
Absenteeism And Students Academic Performance Of St Joseph Vocational Secondary School Nyamityobora.

Amumpire Angella¹, Rutakama Godie²

1, 2 Metropolitan International University

Abstract

The study aimed at absenteeism and students' academic performance of st joseph vocational secondary school Nyamityobora and it was guided by the following objectives; To assess the rate of absenteeism at St Joseph vocational secondary School, to determine the level of students' academic performance at St Joseph vocational secondary School and to examine how absenteeism affects students' academic performance at St Joseph vocational secondary School. Therefore 187 respondents were selected including 180 Students (36 from each class including class councilors), 5 class teachers, the DOS and the head teacher. After the data collection, qualitative data obtained was coded, tabulated on the scale and entered in the computer system using Statistical Package for Social Scientists. The study was carried out at St Joseph vocational secondary School located in Rubiri cell, Nyamityobora ward, kakoba Division, Mbarara municipality, mbarara district, Uganda. The study focused on the students of S.3, S.2 and S.1, class teachers, director of studies and the head teacher. The researcher found out that the major effect of absenteeism on students was poor academic performance as presented by the majority of the respondents (40.9%) with some other effects such as missing exams (22.7%), failure to meet the pass mark (15.5%), disorganization in the school program (9.5%) early pregnancy and indiscipline among learners (4.5%) and school dropout (2.8%). The administration should make a different approach to collection school fees rather than sending students home every now and then. They should always invite the parents to school and discuss about the fee's issues.

Keywords: Absenteeism, Students, Academic and Performance

Background of the study

Ballotpedia's hall pass (2023) defined truancy as the habitual or intentional absence from school, work, or any regular activity without a valid excuse (Suzan & Gracious Kazaara, 2023). It is a persistent problem that affects the efficiency and productivity of an individual or an organization. Student academic performance refers to a student's ability to successfully engage in educational activities and achieve desired academic outcomes (Christopher et al., 2022). It is assessed using a variety of measures such as grades, test scores, class participation, attendance, and overall academic progress. Wikipedia (2023) defined academic performance as a measure of student success across different academic subjects (Lydia et al., 2023). It is usually measured by class attendance, graduation marks and results from standardized grades such as UNEB results, UBTEB results, UMNEB results, among others (Christopher et al., 2022). According to Narad and Abdullah (2016), academic performance is knowledge that is evaluated by grades given by the teacher or learning goals set by students and teachers to be achieved in a certain period of time (Mark et al., 2023). According to the faucet theory, students improve their skills through frequent exposure to schooling and stop making educational gains once the exposure is turned off. This means that when students attend school frequently, their skills and performance improve because they do not miss anything they learn in or out of

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

class, but when students are absent frequently, they miss a lot of what they learn in their absence. and thus their performance and competence gradually decrease (Moses et al., 2023). Missing schools regularly reduce students' self-sufficiency, desire to learn and social engagement. This is evident because students in a class with a higher percentage of chronically absent students have lower test scores (Mark et al., 2023). This research on absenteeism and student achievement was conducted at St Joseph Vocational Secondary School. It is located in Nyamityobora municipality kakoba Division-Mbarara. It is a day school (all students are full-time scholars) with both O' and A' levels (Alex et al., 2023). The school teaches both art and science subjects, as well as secondary and professional studies. Vocational studies offered include; plumbing, electricity, construction, welding, hairdressing, tailoring and computer studies (Ronald et al., 2023). This research looked at the correlation between absenteeism and student academic performance. A researcher looked at class registers and mark sheets for the second semester of 2023 to confirm whether students who are frequently absent have poor academic performance as missed classes and assignments can lead to gaps in knowledge and understanding (Ntirandekura et al., 2022) . This can result in lower grades and lower academic performance. Also, whether students who exhibit good attendance practices, on the other hand, have a greater chance of academic success because they have more opportunities to learn and engage in classroom activities (Ronald et al., 2023).

In recent decades, the need for comprehensive strategies to address absenteeism has been increasingly recognized. Educators and policymakers have implemented various interventions, such as mentoring programs, counseling services, and parent-focused initiatives, to improve attendance and ultimately increase student academic achievement (Winny et al., 2023).

Statement of the problem

This research aimed at finding out how absenteeism of students affect the students' academic performance in schools particularly at St Joseph vocational secondary School- Nyamityobora (Victoria et al., 2023).

