelao Wetutala and La Toya Lucille Tweufi Mwoombola.*

## TABLE OF CONTENT

	<i>page</i>
<b>Approval</b>	<b>i</b>
<b>Declaration</b>	<b>ii</b>
<b>Acknowledgement</b>	<b>iii</b>
<b>Abstract</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>CHAPTER ONE: BACKGROUND AND JUSTIFICATION OF THE STUDY</b>	<b>1</b>
Introduction	1
Statement of the problem	3
Objectives of the study	3
Definition of the term absenteeism	3
Significance of the study	4
Limitations of the study	4
Delimitations of the study	5
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>6</b>
<b>CHAPTER THREE: METHODOLOGY</b>	<b>13</b>
Introduction	13
Sample	13
Research Measures	13
Procedures	13
Data analysis	14
<b>CHAPTER FOUR: RESULTS</b>	<b>15</b>
Introduction	15
Types of absenteeism	15
Arrangements made for classes whose teachers were absent	21
Limitations of the arrangements made for absent teachers	22

Examples of ways in which learners normally behaved when their teachers were absent	24
The effect of teachers' absenteeism on the learners' behaviour at school	26
Possible ways for minimizing teacher absenteeism	26

**CHAPTER FIVE: DISCUSSION** **70**

Introduction	70
Interpretation	71

**CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS** **80**

Recommendation	80
Conclusion	81

**REFERENCES** **83**

<b>Appendix 1</b>	<b>86</b>
<b>Appendix 2</b>	<b>89</b>
<b>Appendix 3</b>	<b>94</b>
<b>Appendix 4</b>	<b>97</b>

**LIST OF TABLES**

	<i>page</i>
Table 1	Possible major causes of teachers' absenteeism indicated by learners <span style="float: right;">17</span>
Table 2	Management members' responses to questions presented to them <span style="float: right;">28</span>
Table 3	Supervision time-table for absent teachers <span style="float: right;">29</span>
Table 4	Researcher's observation check list results <span style="float: right;">45</span>
Table 5	Frequency of respondents who gave sickness as a cause of absenteeism <span style="float: right;">47</span>
Table 6	Frequency of respondents who gave death as a cause of absenteeism <span style="float: right;">47</span>
Table 7	Frequency of respondents who gave study as a cause of absenteeism <span style="float: right;">47</span>
Table 8	Frequency of respondents who gave workshops as a cause of absenteeism <span style="float: right;">48</span>
Table 9	Frequency of respondents who gave training as a cause of absenteeism <span style="float: right;">48</span>

Table 11	Frequency of respondents who gave dissatisfaction as a cause of absenteeism	49
Table 12	Frequency of respondents who gave learners' misbehaviour as a cause of absenteeism	49
Table 13	Frequency of respondents who gave stress as a cause of absenteeism	49
Table 14	Frequency of respondents who gave depression as a cause of absenteeism	50
Table 15	Frequency of respondents who gave poor salaries as a cause of absenteeism	50
Table 16	Frequency of respondents who gave violence by learners as a cause of absenteeism	50
Table 17	Frequency of respondents who gave lack of motivation as a cause of absenteeism	51
Table 18	Frequency of respondents who gave family problems as a cause of absenteeism	51
Table 19	Frequency of respondents who gave part-time job as a cause of absenteeism	51
Table 20	Frequency of respondents who gave family break-ups as a cause of absenteeism	52
Table 21	Frequency of respondents who gave transfer as a cause of absenteeism	52
Table 22 7)	Frequency of respondents who gave marking grade 10 and grade 12 exams as a cause of absenteeism	52
Table 23	Comparison table indicating teachers' attendance/absence - all teachers always present	53
Table 24	Comparison table indicating teachers' attendance/absence - 2 - 5 teachers absent every day	53
Table 25	Comparison table indicating teachers' attendance/absence - 2 - 5 teachers absent every day during examination	53
Table 26	Comparison table indicating teachers' attendance/absence - teachers always have valid reason to stay away	54
Table 27	Comparison table indicating teachers' attendance/absence - there is always enough teachers to supervise	54
Table 28	Comparison table indicating teachers' attendance/absence - learners behave well during teachers' absence	54



Table 29	Comparison table indicating teachers' attendance/absence - learners make noise when there are teachers	55
Table 30	Comparison table indicating teachers' attendance/absence - learners make noise when there are no teachers	55
Table 31	Comparison table indicating teachers' attendance/absence - teachers absent during supervision	55
Table 32 <sub>x</sub>	Responses on the effect of teachers' absenteeism on learners' Misbehaviour and performance at school	57
Table 33 <sub>r</sub>	Sample grade 10 final year result of the target school mark distribution grade 10: 1998	58
Table 34 <sub>k</sub>	Sample of grade 12 final year results of the school	61

# CHAPTER ONE

## BACKGROUND AND JUSTIFICATION OF THE STUDY

### INTRODUCTION

“Every day a teacher stands at the door which can open the pupil’s past to his/her future. Obviously the pupil has an important part to play in the opening of the door but the teacher, not only because of greater knowledge, but even more because of greater experience, is the key who should open the door and point the pupil towards the future for the day. A future which contains more than just subject content but also the values which lead to an enriched personal and social life which, in turn, can lead to an enrichment of the lives of fellow citizens.

The duties of the key are daily and repetitive but their repetitions should not lead to boredom on the part of either the teacher or the pupil. There is no greater service that a teacher can offer than to teach with dedication, knowledge, interest and responsibility.” (**Anonymous quotation**).

The above-mentioned statement emphasizes the fact that teaching is a daily and continuous process. Because of the very nature and significance of this profession, teachers are obliged to be at school doing their work every working hour, every day.

Namibian teachers’ vacation periods are more frequent and more extended than those of other professionals. Every year they teach three trimesters, ranging from 63 to 70 days each.

Trimesters are separated from each other by vacations of four, two or six weeks. In spite of the fact that a teacher is expected to be on duty for 24 hours every day, he/she usually does not have to be on school premises, doing official assignments during weekends and vacations. The preparation for periods and tests, the creation of teaching material, the marking of tests and exam papers, as well as the attempts to maintain and improve academic competence and teaching skills may be very time-consuming and strenuous, but are hidden from the public eye because they can be done at the teacher’s own discretion in the comfort of his/her home or wherever he/she chooses to engage in those activities. Actual teaching is a half day’s work, starting at

approximately 07:00 and ending at 13:15 hours. Extramural activities, namely coaching, supervision of homework, as well as remedial teaching, hardly ever exceed two afternoon obligations per week. So, in addition to long vacations, teachers seem to enjoy short working days as well as a fairly high degree of flexibility in the execution of their work.

Against such real or assumed privileges, the fairly frequent occurrence of teacher absenteeism, especially at secondary schools, is difficult to understand.

According to the Code of Ethics of the British Columbia Teachers Federation (**Professional Rights and Standards of Practice**) - extract provided by Namibia National Teachers' Union, NANTU, 1998 - it is believed that "through the knowledge, skills and example of teachers' public school education nurtures the growth of students, intellectually, socially, physically and emotionally so that they may be and become self-reliant, self-disciplined, participating members with a sense of environmental and social responsibility within a democratic society. Teaching as a planned process is based upon a set of standards of professional practice which incorporate principals of Pedagogy responsibility, ethical practice and collaborative relationship." Time management therefore, is a skill that each teacher should acquire and apply by arriving punctually, being present each and every day (except on exceptional cases) and utilizing time in teaching.

The author has chosen one Windhoek Secondary School partly because it happened to be the school where she used to teach, partly because of her conviction that this school is quite typical of other secondary schools under the auspices of the Ministry of Basic Education and Culture as far as teacher absenteeism and rules, regulations and directives are concerned. The author is certain that problem solutions or improvements developed on the basis of that school's experience will be applicable and beneficial in other government schools too.

The author would also like to find out the extent to which, further studies, official seminars, workshops, subjects panel meetings, etc. cause absenteeism of teachers from schools. The author has been motivated by both concern and interest, the same one possibly shared by many who are involved in education in our society, e.g. education officials, teachers, church leaders, parents and learners. Her concerns rose due to the following:

- In observing and talking to teachers and especially to learners, the author became convinced that teacher absenteeism may be one of the main contributory factors of learners' misbehaviour and poor performance at school.
- The author wished to show that research conducted at a secondary school level and focussed on students in classes that are writing external examination, is needed to improve teachers' and learners' behaviour as well as learners' performance.
- The author endeavoured to contribute some ideas on causes and effects of teacher absenteeism. In order to offer tentative answers to questions, and problem-solving suggestions thus to pave the way for further educational research into the problem, so that in our schools educational environments can be created that are conducive to fruitful teacher-learner relationships.

## **STATEMENT OF THE PROBLEM**

Arising from the above concerns, the research problem come to be: *What effect does teacher absenteeism have on learners' academic performance and discipline?*

## **OBJECTIVES OF THE STUDY**

The main objectives of the study were to find out:

- (i) the major causes of teacher absenteeism;
- (ii) the extent to which teacher absenteeism affected the smooth running of the school;
- (iii) how the learners behaved during their teacher's absence;
- (iv) arrangements that were made to deal with teacher absenteeism;
- (v) the limitations of arrangements mentioned in point 4;
- (vi) how teacher absenteeism affected learners' academic performance; and
- (vii) what needed to be done to minimize, if not solve, the problem of teacher absenteeism.

## **DEFINITION OF THE TERM ABSENTEEISM**

According to Hornby (1980:5) the noun absenteeism has been derived from the verb to be absent, meaning to decide not to be present, to stay away. A person who is absent from a place or even where he/she was expected or obliged to be, may be called an absentee. Absenteeism therefore means frequent or even habitual absence from work or school without any good reasons. Good reasons in this context, are valid, justifications for absences (e.g. unforeseeable events beyond an individual's control like death in the family, illness, accidents, house breaking and burglary).

In the context of this study, the term absenteeism is used to describe all types of staying away from school frequently on selected days, being absent part of the day, prolonged absenteeism as well as neglecting duties while having reported present at school.

## **SIGNIFICANCE OF THE STUDY**

As far as teacher absenteeism at Namibian secondary schools, a disciplinary problem on staff level is concerned, hardly any research has been done so far. The author has been attracted to this topic to find possible explanations and solutions to this irksome problem that negatively affects teaching and learning and consequently impair academic performance and good behaviour amongst learners at school.

## **LIMITATIONS OF THE STUDY**

Government schools in Namibia are divided into two main categories, the urban and the rural schools. These two categories are further divided into the so called former advantaged and disadvantaged schools in different educational regions. The study (case study) on which this report is based has only investigated teacher absenteeism at one particular disadvantaged urban school in Windhoek region.

The research findings indicated that different teachers stay away from school due to what they regard as various valid reasons. However, it should be noted that the validity of reasons differs

from person to person.

The author is, of course, fully aware of legitimate absences due to exceptional events in circumstances that are beyond human control, e.g. death in the family, accidents, sickness of children and spouses, as well as friends and relatives.

### **DELIMITATIONS OF THE STUDY**

This study solely investigated the causes and effects of teachers' absenteeism on secondary school learners, their academic performance as well as general indiscipline. The author concentrated on one Windhoek secondary school which she used as a case study. ✓

## CHAPTER TWO

### LITERATURE REVIEW

In addition to literature on educational research, the author has perused literature on Educational Psychology, management and administration. She has also reviewed literature in the form of circulars and directives issued by the Ministry of Basic Education and Culture.

A lot has already been written about learners' discipline at secondary schools, their attitudes towards learning, as well as occurrences like teenage pregnancies and alcohol and drug abuse (Kreimer, 1996; Owen, 1995; Charlton, 1989; Brophy & Good, 1974; O'Meara, 1993; and Zimba et.al., 1998). The author feels that school discipline implicates the two main parties at school, namely the learners and the teachers, whether they are ordinary teachers or members of the school management.

As far as teacher absenteeism at Namibia's secondary schools, a disciplinary problem on staff level, is concerned, less research has been done. The author has been attracted to this topic precisely because of the current lack of research and because of her interest in finding explanations and solutions to this irksome phenomenon that affects teaching and learning negatively and impairs academic performance as well as general school discipline (Regional Directive 7/94, Ministry of Basic Education and Culture, 1994). The author also intended to investigate some suggestions to minimise, if not solve, the problem.

In recent debates in educational and political circles, educational excellence and its pursuit at school have been of prime importance. Beare (1989) has portrayed excellent schools as the product of excellent management. There is no explicit reference to how teachers' discipline or lack thereof may contribute to the establishment of an excellent school. Instead, a lot is written about the principal's practical input in the form of good management and how rules and regulations are drawn up to define boundaries for activities, to guarantee predictable performance and ensure consistency in the behaviour of members of the organisation.

Dummock (1993) describes teachers' and principals' responsibilities. He also emphasizes the

need for mutual understanding among partners of the educational process and about the need to define who is entitled to make decisions in order to improve school performance. To secure the best possible student learning outcome the author emphasizes that principals and teachers must use the available resources in the most efficient and effective way possible.

Dummock (1993) does not mention any disciplinary action to be taken should principals or teachers fail to fulfil their tasks by not acting according to their responsibilities. The author enumerates some of the teacher's and headmaster's duties and tasks. There is no reference to how to reprimand teachers who fail to complete their tasks because they indulge in absenteeism.

Studies by Stephen and Ball (1985) deal with teachers' life cycles. They relate different experiences, attitudes, perceptions, expectations, satisfactions and frustrations, which appear to be related to different phases of a teacher's life, career cycles, as well as changing teacher-learner relationships. A teacher aged 22 to 25, for instance, may be seen as the learners' older brother or sister, whereas he/she would be perceived more as a parent once he/she is 35 to 40 years old.

Stephen and Ball (1985) did not mention what phase is the most absenteeism-prone one.

Dearman and Plisko (1982:102) observe that teachers' salaries tend to rank below those of general workers in private companies and that teachers' incomes are no longer commensurate with their social value. However, nowadays teachers' salaries in Namibia tend to rank above average of general workers as teachers unions are ever fighting for the better living standards of their members. The above mentioned study indicates that teacher status has been declining steadily over the years, without explicitly stating that poor salaries in conjunction with status loss lead to a teacher exodus for greener pastures in the private sector or in administrative positions as educational officers in Ministries of Education. Such resignations are, I believe, a major cause for teacher absenteeism. Before a suitably qualified teacher to replace those who have resigned is found, teaching comes to a standstill, leaving large gaps in the learners' cognitive and practical competence.

Everard (1986) names stress and depression as important factors causing absenteeism. According



to Everard (1986), during an inspector's school visit at one of the United States schools, cases of attempted suicide were revealed amongst pupils *as well as staff absence was viewed as a cause of concern* (author's italics). The study, however, did not explicitly refer to impairment of learner performance and school discipline.

According to circulars and directives issued by the Ministry of Basic Education and Culture (Directive No 001/016/095 from the desk of the Minister, 1995, the year of the improvement of quality of educational outcome) four enemies of educational quality were named. These were:

- *indiscipline* at schools demonstrated by some teachers and learners;
- *absenteeism* without valid reasons;
- *class-cutting* and *truancy*; and
- intolerable *laziness*.

The directives stressed that such transgressions would be dealt with severely. Even though teacher absenteeism had been declared as a most serious form of misconduct, nothing much was said about possible causes and actual effects on school discipline.

According to Professional Ethics, Rights and Standards of Practice (1998) (of teachers) members, either individually or collectively, have an obligation to maintain a standard of professional practice that reflects knowledge, understanding and competence in the application of the following principle of ethical practice: honesty, integrity, self-reliance, self-confidence, self-discipline and spirit of co-operation, encouragement and commitment.

According to the rules and standards for performance assessment, factors that could cause breakdown of discipline were:

- teachers not properly prepared for lessons;
- poor classroom management skills
- unsound teaching methods; and
- lack of interest in the learner and/or the lesson.

The document, however, did not explain how the lack of respect for time by teachers could contribute to indiscipline among learners as well as how it could lead to poor learner performance.

Kreimer (1996:15) emphasizes that a school should be a safe place for learning. According to him students and teachers alike stayed away from school for fear that someone would hurt them or hassle them. His survey also indicated that many teachers complained that student misbehaviour interfered with teaching and they wanted stricter rules and better enforcement in their school. The author, however, did not consider the fact that both learners' and teachers' absenteeism may be a contributory factor for indiscipline at school. The fact that absenteeism could also have a negative impact on the learners' academic performance was not considered.

Engelbert et al (1988:48) described the importance of self-discipline and the fact that good behaviour of learners was essential for orderliness and progress, that learners' regular attendance at school was an example of good behaviour. He also added that if learners were often absent they would fall behind in their school work. He, however, did not indicate that these same facts were also true as far as teachers behaviour and school attendance was concerned, and that teachers absenteeism might affect the learners' progress negatively and/or it may cause the learners to fall behind in their school work and to misbehaviour at school.

Owen (1995:9-10) gives a vivid description as to "why our kids (at secondary school level) don't study". Some of the factors he mentioned are: learners' low self-esteem; part-time job (one cause of their absenteeism) in order to purchase special clothing, stereo equipment, large collections of CDs, etc. The author, however, does not indicate that teachers' frequent/prolonged absenteeism may be of the causes/reasons why learners do not study.

Brophy and Good (1974:v-viii; 118) point out that teachers' inappropriate behaviour result from a combination of inadequate or inappropriate training conditioning process. They further stress that teachers' expectations have the potential of affecting students achievement positively or negatively both directly by affecting the amount that the students learn and indirectly by affecting his motivation too. No indication, however, was given as to whether teachers' poor class attendance may affect students' achievement or demotivate them as well.

Cowin (1991: ix, 120) describes positive school discipline for learners and outline how the school and teaching can be organized so that most problems are prevented and those that occur are dealt with constructively. He also describe teachers' attitudes and behaviour towards learners and themselves, but fail to indicate that teachers and their absenteeism got an influence on learners' achievement and behaviour in general.

Bridges (1986:5) describes the nature of teachers' incompetence that failure are one of a long list, among others. Failure to maintain discipline, to impart subject matter effectively, failure to produce the intended on desired result in the classroom, etc. The study, however, does not explain that teachers absenteeism, class-cutting and unpunctuality may be some of the characteristics of teachers' incompetence.

Some other studies by McManus (1989) discuss some concerns, causes, remedies, teachers' qualitates and classroom management skills with regard to troublesome behaviour. The author, however, does not indicate that teachers late-coming, leaving classes before time, frequent and prolonged absenteeism may be some of the causes of learners' troublesome behaviour in the classroom, although he clearly shows that learners' late coming and leaving classes earlier are some of the serious troublesome behaviour in the class.

Studies by Kaplan (1989) describes "who runs our schools" in which he clearly indicates who, why and how schools should be run, but fails to mention the fact that teachers' absenteeism may pose a major problem in the smooth running of a school.

Mills (1997) writes a very interesting article on student and teacher resistance to social injustice. He emphasizes that teachers sometimes disrupt education by boycotting classes to resist social injustice. The engagement of students and teachers in political tasks was facilitated through the presence of disruptive pedagogy in schools. The author, however, never mentions that on the other hand such disruption, absenteeism, especially for teachers, may cause behavioural problems, indiscipline and eventually poor achievement in schools.

In an article by Digiulio in an Educational Management and Administration Journal (1996) the

author provides the readers with a comprehensive guidance to new and student teachers on how to become more effective in a classroom management and instruction. He also clearly shows how it promotes pro-social behaviour, but fails to indicate that teachers' absence in the class may promote anti-social behaviour among learners.

Schunk (1990) describes factors that determine learners' achievement, e.g. learning strategies, their characteristics, their behaviour, as well as teacher efficacy. The author, however, never considers the fact that teachers regular class attendance and/or their frequent absence can also determine learners' achievement.

According to the literature, directives and circulars which were reviewed, it became evident that teachers did absent themselves from school due to what were regarded as justifiable reasons, namely illness, maternity leave and death. Some possible forms of absenteeism were simply referred to as urgent private matters which could be easily abused. However, no indication was made with regard to the extent to which official duties such as seminars, workshops, subject panel meetings, further studies as well and promotions cause absenteeism of teachers from school and its effects on learners' behaviour as well as their academic performance at school.

Although unjustifiable absenteeism among teachers was listed as one of the major transgressions which would be severely dealt with, the authors did not present concrete rules and regulations in that regard as there was no reference as to how to reprimand teachers who fail to fulfil their tasks because they indulged in absenteeism. The studies did also not suggest possible ways of minimizing this problem, teacher absenteeism.

Schunk (1990) also failed to demonstrate how much teaching and learning time could be lost when teachers were regularly absent. Consequently indiscipline and poor performance especially in external examinations, Grade 10 and more specifically Grade 12 were common in the schools with high rate of teacher absenteeism.

In conclusion, various literature which were reviewed indicated that teachers occasionally do stay away from school due to what was regarded as valid reasons. However, it was not pointed out

that it (teacher absenteeism) was an educational problem and that such tendency might have detrimental effects on learners' academic performance and school discipline, hence this study was conducted.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **INTRODUCTION**

In order to obtain first hand data on this research topic, the impact of teacher absenteeism on learners' academic performance and school discipline, various stakeholders in education were consulted.

#### **SAMPLE**

The sample consisted of four (4) management members, two (2) male and two (2) female (aged 35 - 43); 34 teachers, 20 female and 15 male (aged 24 - 38); and 151 grade 12 learners, 90 female and 61 male and 8 members of learners' representative council (aged 17 - 22).

Representatives of the officials from the Ministry of Basic Education and Culture, one male director, two (2) female and two (2) male inspectors aged 36 - 58) were also consulted, through questionnaires and interviews to air their views with regard to the causes of teachers' absenteeism since they were the ones who scrutinised and recommended teachers' applications for leave with or without full pay, depending on the nature of the claimed causes of such absenteeism.

#### **RESEARCH MEASURES**

Questionnaires consisting of open ended, yes/no, and true/false questions were used to collect some of the data. Official documents, teacher attendance register, as well as daily supervising time-tables for the classes whose teachers were absent were also consulted.

#### **PROCEDURES**

Permission to conduct the study in a government school was obtained from the Director of Education, Windhoek Region. During the consultations, the researcher pointed out that the

investigation was meant to obtain information on teacher absenteeism that could be used by schools in similar conditions. The respondents were in addition, informed that because their responses were not to be used against them, they were free to be as honest as possible.

Finally participants were informed that their responses would be treated as confidential.

## **DATA ANALYSIS**

Data were analysed by frequencies occurrences (analysis), document (analysis), i.e. record of teacher absenteeism, final examination results and content analysis. Observation check list was also used.

After a through scrutiny of the data which were obtained, a summary of responses was written according to various categories of the interviewees. Consequently interpretation and discussion of results, from which recommendations and conclusions emanated, was done.

Copies of questionnaires which were used to collect data are also given in Appendix 1, 2, 3, and 4.

## CHAPTER FOUR

### RESULTS

#### INTRODUCTION

Results on whether teacher absenteeism was a reality at the school where the research was conducted indicated that there were different types. Various causes were also identified and it was confirmed that misbehaviour among learners and high failure rate especially in external examinations were attributed to all kinds of teacher absenteeism at that school.

#### TYPES OF ABSENTEEISM

The data revealed four common types of teacher absenteeism. These were:

- (i) frequent absenteeism;
- (ii) being absent on selected days;
- (iii) being absent part of the day; and
- (iv) prolonged absenteeism.

According to *learner* interviewees some teachers' presence at school was just as good as their absence. This means to say that some teachers reported at school and were marked present but never engaged in teaching at all.

Some examples of these unusual absences were:

- (i) Some teachers were at school but not in their classes.
- (ii) Some teachers were at school, in classes, but were not actually giving lessons.
- (iii) Some teachers liked giving homework before teaching and never bothered to mark the work at all.
- (iv) Some teachers did not like to teach. They simply sat in the classes and told learners to keep themselves busy.



- (v) Some simply went to the classes, but were not really engaged in serious teaching but were rather reading novels and/or newspapers until the end of the period.
- (vi) Some teachers went to their classes, opened them and chased the learners into the classes while engaging in discussions with their colleagues until the end of the period.
- (vii) Some teachers went to their classes very late.
- (viii) Some teachers liked spending most of their time in the staffroom or in the offices while learners were waiting in front of locked classrooms. They hardly went to classes if learners did not go to call them.
- (ix) Some teachers simply stood in corridors during classes, and told the learners that they gave them free periods.
- (x) Some teachers didn't worry at all when learners were making noise in the classes. They simply ignored them until the end of the period. As a result, the whole period would be a waste.
- (xi) Some teachers were said to be absent mostly on Mondays and Fridays.

When asked to discuss the major possible causes of teachers absenteeism, the respondents mentioned different occurrences. Eighty three (83) learners were asked to write down what they thought were possible causes of teacher absenteeism. Responses to possible major causes of teachers' absenteeism as indicated by learners were as given in Table 1.

**Table 1: Possible major causes of teachers' absenteeism indicated by learners**

<b>Reasons</b>	<b>Number</b>	<b>Percentage %</b>
1. Sickness of themselves, their spouses, relatives and their children	60	72
2. Lack of motivation from management side	50	60
3. Unhappiness at their working places	4	5
4. Sick and tired of learners' misbehaviour	19	23
5. Attending workshops	20	24
6. Poor salary	30	36
7. In-service training	20	24
8. Further studies	20	24
9. Marking Grade 10 and 12 external examinations	30	36
10. Being irresponsible	10	12
11. Misunderstanding and conflict among teachers themselves	8	10
12. Private personal problem at home	39	47
13. Exhaustion because of their private part-time teaching with Namcol	4	5
14. Hangovers due to alcohol abuse during holidays and weekends	4	5
15. Emergencies, e.g. accident	3	4
16. Laziness	35	42
17. Depression	2	2
18. Transfer from one school to the other and/or finding another job	15	18
19. Death of their friends and/or relatives	40	48
20. Stress	12	14
21. Wondered and do not know why	20	24

It is evident from the learners' responses that there was regular absenteeism among teachers, the most serious type being the one when teachers reported at school but never went to the classes to do their work.

According to the document issued by the Ministry of Basic Education and Culture: Rules and Standards for Performance Assessment for Teachers (p.6), the most important part of the work of a teacher is to teach. Therefore, most of the effort exerted by any teacher must be focussed on teaching a class or individuals. Gordon (1987) also emphasised the fact that the purpose of the school is to educate all students to high level of academic performance. This could only be realised if teachers are present at school every day and, more significantly, are doing their work, which is active engagement in teaching.

