A STUDY OF CONTROL MEASURES FOR ABSENTEEISM OF EDUCATORS IN LIBODE DISTRICT

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In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation/thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

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DATE: 12 March 2015
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ABSTRACT

The study focussed on the effectiveness of control measures for dealing with absenteeism of educators with specific reference to selected schools at Libode District in the Province of the Eastern Cape. It identified the policy framework including rules and regulations relating to the absenteeism of educators. It assessed the effectiveness of control measures which are currently at the disposal of the selected schools and it also investigated the challenges faced by school principals in addressing the challenge of absenteeism of educators in the selected schools.

A qualitative research methodology was used in undertaking the study. Purposive sampling was used to select the schools and participants for the study. Participants were comprised of school principals and Education Development Officers. Data was collected through structured and semi-structured interviews.

Literature study showed that the management of educator absenteeism is an important aspect of Human Resource Management in schools. Furthermore, the study found that control measures for dealing with absenteeism are not properly applied in many schools and there is no consistency in the manner in which they are utilised by school principals. The study also found that school principals are struggling to manage absenteeism to the extent that some of them are not sure how to deal with educators who abuse leave.

The study recommends that school principals should be empowered on leave management through various forms of training which include workshops.
DEDICATION

This work is dedicated to my late mother Masitivini and my father Kaizer Malala and my late brother Mbonogoso and Samuel Nongono Jikana.
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CHAPTER 1

ORIENTATION AND INTRODUCTION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

The South African government has put education as priority number one on its list of five key priorities namely, education, health, rural development, land reform, and fighting crime (State-of-the-nation address, 14 February 2013).

It is not just lip service when the government regards education as a key priority, if one reads the budget where education is given the lion’s share of the budget. For example, the overall budget for 2013/14 for the Department of Basic Education is R17.592 billion. The budget of the Department of Education is more than the budget of any other government department. This confirms government’s commitment to education (Angie Motshekga [2013/2014]).

Education in South Africa is not just a key priority, it is also compulsory, as the South African Schools Act of 1996 (Act No. 84 of 1996, Section 3, subsection 1) states that every parent must cause every learner, for whom he or she is responsible, to attend school from the first school day of the year in which such learner reaches the age of seven years – until the last school day of the year, in which such learner reaches the age of fifteen years, or the ninth grade, whichever occurs first.

The Constitution of the Republic of South Africa of 1996 (Act No. 108 of 1996, Chapter 2, section 29, subsection 1, paragraphs (a) and (b) provides the constitutional mandate of the Government through the Department of Education. This Act stipulates that everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible.

The Department of Education is mandated to provide basic education of high quality. According to the South African Schools Act of 1996 (Act No. 84 of 1996), “Education Department” means the department established by section 7(2) of the Public Service Act
1994 (No. 103 of 1994), which is responsible for education in a province. The Department of Education employs qualified educators to provide quality education. The Employment of Educators Act of 1998 (Act 76 of 1998) defines educators as any person who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre, and who is appointed to a post in any education establishment under this Act.

Education Law and Policy, 2006, refers to educators as the essential drivers of good quality education; and they comprise the largest single occupational group in the country. Their role has strategic importance for the intellectual, moral and cultural preparation of young people. Quality education is achieved through the effective teaching of learners by educators on every school day for a minimum of seven hours per school day.

According to the terms and conditions of employment of educators – as prescribed in terms of Section 4 of the Employment of Educators Act, 1998 (Act no. 76 of 1998) – the workload of educators should meet the following requirements:

**Section 3.1. (d):** The expectation is that every educator must be able to account for 1800 actual working hours per annum.

**Section 3.2. (a):** The workload of educators – all educators should be at school during the formal school day, which should not be less than 7 hours per day.

One may argue that educators are at the centre of education, as the Personnel Administration Measures (PAM) Chapter A, paragraphs 3 – 4 (Government notice 222 in gazette 197 – 67 of 18 February 1999) states that the ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new and changing environments. This is in line with the mission in the corporate plan of the Department of Education – to ensure that all South Africans receive flexible lifelong learning, education and training of high quality.

Therefore, management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their
confidence that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility, which would ensure the building of human resources.

In a nutshell, the government policy on education requires educators who are committed to teach learners every school day for a minimum of 7 hours, and who come to school every school day, helping to prepare each succeeding generation of children with appropriate knowledge, skills and values to understand and to overcome life’s challenges as well as to fulfil their personal potential and aspirations. (Education Law and Policy, 2006).

Despite the noble goal of the government to provide quality education, the Department of Education is faced with the challenge of absenteeism among educators. Absenteeism among educators is detrimental to the objectives of the Department of Education to provide quality education, because it results in the poor performance of learners – especially in subjects like Mathematics and languages – which need to be taught every school day. It is alarming that the Department of Education repeatedly reports the increase in the rate of absenteeism among educators, especially in secondary schools.

Absenteeism among educators is a worry and a frustration – to both the Ministry for Education and all the stakeholders in education. This is evident when the Minister of Education, in her Basic Education Budget Vote Speech of 2013, revealed the plan to reduce teacher absenteeism by spending about R480 million on a machine known as a biometric system as a fingerprint activated clock-in and clock-out machine. This would enable head office in Pretoria to identify the number of teachers who are absent on a daily basis.

The plan is to place these machines at all 25 000 public schools in South Africa. According to the Minister of Basic Education, about 10% of teachers are absent on any given day. This is more than double the average in any other country in the Southern African Development Community (SADC). These machines are viewed as a management tool to monitor educator attendance rather than as a “policing system”.
According to Cloete (1991:189), control is exercised in the institutional situation by the use of formal control measures, which ensure that everything the functionaries do is, in fact, aimed at achieving the set objectives. Examples of such control measures are: reports, inspection, audits, cost accounting, statistical returns, instructions setting out the minimum standard and volume of work expected of functionaries, as they provide their services, or supply products to the community, as well as the programmes of school work, which have to be adhered to.

According to Mudassir Raja (2011:34), absenteeism is a common phenomenon among school teachers in the absence of any proper inspection mechanism, and only the school principal can ensure that they are in the school. The rate of absenteeism, as highlighted by the cited references, arouses one’s interest to assess the effectiveness of the control measures for dealing with absenteeism among teachers, especially in secondary schools.

Absenteeism among educators, as observed by the researcher, has aroused his interest to assess the effectiveness of existing control measures for dealing with absenteeism among educators. These measures are intended to reduce absenteeism as it affects the achievement of learners.

The National Education Policy of 1996 (Act 27 of 1996), the South African Schools Act of 1996 (Act 84 1996), the Employment of Educators Act of 1998 (Act 76 of 1998) all stipulate that control measures to reduce absenteeism among teachers must be implemented by the principal. For example, the Employment of Educators Act no.76 of 1998 section 4 in 1 d(i), states that the duties and the responsibilities of the principal of a public school are to ensure that the school is managed satisfactorily and in compliance with the applicable legislation, regulations and personnel administration measures, as prescribed.

The Employment of Educators Act of 1998 (Act 76 of 1998) section 14.1 (a) stipulates that an educator appointed in a permanent capacity, who is absent from work for a period exceeding 14 consecutive days without the permission of the employer is to be discharged.
In simple terms control measures, such as leave registers, application of leave for absence, attendance registers and monthly absenteeism statistics reports are preventive measures to ensure that the rate of absenteeism is reduced. Cloete, (1998) defines them as a monitoring tool to ensure that personnel work is being performed effectively, in accordance with the prescribed policy and work procedures.

1.2 PROBLEM STATEMENT

The absenteeism of the educators damages the education of the children because when the educator is absent from school, the teaching and learning suffer, and that affects the achievement of the learners. The provision of control measures by the government to control the absenteeism of educators in schools was a good attempt to make sure that the absenteeism of educators is reduced. But the rate of absenteeism is increasing in spite of the control measures for dealing with the absenteeism of educators. For example, Angie Motshekga (2013) told parliament that educator absenteeism had reached a national average of 19 days a year. This shows that South Africa has the highest teacher absenteeism rate in the Southern African Development Community (SADC) region.

The researcher wants to assess the effectiveness of the present control measures for dealing with the absenteeism of educators.

1.3 THE RESEARCH QUESTIONS

- Are control measures in place for dealing with the absenteeism of educators in the Department of Basic Education?
- Are the control measures effective for dealing with the absenteeism of educators?
- What plans does the Department of Education have in place to check the effectiveness of these control measures for dealing with absenteeism?

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To determine the availability of control measures in schools;
To assess the effectiveness of control measures for dealing with the absenteeism of educators;

To assess the plan of the Department of Basic Education in evaluating the effectiveness of the control measures for absenteeism.

1.5 AIM OF THE STUDY

The aim of the study was to evaluate the effectiveness and efficiency of the control measures for dealing with absenteeism among secondary school educators in Libode district.

The researcher wanted to raise the problem constituted by the presumed inefficiency and ineffectiveness of control measures among teachers. He seeks to investigate the challenges faced by the principal in executing control measures for dealing with absenteeism among educators.

1.6 THE SIGNIFICANCE OF THE STUDY

The study should be valuable in assisting the Department of Basic Education to estimate the cost of absenteeism to the learners and the Department itself, as it loses millions of rands because of the absenteeism of educators.

The study had also drawn the attention of school management and the Department of Basic Education to the effective implementation of control measures to reduce the rate of absenteeism.

1.7 THE LITERATURE REVIEW

Absenteeism is a universal phenomenon in the workplace with negative consequences for productivity. It is not just detrimental to the productivity of the underdeveloped countries, but developed countries also feel its scourge.

A study by MagdelKoen-Muller (2005:4) reveals that absenteeism places huge financial burdens on organisations. However, he believes that the actions of the management
cadre can reduce absenteeism rates. Management can reduce the rate of employee absenteeism by implementing control measures for dealing with employee absenteeism.

The study did not focus on dealing with employee absenteeism in general. The focus was on the control measures for dealing with absenteeism among secondary school educators in Libode District in the Eastern Cape. Absenteeism among educators is a challenge for government and for all the stakeholders in education. The interest of the study was to assess the effectiveness of the control measures such as attendance registers.

A review of the literature looks at the topic: “The effectiveness of control measures for dealing with absenteeism among educators”.

The literature review will assist the researcher in determining whether the control measures for dealing with absenteeism among secondary school educators in Libode are being implemented effectively in order to reduce the rate of educator absenteeism. The researcher assessed the impact of the existing control measures in absenteeism on the education of the learners in secondary schools.

A literature review comprises a critical reading of the existing literature on the study under investigation. It is important for the researcher to know how much research has been done on the topic. For example, many authors have conducted research on educator absenteeism. Reading the existing literature on the topic assists the researcher to find gaps in the literature; while at the same time acquiring knowledge from the literature. Neuman (2011:18) states that an early and essential step in doing a study is to review the accumulated knowledge on the research question. Consequently, it is important to find out what has already been researched on the topic.

The control measures play a very important role in dealing with absenteeism in the organization. Gildenhuys describes control as monitoring and feedback. He further claims that monitoring involves checking the progress of work undertaken. One could say that control should be accompanied by support programmes and the capacitation of the principals, so that they should know how to implement control measures when dealing with absenteeism among educators. For example, the principal should monitor the
attendance register, which serves as a guideline, in order to know which educators are present and which are absent from school.

If the principal fails to monitor the attendance register, some educators would sign it for their colleagues who are absent. It is very easy to sign for another person because the attendance register requires the initial of the teacher rather than a full signature when the teachers sign in and out.

Control measures have been designed to correct bad practices like absenteeism at work and, according to Gildenhuys (2004:56), control measures quickly detect any deviation. The reason for such a deviation must be identified and steps taken to correct it.

It is important to find out how the literature defines absenteeism as many authors have considered the definition of absenteeism from various perspectives.

Casio (2003) defines absenteeism as any failure of an employee to report for or remain at work, as scheduled, regardless of the reason. Casio’s definition of absenteeism focuses on labour consideration but is not specific to education. It is a tool to enforce but cannot be applied directly to education; because at times, an educator leaves the school early to attend a subject committee meeting or a workshop. These meetings and workshops are directly related to the work situation, therefore their absence from the school cannot technically be described as absenteeism.

One author who conceives a definition that is relevant to education is Struckland (1998:34). He defines absenteeism as a period of not attending the school.

Struckland’s (1998) definition is very simple, when compared with that of Chandbury et al., (2003:45). The latter authors maintain that absenteeism includes educators being present in school – but failing to visit their classes to teach. One may ask whether it is correct to regard an educator who did not attend his/her class as being absent, as Chandbury et al. (2005:56) maintain, because the educator is generally considered absent from school when s/he is physically not in the school.

When an educator fails to attend his/her class, it is referred to as bunking of classes; and such bunking of class might not be caused by laziness, because there are times when an
educator is delegated to attend a School Governing Body meeting in the principal’s office. It would thus be unfair to regard such an educator as being absent.

Absenteeism among educators does not just have a detrimental effect on the education of the learner; but it also has an effect on the budget for education. It is therefore imperative that control measures for dealing with absenteeism be implemented effectively in schools.

MagdelKoen-Muller (2005:7-9) states that, the implementation of a proper measurement system is essential when managing absenteeism. This would enable the company to determine the extent of their absenteeism. An evaluation and comparison of these statistics over a period of time would also shed light on the nature of absenteeism. This would result in proactive handling of a company’s absenteeism.

This is also the first step away from the acceptance of absenteeism, and the subsequent nurturing of an absence culture.

Many authors agree that educator absenteeism damages the achievement of the learners. This means that there is a correlation between educator attendance and learner performance.

Miller et al., (2007:3) state that an educator’s absence has a significant impact on productivity. Ten additional days of educator absence reduce learner achievement in fourth grade mathematics by 3.3 percent of the standard deviation in a study conducted on one urban school in Harvard University.

Miller et al., (2007:5-7) further maintain that a study that analysed rural, urban and suburban districts determined that each 10 days of educator absenteeism reduced student achievement by one per cent or two per cent of the standard deviation. Denise (1999) stated that educator absenteeism has a negative correlation with student outcomes. That is to say, as the number of days that an educator is absent increases, the level of student achievement decreases accordingly.

Debra Lau Whelan (2008:32) concurs with Miller that absenteeism has a negative impact on student test scores; and he further argues that the impact is educationally significant.
One reason is that schools serving a concentration of students living in poverty tend to have higher levels of educator absence. Debra Lau Whelan (2008:54) raised an interesting point, which the study will verify when the data are analysed, whether it is true or not that schools in poverty-stricken areas have higher levels of [educator] absenteeism.

Mudassir Raja (2011:69) states that absenteeism is a common phenomenon among the school educators. The absence of any proper inspection mechanism contributes to the rate of absenteeism, and only the head of the school can ensure that educators are in the school, particularly educators who stay far away from school.

This author suggests that an officer from the administration should check the schools randomly – but not too frequently. He maintains that it has often been observed that the headmaster tries to cover up the absence of an educator.

Mudassir Raja (2011:67) agrees with Debra Lau Whelan (2008:34) that absenteeism is high in poor areas, and also in areas far away from the cities and towns. Therefore, it was decided by the district office that the principals of schools should be entrusted with the task to ensure presence of the educators. Mudassir Raja (2011:66) suggests that the district officers and Education Development Officers (EDO) should make surprise visit to schools. For instance, at a Boys' High School in Tarnol the EDO, in a surprise visit, suspended five educators for not being present in the school during working hours. The EDO could not find any leave application of the absent educators, and neither were they marked as absent in the attendance register.

The literature revealed that the control measures are not being implemented by the principals of the schools; and some principals even conspire with educators, whereby teachers do not apply for leave of absence and are not mark as absent. Instead the educator are marked as being present.

It is evident that if the control measures can be applied effectively by the principals, the rate of absenteeism could be reduced and the quality of education would improve. Krishna Narayan et al., (2010:67) argue that periodic supervision and monitoring are necessary to support educators to carry out their work well, and to control educators’ absenteeism. However several studies have revealed that many schools are not
inspected on a regular basis. There may be a shortage of supervisory staff, or the supervisory staff may lack the capacity to carry out proper supervision (Krishna Narayana et al. (2010), in Clarke and Jha, 2006:66).

Frequency of inspection was found to be correlated to absenteeism thereby confirming that regular monitoring is important (Krishna Narayana et al., (2010) in Kremer, 2004:45). The strengthening of the control system as well as the capacitation of the principal is encouraged in order to enable him/her to manage the control measure for dealing with absenteeism among teachers. It has been observed that the government has a tendency of not filling vacant posts for principals promptly, which affects the management of the control measures.

Craig Hubbel (2008:12) suggests many methods that could reduce educator absenteeism. For example, the school should require teachers to report the absence directly to the principal; the principals should be trained on how to manage absenteeism by implementing control measures and also the teachers should be persuaded that absenteeism affects the performance of the learners.

Most of the literature is aware of the negative impact of educator absenteeism on the education of the children and the budget of the government. The literature also confirms that the control measures for dealing with absenteeism among educators are not managed well or are not implemented by the principals of schools. Consequently, absenteeism increases. MagdelKoen-Müller (2005:23) concurs with much of the literature, when he argues that absenteeism will never be eradicated but, through careful management, organizations can reduce the absenteeism rate and the effect it has on the organization.

1.8 THE RESEARCH METHODOLOGY

The Oxford Encyclopaedic English dictionary defines research as a systematic investigation into the study of materials, sources, and suchlike in order to establish facts and reach new conclusions.
In research methodology there are different approaches that can be used by the researcher. The two main types of research approaches are: qualitative and quantitative research. Neuman (2011:165) explains that qualitative and quantitative research can be used to collect empirical data systematically and to examine data patterns, so that the researcher can better understand and explain social life.

This study used the qualitative research method. Walliman (2011:2) defines research as a term loosely used in everyday speech to describe a multitude of activities, such as collecting masses of information, delving into esoteric theories, and producing wonderful new products.

The qualitative research method was appropriate for the study, because the study focused on control measures for dealing with absenteeism among Secondary School educators. McMillan and Schumacher, as cited in Loliwe (2004:30), assert that qualitative research is “concerned with understanding participants’ feelings, beliefs, ideals, thoughts and actions”. In other words, it is always subjective in nature.

According to MagdelKoen-Müller (2007:71), the qualitative research method relies on interpretive and critical approaches to in social sciences. The aim of qualitative research is to study individuals and phenomena in their natural setting in order to understand them better. The study used interview questionnaires for collecting the data. The study will explore control measures for dealing with absenteeism among secondary school educators – with the intention of finding appropriate methods for reducing such absenteeism.

1.9 DATA-COLLECTION METHODS

The collection of data in research is achieved by using different methods. The research instrument used in the study were interviews. These are considered appropriate, since the study had employed the qualitative approach.
1.9.1 Interviews

Barbie (2013:250) defines an interview as an alternative method of collecting data. Rather than asking respondents to read questionnaires and enter their own answers. The researcher conducts interviews and asks questions orally, and records the respondents’ answers.

According to Barbie (2013:250) a properly designed and executed interview survey ought to achieve a completion rate of at least 80 to 85 per cent, as it also reduces the number of “I do not know” and “no” answers.

The interviewer should adhere strictly to the ethical considerations in the process of the interviews, as interviewees or respondents enter voluntarily; and their responses are, therefore, kept confidential.

Neuman (2006:344) advises that the interviewer must be non-judgmental, and should not reveal their opinions in the case. Where the respondent asks the opinion of the interviewer, s/he politely redirects the respondents and indicates that such questions are inappropriate. For example, if a respondent asks: “What do you think?” the interviewer may answer “Here we are interested in what you think; what I think does not matter”.

Walliman (2011:192) believes interviews can be particularly useful when qualitative data are required. He maintains that when you wish to question samples of people, the interviewer is a very flexible tool with a wide range of application. There are two main methods of conducting interviews: face-to-face and telephonically.

According to Walliman (2011:192), face-to-face interviews can be carried out in a variety of situations, such as in the home, at work, outdoors, on the move (i.e. when travelling); and they can be used to question members of the general public, experts or leaders, specific segments of the society. For example, elderly or disabled people, ethnic minorities both singly and in groups; with telephone interviews, one can avoid the necessity of travelling to the respondents.

Both face-to-face and telephonic interviews have advantages and disadvantages. The study had conducted face-to-face interviews due to the scarcity of telephones, as about
90% of the respondents work in rural schools in the rural district of Libode. The questions has comprised both closed questions and open questions.

1.10 SAMPLING

According to Babbie (2013:124) sampling is the process of selecting units for observation. Barbie (2013:124) further explains that sampling can mean any procedure for selecting the units of observation. For example, a researcher can interview every tenth passer-by on a busy street. Walliman (2011:184) alludes to the fact that when conducting any kind of survey to collect information or when choosing some particular cases to study in details, the question inevitably arises: How representative is the information collected of the whole population? He defines sampling as a selected number of cases in a population, where population means the total number of cases, which are the subject of the study. So, a population could consist of objects, people, or even events.

Neuman (2011:240) defines sampling as a small set of cases a researcher selects from a large pool, and which he then generalizes to the entire population.

According to Neuman (2011:248) the word random has several meanings. In daily life it can mean unpredictable, unusual, unexpected or haphazard. In mathematics, random has a specific meaning: a selection process without pattern. In mathematics, a random process means that each element would have an equal probability of being selected. We can mathematically calculate the probability of outcomes over many cases with great precision for a truly random process.

Babbie (2013:135) explains that random sampling is very important because it has two random selection methods. Firstly, this procedure serves as a check on conscious or unconscious bias on the part of the researcher. The researcher might very well select cases that would support his or her research expectations or hypotheses. Random selection eliminates this danger.