Specific objectives

1. To assess the rate of absenteeism at St Joseph vocational secondary School.
2. To determine the level of students' academic performance at St Joseph vocational secondary School
3. To examine how absenteeism affects students' academic performance at St Joseph vocational secondary School.

Methodology

The study employed descriptive design and the design was preferred because it enabled the researcher to obtain information concerning the current status of absenteeism and academic performance at St joseph vocational and secondary School. Both qualitative and quantitative data were used to enable the researcher find out the rate of absenteeism and academic performance as well as the relationship between the two (Alex et al., 2023). The study was carried out at St Joseph vocational secondary School located in Rubiri cell, Nyamityobora ward, kakoba

Division, Mbarara municipality, mbarara district, Uganda. The study focused on the students of S.3, S.2 and S.1, class teachers, director of studies and the head teacher. It focused on the population of 350 as shown below.

Table 1. Showing the study population.

CLASS	NUMBER
S.1A	80
S.1B	83
S.2A	57
S.2B	61
S.3	62
CLASS TEACHERS	5
ADMINISTRATORS	2
TOTAL	350

Using the formula advanced by Bartlett et al (2001) as $n = N / 1 + Ne^2$, where n is the sample size, N is the population to be sampled and e is the level of significance contributing the maximum error.

$N=350$, $n=?$ Assume e as 5%, $e = 5/100 = 0.05$. Using the formula, $n = 350 / 1 + (350) (0.05)^2$ $n = 350 / 1 + (350) (0.0025)$ $n = 350 / 1 + 0.875$ $n = 350 / 1.875$ $n = 186.66666$ approximately to 187 people. Therefore 187 respondents were selected including 180 Students (36 from each class including class councilors), 5 class teachers, the DOS and the head teacher. After the data collection, qualitative data obtained was coded, tabulated on the scale and entered in the computer system using Statistical Package for Social Scientists (SPSS) (Nelson et al., 2022). Data was analyzed qualitatively and quantitatively. SPSS was used in analyzing the data. Bar graphs were used to give a clear outlook on the rate of absenteeism and academic performance at St Joseph vocational and secondary School (Christopher et al., 2022). Tables and graphs were done in Microsoft Excel and recommendations were made using the outcome from the analysis.

RESULTS

Table 1: Gender of students who are always absent.

Gender	Frequency	Percentage
Female	35	56.5
Male	20	32.2
Both	7	11.3

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

Total	62	100
-------	----	-----

From the research made, majority of the respondents (56.6%) said that female students are always absent, 32.2 % said that they are male students while 11.3% said that they are both. So the researcher concluded by saying that the female students are always absent since many respondents pointed them out (Jac & Kazaara, 2023).

Table 2: Causes of absenteeism.

Causes	Frequency	Percentage
Bullying	20	14.3
Home factors	35	25
Not having school fees	45	32.1
Health issue/ sickness	40	28.6
Total	140	100

According to the research, absenteeism results majorly from not having school fees (32.8%), health issues (28.6%), home factors (25%), and bullying at school (14.3%).

Table 3: effects of absenteeism

Effect	Frequency	Percentage
Poor performance	45	40.9
Fail to reach the pass mark	17	15.5
Missing exams/ activity of integration	25	22.7
Early pregnancies	5	4.5
School dropout	3	2.8
Disorganization in the school program	10	9.1
Indiscipline among learners	5	4.5
Total	110	100

The researcher found out that the major effect of absenteeism on students is poor academic performance as presented by the majority of the respondents (40.9%) with some other effects such as missing exams (22.7%), failure to meet the pass mark (15.5%), disorganization in the school program (9.5%) early pregnancy and indiscipline among learners (4.5%) and school dropout (2.8%) (Tasha et al., 2023).

Table 4: solutions to absenteeism

Solution	Frequency	Percentage
Punishments	50	53.3

Involve parents	25	26.6
Suspension	10	10.6
Guidance and counselling	7	7.4
Providing charity	2	2.1
Total	94	100

The researcher found out that the major solution to absenteeism on students is to provide punishments (53.3%) especially to those who are voluntarily absent as well as parent involvement (26.6%), suspension (10.6%), guidance and counseling (7.4%), providing charity (2.1%) (Nafiu et al., 2012).