When asked what they thought to be the major causes of indiscipline at their school, the *teachers* replied:

- Unhealthy relationships among staff members.
- Lack of punctuality among both teachers and learners.
- Teacher absenteeism.
- Lack of motivation.
- Peer pressure among learners.
- Ministerial rules pertaining automatic promotion from Grade 11 to Grade 12.
- Lack of effective disciplinary measures.
- Teachers not going to classes on time.
- Lack of co-operation among teachers.
- Rude learners.
- Lack of commitment by some management members.
- Bunking and truancy by learners.
- Shortage of books.
- Favouritism of some teachers by management members.
- Lack of enforcement of school rules.

Responses by teachers themselves concerning the major possible causes of teacher absenteeism were among others:

- illness of teachers themselves and their closest relatives, e.g. spouses, children and parents;
- attending to private matters during school hours, e.g. appointments with bank managers or teacher union meetings;
- death in the family or friends;
- lies - fabricated and not real reasons;
- lenient management;
- tiredness due to too long trimesters;
- family problems, e.g. burglary and babysitter absenteeism;
- examination (teachers);
- workshops which are arranged by the Ministry of Basic Education and Culture;
- carefree attitude;
- maternity leave (female teachers);
- lack of commitment;
- teachers making use of the government leave of 12 days p.a. because they have no further benefit if they do not make use of them;
- transport problems;
- indiscipline;
- dissatisfaction with every day running of the school;
- stressful working conditions; and
- marking of Grade 10 and Grade 12 final examinations.

Apart from what was regarded as legitimate absenteeism, namely due to illness, death of a close relative, etc. different possible reasons and/or causes were reported by educational ministerial officials. Three (3) of the respondents were under the impression that some teachers were absent from school possibly because they apparently lacked commitment to the teaching profession; some teachers might have little or no understanding of work ethics at all, while others seemed not to be responsible enough, and they seemingly misinterpreted what was meant by independence, namely freedom, without the understanding that freedom was inseparable from responsibilities.

Two (2) felt that such negative attitudes of teachers were promoted by the fact that teachers were protected by the labour laws as well as by their teachers' unions. The latter had the tendency of putting individual and collective rights above teachers' responsibilities, because of this, some teachers were not afraid of possible serious disciplinary actions that could be taken against them.

As was the case with other government officials and public servants, teachers were entitled to different types of leave. These are vacation leave, study leave, compassionate leave and sick leave. Some of these either full pay, half pay or no pay. Whereas it was obvious that teachers like other civil servants were only able to go to school when they were enjoying good health, the majority of the teachers reported that sick leave was frequently abused. This was the case because apart from the patient himself/herself and his/her medical practitioner, any other officials or laymen were not in a position to determine whether the claimed sickness was serious enough to be booked off for such a long period or not. Consequently, as long as the teacher could provide the personnel office with relevant doctor certificates as proof for his/her absence from school, there was hardly any reasons not to recommend such sick leave with full pay. As a result most recorded absenteeism among teachers was recorded as sick leave.

Responses from *teachers and officials from the Ministry of Basic Education and Culture* on what were the major causes of learner indiscipline in schools indicated that the major one was indiscipline among teachers themselves, e.g. through their lack of dedication, commitment and poor understanding of the importance of the teaching profession as a calling.

The above-mentioned respondents reported that teachers themselves were mostly contributing to the chaotic situation in schools since some of them went to classes without preparing their lessons and that they did not prepare meaningful and interesting teaching-learning materials. This made such lessons boring. As a result learners opted for mischief and they also tended to be unruly.

The *management members* stressed the fact that much of teaching and learning time was lost by teachers going to school as well as to their classes late, leaving school early, i.e. leaving before the official time, as well as teachers being absent from school. This was especially so on Mondays and Fridays. This was interpreted as lack of commitment towards education.

It was noted by management members that some teachers had a tendency of “extending” school vacation and holidays just to rest a little bit more, knowing very well that no drastic steps would be taken against them since the majority of their colleagues were doing it anyway. Laziness among teachers was also identified as one of the major causes of indiscipline in schools.

Some officials (50 %) from the *Ministry of Basic Education and Culture* felt that some teachers were involved in other businesses so much so that teaching was a “side line”, a “security job” for benefits such as house subsidy, pension as well as the medical aid scheme. Other respondents claimed that the blame of indiscipline in school could also be put on what they described as lenient, “demotivated and demoralised” school management staff who did not maintain proper, effective control over teacher absenteeism. Such non-exemplary teacher behaviours were reportedly copied by learners who depended on teachers as their role models.

#### **ARRANGEMENTS MADE OR TO BE DONE FOR CLASSES WHOSE TEACHERS WERE ABSENT**

According to the *learners*, whenever their teachers were absent, their classes were always sent for supervision. This meant that those teachers who were present had their administrative periods utilized in supervising those classes.

It was also reported that learners’ representative council members and class leaders were asked to supervise classes of absent teachers in their respective classes. On the days when the number of the absent teachers was high and their classes were locked, learners were sent to the hall. In cases when the hall was used for other functions/activities and the classes of absent teachers were locked, such learners were told/asked to sit in front of the office block or stand in front of the locked classes and neighbouring teachers were requested to “have an eye” on them.

When the drawing of supervision timetable was delayed, impossible or when supervising teachers failed to attend to those classes, the learners were simply told to keep themselves busy. As to how, no satisfactory answers were given. Learners were to find out on their own whether to study or do their homework during this time. Sometimes learners were asked to clean the school premises.

Responses by *teachers* with regard to arrangement for classes of absent teachers were as follows: The supervision timetable of absent teachers' classes was arranged according to the administrative (free) periods of the teachers who were present was arranged. To illustrate this, copies of the supervision timetable are presented in Table 3 (Supervision time-table for absent teachers).

Teachers also reported that when there were no "free" teachers to supervise absentee teacher classes, teachers in neighbouring classes were asked to keep an eye on them and ensure that learners in them were quiet.

*Representatives from the Ministry of Basic Education and Culture* replied that apart from the supervision timetable for shorter absenteeism, it was necessary to appoint relief teachers for longer absences of one month to two months. Examples of these would be prolonged sick leave, maternity leave and study leave.

They also suggested that supervision should be done not only by teachers who might have only one or two free periods, but also by all staff members, including management members.

They advised that if teacher absenteeism was planned or known beforehand, teachers should leave prepared lessons with the principal to enable the supervising teachers to keep the learners actively busy instead of merely supervising them. Suggestions were also made that learners should be motivated and encouraged under the leadership of class leaders, to be responsible and to be self-disciplined in order to do their work when any of their teachers were absent. They thoroughly emphasised that the supervision timetable should be adhered to.

## **LIMITATIONS OF THE ARRANGEMENT MADE FOR ABSENT TEACHERS**

According to the *learners* one of the major challenges the school faced whenever some teachers were absent was locked classes. This was that absent teachers normally locked their classes and took their class keys with them. As a result their learners together with the supervising teachers could not use the locked classes. The learners also reported that there were not always enough teachers to supervise them and that sometimes the supervising teachers never showed up.

They explained that some learners regarded supervision classes as “free” periods and absconded them. Moreover, they indicated that lack of cooperation from learners and supervision teachers made the supervision exercise a failure. They further added that the presence of class supervision promoted teacher absenteeism. This was the case because absenting teachers knew that their classes were going to be looked after by their fellow teachers.

*Teacher* opinions with regard to the limitation of absentee teacher class supervision were as follows:

Apart from the ineffective supervision timetable, pre-arranged homework and tests were reported not always left with the principal/head of departments whenever some teachers were absent and little if anything was really done to enforce that rule, as apparently there was nobody in control. They claimed that absenteeism amongst teachers was on some days so high that learners could not really be supervised and as a result learners merely roamed around the school. They felt that the rest of the day, especially when teachers were absent in the mornings was considered a waste.

The teachers also claimed that their colleagues in charge of drawing the supervision timetable seemingly targeted some teachers, i.e. soft-hearted colleagues, and were reluctant to allocate supervision duties to all staff members.

According to the *management members* supervision for absent teachers’ classes was arranged. They claimed that it was a fact that some teachers were most of the times absent, and that there were not always enough teachers to stand in for those who were absent.

They explained that supervision for each period of the absent teachers was arranged through a designed form on which the name of each teacher who was to supervise as well as the venue were indicated. Supervising teachers were then expected to sign in confirmation that they were aware of the fact they had to supervise during specific periods. In spite of such arrangement, not all teachers were willing to supervise their absent colleagues’ classes. In fact, some were hesitant and reluctant to do so.



When asked to explain the attitude of the teachers towards the supervision classes, they clarified that when it was the same specific teachers who were repeatedly absent, their colleagues were upset and did not want to supervise their classes because they claimed that those teachers were making a habit of staying away from school.

When asked whether all learners attended supervision classes they confirmed: “certainly not”. They added that the learners knew that the supervising teachers did not know their names, as a result they did not care much. They also did not have respect for those teachers who did not teach them. Moreover, they explained that the learners complained a lot about teacher absenteeism and bunked not only supervision classes, but also were frequently absent from the classes where teachers were present.

*Respondents from the Ministry of Basic Education and Culture* felt that some limitations of the arrangements made for absent teachers’ classes were:

- the loss of effective teaching and learning time;
- that learners might become bored, frustrated and therefore misbehaved;
- that teachers who were allocated supervision duties could not utilise their free periods to either prepare their lessons or mark their learners’ class exercises and home work;
- that supervision might not be possible when many teachers, e.g. five, were absent on a specific day and that some teachers who were present might either not want to, were not able to or prepared to supervise classes that they did not teach;
- that there was a high possibility that teachers who were mostly present and thus always supervised their absent colleagues’ classes might become demoralised, frustrated and decide to be absent from school on some days as well.

### **EXAMPLES OF WAYS IN WHICH LEARNERS NORMALLY BEHAVED WHEN THEIR TEACHERS WERE ABSENT**

The majority of *learners* mentioned that they normally made a lot of noise and some disturbed other classes whose teachers were present. Some also tended to go out of their classes, stand in the corridors, walk and run around the school premises. This meant that such learners absconded

their supervision classes.

Learners described a typical supervision class as follows:

A few learners would be preparing themselves for the next class while some of their peers would be disturbing them by noisily discussing things that had nothing to do with school work. Other learners would engage in fighting after insulting each other. Yet others would make classrooms dirty by tearing up and throwing papers all over the place. In the midst of all this, some learners would engage in vandalising by writing on walls, breaking classroom windows and cupboards. Furthermore, some boys would become a nuisance to the girls by touching (their breasts) and kissing them by force. Regarding the supervision classes as recreation and entertainment periods, some learners would play games, play and listen to music.

According to the *teachers*, learners become more unruly whenever most of their colleagues were absent. In so doing the learners made supervision classes frustrating for teachers who were present. In specific terms teachers reported that learners from classes where teachers were absent tended to be noisy, bunk supervision classes, absent themselves from classes where teachers were present, roam around the school, play soccer and basketball when they were supposed to be in class, engage in vandalism, stir up havoc by conducting extended controversial discussions, and some learners tended to deliberately encourage indiscipline amongst other learners. Moreover, while a few learners wondered and worried when their teachers would be back, the majority of them were relaxed, unbothered and unconcerned about their teachers' absence.

*Officials from the Ministry of Basic Education and Culture* also confirmed that according to their observation during school inspection whenever teachers were absent, learners tended to make noise, damage school properties, boys tease girls, some might leave the class or school premises and if not properly supervised truancy and other unacceptable patterns of behaviour might be evident among the learners.

The principal together with the management members should handle applications for leave on merit basis. Staff members should be encouraged to schedule their medical treatment appointment and strict control over death certificates should apply.

It was also suggested that absent teachers should present their reasons for absenteeism in writing and unpaid leave should be given for absenteeism without valid reasons. If the causes were laziness, irresponsibility or negligence, such teachers' services should be terminated.

The interviewees also suggested that workshop, seminars, subject panel discussions should be arranged and conducted after school in the afternoon, e.g. after 14H00 to avoid lesson disruption.

There was a need for class visit from management members and regular visits from the regional office since there was a need for effective management and instructional leadership. It was advised that supervision timetable as a rule at school should be abolished since its implementation caused much irresponsibility among the staff members (through absenteeism).

Both management members and officials from the Ministry of Basic Education and Culture suggested that parents (through teacher-parent meetings or school board) should be involved in dealing with teacher absenteeism.

It was also suggested that there was a need to create pleasant working conditions through mutual respect and social functions.

In order to positively motivate teachers the school management should conduct workshop at school level aiming at the cultivation of good character traits of health personality and good working relationship.

The management members' responses, indicated in Table 2, explain that teacher absenteeism was a reality and that it was regarded as one of the serious problems which contributed to learners' misbehaviour and poor academic performance at that school.

Table 3 indicates how much teaching and learning time was lost due to the high rate of teacher absenteeism at that school. It also demonstrates that administrative periods of those teachers who were present were solely utilized in supervising their fellow absent teachers' classes.

**Table 2: Management members' responses to questions presented to them**

Questions	Yes		No	
	n	%	n	%
1. Whether teachers were sometimes absent.	2	100	0	0
2. Whether there were always enough teachers to stand in for those who were absent.	0	0	2	100
3. Whether they thought that teacher absences affected the smooth running of the school.	2	100	0	0
4. Whether supervision for the absent teachers' classes was arranged	2	100	0	0
5. Whether all teachers were willing to supervise those classes	0	0	2	100
6. Whether some teachers were hesitant to supervise those classes	2	100	0	0
7. Whether all learners attended supervision classes	0	0	2	100
8. Whether learners complained about teachers' absenteeism	2	100	0	0
9. Whether teacher absenteeism was one of the serious problems at that school	2	100	0	0
10. Whether teachers' absenteeism, was regarded as one of the major contributory factors to learners' misbehaviour and poor academic performance.	2	100	0	0

**Table 3: Supervision time-table for absent teachers**

**DAY 1: 28 January 1998**

Absent Teacher I				Absent Teacher II			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	9G	A	F1	1	10C		C2
2	8F	B	C105	2	10C	F	F2
3	8E	C	C4	4	10A	G	F102
6	10B	D	C103	5	10B	H	G2
7	11C	E	F106	6	9D	I	C102
				7	9E	J	
Absent Teacher III				Absent Teacher IV			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10D		C3	2	12D	S	F105
2	10E	K	E103	3	12E	T	C104
3	10F	L	D1	4	11A	U	F5
4	12A	M	F6	6	11A	V	D109
5	10A	N	F103				
6	12C	O	C104				
7	8G	P					
Absent Teacher V							
Period	Grade	Supervising Teacher	Venue				
2	9A & B		B1				
3	9C	J	C102				
4	9D	Q	In front of hall				
5	8F	R	D4				
6	8E	E	F106				

Number of teachers absent = 5

Number of periods and time lost = 25 x 40 min = 1000 minutes

**Table 3: (Continued)**  
**DAY 2: 29 January 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9F			1	9G	C	F1
3	9C	A	C3	2	8E	A	C3
4	9F	B	E103	3	8F	F	F103
5	9D	C	F1	4	9C	G	F106
6	9A	D	D109	6	9G	G	F106
7	9B	E	C4	7	12A	H	F105

<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9A & B	I	F5	1	10A	M	C101
3	9E	J	C1	2	10B	N	C6
4	8E	H	F105	3	12C	O	F6
5	8F	K	6	4	10C	P	F102
6	8E	L		5	10F	P	F102
				6	12A	Q	C102
				7	10D	F	F103

<b>Absent Teacher V</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	12B	R	B1
2	12A	S	C2

Number of teachers absent = 5

Number of periods and time lost = 25 x 40 min = 1000 minutes

**Table 3: (Continued)**  
**DAY 1: 30 January 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9G	A	F1	1	8E	E	B105
2	8F	B	C3	3	10E	F	C104
3	8E	C	C106	4	8G	G	F2
6	10B	D	D106	5	9F	H	F102
				6	9E	I	F106
<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9E	J	E103	1	8F	K	B1
2	9E	K	B1	2	8D	N	C2
4	12B	L	C1	3	11E	O	E103
5	11C	M	E3	4	8B	P	D1
				6	11C	Q	G2
<b>Absent Teacher V</b>				<b>Absent Teacher VII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	12D	SRC		2	9A & B	R	B105
3	12E		C4	3	9C	SRC	
4	11A		C104	4	9D	SRC	
6	11A		C103	5	8F	S	D4
				6	8E	T	F103
<b>Absent Teacher X</b>				<b>Absent Teacher XIII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	10f	SRC		2	10B	SRC	
<b>Absent Teacher VIII</b>				<b>Absent Teacher XI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	10F	SRC		1	9C	SRC	
				2	9E	SRC	

Number of teachers absent = 10  
Number of periods and time lost = 23 x 40 min = 920 minutes

**Table 3: (Continued)****DAY 2: 2 February 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9F	A	C2	1	11E	G	B1
3	9C	B	F1	2	11B	H	C104
4	9F	C	F102	3	11C	I	C106
5	9D	D		4	11D	J	E103
6	9A	E	C5	6	11C	K	F2
7	9B	F	F105	7	10F	L	C4

<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8B	M	B105	6	10D	N	C106
4	11E	N	C102	7	8E	P	F103
5	8A	B	F1				
6	8G	D	F106				
7	11C	N	C102				

<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
6	9E	R	E101	7	10A	M	B105
7	10E	Q	C2				

<b>Absent Teacher VII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
6	12B		Office Block

Number of teachers absent = 7

Number of periods and time lost = 23 x 40 min = 920 minutes



**Table 3: (Continued)**

**DAY 1: 4 February 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9C	A		1	11A	E	E103
2	9E	B		2	11A	F	C2
3	9G	C	C102	3	12C	G	C106
4	9A	D	F105	4	11D	H	F2
5	9D		F102	5	12E	I	E3
6	9F	C	C102	7	11B	J	C2
7	9B	D					
<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8E	K	D105	1	12A	P	B105
3	10E	L	C4	2	12C	Q	C3
4	8G	M	F5	3	12D	R	C104
5	9F	N	D4	5	11A	S	F6
6	9E	O	F106	6	11B	T	D109
7	10C	K	B105				
<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
5	12B	U	F105	5	11B	V	C6
7	10B	S	F6	6	12A	W	F103
				7	11A	O	F106

Number of teachers absent = 6

Number of periods and time lost = 31 x 40 min = 1240 minutes

**Table 3: (Continued)**

**DAY 1: 5 February 1998**

<b>Absent Teacher I</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9F	A	F6
3	9C	B	F103
4	9C	C	F105
5	9D	D	C105
6	9A	E	C10
7	9B	F	C4

Number of teachers absent = 1

Number of periods and time lost = 7 x 40 min = 280 minutes

**Table 3: (Continued)**

**DAY 1: 6 February 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8D	A	D105	1	9C	F	E103
2	8G	B	B1	2	9E	G	F105
3	9D	C	C4	3	9G	H	C102
4	10D	D	C104	4	9A	I	D1
5	11E	E	E3	5	9D	J	F6
7	11E	C	C4	6	9F	H	C102
				7	9B	K	C2

<b>Absent Teacher III</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
7	8G	A	D105

Number of teachers absent = 3

Number of periods and time lost = 14 x 40 min = 560 minutes

**Table 3: (Continued)**

**DAY 2: 9 February 1998**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8G	A	F1	2	9F	H	F6
2	9D	B	F5	3	9C	I	C3
3	8D	C	C106	4	9F	J	F105
4	10D	D	C104	5	9D	K	C105
5	9A	E	C103	6	9A	L	C102
6	9B	F	F2	7	9B	M	C4
7	9C	G	D105				

<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	10E	O	B105	1	10D	U	B1
2	10D	P	C3	2	10E	V	C2
3	10F	Q	F1	4	9A	W	F106
4	9D	R	E103	5	9B	Z	F102
5	12A&C	S	F103	6	9C	ZZ	E101
7	9E	T	D106				

Number of teachers absent = 4

Number of periods and time lost = 24x 40 min = 960 minutes

**Table 3: (Continued)**

**DAY 1: 10 February 1998**

Absent Teacher I				Absent Teacher II			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10E	A	B1	1	12B	F	B105
2	9E	B	F105	3	11C	G	E103
3	9G	LRC		4	8F	H	F103
4	9A	LRC		5	8G	I	F103
5	9D	C	F102	6	12D&E	J	C103
6	9F	D	G2				
7	9B	E	F106				

Absent Teacher III				Absent Teacher IV			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10E	K	D105	1	10F	Q	C101
2	10D	L	B1	3	10A	R	C106
3	9A	M	C4	4	10F	LRC	
4	9B	N	F5	5	10E	S	D4
5	9C	O	E101	6	10C	T	D106
7	12D	P	C4				

Absent Teacher V			
Period	Grade	Supervising Teacher	Venue
1	9E	U	F1
2	9F	V	C105
4	12B	W	F2
5	11C	Y	F6

Number of teachers absent = 5

Number of periods and time lost = 27 x 40 min = 1080 minutes

LRC - Learners Representative Council

**Table 3: (Continued)****DAY 3: 29 June**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9D & E	A	C106	5	8B	G	F3
2	12D & E	B	B1		8G	H	D105
3	9A	LRC	F3				
4	9D	C	G1				
5	9G	D	C6				
6	9F	E	F1				
7	9A & G	F	F101				
<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
5	9D	I	E103	1	10A	K	C105
7	9E	J	C103	2	10C	L	F102
				4	10E	M	F4
				5	12C	N	C4
				6	10D	O	F106
				7	12A	P	C102
<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	12A & C	Q	Office Block	5	9C	K	C105
2	9B	R	E3	6	8A	W	E1
3	9D	S	F4				
5	10C	T	F102				
6	10A	U	F5				
7	10D	V	C2				
<b>Absent Teacher VII</b>				<b>Absent Teacher VIII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9F	K	C105	1	8A		Office Block
3	10C & F	H	D105	2	9		
4	9G	Y	C3	3	10		
5	8E	M	F4	4	11		
6	8F		Office Block	6	11		
				7	12		

Number of teachers absent = 8

Number of periods and time lost = 36 x 40 min = 1440 minutes

**Table 3: Supervision time-table for absent teachers**

**Table 3: (Continued)****DAY 4: Wednesday, 22 July**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9G	A	F101	1	11B	E	D7
3	10A	B	F102	2	11A	F	C6
4	10B	C	D106	3	11A	G	C106
5	10E	D	F105	5	9D & E	H	C3
				7	11D	I	C105
<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9A	J	E103	1	8B	P	F6
2	9B	K	F104	2	10B	Q	F4
5	9D & E	L	C101	3	11A, B & C	R	C104
6	9G	M	F2	4	8C	S	F1
7	9F	N	G1	5	9C	T	E103
				6	9B	C	D106
				7	10C		C103
<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
4	11B	I	C105	1	8E		C1
5	9G	U	D4	2	8G	H	C3
7	11A & C	V	C102	3	8B	W	B3
				4	8F	E	D7
				5	12D	Y	G1
				6	8D	Z	F105
				7	12E	M	F2

Number of teachers absent = 6

Number of periods and time lost = 31 x 40 min = 1240 minutes

**Table 3: (Continued)**

**DAY 4: Wednesday, 22 July**

Absent Teacher I				Absent Teacher II			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	9G	A	F101	1	11B	E	D7
3	10A	B	F102	2	11A	F	C6
4	10B	C	D106	3	11A	G	C106
5	10E	D	F105	5	9D & E	H	C3
				7	11D	I	C105
Absent Teacher III				Absent Teacher IV			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	9A	J	E103	1	8B	P	F6
2	9B	K	F104	2	10B	Q	F4
5	9D & E	L	C101	3	11A, B & C	R	C104
6	9G	M	F2	4	8C	S	F1
7	9F	N	G1	5	9C	T	E103
				6	9B	C	D106
				7	10C		C103
Absent Teacher V				Absent Teacher VI			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
4	11B	I	C105	1	8E		C1
5	9G	U	D4	2	8G	H	C3
7	11A & C	V	C102	3	8B	W	B3
				4	8F	E	D7
				5	12D	Y	G1
				6	8D	Z	F105
				7	12E	M	F2

Number of teachers absent = 6

Number of periods and time lost = 31 x 40 min = 1240 minutes

**Table 3: (Continued)**

**DAY 4: Friday, 24 July**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9A & G	A	F101	1	11C	H	B106
2	9B	B	F5	2	10C	C	F105
3	9F	C	F105	3	10F	G	C102
4	9D-BOYS	D	G1	4	10D	I	C101
	9D-GIRLS	E	D106	6	10E	A	F101
6	12D & E	F	E3	7	10A	J	E1
7	9B	G	C102				

<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	12A	K	C105	2	11A & C	Q	D109
2	9G	L	F3	5	9G	P	E103
3	11A	M	B105	6	12D & E	P	E103
5	11B	N	D105				
6	12C	O	G102				
7	12D	P	E103				

<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	11A	R	C103	2	11A & C	LRC	Office Block
2	12B	D	G1				
3	12A	S	D7	3	10B & E	N	C6
4	11B	T	F103	4	9F	W	C4
5	12C	M	B105	5	10B & D	O	F102
6	9G	U	C105	7	9G	I	C101

<b>Absent Teacher VII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8E	Y	C3
2	8B	LRC	Office Block
3	8D	Z	C2
4	8C	ZA	C3
6	8B	ZB	C5

Number of teachers absent = 7  
Number of periods and time lost = 39 x 40 min = 1560 minutes



**Table 3: (Continued)****DAY 7: Wednesday, 16 September**

Absent Teacher I				Absent Teacher II			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10D	A	C105	1	11E	H	F2
2	10B	B	C104	2	11E	I	G1
3	10F	C	D4	3	11D	J	F6
4	8G	D	F1	4	11B	K	C102
5	12A	E	D1	5	10F	L	C105
6	12C	F	F101	6	11C	K	C102
7	10C	G	G4				
Absent Teacher III				Absent Teacher IV			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10A	M	E103	1	12D & C	LRC	C3
2	10A	N	D109	2	11D	S	E1
3	10B	O	C101	4	12B	LRC	C3
4	10E	P	D105	6	12D & E	LRC	C3
5	10C	Q	E101	7	11C & E	C	D4
7	9E	R	E3				
Absent Teacher V				Absent Teacher VI			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	12A & C		B106	3	12C	LRC	C6
2	9B & D	T	D106	4	12A	LRC	C6
3	8A & C	U	F104	5	8G	Y	C5
4	12B	LRC	B106	6	8G	Z	C1
6	12D & E	LRC	B106	7	12B	LRC	C6
7	11C & E	V	D2				
Absent Teacher VII							
Period	Grade	Supervising Teacher	Venue				
1	10B & E	W	E101				
2	11B						
3	9G	LRC	E101				
4	10C & F	LRC	E101				
5	11D & E	LRC	E101				
7	9F						