The researcher has used purposive sampling when selecting respondents from targeted population within Libode District. He has picked the respondents deliberately as he knows that they are valuable source of information. Barbie(2013:128) defines purposive
sampling as a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher’s judgment about which units will be the most useful or representative. The respondents have been selected from secondary schools and the district office. The respondents have comprised of eight principals (one from each selected school), and five education development officers from Lebode district office.

1.11 ETHICAL ISSUES

Ethical issues need to be taken into consideration by the researcher when he conducts research. A researcher must obtain permission from the participants before conducting the research. He must explain to the participants the purpose of the research and must not deceive and harm the participants. He must explain to the participants what the information will be used for. A researcher must tell the participants that participation is voluntary. The application letters for permission to conduct interviews in the district office and the schools are attached as annexures B and C.

The researcher had asked permission of the district director to conduct research in schools and in the district office. He has further asked permission from the principals of schools to conduct interviews with them and with educators. The respondents have been assured of the confidentiality of all the information they have exposed to the researcher. Ethical norm has been observed by the researcher throughout the study. The researcher has guaranteed anonymity of the respondents when he conduct the research. The researcher has upheld the values of honesty and frankness.

1.12 DEFINITIONS OF TERMS

- CONTROL

The exercise of control in the public sector has one core objective namely, to ensure that account is given in public for everything the authorities do or neglect to do, so that the citizens can see exactly what is being done or not being done to further their individual and collective interest (Cloete, 1991:188).
CONTROL MEASURES

The control that measures everything the functionaries do is, in fact, aimed at achieving the set objectives (Cloete, 1991:189). The control measures for dealing with absenteeism in the school environment are attendance registers, leave registers and applications for leave. These tools serve as control measures for absenteeism among educators. They play a very important role as an attendance management system to reduce absenteeism.

ABSENTEEISM

Absenteeism is unscheduled instances when an employee is away from work for one to five days on when the absences are not managed through a claim process (Anderson, 2004:27).

EDUCATORS

The Employment of Educators Act, 1998(No 76 of 1998), chapter 4 defines an educator as any person who teaches, educates or trains other persons or provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, department office or adult basic education centre and who is appointed in a post of any educator established under this Act. TEACHERS INTERCHANGEABLY

1.13 OUTLINE OF CHAPTERS

Chapter 1 will provide an overview of the research to be undertaken, the overview includes the introduction and background, problem statement, research objectives, research questions, significance of the study, sampling methods and ethical consideration.

Chapter 2 will present a literature review representing theoretical overview of the topic under study

Chapter 3 will deal with the research methodology where research design, data sources, data collection technique, sampling techniques will be dealt with.
Chapter 4 Data analysis and interpretation will be done

Chapter 5 will comprise of findings and recommendations of the study
CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focused on literature that deals with control measures for absenteeism of educators. The researcher conducted a review of available literature in order to support the research with sound theoretical foundations.

The purpose of the literature study is to add to the understanding of the research question and to place the study into perspective (McMillan & Schumacher, 1993:112). The researcher tried to bring about a comprehensive understanding of what is already known about the topic (Mertens 1998:35).

The literature study was instrumental in guiding the researcher to develop a questionnaire and to assist him to gain insight in the problem being investigated that is, control measures for absenteeism of educators. A literature review was conducted to conceptualize the findings (Poggenpoel, 1998:342).

Teacher absenteeism is a persistent and vexatious problem in many countries as it tends to reduce the quality of education and results in poor performance of learners. The purpose of this study was to assess the effectiveness of control measures for dealing with absenteeism among educators in Secondary Schools in Libode district, Eastern Cape (Lucas, Bill, Seilo, Peter, Yavo & Koskey, 2012:444).

The objectives of the study were to assess the effectiveness of existing/current control measures on educator absenteeism and to assess the plan of the Department of Basic Education in checking the effectiveness of the control measures for absenteeism of educators.

2.2 CONTROL MEASURES IN PUBLIC ADMINISTRATION

The exercise of control in the public sector has one core objective namely, to ensure that account is given in public for everything the authorities do or neglect to do, so that the
citizens can see exactly what is being done or not being done to further their individual and collective interest (Cloete, 1991:188).

Cloete (1991:188) further defines control as:

- the demarcation of environment, physical environment or other environments, within which the functionaries have to operate and pointing the way (by the exercise of authority, by example and by leadership) so that the functionaries will individually and collectively pursue their respective goals
- being exercised to some extent by the institutional situation created by policy making which demarcates the field of work and sets the objectives.

Once the planning has been done and employees know what to do and how to do it and they have the necessary support and motivation, a system is needed that will enable management to determine whether the work is progressing as planned. This system is known as control (Van der Waldt and Du Toit, 2005:201).

Control is the process that ensures that actual activities correspond to planned activities. This is an ongoing process that follows the planning and organizing phases. Actual results obtained are compared with the planned results and corrective action is taken where necessary (Van der Waldt and Du Toit 2005:202).

2.2.1 The role of control measures

The control that measures everything the functionaries do is, in fact, aimed at achieving the set objectives (Cloete, 1991:189). The control measures for dealing with absenteeism in the school environment are attendance registers, leave registers and applications for leave. These tools serve as control measures for absenteeism among educators. They play a very important role as an attendance management system to reduce absenteeism. Absenteeism is unscheduled instances when an employee is away from work for one to five days on when the absences are not managed through a claim process (Anderson, 2004:27).
Chadwick–Jones, Nicholson & Brown (1982:4) define absenteeism as employee absence that occurs without suitable notification of the employer. According to Chadwick-Jones (1981:226) long duration absences tend to be the result of unavoidable illness or incapacity, while short duration absences are more likely to be the result of the employee’s decision not to attend work. Therefore short duration absences (one or two days) would occur as a result of withdrawal from the work situation and would more probably be under the employee’s control than would longer duration absences. Absenteeism is downtime behaviour or time theft (Viswesvaran, 2002:15). As absenteeism has been defined above, it is obvious that without control measures absenteeism may be uncontrollable. In cases where control measures are applied absenteeism reduces.

2.2.2 Types of control

According to Van der Waldt et al., (2005: 202) there are different types of control which include:

- **Proactive control** is the type of control that foresees problems and tries to solve them before they occur. Policies, procedures and standards are necessary to eliminate common problems. Although this is the best form of control, it is rarely used by schools. Proactive control encourages the principal to look ahead, for example, the principal should foresee that if he does not supervise the attendance register, the educator may act fraudulently.

- **Simultaneous control** is applied while a project is being implemented. It should take place in an office environment where supervisors may be expected to check subordinates’ work at intervals. The purpose is to prevent escalating costs due to errors by identifying and solving problems in good time.

- **Post action control** is a common form of control. It is only exercised once the whole process has been completed. Although the whole process can be controlled in one action, this unfortunately means that any problem may be even greater than if it had been discovered earlier on, and it will be more expensive to solve.
• Yes/no screening control/checkpoint means that the process cannot continue before all the standards have been met.

• Steering control is an area requiring many control points in public institutions. Aspects to be checked include productivity and quality. Viswesvaran (2002: 12) concurs with Van der Waldt (2005:202) on aspects of checking productivity and quality when he measured the extent of harm to job performance caused by absenteeism, and they concluded that productivity and quality are compromised by absenteeism.

Loliwe (2004: 15) views control as a tool that the principal uses to check progress in the school. Control ensures that actual activities correlate with the planned activities and that the objectives of the school are achieved. Control makes educators responsible for their activities.

According to Cloete (1991:217), every supervisor must devise and perform control functions to ensure that the results obtained from the work of his subordinates culminate in the fulfilment of the policy objective. The control function can only be effective if standards are set for the activities to be performed, targets for policy implementation are provided, and the supervisors are enabled to take corrective action when short-comings in the performance are detected. Cloete (1991: 217) suggests that the principal can apply three important control functions, namely:

• Preliminary control, which involves measures to prevent deviations in the quantity and the quality of the planned or programmed results,

• Concurrent control, which requires monitoring of the ongoing operations to ensure that they remain on course, and

• Feedback control, which is concerned with the end results and is undertaken to ensure that deviations will not be perpetuated.

2.3 THE CONCEPT OF ABSENTEEISM

Absenteeism is a pervasive and vexatious phenomenon that affects organizations all over the world. It has consequences for managers, union officials, workers and their families
and the government. It is a real danger to corporate profits and effectiveness, and managers are constantly on the lookout for ways to reduce it (Koen–Muller, 2005:14). For decades business and industry have struggled with the problem of absenteeism, a fact that is supported by the vast body of literature that addresses the issue (Lucas et al., 2012:444). Absenteeism costs large sums of money for organisations through direct and indirect costs (Koen–Muller, 2005:4). Anderson (2004:25) has compiled the following statistics that demonstrate the cost of absence. Unexpected absence costs businesses in America billions of dollars yearly in direct costs. Short duration, unscheduled absences and incidental absences cause damage to work schedules, increase the workload for the employees who do come to work to increase productivity. Incidental absences like these can account for as much as 80% of absence events and 33% of all lost workdays. Consider a light manufacturer with 16 000 employees each of whom costs the employer $50 000 per year including benefits. Incidental absence inflicts $16 million per year in direct costs. Earlier this year, a major airline revealed that unscheduled employee absence was costing it $1 million per day (Anderson, 2004:25).

The effects of excessive absenteeism of all types are not limited to a single work group or division. The potential effects of excessive absenteeism on operational performance are dramatic. Look at the recent absenteeism statistics in America where:

- Employees spent an average of 15% of payroll on absence in 2002, up from 14.3% in 2000.
- For a 5000 employee company with an average base pay of 840 000 dollars, absence cost $30 million a year. Everyday 3–6% of any given workforce is absent due to unscheduled issues or disability claims.
- Employers put aside 4.4% of their budget to pay for absenteeism
- The purpose of citing these statistics is an attempt to make both managers and employees aware that if absenteeism cannot be controlled and reduced it has the potential to collapse the economy of the country and render companies and government departments unproductive as it tends to be a counterproductive force (Viswesvaran, 2002:13).
The study focused on how absenteeism of educators can be controlled effectively. In other words, how absenteeism can be reduced, especially at the school, because it affects the performance of the learners (Lucas et al., 2012:444). The study was necessary to expose educator absenteeism to allow everyone to understand the danger it poses to the education of the child as it reduces the quality of education. Lucas et al., (2012:444) supports the view that absenteeism affects the quality of education when he explains that one of the key pillars of vision 2030 in Kenya is the provision of quality education. He further alludes to the fact that educator absence often means that learners lose opportunities to learn. It is in the interest of the study to identify factors that cause absenteeism in order to develop a solution to the problem although the primary aim of the study is to check the measures to control absenteeism of educators.

2.4 CAUSES OF ABSENTEEISM OF EDUCATORS IN SCHOOLS

The school environment may have adverse results on educator attendance. The schools with workloads of between 85% and 90%, as stipulated in chapter A of Pam Document of 1999, is a huge burden that may cause some educators to stay at home because of the fear of the workload. A school principal’s leadership style may influence absenteeism. The lassez-faire leadership style of the school principal may increase the rate of absenteeism because the educators do as they wish since there is no control exercised by the principal (Lucas et al., 2012:444). But what is it that prevents employees from showing up for work? According to Jenna (2000:03) argues that stress, personnel needs and family issues account for some reasons given for absenteeism. Other workers simply do not care much for their jobs.

Drug and alcohol abuse can be viewed as key factors responsible for absenteeism. Albertyn & McCann (1993:14) define a worker with an alcohol problem as someone whose drinking problems or dependency interferes with their work performance and ability to do his work, or with his relationships at work.
2.5 FACTORS NECESSITATING CONTROL MEASURES FOR DEALING WITH ABSENTEEISM OF EDUCATORS IN SCHOOLS

Teaching and learning play a very important role in the school. Learners need to be taught on every school day. If an educator is absent for one day, the learner loses many lessons. This means that educator absenteeism has a direct impact on learners’ achievement (Whelan 2008:01). According to Whelan (2008:01), just 10 teacher absences in a school year can lead to a significant loss in mathematics achievement.

When the regular teacher is absent for two weeks, that absence can set learners back for the same amount of time and even more. Whelan (2008:2) argues that ten days is roughly the average number of days that educators are absent for any reason. Ten additional days of absence reduce grade four learners’ mathematics achievement by roughly two to three percent of the standard deviation. This estimate indicates the average impact, but the impact of educator absenteeism could be higher than the stated two to three percent. The researcher concurs with Whelan (2008:03) when he explains that absenteeism among educators has a higher impact on mathematics as compared to languages. The reason is that learners are only exposed to mathematics in the classroom unlike the language that is spoken outside of the classroom.

This is evident when one looks at the poor achievement of learners in mathematics in many public schools in South Africa as exposed by the Annual National Assessment (ANA) in Grade 6, 8 and 9 and also by the Senior Certificate Examinations in Grade 12. The achievement of learners in rural areas is worse in mathematics. One could agree with Whelan (2008) when he states that rural districts have greater trouble with educator absence than is the case in urban districts.

This scenario draws a gloomy picture of the school situation in rural districts where educators are supposed to implement a new curriculum known as CAPS (Curriculum Assessment Policy statement). One may argue that the constant changing of the curriculum in South Africa has an impact on quality teaching. The Department of Basic Education therefore needs to monitor the implementation of control measures for absenteeism of educators by school principals in the schools.
The impact of the many different types of leaves the educators are entitled to on learner achievement cannot be underestimated. For example, an educator is entitled to 12 days sick leave per year, 12 days annual leave per year and 2 days special leave for examination purposes per examination session. Most educator absences are legitimate and educators take all the leave they are entitled to (Pitkoff, 2003:01).

Pitkoff (2003:01-04) suggests the following remedies:

- Absence for personal reasons should be limited, monitored and re-titled “emergency leave days”. Use contract language such as emergency leave absence solely for circumstances in which absence from service is necessary and unavoidable. Teachers should be required to provide a bona fide reason for their absence.
- Seek to reduce the number of sick days allowed each year. Most state legislation, however, would consider this as a "hot potato" issue that they would not want to touch for fear of the teacher unions and losing support and votes during national elections.
- It is ironic that, after districts attempted to improve the quality of teaching by taking the regular classroom educators away from the classrooms to attend a training workshop for a week, this actually reduced quality teaching time. Whenever possible district staff development opportunities should be scheduled outside of the mandated number of teaching days. Evenings, weekends and after school are good times to hold workshops without reducing learner and educator contact time. Educational service centres and consultants who conduct in-service activities must change their availability to accommodate the needs of the schools.
- Lack of awareness of absenteeism. One day here and one day there adds up, but often educators are unaware of the cumulative effect of their absences on learner performance. The principal should talk to the individual educators upon their return from absences. This can be an opportunity to show concern for the educators' health. It also is a way to confront those who abuse sick leave privileges.
- Provide individual monthly reports to track absences by the month as well as accumulatively.
• Make attendance part of the educators’ annual evaluation and reward excellent attendance.
• When educators are required to speak directly to the principal to report an impending absence, they are less likely to be absent.

The suggested remedies to reduce educator absenteeism can yield good results if they can be implemented as suggested so that learner achievement can improve and learners can score high scores in subjects like mathematics and physical science, especially in secondary schools in Libode District.

According to Hubbel(2008:21), the impact absenteeism has on learner achievement is difficult to quantify. He argues that there is a correlation between educator attendance and learner achievement.

Ivatts, (2010:8) concurs with Hubbel (2008) when he suggests that the potential of educator absence is universally damaging the education of the children and young people. A lost day of quality teaching time is irretirevably lost to the individual learner and his/her country. It is evident that learners who obtain quality education are those who are exposed to a high quality learning environment.

The quality learning environment is damaged by educators’ absences. High levels of educator absences also damage the ethos of the school. “Teachers are often viewed as behavioural role models for their learners and a high absence rate may be seen as a lack of professional and ethical integrity”(Ivatts, 2010:09). He further argues that other authors like Teasley (2004) have suggested that regular absenteeism of educators is an implicit statement to the learners that the educators do not care much about their education or believe in them as worthwhile individuals. As a result some learners dropout from school prematurely.

2.6 EXISTING CONTROL MEASURES FOR DEALING WITH ABSENTEEISM OF EDUCATORS IN SCHOOLS

Control is the most important component of management and administration (Loliwe 2004:09). It is essential that there should be accountability in respect of all activities of
every school therefore the principal should make sure that control systems are in place. The educator’s activities will therefore be subject to:

(i) Control (checking) to ensure that educator’s work is being performed effectively and efficiently, in accordance with prescribed policy and work procedures, and

(ii) Accountability by educators to the principal for what has been done (Cloete, 1991:160).

Control is exercised in the school situation by the use of control measures which ensure everything that the educators do is, in fact, aimed at achieving the set objectives. Examples of such control measures for dealing with educators’ absenteeism include educator attendance registers, leave registers and leave application forms (Cloete, 1991:189). It should be stressed from the outset that each control measure has specific advantages and disadvantages and should, therefore be applied hence the need to pay particular attention to these measures(Cloete, 1991:190).

- EDUCATOR ATTENDANCE REGISTERS

The educator attendance register is the best known and oldest control measure in the school. An advantage of an educator attendance register is that it provides tangible documentary evidence through a clear report of who was absent or present at the school at a given time and date. While it gives a clear picture of the whole educator attendance provided that the principal manages the attendance register effectively to prevent educators from fraudulently signing for those who are absent (Cloete, 1991:190).

The principal should submit a written report on absenteeism to the Education Development Officers (EDO) in the district office for further scrutiny indicating the number of educators who were absent from school together with the reasons or lack thereof.

- LEAVE REGISTER

A leave register is a register in which all leave granted to educators by the principal is recorded. It records the number of days each educator is on leave and the type of leave. The leave register assists the principal to find the educator who has utilized all his or her
accrued annual leave (Pam Document 199: sub-paragraph 21.1.). The leave register assists the principal when he compiles the quarterly return on leave of educators. On the last day of each term the principal should submit a quarterly return on leave of educators (Manual for School Management, 2001: D-9).

- **APPLICATION FOR LEAVE OF ABSENCE**

Application for leave of absence is made on a standard form that is completed by government employees, including educators, when they apply for leave. The educator specifies the type of leave he or she is applying for and the number of working days as stipulated in the Employment of Educators Act of 1998 (No 76 of 1998). The application for leave of absence form is user friendly as it is easy for educators to complete because it lists all the types of leave and the educator only needs to mark the type of leave for which he or she is applying. After the educator has completed the application form, it is submitted to the principal who may or may not recommend the leave. If the leave is recommended by the principal, he submits it to the district director for approval. The district director may approve or not approve the leave. The leave may not be approved if there are no supporting documents as evidence, for example, in the case of special leave for examination purposes, if there is no timetable attached, that leave may not be approved.

Types of leave educators entitled to

Educators are entitled to leave. They apply for leave by completing the leave application form where they specify the type of leave he/she applies for and the number of days in accordance with the type of leave.

Chapter J of Personnel Administrative Measures Document of 1999 (PAM) indicates the following types of leaves:

1. Annual Leave: Educators are entitled to 12 days annual leave with full pay during each leave cycle of 12 months, commencing on 01 January of each year
   1.1. An educator retains all his or her leave credits when she or he is transferred within a department or between state departments without a break in service.
1.2. Unless indicated otherwise in the document, days of leave granted in respect of any category of leave, other than annual leave shall not be deducted from an educator’s leave provision in respect of annual leave.

1.3. An educator shall not be considered to be on leave

- if he/she is subpoenaed as a witnessing in any court, in misconduct proceedings, at inquest proceedings or before a commission or committee.
- Appears as defendant or co-defendant in civil proceedings arising from his or her official duties and in which the state or any statutory body or institution has a direct interest.
- Is taken into custody or must appear in any court on a criminal charge and the offence for which he or she is charged is withdrawn or if he or she is acquitted of such offence.
- Attends or participates in a training programme required by the employer or the professional body with whom she/he is required to register in order to maintain registration or attends or participates in a training programme or other activities, with the approval of the employer, that are in the employers’ interest.

2. Normal Sick Leave

2.1 Educators are entitled to 36 working days sick leave with full pay over a three year cycle. Unused sick leave shall lapse at the expiry of the three year cycle.

2.2 If any educator is unable to report for duty due to sudden illness he/she must immediately notify his/her immediate supervisor of his/her inability to report for duty.

2.3 An educator who applies for three or more days of sick leave must submit a certificate from a registered and recognized medical practitioner as defined by the Health Professions Council of South Africa, citing the reasons for and the duration of the absence.

3 Temporary Incapacity Leave
3.1 An educator who has exhausted her/his sick leave credit within the three year cycle and who, according to the relevant medical practitioner, requires to be absent due to a non-permanent incapacity may be granted additional sick leave with full pay.

4 Permanent Incapacity Leave
4.1 Educators whose degree of incapacity has been certified as permanent by a competent medical practitioner shall, with the approval of the Head of Department, be granted a maximum of 30 working days paid sick leave, or such additional number of days required by the employer to finalise the leave process.

5 Leave for Occupational Injuries and Diseases
5.1 Educators who, as a result of their work, suffer occupational injuries or contract occupational diseases shall be granted leave for the duration of the period they cannot work.

6 Special Leave for Quarantine Purposes
6.1 Special leave with full pay may be granted to an educator who has been exposed to a medical condition that requires such a person to be placed under quarantine.
6.2 Application for such leave must be accompanied by a certificate from a medical practitioner stating the period of and the reason for such leave.