Table 5: Ways to improve the academic performance

Solution	Frequency	Percentage
Give weekly tests	25	26.3
Introduce group discussions	19	20
Introduce consultation forms	4	4.2
Set a general pass mark	10	10.5
Introduce peer tutoring	2	2.2
Give remedial classes	35	36.8
Total	95	100

According to the research made, the best way to improve academic performance is by providing remedial classes as suggested by the majority (36.8%) of the respondents. Some (26.3%) of the respondents suggested that the academic performance can be improved by giving weekly tests since learners will be forced to read and prepare for the test, others suggested introduction of group discussions (20%), setting a general pass mark to encourage learners (10.5%), introduce consultation forms (4.2%), and also introducing peer tutoring (2.2%) (Godfrey et al., 2023).

Table 6: monthly rate of absenteeism per class.

Class	1 st month	2 nd month	3 rd month	4 th month	Total	Percentage
S.1A	6	4	12	2	24	24
S.1B	3	6	10	4	20	20
S.2A	2	5	14	6	26	26
S.2B	5	3	11	3	16	16
S.3	2	2	9	1	14	14
Total	18	20	56	16	100	100

From the table above, it was found out that S.2A had the highest number of absentees (26%) followed by S.1A with (24%), followed by S.1B with 20, followed by S.2B with 16% and lastly S.3 with the lowest percentage (14%).and this information is further illustrated in the graph below.

Conclusions

In conclusion, the causes of absenteeism at St Joseph vocational secondary school include lack of school fees, health issues, home factors that align with the research that was made by Ingul, Klöckner, Silverman, and Nordahl (2012) who had found that school absenteeism is associated with internalizing and externalizing behavior, family work and health, and school environment. As well as with the meta-analysis by Kearney (2008) who found that student absenteeism rates tend to be higher among students with lower academic achievement, those from low socioeconomic backgrounds, and those facing challenges in family or community environment

More so the it is concluded that there is a strong relationship between absenteeism and academic performance basing on the responses from the respondents and mark lists which aligns with the research that was made by Gershenson et al., 2017; Kirksey, 2019; Klein et al., 2022 basing on the Faucet theory, they concluded that students improve their skills through frequent exposure to schooling, and stop making educational gains once the exposure is turned off.

Recommendations

The administration should make a different approach to collection school fees rather than sending students home every now and then. They should always invite the parents to school and discuss about the fees issues

Teachers should try to help those learners that were absent to catch-up with the rest by providing them with extra classes.

References

- Alex, I., Ariyo, D., & Kazaara, G. (2023). Internal Controls and Financial Performance of Saccos in Wakiso District. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District*. 7(2), 100–107.
- Jac, T., & Kazaara, A. I. (2023). *Analyzing the Impact of Health Education on Maternal Mortality Rate in Uganda : A Case Study of Kampala District*. 7(3), 148–153.
- Lydia, N., Ariyo, D., Kazaara, G., Kazaara, A. I., Brenda, T., Moses, N., & Bafaki, G. (2023). Promotion of Small-Scale Industries and Development of Business. A Case Study; Masafu Subcounty (Busia). In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Mark, N., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Brighton, B. (2023). *Analysis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 1–9.
- Moses, K., Kazaara, A. G., Kazaara, A. I., & Ismail, L. (2023). *External Auditing and the Financial Performance of Marianum Press Limited , Kisubi*. 7(3), 258–266.

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population*. 2(6), 199–205. <https://doi.org/10.5923/j.ajms.20120206.06>

Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.

Ntirandekura, M., Friday, C., & Muhammad, M. (2022). Rewards and Staff Retention in Public Sector in Uganda: An Empirical Study from Kabale District Local Government. *International Journal of Academic Management Science Research*, 6(7), 165–170.

Ronald, K., Kazaara, A. G., Ismail, L., & Micheal, T. (2023). The Impact Of Privately Owned Enterprises On The Economic Development Of Communities In Uganda. A Case Study Of Masaka City. In *International Journal of Academic Pedagogical Research* (Vol. 7). www.ijeais.org/ijapr

Suzan, W., & Gracious Kazaara, A. (2023). *The Impact of Western Education on Social Economic Development of Communities in Uganda-A Case Study of Wakiso Town Council Wakiso District* (Vol. 7).

Tasha, N. A., Kazaara, A. G., Deus, T., Ismail, L., & Micheal, T. (2023). *The Impact of Taxation on Small Scale Businesses on Performance of Small-Scale Businesses in Namungoona Parish , Kampala Uganda . A Case Study of Namungoona Parish*. 7(3), 174–182.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.

Winny, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr