

Effect of Supervision and Monitoring of Teachers on Academic Performance in Public Secondary Schools in Marani Sub County, Kenya

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Abstract

Absenteeism of teachers is a key challenge for the human relations in the business world especially in schools. Many instructors fail to attend their lessons on any specific school day in the world. Absenteeism of teachers is a long-term challenge internationally and is worst in developing nations than the developed ones. The purpose of this study was to find out the effect of teachers' absenteeism on form four students' performance in public secondary schools in Marani Sub County, Kenya. The theory that guided the current study is the cultural theory by Christopher Hood, which describes how the managers of public institutions can reform the organizations for better performance through the continuous monitoring of their workers. The study used descriptive survey design and a sample of 10 Principals and 90 teachers in Marani Sub-County. Simple random sampling technique was used to choose the teachers while purposive sampling technique was used to choose the principals who formed the respondents of the study. Data was collected through the use of a questionnaire and interview schedules, and analyzed using descriptive and inferential statistics respectively. The findings of this study were useful to the government and school principals as it found the main reasons for the absenteeism of instructors, which would help to adjust the teachers' conduct towards the performance of their work. The study also produced useful information to the parents concerning the performance of form four students in public secondary schools. The study established those teachers' absenteeism results in low performance of form four students in public secondary schools. The study recommends that teachers should be monitored and disciplinary action taken against the teachers who are absent from school in order to reduce the rate of absenteeism. The Teachers Service Commission should continue promoting the instructors who have experience of teaching to help improve the performance of form four students in secondary schools.

Keywords: absenteeism, students' performance, teachers' absenteeism.

Background to the Study

The absenteeism of teachers is a key challenge for the human relations in the business world especially in schools. According to Babo and Postma (2017), many instructors fail to attend their lessons on any specific school day in the world. The absenteeism of teachers is a long-term challenge internationally and is worst in developing nations than the developed ones. In the United States of America, the rate of absenteeism of school instructors is about 5% (Babo and Postma, 2017).

According to Werang, Leba, and Pure (2017), the absenteeism of teachers is about 15% in Papua New Guinea. In India, students are hurt a lot by the absence of instructors from their classrooms in many of the country's states. According to Kelly, Krishna, and Bhabha (2016), the lowest rate of absenteeism of teachers in India is about 15% in Maharashtra, which is a wealthy state and the highest rates of absenteeism of teachers are in Bihar and Jharkhand, which are poor states at about 38 % and 42 % respectively. The rates of absenteeism of teachers in the developing nations are about 10% in Peru and 20% in Indonesia (World Bank, 2010). The World Bank (2010) further asserts that the rates of teachers' absenteeism are about 25% in Uganda and 30% in Kenya.

There is, therefore, a growing concern on the deteriorating educational performance of students in Kenya secondary schools. This issue has created a lot of interest among the stakeholders in the teaching industry in Kisii County. According to Farooq, Chaudhry, Shafiq, and Berhanu (2011), the value of education and students' performance is determined by teachers as revealed in the discharge of their work. The academic performance of students in national examinations has been used to determine the efficiency of instructors and their teaching. Duflo, Dupas, and Kremer (2015), argue that the standard of students' education in the Kenyan schools has dropped significantly below the expectations of the society.

Teachers have essential impact on learners' success in academics. The instructors play a vital role in schools' educational achievement because the teacher is in charge of interpreting learning principles and guidelines into actions when educating the students (Rockoff, 2008). Both the training of learners and learning by themselves is dependent on teachers, hence a performing teacher is seen as one who brings out the anticipated grades in the course of his/ her duty. According to Kimani, Kara, and Njagi (2013), governments put enormous investments in public education system but its production, which is the performance of students turns to be wanting when compared to the government's spending. As a result of the witnessed decline in the academic accomplishment, moral standards, and attitude of learners in public secondary institutions, one is left speculating if the high rate of failure of students specifically in national examinations is not an indication of the teachers' failure to attend school. According to Finlayson (2009), schools in the less privileged areas experience high teacher absence and poor performance among the students. Finlayson (2009) asserts that in America educators exceeds the number of leave days by an average of one extra day per annum in the poor schools compared to the well to do ones. In Kenya, nationally, teachers are absent from school due to leaves on an average of 10 days per year (Finlayson, 2009). According to Kingoina, et al (2015), in Marani Sub- County, teachers are absent from school on an average of 14 days per year. For this reason, the absenteeism of teachers in schools leads to lack of interaction with their students, hence responsible for the unfortunate students' performance and the low standard of education in Kenya and particularly Marani Sub- County.

The government of Kenya has regulated the absenteeism of teachers. According to Duflo, Dupas, and Kremer (2015), teachers should obtain an approval from their principals in a written form allowing them to be absent from school. In addition, the teachers will only

attend conferences during the holidays and weekends in order to remain in class, hence, improve the performance of the students. The current study will determine the impact of teachers' failure to attend school on students' performance in public secondary schools in Kenya. The study therefore, was important because the outcomes allow the researcher to offer valuable recommendations to the poor students' performance in academics.

Statement of the Problem

Teachers' attendance to class appointments influences the performance of students in public secondary schools. The absenteeism of teachers reduces the morale of students to read, hence, resulting to failure in examinations (Ladd, 2017). For about five years, the performance of students in public secondary schools in Marani Sub- County was seen growing though still lagged behind when related to other sub counties in Kisii County. This is confirmed by the results of Kenya Certificate of Secondary Education (KCSE) posted from 2010 to 2015. Consequently, this brings the question as to what is making Marani Sub-County to remain behind in academic performance as compared to the other sub counties such as Masaba South, Kisii Central, and Kisii South.

Literature Review

According to Duflo, Dupas, and Kremer (2015), the number of instructors who attended their lessons in North Carolina went up when there was an introduction of a policy to charge every teacher for each day they were absent. In India, the number of teachers who attended their lessons improved when there was an introduction of cameras that would monitor their attendance. According to Zakharov, Tsheko, and Carnoy (2016), when directors of institutions monitor trainers and take disciplinary action against the teachers who are absent the rate of absenteeism is lowered. In addition, when the register of instructors' attendance is kept and maintained well, the rate of trainers' absenteeism is reduced. Schools that are near to educational offices have teachers who attend their classes regularly because of the routine monitoring from the education officials. When principals are absent from school, teachers also avoid going to school because there is no regular monitoring when the teachers accomplish their responsibilities.

According to Rockoff (2008), monitoring programs decrease the rate of absenteeism of teachers and enhance their retention in schools. Schools in societies that are poor have teachers who avoid classes because the society is not able to supervise and monitor the instructors (Abeles, 2009). This is because the poor communities do not have "vibrant activities to reduce the teacher absenteeism."

According to Singh and Sarkar (2015), teachers in County schools are regularly absent from school than those in national schools. Zakharov, Tsheko, and Carnoy (2016), argues that absenteeism of the instructors in Kenya differs from one category of school to another where the percentage is approximately 20% for national schools and 28.4% for County schools. Zakharov, Tsheko, and Carnoy (2016), further asserts that about 12.4% of the trainers go to school but do not attend classes. According to Hubbell (2008), in the County schools, the

absenteeism rate of the instructors is around 40% while in national schools the rate is about 10%. Hubbell (2008) argues that the category of school is a major cause of absenteeism of teachers even though it differs from one nation to another. According to Crocetti, Avanzi, Hawk, Fraccaroli, and Meeus (2014), in Tanzania, absenteeism of teachers is lower in national schools than in County schools and the absenteeism rate is lower among the teachers employed on permanent basis than the ones employed on contract.

Sick teachers or the instructors whose members of the family are sick do not go to school, instead they remain at home to get well or to look after the ailing individual (Stronge, 2018). According to Stronge (2018), in some countries, teachers infected with HIV form the largest number of absent teachers. When an instructor becomes sick or has a sick dependant, he or she seeks for permission to attend to the problem, which clarifies why compassionate leave is the primary cause of absenteeism of instructors.

Zakharov, Tsheko, and Carnoy (2016), assert that about 10% of the absenteeism of teachers is associated with sickness especially Africa. According to Zakharov, Tsheko, and Carnoy (2016), absenteeism of teachers in South Africa and Kenya is caused by genuine reasons like illness of the instructor although most teachers avoid going to school without permission in several other nations in Africa.

A study by Adediwura and Tayo (2007), about the " Perception of Teachers' Knowledge Attitude and Teaching Skills as predictor of Academic Performance in Nigeria Secondary Schools " found out that, the instructors' efficiency has been acknowledged as a multidimensional concept because it measures numerous features of teaching, which are different such as effective communication, mastery of subjects, research on topics, and demonstration in class. According to Adediwura and Tayo (2007), the impact of trainers' effectiveness of training on the students' learning result as measured by the academic performance of students has been the concern of numerous studies. The studies above show that teaching effectively is a key aspect of measuring the academic success of students. For this reason, effective educators ought to come up with students whose performance in academics is high.

The poor performance by students in academics in Kenya is associated with poor performance of teachers in terms of doing their teaching duty, negative attitude towards their job, and bad teaching practices, which are linked to poor motivation (Kimani, et al, 2013). It has also been noted that circumstances that lead to effective teaching such as resources offered to instructors, infrastructure conditions, and teaching materials in public secondary schools in Kenya are poor (Duflo, Dupas, and Kremer, 2015). In addition to that, other aspects that might lead to effectiveness of teachers comprise of the association between the teacher and students, and qualifications and the teaching experience of teachers. The above situations would demonstrate a positive or negative impact on the quality of teaching in public schools, which might explain either the poor or good performance in academics, attitude and ethical standards of students in secondary schools.

According to Cho (2017), enhancing the value of the teaching workforce in schools is central in elevating the success of students. Cho (2017) asserts that education cannot be delivered to

students by just anyone but needs a trained teacher who strategizes and delivers to the class in a way that set goals can be attained. According to Musasia, Nakhanu, and Wekesa (2012), the government must try to retain expert and knowledgeable educators who are still enthusiastic to teach such that they give their vast know-how to improve the education system.

In several nations, qualifications of instructors thought to be associated with the learning of students have become the required goals of teacher reforms in education. According to Van den Bergh, Ros, and Beijgaard (2015), a few of these reforms require making teacher education professional by regulating it through promotion, certification, and licensing and upgrading it to graduate programs.

Specialized courses can be taken through various professional organizations, in learning institutions, and even out of college. During this period, working teachers update their skills of teaching and content information, hence adjust to the new research findings on learning and instruction, introduction of new syllabuses, and changes in students’ needs. Studies by Papay and Kraft (2015), about “Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement”, found out that there is a positive influence of teacher professional development on the performance of students. Other scholars who have investigated the impact of experience of teachers on the learning of students have found out a positive association between teachers’ years of experience in teaching and their effectiveness. According to Papay and Kraft (2015), teachers who are not experienced are less effective than their senior colleagues.

Research Methodology

The study used descriptive survey design and a sample of 10 Principals and 90 teachers in Marani Sub-County. Simple random sampling technique was used to choose the teachers while purposive sampling technique was used to choose the principals who formed the respondents of the study. Data was collected through the use of a questionnaire and interview schedules, and analyzed using descriptive and inferential statistics respectively.

Findings

The study aimed at determining the extent to which lack of supervision and monitoring of teachers affect form four students’ performance in public secondary schools in Marani Sub County of Kisii County, Kenya. The responses from the study’s participants were as shown in Table 1 below.

Table 1: Extent to which Lack of Supervision and Monitoring of Teachers

Opinion	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
No Extent	0	0.0	6	7.1
Less Extent	1	11.1	15	17.6
Moderate Extent	0	0.0	16	18.8
Great Extent	6	66.7	22	25.9
Very Great Extent	2	22.2	26	30.6
Total	9	100.0	85	100.0

According to the information in table 1 above, most of both the principals and teachers agreed that lack of supervision and monitoring of teachers influence performance of form four students to both great and very great extent. While 66.7% of the principals agreed to a great extent and 22.2% to very great extent, 25.9% of the teachers agreed to a great extent and 30.6% to very great extent. This was a sign that both the principals and the teachers agreed that lack of supervision and monitoring of teachers influence performance of form four students. The results concur with the findings of Zakharov, Tsheko, and Carnoy (2016), who assert that when trainers are monitored and disciplinary action taken against the teachers who are absent they begin to attend classes, which influence the performance of students to a great extent.

To find out whether supervision of instructors minimizes rate of absenteeism, the respondents were asked to either agree or disagree and the results were as shown in the table 4.5 below.

Table 2: Consistent Supervision of Instructors by Principals Minimizes Rate of Absenteeism

Opinion	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly Disagree	1	11.1	9	10.6
Disagree	0	0.0	9	10.6
Neither Agree nor Disagree	0	0.0	2	2.3
Agree	3	33.3	35	41.2
Strongly Agree	5	55.6	30	35.3
Total	9	100.0	85	100.0

According to the information in table 4.5 above, a total of 88.9% of the principals agreed that consistent supervision of instructors by principals minimizes rate of absenteeism (33.3% agreed and 55.6% strongly agreed). On the other hand, a total of 76.5% of the teachers agreed that consistent supervision of instructors by principals minimizes rate of absenteeism (41.2% agreed and 35.3% strongly agreed). This was a sign that both the principals and the teachers agreed that consistent supervision of instructors by principals minimizes rate of absenteeism. The results concur with the findings of Duflo, Dupas, and Kremer (2015), who assert that the number of instructors who attend their lessons increases when there is a policy to charge every teacher for each day they are absent. In addition, the authors assert that the number of teachers who attend their lessons improves when their attendance is monitored.

Conclusion

From the findings, the study established that consistent supervision of instructors by principals minimizes the teachers’ rate of absenteeism, hence, the study concludes that lack of supervision and monitoring of teachers has negative influence on performance of form

four students in public secondary schools in Kenya. The study revealed that improved education standards at higher categories of schools minimize rate of absenteeism for teachers, thus, the study concludes that higher categories of public secondary schools such as the national schools have higher performing candidates than lower categories of public secondary schools in Kenya. The study also established that the sickness of instructors leads to teachers' absenteeism; hence, the study concludes that the good health of the teacher has a positive influence on performance of form four students in public secondary schools in Kenya.

Recommendations

Based on the results, the study recommends that teachers should be monitored and disciplinary action taken against the teachers who are absent from school in order to reduce the rate of absenteeism.

The study also recommends that the government and other education stakeholders should consider improving the education standards at all categories of schools. This conduct will help to minimize the rate of absenteeism for teachers in the low categories of schools such as in the sub-county schools.

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