7 Maternity Leave
7.1 An educator is entitled to four (4) consecutive month’s maternity leave on full pay to commence at least 14 days prior to the expected date of birth but not later than the actual date of birth in a case of premature confinement.

8 Adoption Leave
8.1 An educator who adopts a child who is younger than two years, qualifies for adoption leave to a maximum of 45 working days where after sub-paragraph 13.2.2 and 13.2.3 shall apply.

9 Family Responsibility Leave
9.1 An educator shall be granted 3 working days leave per annual leave cycle if:
   • the educator’s spouse or life partner gives birth or
• the educator's child, spouse or life partner is sick

9.2 An educator shall be granted 5 workings days leave per annual leave cycle if:
• the educator's child, spouse or life partner dies; or an immediate family member dies.

10 Special Leave for Study Purpose

10.1 Special leave may be granted to an educator for an approved course of study and for a period approved by the employer on conditions as approved by the employer, including leave with full or partial pay or without pay.

10.2 If special leave with full pay or partial pay for study purpose is granted to an educator in terms of sub-paragraph 17.1 the employer may call for periodic progress reports in respect of the educator's studies. The educator shall enter into an agreement with the employer (on a form approved by the employer) in terms of which he or she undertakes to remain in the service of the employer immediately after completion of the period of this special study leave.

11 Special Leave for Examination Purposes

11.1 An educator may be granted a special leave for examination purposes with full pay providing such educator sits as a candidate for an examination approved for this purpose by the employer plus one additional day of special leave for such day of examination which may be taken on the working days immediately prior to the days of examination.

12 Special leave for participating in sporting, cultural and other events

12.1 Special leave for a specified period, with the approval of the head of department and in terms of the policy of the department, may be granted to an educator for participating in sport, cultural, local council and other relevant activities. Participation for the purposes of granting this form of leave may include representation of the country, province or other comparable level as an actual participant, referee, adjudicator, course or group or group leader, or for participating in or attending a relevant
conference, meeting or other event approved for this purpose by the employer.

13 Special leave for extraordinary circumstances

13.1 Subject to Section 14 of the Act and not withstanding any disciplinary measures that may apply, unauthorized absence by an educator may be regarded as special leave in extraordinary circumstances and shall be without pay unless the employer determines otherwise.

14 Unpaid leave

14.1 If any educator has utilized all his or her accrued annual leave, the head of department may grant him or her unpaid leave up to a maximum of 184 consecutive days.

14.2 Absence from work due to arrest, imprisonment or appearance in court on a criminal charge that leads to a conviction must be recorded as unpaid leave.

2.7 LEGISLATIVE FRAMEWORK RELATING TO ABSENTEEISM OF EDUCATORS

The parliament of the Republic of South Africa enacted the following legislation for the Department of Basic Education:

3. The National Education Policy 1996 (No. 27 of 1996)

Personal Administration Measures (PAM) are determined by the Minister of Basic Education in terms of the Educator’s Employment Act, 1998 (the Act) and the regulations made in terms of the Act (Regulations).

A word or expression to which a meaning has been assigned in the Act or the Regulations, shall have that meaning in the PAM unless the context otherwise indicates.
The PAM are applicable to educators at schools, technical colleges, colleges of education and education control and auxiliary services that concern themselves with all those activities aimed at educating and teaching pupils/learners, in respect of both formal and non-formal education.

The Department of Education is the department established by section 7 (2) of the Public Service Act, 1994 (No. 103 of 1994) which is responsible for education South African Schools Act, 1996, No. 84 of 1996).

The intention of the legislation is chiefly to stimulate and promote best practice so that all schools can become centres of excellence (Manual for School Management, 2001:2).

Every educational institution has to be governed and managed according to the laws passed by national and provincial legislatures. In this study an educational institution refers to a public sector school that is owned by the state. Legislation gives power (authority) and delegates responsibility (ie duties, functions and obligations) to the School Governing Body (SGB), School Management Team (SMT) and the principal of an educational institution. As part of the school governance and management structure, these agencies must be fully aware of all legislation affecting their task.

A clear understanding of the nature and function of the law when determining the policy of an educational institution is essential. School policy based on legislation is legally binding on all stakeholders, activities and functions associated with the school (Manual for School Management, 2001:A-1).

It is imperative that the SMT and SGB acquire copies of the legislation together with amendments and new legislation applicable to their institution and personnel, and apply the laws accordingly. If the SMT and SGB need assistance in interpreting and implementing the Acts, Regulations and Measures the following should be consulted:

- The District Office i.e. District Director or Education development officers (EDOs).
- The legal practitioners stationed in the personnel Section at the various District offices

Principals should be conversant with the concepts of green papers, white papers and bills; these are drafts of proposed legislation. They are initially published and distributed to education stakeholders for their comments and recommendations before the Bills are debated in the national and provincial legislatures. The contents of these documents are not for immediate implementation in schools. This only occurs once the bill is approved by either Parliament or the Provincial Legislature.

National legislation

These are laws promulgated as Acts of the national parliament. The purpose of an ACT is to regulate the action of everyone affected by the legislation e.g. the Education Bill directly affects the schools governing bodies, educators and scholars. Acts consist of rules and principles which are binding on all people within the state.

Acts can prescribe positive action and prevent negative actions. Acts may also delegate authority functions and responsibilities in regulations or measures (Manual for School Management 2001:A-3).

The National Education Policy of 1996(No.27of 1996) devolves authority, functions and responsibilities to the principals to manage absenteeism among educators. Absenteeism can be seen as negative actions that need to be prevented by these Acts because it tends to reduce the quality of education and results in poor performance of learners (Lucas et al., 2012:444).

The Personnel Administrative Measures of 1999 (Chapter A, sub-paragraph 3.2(a) and (b) makes it difficult for the educator to be absent from school as it stipulates that all educators should be at school during the formal school days, which should not be less than 7 hours per day except for special reasons and with prior permission of the principal. The principal will exercise his/her discretion in this regard based upon provincial policy. The 7 hour day includes the breaks and the periods in which the learners are not at school.
Scheduled teaching time during the formal school day will be specified with time allocation per post level. Educators will be expected to perform the core duties during the formal school day and outside the formal school day as outlined in paragraph 3.1 (b):

During the formal school day the core duties include:

- Scheduled teaching time
- Relief teaching
- Extra and co-curricular duties
- Pastoral duties (grounds, detention and scholar patrol)
- Administration
- Supervisory and management functions
- Professional duties (meetings, workshops, seminars and conferences)
- Planning, preparation and evaluation.

Outside the formal school day the core duties include:

- Planning, preparation and evaluation
- Extra and co-curricular duties
- Professional duties
- Professional development.

Paragraph 3.3 stipulates scheduled teaching time per post level as follows:

(a) The time allocated for teaching in respect of different post levels will differ according to the size of the school. In smaller schools, principals and their deputies are required to do more teaching than in large schools with bigger staff establishments. The actual hours must therefore be established in relation to the curriculum needs of the school, the timetable and the staff establishment.

(b) The allocation of scheduled teaching time should be done in such a manner that it:

(i) Maximizes the individual abilities of all educators

(ii) Optimizes teaching and learning at the institutional level
(iii) In general terms, the following may be considered as guidelines in determining the scheduled teaching time.

PRIMARY SCHOOL

Post Level 1  between 85% and 92%
Post Level 2  between 85% and 90%
Deputy Principal   60%
Principal       between 10% and 92% depending on his/her post level.