Number of teachers absent = 7

Number of periods and time lost = 41 x 40 min = 1640 minutes

**Table 3: Supervision time-table for absent teachers**

Table 3: (Continued)

DAY 2: Friday, 18 September

Absent Teacher I				Absent Teacher II			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10C	A	F4	1	11E	F	G1
2	10A	B	D1	3	11D	G	C6
3	10E	C	E103	4	11B		Office
5	8G	D	F105	5			Block
6	12A	E	F106	6	11C	I	F6
7	12C		Office Block	7	10B	J	D105
					10F	C	E103

Absent Teacher III				Absent Teacher IV			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	10A	K	C5	1	8C		
2	10E	A	F4	2	8D	O	E3
4	10B	L	F101	3	10D	P	D109
5	10C	M	C2	4	11E	G	E101
6	9E	N	C104	5	11E	Q	C105
				6	9D	R	C4
				7	9D	J	D105

Absent Teacher V				Absent Teacher VI			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	9A & E	S	F104	2	11C & E		C3
2	11C & E	T	F101	3	12A & C		C3
3	12A & C	LRC	B106	4	11D		C3
4	9B & D		B106	5	12B		C3
5	12B	LRC	B106	6	12D & E		C3
6	12D & E	LRC	B106				
7	8A & C	U	F106				

Absent Teacher VII			
Period	Grade	Supervising Teacher	Venue
1	12A	LRC	C6
2	8C	LRC	Office Block
5	12C	LRC	C6
6	8F	L	C101
7	12B	LRC	C6

Number of teachers absent = 6  
 Number of periods and time lost = 31 x 40 min = 1240 minutes

**TABLE 3: (Continued)**

**DAY 2: 30 October**

<b>Absent Teacher I</b>				<b>Absent Teacher II</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9C	A	C101	1	11B	D	D1
2	11A,B&C	B	E3	4	11A	E	F105
6	8B	C	C104	6	9G	F	C101
<b>Absent Teacher III</b>				<b>Absent Teacher IV</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	8G		D7	2	11C & E	G	F101
2	8F		D7	4	11D	H	C101
7	11C		D7				
<b>Absent Teacher V</b>				<b>Absent Teacher VI</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
4	9E		C106	2	11D	O	D10
5	9D		C106	3	11E	P	D7
				5	11E	F	C105
				7	11D		F4
<b>Absent Teacher VII</b>				<b>Absent Teacher VIII</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
2	9B	I	C103	2	8G		Office Block
3	9E	J	D1				
4	8B	K	C1				
5	8F	L	F105				
6	9F	M	C103				
7	9G	N	F106				
<b>Absent Teacher IX</b>				<b>Absent Teacher X</b>			
<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>	<b>Period</b>	<b>Grade</b>	<b>Supervising Teacher</b>	<b>Venue</b>
1	9A & E		Office Block	1	9F	S	C1
2	9C & G		Office Block	2	9A		Office Block
			Block	3	9G	T	D109
4	9B	P	D7	4	11C	U	D1
6	8F	Q	Hall	5	9C	Y	F2
7	8A & C	R	D105	7	9E	X	C106

Absent Teacher XI				Absent Teacher XII			
Period	Grade	Supervising Teacher	Venue	Period	Grade	Supervising Teacher	Venue
1	9B		Office Block	2	9D	ZA	B1
3	9A	Z	G1	3	9D-GIRLS	ZB	
4	9F	G	F101		9D-BOYS	ZC	

Number of teachers absent = 12

Number of periods and time lost = 40 x 40 min = 1600 minutes

As shown in table 4, there was a high number of teachers who were absent on those days in those months was very high there was no single day when all teachers were present. It is also evident that some came late too and others left school earlier. This indicates the high rate of teacher absenteeism at that school.

Date	Number of teachers	Number of teachers	Number of teachers
	present	late for school	left earlier
1st February	4	2	1
4 February	4	2	1
2 March	3	2	1
10 March 2011	3	2	1
15 March	3	2	1
20 March	3	2	1
22 April	4	2	1
26 September	4	2	1
18 September	4	2	1
18 November	4	2	1
16 December	3	2	1
18 December	3	2	1
1 January	3	2	1
1 October	3	2	1
15 November	3	2	1
15 January	4	2	1
18 February	4	2	1

**Table 4: Researcher's observation check list results**

<b>Date</b>	<b>Number of teachers absent</b>	<b>Number of teachers late for school</b>	<b>Number of teachers left earlier</b>
2-4 February	4	-	4
5 February	4	-	-
2 March	5	2	-
25 March	4	-	3
26 March	5	-	1
30 March	5	-	1
22 April	6	-	2
10 September	5	-	2
11 September	6	-	1
15 September	4	3	2
16 September	7	-	-
18 September	11	-	-
7 October	3	2	-
9 October	5	-	2
15 October	5	1	2
16 October	4	2	-
30 October	8	3	1

Table 5 to 31 indicated several major causes of teacher absenteeism, among which sickness, death, study, official duties were regarded the major ones.

Cause	Percentage
Sickness	45%
Death	15%
Study	10%
Official duties	10%
Other	10%

Cause	Percentage
Sickness	45%
Death	15%
Study	10%
Official duties	10%
Other	10%

**Table 5: Frequency of respondents who gave sickness as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	17 89 %	2 11 %	19
Management	1 33 %	2 67 %	3
Learners	63 80 %	16 30 %	79

**Table 6: Frequency of respondents who gave death as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	15 83 %	3 17 %	18
Management	3 100 %	0 0 %	3
Learners	68 89 %	8 11 %	76

**Table 7: Frequency of respondents who gave study as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	12 71 %	5 29 %	17
Management	2 67 %	1 33 %	3
Learners	49 65 %	26 35 %	75



**Table 8: Frequency of respondents who gave workshops as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	13 72 %	5 28 %	18
Management	1 33 %	2 67 %	3
Learners	44 59 %	31 41 %	75

**Table 9: Frequency of respondents who gave training as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	13 72 %	5 28 %	18
Management	1 33 %	5 67 %	3
Learners	41 56 %	32 44 %	73

**Table 10: Frequency of respondents who gave disinclined with education as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	7 50 %	7 50 %	14
Management	2 67 %	1 33 %	3
Learners	46 63 %	27 37 %	73

**Table11: Frequency of respondents who gave dissatisfaction as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	6 43 %	8 57 %	14
Management	3 100 %	0 0%	3
Learners	30 42 %	42 58 %	72

**Table12: Frequency of respondents who gave learners' misbehaviour as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	7 44 %	9 56 %	16
Management	1 33 %	2 67 %	3
Learners	25 32 %	53 68 %	78

**Table 13: Frequency of respondents who gave stress as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	11 65 %	6 35 %	17
Management	1 33 %	2 67 %	3
Learners	47 60 %	31 40 %	78

**Table 14: Frequency of respondents who gave depression as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	12 80 %	3 20 %	15
Management	2 67 %	1 33 %	3
Learners	36 50 %	36 50 %	72

**Table 15: Frequency of respondents who gave poor salaries as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	4 25 %	12 75 %	16
Management	2 67 %	1 33 %	3
Learners	25 32 %	53 68 %	78

**Table 16: Frequency of respondents who gave violence by learners as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	7 44 %	9 56 %	16
Management	2 67 %	1 33 %	3
Learners	24 33 %	49 67 %	73

**Table 17: Frequency of respondents who gave lack of motivation as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	12 67 %	6 33 %	18
Management	1 33 %	2 67 %	3
Learners	33 46 %	38 54 %	71

**Table 18: Frequency of respondents who gave family problems as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	17 89 %	2 11 %	19
Management	2 67 %	1 33 %	3
Learners	54 73 %	20 27 %	74

**Table 19: Frequency of respondents who gave part-time job as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	4 27 %	11 73 %	15
Management	3 100 %	0 0 %	3
Learners	18 25 %	55 75 %	73

**Table 20: Frequency of respondents who gave family break-ups as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	12 80 %	3 20 %	15
Management	3 100 %	0 0 %	3
Learners	35 49 %	37 51 %	72

**Table 21: Frequency of respondents who gave transfer as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	7 47 %	8 53 %	15
Management	2 67 %	1 33 %	3
Learners	54 75 %	18 25 %	72

**Table 22: Frequency of respondents who gave marking grade 10 and grade 12 exams as a cause of absenteeism**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	14 78 %	4 22 %	18
Management	1 33 %	2 67 %	3
Learners	54 74 %	19 26 %	73

**Table 23: Comparison table indicating teachers' attendance/absence  
All teachers always present**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	2 10 %	18 90 %	20
Management	2 67 %	1 33 %	3
Learners	9 11 %	70 37 %	79

**Table 24: Comparison table indicating teachers' attendance/absence  
At least 2 - 5 teachers absent every day**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	15 75 %	5 25 %	20
Management	1 50 %	1 50 %	2
Learners	50 65 %	27 35 %	77

**Table 25: Comparison table indicating teachers' attendance/absence  
At least 2 - 5 teachers absent every day during examination**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	12 71 %	5 29 %	17
Management	1 50 %	1 50 %	2
Learners	26 35 %	49 65 %	75

**Table 26: Comparison table indicating teachers' attendance/absence  
Teachers always have valid reason to stay away**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	8 47 %	9 53 %	17
Management	2 67 %	1 33 %	3
Learners	50 70 %	21 30 %	71

**Table 27: Comparison table indicating teachers' attendance/absence  
There is always enough teachers to supervise**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	6 33 %	12 67 %	18
Management	2 67 %	1 33 %	3
Learners	45 59 %	31 41 %	76

**Table 28: Comparison table indicating teachers' attendance/absence  
Learners behave well during teacher's absence**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	3 18 %	14 82 %	17
Management	2 67 %	1 33 %	3
Learners	21 27 %	56 73 %	77

**Table 29: Comparison table indicating teachers' attendance/absence  
Learners make noise when there are teachers**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	7 41 %	10 59 %	17
Management	2 67 %	1 33 %	3
Learners	33 42 %	45 58 %	78

**Table 30: Comparison table indicating teachers' attendance/absence  
Learners make noise when there are no teachers**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	17 85 %	3 15 %	20
Management	1 33 %	2 67 %	3
Learners	64 84 %	12 16 %	76

**Table 31: Comparison table indicating teachers' attendance/absence  
Teachers absent during supervision**

RESPONDENT	RESPONSE		Total
	Yes	No	
Teachers	17 85 %	3 15 %	20
Management	2 67 %	1 33 %	3
Learners	55 74 %	19 26 %	74



Table 32 indicates the effect of teacher absenteeism on learners' misbehaviour and performance at school. The majority of learners indicated that there was a link between teacher presence at school and learners' good behaviour and academic performance (see Table 32).

As it is indicated in Table 33, learners performed very poorly in most subjects, especially the practical ones, e.g. Accounting 91, 1 (failed); Typing, 75, 6 failed; Home economics, 63, 7 failed; Mathematics, 94, 9; (failed) Physical Science 75, 5 % (failed), etc. These simply confirm the fact that teachers need to be present most if not all the time to provide the learners with practical examples as well as practical exercises to enable them to perform better in the final year examinations.

**Table 32: Responses on the effect of teachers' absenteeism on learners' misbehaviour and performance at school**

	True		False		Total
	n	%	n	%	n
1. When teachers are present class kept neat and tidy	156	86	81	34	237
2. When teachers are present learners never damage properties	230	95	12	5	242
3. When teachers are present learners concentrate and do their homework	151	63	88	37	239
4. When teachers are present I exercise good behaviour	211	88	29	12	240
5. When teacher absent - learners misbehave	201	83	40	17	241
6. When teacher absent - learners will fail	193	80	47	20	240
7. Like studying on my own	201	83	40	17	241
8. Don't depend on guidance	118	51	114	49	232
9. Learn more when taught every day	192	80	48	20	240
10. Don't need to be taught every day	52	22	187	78	239
11. Enjoy supervision	113	47	127	53	240
12. Learners make noise during supervision	175	73	65	27	240
13. I concentrate during supervision	96	41	140	59	236
14. Behave differently when teacher is absent	142	59	98	41	240
15. Disturbed when teacher absent	184	77	56	23	240
16. Will receive good symbols when taught every day	185	97	81	3	240
17. Good behaviour is essential	218	97	8	3	226
18. Need to exercise self-discipline	198	85	36	15	234
19. Regular attendance is essential	212	91	20	9	232
20. Teachers' regular attendance leads to Learners' progress	180	77	54	23	234

**Table 33: Sample grade 10 final year result of the target school  
Mark distribution grade 10 : 1998**

SYMBOLS	MARK DISTRIBUTION GRADE 10 1998										% PASS	% FAIL	
	A	B	C	D	E	F	G	U	I	TOTAL			
ACCOUNTING			0,9	0,9	14	14	70						
			1	1	15	16	78				111	0,9	99,1
BUSINESS MAN		0,9	7,6	20	31	25	13	3,4					
		1	9	24	36	29	15	4			118	28,8	71,2
FRENCH FOREIGN LANGUAGE	1,6	6,6	23	30	21	15			3,3				
	1	4	14	18	13	9			2		61	61,2	39,4
TYPING			7,3	17	27	20	22	7,3					
			3	7	11	8	9	3			41	24,3	75,6
GERMAN FOREIGN LANGUAGE			8,7	17	39	13	17	4,4					
			2	4	9	3	4	1			23	26,1	73,9
HOME ECONOMICS			27	9,1	46	18							
			3	1	5	2					11	36,4	63,7
WOODWORK			14	50	36								
			2	7	5						14	64,3	35,7

Table 33: Continue

SYMBOLS	MARK DISTRIBUTION GRADE 10 1998										% PASS	% FAIL	
	A	B	C	D	E	F	G	U	I	TOTAL			
AFRIKAANS SEC LANGUAGE	1	2,9	9,8	33	22	12	9,8	2	2,9				
	1	3	10	34	27	12	10	2	3		102	46,7	53
ENGLISH SEC LANGUAGE	0,6	20	45	30	3,8								
	1	32	71	48	6						158	96,2	3,8
MATHEMATICS		0,6	1,3	3,1	6,3	11	38	39	0,6				
		1	2	5	10	18	60	62	1		159	5	94,9
PHYSICAL SCIENCE			3,1	21	30	28	15	2,5					
			5	34	48	44	24	4			159	24,5	75,5
LIFE SCIENCE			4,4	32	26	21	16	1,3					
			7	51	41	33	25	2			159	36,5	63,6
GEOGRAPHY		1,3	20	35	20	17	5	1,9					
		2	31	56	32	27	8	3			159	56	44
HISTORY			8,8	43	22	15	8,2	2,5	0,6				
			14	68	35	24	13	4	1		159	51,6	48

Table 34 indicates the sample of 1998 Grade 12 final examination results. The symbols used on that table are explained as follows: There are candidate numbers next to each subject. Underneath each subject there are symbols and numbers, e.g. E 3. This means to say a candidate obtained an “E” symbol in a specific subject. The ‘E’ symbol is equal to 3 points. The last column indicates the total number of points obtained in all subjects by a specific candidate which shows his/her overall performance.

The symbols and points are explained in their alphabetical order as follows:

<b>Symbols</b>	<b>Points</b>
A	is equal to 7
B	is equal to 6
C	is equal to 5
D	is equal to 4
E	is equal to 3
F	is equal to 2
G	is equal to 1
U	is equal to 0 (meaning that the candidate was ungraded in that specific subject and no point was awarded)

It should be noted that the minimum total number of points required for admission at Namibian tertiary institutions is the candidate is also required to obtain at least a C symbol in English.

When looking at the overall performance of the learner in table 34, it is clearly demonstrated that their results are extremely very poor and one of the major contributory factors is the high rate of teacher absenteeism at that school.

Table 34: Sample of grade 12 - 1998 final year results of the target school

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0181	1				D4		D4		G1	F2		D4			D4					19
0182	2		E3				C5		E3		G1	B6	F2							20
0183	3		G1				C5		E3		G1	B6	F2							18
0184	4		E3				B6		E3		G1	B6	G1							20
0185	5		C5				E3		E3		D4	C5	D4							24
0186	6		D4				F2		E3		E3	D4	E3							19
0187	7		C5				D4		E3		E3	A7	D4							26
0188	8		E3				D4		U		G1	C5	F2							15
0189	9		F2				F2		U		F2	E3	E3							12
0190	10		F2				F2		U		E3	D4	D4							15
0191	11		U				F2		G1		U		U							3
0192	12		F2				C5		U		F2	D4	F2							15
0193	13		F2				F2		F2		G1	D4	F2							13
0194	14		F2				E3		U		F2	D4	G1							12
0195	15		E3				E3		F2		U	D4	G1							13
0196	16		C5				C5		C5		E3	B6	E3							27
0197	17		F2				D4				G1	D4	G1	F2						14
0198	18		U				E3		G1		U	E3	U							7
0199	19		F2				D4				U	D4	G1	F2						13
0200	20		G1				E3				F2	D4	G1	E3						14

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0201	21		U				E3		G1		U	X	U							11
0202	22		G1				C5		E3		G1	C5	G1							16
0203	23		U				E3		G1		U	E3	U							7
0204	24		F2				D4		E3		G1	D4	G1							15
0205	25		G1				D4				U	D4	G1	G1						11
0206	26		G1				D4		G1		U	C5	U							11
0207	27		C5				B6		D4		G1	B6	F2							24
0208	28		E3				C5				U	D4	F2	F2						16
0209	29		E3				E3		G1		G1	E3	G1							12
0210	30		G1				D4		U		U	E3	U							8
0211	31		E3				D4				G1	C5	G1	F2						16
0212	32		F2				D4		E3		F2	D4	F2							17
0213	33		E3				D4				E3	D4	F2	E3						19
0214	34		E3				F2		U		F2	D4	E3							14
0215	35		F2				D4		F2		G1	C5	F2							16
0216	36		F2				D4		E3		U	C5	F2							16
0217	37		U	F2		U	E3								E3			G1		9
0218	38		U	U		G1	E3								E3			U		7
0219	39			F2		E3	E3				F2				E3			U		13
0220	40		U	G1		U	F2								E3			U		6

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0221	41			G1		U	E3				U				D4			U		8
0222	42		U	F2		U	E3								E3			G1		9
0223	43		G1	E3		D4	E3								E3			D4		18
0224	44			G1		C5	F2				U					C5		G1		14
0225	45		E3	E3		D4	G1									D4		F2		21
0226	46			F2		U	E3				U						E3	G1		9
0227	47		U	F2		D4	D4							F2				U		12
0228	48		U	U		D4	F2							G1				U		7
0229	49			E3		E3	D4				G1				C5			G1		18
0230	50		G1	F2		D4	F2								D4			U		13
0231	51		C5				C5		E3		D4	B6	C5							28
0232	52		G1				D4		E3		E3	C5	F2							18
0233	53		D4				D4		U		F2	C5	E3							18
0234	54		D4				D4		E3		U	D4	E3							18
0235	55		G1				C5		E3		G1	C5	G1							16
0236	56		G1				E3		E3		U	C5	G1							13
0237	57		E3				C5		E3		G1	B6	F2							20
0238	58		E3				G1		U		F2	E3	E3							12
0239	59		G1				C5		E3		G1	C5	F2							17
0240	60		G1				E3		G1		U	E3	U							85



Table 34: Continue

Card No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshundonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0241	61		U				F2		U		U	F2	U							4
0242	62		E3				D4				E3	C5	F2	F2						19
0243	63		U				F2		G1		U	F2	U							5
0244	64		U				E3		U		U	F2	U							5
0245	65		G1				F2		F2		G1	E3	G1							10
0246	67		G1				E3		F2		U	E3	G1							10
0247	68		F2				D4		U		G1	E3	U							10
0248	69		G1				E3		U		U	E3	G1							8
0249	70		X				X		X		X	X	X							-
0250	71		G1				E3		U		U	F2	U							6
0251	72		G1				F2		G1		U	D4	G1							9
0252	73		E3				D4				U	C5	G1	F2						15
0253	74		G1				D4		U		U	E3	U							8
0254	75		U				E3		U		U	F2	U							5
0255	76		G1				D4				U	E3	U	G1						9
0256	77		G1				E3		F2		G1	E3	G1							11
0257	78		U				G1				U	U	U	G1						2
0258	79		D4				C5		D4		F2	B6	E3							24
0259	80		U				D4				U	D4	U	G1						9
0260	81		E3		D4		C5		E3	F2		D4								21

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0261	82		C5		A7		D4		E3	D4		B6								29
0262	83		G1		D4		D4		U	G1		E3								13
0263	84		U		D4		D4		U	G1		D4								13
0264	85		E3		C5		D4		F2	F2		C5								21
0265	86		U		D4		D4		X	X		E3								11
0266	87				E3		D4		G1	F2		F2			E3					15
0267	88				D4		B6		G1	F2		D4			C5					22
0268	89				F2		D4		G1	G1		E3		D4						15
0269	90		U		E3		F2		U	G1		F2								8
0270	91				E3		F2		G1	F2		G1		F2						11
0271	92				D4		D4		G1	G1		F2			C5					17
0272	93		C5		* 8		A7		D4	D4		A7								35
0273	94				F2		E3		G1	G1		G1		E3						11
0274	95				F2		D4		G1	G1		E3			E3					14
0275	96		E3		A7		E3		E3	F2		D4								22
0276	97				* 8		B6		D4	C5		A7		D4						34
0277	98		G1		E3		E3		G1	F2		E3								13
0278	99		F2		D4		E3		U	G1		E3								13
0279	100		U		U		G1		U	U		G1								2
0280	101		E3		D4		F2	D4	G1	G1										15

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0281	102		U		C5		D4		G1	G1					D4					15
0282	103		U		C5		D4		U	G1					E3					13
0283	104		G1		G1		F2		U	U						E3				7
0284	105		U		F2		F2	C5									E3		F2	14
0285	106		X		X		X								X		X		X	
0286	107		G1		G1		F2		U	U					E3					7
0287	108		U		F2		E3		U	G1					F2					8
0288	109		F2	F2	D4		F2										F2		F2	14
0289	110		G1		G1		E3		U						E3		F2			10
0290	111		U		F2		F2								E3		E3		F2	12
0291	112		C5		B6		E3		U						E3		C5			22
0292	113		E3	D4	C5		E3		F2	E3										20
0293	114		U		G1		F2	D4									F2		G1	10
0294	115		F2	G1	E3		C5		F2	F2										15
0295	116		G1				F2	C5		X							E3		E3	14
0296	117		U		G1		F2		U	G1					F2					6
0297	118		F2		C5		D4		G1	G1		C5								18
0298	119		U		U		G1	D4	U	U										5
0299	120		U		F2		F2	E3	G1	G1										9
0300	121		U	U	G1		G1		G1	G1										4

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0301		122			G1		G1		U	U		G1			G1					4
0302		123	U		F2		X		U	U		F2								4
0303		124	E3		C5		D4		U	F2		B6								20
0304		125	U		D4		E3		G1	G1		D4								12
0305		126		F2		U	E3				U			G1				U		4
0306		127	U	F2		D4	E3								X			G1		10
0307		128	U	F2		D4	E3								F2			G1		10
0308		129	G1	F2		U	D4								D4			G1		10
0309		130	G1	E3		E3	D4								D4			G1		16
0310		131		F2		U	D4				E3							F2		15
0311		132		D4			C5		U	C5		C5								24
0312		133		G1			E3				F2	D4	G1	G1						12
0313		134		F2			D4		E3		U	D4	G1		D4					14
0314		135			C5		C5				G1				E3			F2		20
0315		136			F2	U	E3				U							G1		9
0316		137		F2	C5		C5								E3			F2		23
0317		138	U		G1		F2								E3			X		8
0318		140		G1	F2	U	E3								D4			G1		10
0319		141			D4	C5	C5				F2							E3		23
0320		142		U	G1		F2										E3		E3	10

Table 34: Continue

Card No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0521		148	U	U	G1		G1								D4				E3	6
0522		144	U		E3		D4		F2	U										13
0523		148	U	U	U		F2								E3		G1		U	3
0524		146	U	F2		U	E3											G1		9
0525		147	G1		C3		D4		F2	D4		D4								
0526		148	G1		G1		G1	D4							D4		F2		F2	11
0527		149		E3		D4	D4				U							D4		19
0528		150	G1	F2		D4	X							G1					U	8
0529		151	U		G1		E3		U	U		F2								6
0530		152	U		G1		E3		U	U		F2								6
0531		153	U		F2		E3		U	G1					E3					9
0532		154	E3		A7		D4		E3	D4		C5								26
0533		155	U		G1		G1		U	U										3
0611		156	U		C5		D4		U	G1		D4								14
0691		157	F2				F2									X				7
0692		158	G1				C5													12
0693		159				D4	D4				F2				D4				E3	21
0694		160	E3				C5		E3										E3	19
0695		161	U				D4		U			D4								10
0696		162	X				X		X											-

Table 34: Continue

Cand No	Candidate	Agriculture	Biology	Business Studies	Development Studies	Economics	2 <sup>nd</sup> Lang English	1 <sup>st</sup> Lang Oshindonga	Geography	History	Mathematics	Natural Economy	Physical Science	Typing	Afrikaans	Oshikwanyama	French	Accounting	HEC	Points
0697		163	U				D4		U		G1	E3	U							8
0698		164	F2				E3				U	E3	G1	G1						10
0699		165				D4	E3				G1				E3					15
0700		166	U			F2	D4							G1				U		9
0701		167				E3	D4		G1	G1		E3			E3					15
0702		168				F2	E3		G1	G1		E3			D4					14
0703		169	E3			D4	F2	D4	F2	F2										17
0704		170	U			F2	E3		U	F2										7
0705		171	U			F2	E3		U	G1					E3					9
0706		172	U	G1	G1		F2		G1	G1										6

## CHAPTER FIVE

### DISCUSSION

#### INTRODUCTION

The Ministry of Basic Education and Culture Mission Statement with regard to formal education reads: "We in partnership with our stakeholders are committed to providing all Namibian residents with equitable access to quality education and culture programmes to develop the abilities of individuals to acquire the knowledge, understanding, skills, values and attitudes required throughout their lifetimes." The above-mentioned statement echoes UNESCO's views on teachers as professionals as well as teaching as a calling and not only a career, as indicated in the following clauses during the occasion of World Teacher's Day, 5 October 1994, 1998 "the world's most important job ..... teachers, a force for social change".

As the backbone of the education sector, teachers assume responsibility for the most challenging assignment in the world, that of developing the potential of children as they set out on their individual paths "to learn" to do, to be and to live together, the four pillars of education identified by the Commission for Education in the twenty-first century chaired by Jacques Delors. Teachers are instrumental in giving children that unique first glimpse of the possibilities of life and in perpetuating the quest for knowledge through lifelong learning".

Teaching as the core major part and parcel of the Ministry of Basic Education and Culture is tremendously significant in achieving the major aims and objectives of the Ministry's such an undertaking. Teachers are therefore obliged to be highly motivated and dedicated in executing their duties. This could only be possible when they (teachers) are always present at school and being really, actively busy teaching, guiding, advising and assisting learners in their endeavour to realize their dreams through education.

According to the rules pertaining teachers performance, a typical school day for any teacher should have at least the following components:

Arrive at school at least 10 to 15 minutes (or as agreed with the management) before the school start for the day. This is to properly get ready for lessons (apparatus, books, etc) and to receive any notices for the day from school management.

Any teacher who has got a tendency of going late to school would not only derive the learners their right to be properly educated, but would also contribute to chaos at the school as his/her learners would not be informed about the daily programme on that specific day. They would either be misinformed or not informed at all.

Another component is that the teacher should arrive early or on time at school to receive classes and present properly prepared lessons to classes according to the timetable. This means to say a teacher who, as per responses of their learners, did not go to class or went but did not teach, or told learners to keep themselves busy, reading novels/newspaper or standing in corridor discussing with his/her colleagues, was actually violating the mission of the teaching profession.

According to the suggested teacher's personal Code of Conduct (by possible and anonymous educator) each teacher should be prepared to swear to accept, *inter alia*, the following:

“I have become a teacher in order to be of benefit to young people. Thus I must guide them by example: I must be neat, courteous, disciplined in myself before expecting discipline from others. My acceptance of my responsibilities as a teacher demand from me that I am *always on time* and that my work is adequately prepared.”

## **INTERPRETATION**

It became evident (through the research findings) that teacher absenteeism was a surprisingly pathetic reality at that school (kindly refer to the researcher's observation checklist and T2 of the findings). According to the author's observation as well as the school's daily supervision timetable, there was hardly a day without four or even more teachers absent (refer to the daily supervision timetable).



It is also a common belief and knowledge and understanding, proven by final year exam results that the failure rate in external examinations, namely Grades 10 and 12, has been incredibly extremely high in the schools in the above-mentioned category (refer to tables 4.8 and 4.9). If a school in the heart of Windhoek, the capital city, where all high officials in the Ministry of Basic Education and Culture reside can have such tremendous high rate of teachers absenteeism, one may wonder as to how it looks like at the schools in the remote rural areas.

The author also learnt about the most disturbing kind of teacher absenteeism while having reported present at school. This even arose more curiosity in finding out more about teachers' behaviour and performance (at school) which could be one of the mainly contributing factors to the learners' poor discipline and academic achievement at secondary and or high school level.

This research findings indicated that there was a high rate of absenteeism among teachers at that particular school. Consequently, the author became convinced that much should be done probably at regional levels with regard to the causes and effects of this problem, teacher absenteeism, among the Namibian disadvantaged schools. This, she believes may help in maintaining reasonable standards of discipline and achieving comparable better results at secondary and or high schools in Namibia.

With regard to what was considered to be the *major causes of discipline at that particular school*, it was clearly explained with practical examples and concluded that teachers themselves were mostly contributing to chaotic situation, among others through their absenteeism not only from school as such, but from their classes as well, while they were present at school. Any reasonable person might take it for granted that whenever a teacher reported present at school he/she would spend most, if not all, of his/her time in actual conducting lessons, but this research finding revealed that it was not always the case at the research school.

In order to demonstrate how much teaching and learning time was actually wasted when some teachers were either not on time for classes, left earlier, and present without conducting lessons or absent for even one day, a calculation was done using the school lesson timetable and the supervision timetable. For example, English as a second language got eight (8) periods of forty

(40) minutes per seven day cycle per class. Normally English Ordinary teachers have about five (5) classes x eight (8) periods = 320 minutes per class per seven day cycle = 1600 x 5 = 8 000 minutes. Even if a teacher is late for five (5) minutes only per class,  $5 \times 7 = 35$  per week,  $35 \times 5 = 175$  minutes per month, etc.

Apparently the Namibian Ministry of Basic Education and Culture (MBEC) is fully aware of the fact that there was unauthorized absenteeism, class cutting and truancy among both teachers and learners at some schools.

According to MBEC Directive No 001/016/095 for enemies of educational quality are: "indiscipline at schools demonstrated by some *teachers and learners*, which however, will not be tolerated any longer; *absenteeism* without valid reason, which will not be condoned any longer - class-cutting and truancy, which must be stamped out and - intolerable laziness".

As to whether something was done about these problems, would be dealt with in the section on what was to be done to minimize absenteeism among teachers at secondary/high school level.

It also became evident that learners were the ones who were directly negatively affected (by teachers' absenteeism) in that process. This was also confirmed by the MBEC through a school calendar for government schools for the year 2000 in a statement written in bold letters below the school calendar, "*EVERY MINUTE LOST LEARNERS SUFFER*". This quotation has been interpreted by the author of this report as a constant warning and reminder to the learners and more specifically to the teachers about the danger of wasting time allocated to each subject and each lesson each school day.

With reference to what was regarded as major causes of teachers' absenteeism, death of relatives or friends, sickness and workshops, further studies, marking of Grade 10 and Grade 12 examination scripts were on top of the list.

Teachers like any other civil servants are entitled to sick leave, urgent private matters (e.g. in-service training workshop seminars) and study leave (e.g. longer or shorter ones, e.g. one year

or more), conducting a research and/or writing examination.

As far as sick leave is concerned, as long as teachers can provide doctor certificates for their absence, they are granted approval for their sick leave with full pay. According to the directive DI/III about granting of sick leave:

“Sick leave shall be granted only in respect of the absence from duty of a staff member owing to an illness, indisposition or injury not due to his/her misconduct or failure to take reasonable precautions ..... only if the Permanent Secretary is satisfied that the staff member’s state of health incapacitates him/her for duty and does not arise from his/her failure to take a reasonable period of vacation leave .....”

If a staff member is absent from duty for a continuous period of more than three days owing to illness, he/she may be granted sick leave only if he/she furnishes the permanent secretary with a certificate by a registered medical practitioner (e.g. medical practitioner as defined by the Labour Act). The certificate should:

- clearly describes the nature of the illness;
- declares that the teacher is not capable of performing his/her official duties; and
- indicates the period necessary for his/her recuperation.

Hopefully most, if not all, medical practitioners issuing sick leaves for all civil servants, including teachers are honest. If not, sick leaves might have been abused, by most teachers as well, since illness/sickness is one of the assumed valid reasons for staying away from work, i.e. it is a common understanding that any professional could only do his/her duties when he/she is enjoying good health (refer the major cause of teacher absenteeism).

According to data collected on what was regarded as the major causes of teachers’ absenteeism, sixty (60) out of eighty three (83) = 72 % responded that illness of teachers themselves, their spouses, children and relatives was the major one.

The death rate possibly due to HIV/AIDS, or other diseases, and accidents is also a daily occurrence among teachers themselves and/or their relatives as well as their friends. Africans, including Namibians, mourn their dead according to the diversity of their cultural ethics. The duration of the mourning period normally depends on the age and fame of the dead, and this normally ranges between three to seven days or more, counted from the day one passed away. It is also compulsory that close relatives and friends are expected to be physically present during that time, implying that they cannot report to work *during* that specific time. The mourning period is even lengthened by technology, in the sense that the corpse could be kept at the mortuary while relatives consult insurance companies for funeral arrangements. It is always difficult when a person passed away during the weekend, due to the above-mentioned arrangements, the funeral may normally be delayed until the following weekend.

The Ministry of Basic Education and Culture, due to the high rate of absenteeism among teachers due to death related problems embarked upon a system whereby teachers were requested to provide death certificates as a proof that they attended a funeral in order to be granted leave with full pay. Due to the duration of the mourning period, teachers are only entitled to not more than two (2) days for attending funerals, unless they can prove beyond doubt that they are very close relatives, e.g. mothers, fathers, children, etc, to the deceased.

With regard to teachers' absenteeism, due to official duties, workshops, seminars, in-service training, marking examination for Grade 10 or Grade 12, the Ministry also already attempted to arrange them in the afternoon or during the holidays, but teachers were apparently hesitant to turn up.

The teachers responded that they were more than willing to mark the JSCE and HIGCSE examination, even if it takes place during their holiday because they financially benefit from doing so since they are paid per script according to the nature and duration of such examinations. Teachers also do not have any problem in attending in-service training whereby they are offered a chance to upgrade- or improve their qualifications, e.g. BETD, in-service, Maths and Science courses at UNAM, etc.

Teachers' main reluctance occurred when they are invited for workshops, courses, subject panel meetings after their office hours or during the holidays (without any remuneration). Apparently the MBEC can do little or nothing about this tendency as teachers are entitled to their holidays and they are also civil servants protected by the Labour Act law.

With regard to what was to be done for classes whose teacher were or might be absent, all respondents unanimously agreed that supervision was arranged. It was also made clear that although maintaining discipline at school should be regarded as a collective effort the high rate of absenteeism among teachers at that school made this very difficult. Learners tended to misbehave in different styles and absconded classes even for the teachers who were present.

The major challenge was that absent teachers normally took their class keys with them which made the ideal supervision even more difficult. One of the English idiomatic expressions read "The devil makes work for idle hands", which means that those learners who are not kept busy with work will start doing that which are harmful or evil. Learners were unruly during supervision classes since no work/assignments were left for and/or given to them in most cases.

It also became evident that the present teachers' administrative periods which, according to the Ministry plans were meant for lesson preparation, marking learners exercises or for any other administrative tasks at school, were mainly abused because they were solely utilized for supervising classes without teachers. It was even saddening to notice that much of this time was wasted since supervision itself was a failure in most cases. As a result, the interviewees confirmed that there was a link between teacher absenteeism and learners' academic performance as they believed that it (teacher absenteeism) was one of the major contributory factors of high failure rate at that school.

The author also concluded that teacher absenteeism was a problem that negatively affected not the learners only, but also teachers themselves. It created hostility and unhealthy interpersonal relationships among the staff and more specifically between those who draw up the supervision time-table and some colleagues who were supervising most of the time. The latter felt they were treated unfairly.

With regard to the arrangement done for the classes whose teachers were absent, it becomes evident that supervision did not only cause a lot of havoc among the learners but also among the staff members as revealed indicated in these notes that the author found recorded in the daily supervision time-table file. The notes read as follows:

#### **Teacher A**

“Please be more fair next time when you draw up the supervision time-table. Today I am only off for 2 periods, and you put me on for both. Whereas there are other teachers off for the whole day as well as 4 - 6 periods, and they are only put on once or twice.”

#### **Teacher B**

“I told you that I am busy typing question papers for August and it is not only one question paper, I am typing 5 papers including memorandums and I am doing it without anybody’s help. Grade 8 - 11 Office organization and administrations. I didn’t say I don’t want supervision, but it must be fair.”

#### **Teacher C**

“Is it really fair to put me on supervision for three periods, that I am off while I told you that I am busy typing my question papers? Consult the time-table. Teacher D is also free for all three periods but none .....

According to the observations done by the author while conducting research, there were many oral complaints about the supervision as a whole, the way it was arranged, the behaviour and attitudes of both teachers and learners towards it, as well as about bunking, absconding and class interruptions. It also became evident that supervision did not succeed in most cases because of the number of teachers who were usually absent (refer to the observation check list). Even if there were always enough teachers to supervise classes whose teachers were absent, their *mere supervision* wouldn’t have taught learners anything at all. As a result, tremendously a lot of

teaching and learning time is lost in the process (refer to Table II - supervision time-table for absent teachers). It is always difficult to catch up with the topics missed due to absenteeism of all kinds mentioned by interviewees. Subject teachers' presence and their actual guidance are always indispensable in enabling the learners to succeed in pursuing their study. Not even modern technology with regard to educating learners would be a substitute to the teachers in explaining the subject content, their guidance, assistance and monitoring learners' progress. According to Jim Trelease (1999) "children are not born with a natural urge to read. It has to be planted by parents and teachers." This means to say no matter how motivated learners might be, studying on their own will not help them to realise their full potential. They need full guidance and support from their teachers as well as their parents.

There was no evidence of extra classes arranged after school or on Saturdays in order to catch up with the missed classes. The possibility was that teachers rushed through the missed lessons and simply continued with the new topics. This will obviously result in poor performance.

Although there is a need to involve the learners representation council (LRC) members as well as the class captains in the management of the school, it should be remembered that they are but learners as well and the main purpose and/or reason they are sent to school by their parents/guardians is *to study, not to be teachers' substitutes*. In other words LRC members, as well as class captains, are also losing a lot of teaching and learning time while helping in supervising the classes whose teachers are absent. It is proper to help supervising *only occasionally and it should not be regarded as an everyday routine, since parents might also complain about it*.

Sending learners to the hall simply causes damage to the building itself as there was no proper control over as many as 266 learners by three (3) hesitant and demoralized teachers. The ideal learner-teacher ratio is 25:1. It is therefore obvious that no matter how hard the teachers may try, they may not be able to make such a group of learners to engage in effective self-study.

Sending classes whose teachers are absent to the office block simply exposes the fact that there is a large number of learners who do not attend classes. At times some ministerial official from

the head office as well as concerned parents would phone the school to ask why learners were outside as well as seen roaming around in the streets during school hours. This can be regarded as one of the major contributing factors to learners' poor performance as indicated in the attached final examination results.

The ideal supervision should be an occasional one conducted in a normal classroom in which learners are actively kept busy, e.g. by writing well-prepared class work, tests, exercises, or answering a listening comprehension test under proper control by a teacher on duty and not by fellow school learners.

The above discussion which resulted from the data which were collected revealed that different types of teacher absenteeism due to various causes were major contributing factors to indiscipline and high failure rate in external examination at that school. Although supervision for the classes whose teachers were absent was arranged, much needed to be done to make it (supervision) a success.



## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### RECOMMENDATIONS

Summary in conclusion form and the recommendations that follow emanate from the results reported earlier and their discussion.

1. There was a need to seriously consult, to listen and ask the concerned teachers about the underlying causes of such absenteeism.
2. To minimise teacher absenteeism due to official duties, seminars, subject panel meetings, workshops and marking JSCE/(H)IGCSE should be better done during holidays, or simultaneously with the internal examinations when teaching take place at school in order to avoid interruption of classes of lower grades (8, 9 and 11) since in many cases grades 10 and 12 subject teachers give classes to the above grades.
3. To maintain discipline and to ensure learning at school, teachers should teach (learners) and managers should manage (schools), therefore proper control and/or regular supervision by both school inspectors as well as by management members is a necessity.
4. To discourage unauthorised absenteeism among teachers measures such as unpaid leave, expulsion, firing and transfer should be applied.
5. To make sure that sick leave are not abused/misused medical treatment if not serious should be scheduled after school and strict control over doctor certificates should be implemented.
6. To minimize misbehaviour and to ensure self-study during supervision classes strict control (by management members) through class observation over supervision at school should be put in place.
7. To ensure class attendance by most, if not all teachers, supervision as a rule at school should

be abolished since its implementation caused much irresponsibility among teachers.

8. To encourage regular teachers' presence and productivity at school, positive motivation through merit awards, rewards and incentives for academic success should be applied.
9. The ideal supervision should be an occasional one conducted in a normal classroom in which learners are kept actively busy, e.g. by writing well-prepared class work, test exercises or answering a listening comprehension test under proper control by a teacher on duty and not by fellow school learners.
10. The regional office through school inspectors together with the school management should introduce stiffer regulations with regard to unauthorized absenteeism among teachers.

## **CONCLUSION**

It became evident through the research findings that teacher absenteeism was surprisingly a pathetic reality at that school. According to all the interviewees, this problem is one of the major contributing factors of indiscipline as well as poor performance at that school. It was confirmed that discipline is a necessary condition of learning. 80 % of the respondents confirmed that they (learners) would fail when their teachers were regularly absent. It is also a common belief, knowledge and understanding proven by final year examination results that the failure rate in external examinations, namely Grades 10 and 12 has been extremely high at that school and this was partially attributed to the lost of teaching and learning time as indicated by the researcher's observation check list as well as the daily supervision time-table for absent teachers.

Although the findings recorded and discussed in this report could not come to the solution of that particular problem (teacher absenteeism), numerous helpful suggestions and recommendations in an attempt to minimize it were given. Some of the suggestions were such as unpaid leave, expulsion, firing, transfer and many others. It is easier said than done. The author feels that discipline from within, honesty, dedication towards the teaching profession, as well as the cultivation of a caring attitude towards the learners would probably minimize unauthorized

absenteeism among the teachers.

“The school of the new millennium will be divided into two categories: the successful ones and the failures. The successful ones will find their way with a compass while the failures will dwell in the past only to find their road map led them into a cull-de-sac.” (Rian Truter).

The question is: With the high rate of teachers’ absenteeism, will most of our so-called disadvantaged schools ever be in the category of the successful ones in the new millennium?

## REFERENCES

- Angula, A. 1995. The year of improvement of education outcome: From the Minister's Desk. Minister of Education Directive No 001/0/6095.
- Ball, J.S. & Stephen, B. Teachers lives and careers. Macmillan, London.
- Beare, H; Caldwell, B.J. & Millikan, R.H. 1989. Creating an excellent school. Longman, London.
- Best, J.W. & Kann, J.V. 1993. Research in Education. Allyn Bacon, London.
- Bridges, E.M. 1986. Positive school discipline: A practical guide to developing policy. Longman, London.
- Brophy, J.E. & Good, T.L. 1974. Teacher student relationship: causes and consequences. Holt, Rinehart and Winston inc., New York.
- Charton, E.D.T. & Kenneth, D. 1989. Managing Misbehaviour. Macmillan Education Ltd., London.
- Cowin, M. 1991. Positive school discipline: A practical guide to developing policy. Longman, England.
- Dearman, J.; Plisko, C. 1982. Management in Education. MacMillan, London.
- Digiulio, R. 1996. Positive classroom management: A step-by-step guide to successfully running the show without destroying student dignity. Educational Management and Administration, Vol. 24, April 1996.

Engelbert, G.; Fourie, A.B. & Von Mollendorf, J. 1988. Active Guidance. De Jager Haum, Durban.

Everard, K.B. 1996. Development management in school. Longman, Oxford.

Hanson, E.M. 1991. Educational administration and organizational behaviours. Allyn and Bacon, Boston.

Har Greaves, A. 1989. Changing teacher changing. Times, London.

Hornby, A.S.; Cowie, A.P. & Gimson, A.C. 1980. Oxford Advanced Learner's Dictionary of Current English. Oxford University Press, London.

Kaplan, G.R. 1989. Who runs our school? The changing face of educational leadership. Institute for Educational Leadership. Longman, Boston.

Kreimer, A. 1996. Everything you need to know about school violence. The Rosen Publishing Group, INC., New York.

McManus, M. 1989. Troublesome behaviour in the classroom. Routledge, London.

Ministry of Basic Education and Culture: Performance assessment for teachers, Windhoek.

Ministry of Basic Education and Culture: 1992. Discipline from within, Part 1.

Ministry of Basic Education and Culture: 1993. Discipline with care, Part 1.

Ministry of Basic Education and Culture: 1993. Discipline with care, Part 2. Windhoek

NANTU: 1998. Code of Ethics of the British Columbia Teachers Federation.

Schmuck, R.A. & Schmuck, P.A. 1992. Group Processes in the classroom. WMC Brown Publishers, Dubuque.

Teacher Resource News Letter. Oct - Nov 1998, Windhoek.

Teacher Resource News Letter. Oct-Nov 1999. Windhoek

Zimba, R.F.; Auala, R.K. & Scott, A. 1997. Namibian Secondary School Teachers' Understanding of Student Misbehaviour. University of Namibia, Windhoek.

**RESEARCH QUESTIONNAIRES**

**MANAGEMENT MEMBERS**

Please circle what is applicable:

1. Sex            Male .....            Female .....

2. Age .....

3. Management experience years .....

1. Are teachers at your school sometimes absent?

Yes .....            No .....

2. Are there always enough teachers to stand in for those who are absent?

Yes .....            No .....

3. Do you think their absence affect the smooth running of the school?

Yes .....            No .....

4. Do you arrange supervision for the absent teacher's classes?

Yes .....            No .....

5. If your answer in 4 is yes, please explain how?

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

6. Are all teachers willing to supervise those classes?

Yes ..... No .....

7. Are some teachers hesitant to supervise those classes?

Yes ..... No .....

8. If your answer in 7 is yes, please explain the teachers' attitude towards supervision classes.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....



(vi) .....

9. Do all learners attend supervision classes?

Yes ..... No .....

10. If your answer in 9 is no, please explain learners' attitude and behaviour during the supervision classes.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

(vi) .....

11. Do learners complain about teachers' absenteeism?

Yes ..... No .....

**MANAGEMENT MEMBERS, TEACHERS AND LEARNERS**

**There are no wrong or true answers. All answers are important. Please write down/indicate by using a tick (✓), the answer of your choice.**

**All information will be treated confidentially.**

AGE: \_\_\_\_\_ SEX: \_\_\_\_\_ SCHOLAR (Yes or No): \_\_\_\_\_

QUALIFICATIONS (In case of teachers): \_\_\_\_\_

**Interview**

(For both teachers and learners)

1. What are major causes of indiscipline at your school?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

2. Briefly name major possible causes of teachers' absenteeism.

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

3. What arrangements are done for classes whose teachers may be absent?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

4. What may be limitations of such arrangements?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

5. Briefly mention the way in which learners behave when their teachers are not present.

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

6. What should be done to control such behaviour?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

7. What should be done to reduce teachers' absenteeism?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

8. Please mention some disciplinary practices that you are happy with at this school.

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

9. Please write down some disciplinary actions that you are not happy with at this school.

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_

**Questionnaires: Yes or No**

(For both teachers and learners)

- |  |        |
|--|--------|
| 1. All teachers are always present?                          | Yes/No |
| 2. (i) At least 2 - 5 teachers are absent every day.         | Yes/No |
| (ii) At least 2 - 5 teachers are absent during examinations. | Yes/No |

- |  |        |
|--|--------|
| 3. Teachers always have valid reasons to stay away from school?                              | Yes/No |
| 4. There are always enough teachers to supervise classes of teachers who may be absent?      | Yes/No |
| 5. Learners behave well in the absence of teachers?  | Yes/No |
| 6. Learners tend to make noise and bunk classes when there are teachers?                     | Yes/No |
| 7. Learners tend to make noise and bunk classes when there are no teachers in their classes? | Yes/No |
| 8. Learners abscond during supervision classes?  | Yes/No |
| 9. I enjoy supervising classes whose teachers are absent.                                    | Yes/No |
| 10. I think most teachers stay away from school due to:                                      |        |
| (a) sickness   | Yes/No |
| (b) death in the family  | Yes/No |
| (c) study  | Yes/No |
| (d) workshops  | Yes/No |
| (e) in-service training  | Yes/No |
| (f) disinclined with education   | Yes/No |
| (g) dissatisfied by management style   | Yes/No |
| (h) learners' misbehaviour   | Yes/No |

- |     |   |        |
|-----|---|--------|
| (i) | stress  | Yes/No |
| (j) | depression  | Yes/No |
| (k) | poor salaries                                     | Yes/No |
| (l) | violence by learners                              | Yes/No |
| (m) | lack of motivation                                | Yes/No |
| (n) | family problems                                   | Yes/No |
| (o) | private part-time jobs                            | Yes/No |
| (p) | family break-up                                   | Yes/No |
| (q) | transfer from one school to another               | Yes/No |
| (r) | marking external examination for grades 10 and 12 | Yes/No |

**Interview**

(For learners)

1. Briefly mention any major concern you have regarding teachers' behaviour in this school.

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_

**True or false questions**

(For learners)

1. When my teacher is absent:

- (a) I always keep our classroom neat and tidy. TRUE / FALSE  
(b) I never damage school properties in our class. TRUE / FALSE  
(c) I concentrate while I do my homework in class. TRUE / FALSE  
(d) I sit quietly and do my work and I can't think about other things. TRUE / FALSE  
(e) I exercise good behaviour in class. TRUE / FALSE

2. The more the teacher is absent, the more the learners misbehave. TRUE / FALSE

3. The more the teacher is absent, the more likely the learners are to fail at the end of the year. TRUE / FALSE

- |  |              |
|--|--------------|
| 4. Good behaviour is essential for orderliness and progress at school.             | TRUE / FALSE |
| 5. I exercise self-discipline even if my teacher is not in the class.              | TRUE / FALSE |
| 6. Regular attendance at school is an example of good behaviour.                   | TRUE / FALSE |
| 7. If my teachers attend school regularly, I will make progress in my school work. | TRUE / FALSE |
| 8. If my teachers are often absent, I fall behind in my school work.               | TRUE / FALSE |

**Questionnaires: Yes or No**

(For learners)

- |  |          |
|--|----------|
| 1. I like learning/studying on my own.   | YES / NO |
| 2. I don't really depend on my teachers' guidance.                                 | YES / NO |
| 3. I learn more when taught by my teacher every school day.                        | YES / NO |
| 4. I need to be taught only some school days.                                      | YES / NO |
| 5. I enjoy supervision classes.  | YES / NO |
| 6. Fellow learners abscond or make noise during supervision classes.               | YES / NO |
| 7. I always concentrate when the next class has supervision classes.               | YES / NO |
| 8. I tend to behave differently when my teacher is absent.                         | YES / NO |
| 9. I am usually disturbed by fellow learners' behaviour when my teacher is absent. | YES / NO |



10. I think I will receive good symbols in the final examination, even if I have not been taught some days by my teacher?

YES / NO