N.B. Principals at level 1 are expected to teach 100% of the scheduled teaching time

SECONDARY SCHOOL

Post Level 1  between 85% and 90%
Post Level 2  85%
Deputy Principal   60%
Principal       between 5% and 60% depending on his/her post level.

The work load per educator as stipulated by the PAM document does not allow unscheduled or incidental absence.

The legislative framework as cited in this chapter makes it clear that absenteeism among educators may jeopardize the objective of the Department of Basic Education to provide quality education and to make the schools centres of excellence unless the principals exercise their delegated authority to reduce absenteeism through managing educators’ attendance register and leave applications on a daily basis (Cloete 1991:190)

Absenteeism among educators is a punishable offence as it is regarded as misconduct in terms of the Employment of Educators Act of 1998 (No. 76 of 1998). Section 14 (1) of this Act stipulates that an educator who is appointed in a permanent capacity and who is
absent from work for a period exceeding 14 consecutive days without the permission of the employer is eligible for discharge on the grounds of having absconded.

2.8 THE ROLE OF SCHOOL MANAGERS IN COMBATING ABSENTEEISM OF EDUCATORS IN SCHOOLS

The principal as the person accountable for the school must establish an effective and efficient administrative system to ensure the smooth running of the school. This school administrative system touches on all aspects of running a school including understanding of control measures for absenteeism of educators (Manual for School Management, 2001: D-1). According to Van der Waldt et al., (2005: 201) there are a number of reasons for the implementation of effective control systems:

- They lead to standardized actions to increase efficiency
- They evaluate top management efficiency in planning
- They help to prevent malpractices and waste
- They encourage delegation as subordinates to whom authority is delegated can be monitored better
- They lead to performance appraisal of all employees.

The school principal is responsible for the management of the attendance of educators. The best way for the principal to manage attendance of educators effectively and efficiently is to formulate a school policy for the attendance of educators which is referred as the Educator Attendance Policy. The Manual for School Management (2001:D-8) provides the following procedures for managing educator attendance:

- The management of the attendance register for educators is the responsibility of the principal. The attendance register must be kept in the office of the principal. The principal should monitor the signing in and signing out of the attendance register by the educators. After the educators have signed the attendance register, the principal must lock it in the cabinet. It becomes easy for the principal to know the educators who are absent. The principal
immediately deals with an educator's irregular school attendance by first taking it up with the educator.

- The principal should keep a daily attendance register for educators in accordance with the instructions that appear in the register.
- Educators should complete and sign a leave application form for every day that they are absent from school.
- When an educator has been absent for three or more days on account of illness, a doctor's certificate should be attached to the leave application form on their return.
- All leave forms should be signed by the principal and submitted to the district office on the day it is received from the educator.
- The information contained in the application form should be transferred to the leave register on the same day. The principal should file a copy of leave form on the educator's personal file.

Koen–Muller (2005:52) suggests that attendance management programmes should apply carrot and stick methods to discourage irregular attendance by employees. The carrot method means that the employee will receive a reward for regular attendance as a token of recognition while the stick method punishes the employee for absence from work. He further argues that companies are discussing methods that can assist to solve the problem of absenteeism. Some companies believe that punitive measures will be the solution while others believe that the culture of discipline will be the solution. Most managers doubt that discipline can solve the problem of absenteeism and that attendance management needs more time from the managers.

The employee incentive programmes can help to reduce absenteeism. Incentives can be a solution when employees are given points for attendance and meeting deadlines. The manager should reward the little things the employee does to contribute to the success of the company (Koen–Muller, 2005:55).
The educators are expected to do their work and show their high commitment on every school day. Without high commitment of educators to their work, quality education will suffer because education depends heavily on the educators (Anderson, 2004:25).

The department of basic education is seeking methods to reduce absenteeism of educators. But unfortunately, a variety of methods are implemented simultaneously making it difficult to know which method yielded the required result.

2.9 WAYS AND MEANS OF COMBATING ABSENTEEISM OF EDUCATORS IN SCHOOLS

Many researchers agree that attendance improves when districts require educators to report their absence to the principal:

- The most effective policy for reducing absenteeism was found to be requiring educators to speak to the principal when they call in sick.
- Schools are to require educators to call the principal when they are going to be absent and to train principals on their response, which includes telling the educator how the school will be affected by the absence.

Many experts recommend close tracking of absenteeism data. The best recommended tracking device is biometrics.

Biometrics is an attendance management system using fingerprint identification. This system recognizes an individual educator by comparing his/her biometrics with every record in the database (Shoewu, 2012:302). An automated Attendance Management System using biometrics would provide the needed solution. An Attendance Management System is a software programme developed to monitor daily educator attendance in schools.

The districts should communicate to teachers about their attendance expectations and the impact of their absence on learner performance. The educators should receive communication from the districts through circulars and memoranda warning educators against incidental and unscheduled absences. In that regard, the district will make
educators aware of cost of their absenteeism both financially and educationally. The principal should release monthly absence statistics to the educators and explain how educator absenteeism correlates with the achievements of the learners.

The effectiveness of attendance improvement programmes needs the EDO and SGB to make it clear to the principals that they will be held accountable for implementation of control measures on the absence of educators. One New York district that reduced educator absence by 55% asked principals to “closely monitor the attendance patterns in their schools and to immediately discuss inconsistent attendance with individual educators” (Hubbel, 2008:7).

Research done at two New Jersey schools indicates that “the school principal is seen as the single necessary person who must be involved in the development, implementation and evaluation of the effectiveness of any attendance improvement plan” (Hubbel, 2008:08). It is also suggested that the principals should watch the absence patterns of individual educators to prevent the abuse of sick, personal or emergency days. It is common to find the educators using his/her sick days even if he/she is not sick and also using his/her personal days although there is no incident that warrants him/her taking the personal days. Family responsibility leave does not explain who is an immediate family member for whom, in the event of his/her death, the educator is entitled to 5 days leave.

There is a belief that healthy educators are less likely to become sick. Wellness programmes can encourage good health. The schools should offer educators medical screening, fitness assessment, goal setting, exercise and nutrition prescriptions, health education, exercise classes and motivation.

According to Hubbel (2008:9), districts have attempted a wide variety of incentive programmes to improve attendance with mixed results. Consider the following initiatives:

- Positive result: A school district in New York provided year-end bonuses and remuneration for up to seven unused leave days. Regarding the latter, it appears that the district put aside a pool of money, and each unused sick day represented one share. At the end of the year the amount in the pool was divided by the total number of shares and distributed to the educators
accordingly. This programme resulted in an average reduction of almost two sick days per educator.

- **Positive result:** A Georgia school district provided both monthly incentives, which included savings bonds, a plaque and a year-end trophy for outstanding attendance. These efforts produced a 16 percent improvement in attendance and significant savings.

- **Uncertain Results:** One researcher analysed the effectiveness of districts’ efforts to pay teachers for unused accumulated sick leave (a system known as a buy-back plan). In that study, the findings tended to support the notion of that buy-back plan provision reduces absenteeism. There was a more than 5 percent reduction in absenteeism.

- **Negative Result:** The school district in Palm Beach offered teachers approximately $50 for each of the first three sick days that they did not use, but absences were not reduced by a statistically meaningful amount.

- **Negative Result:** The Palm Beach County District also offered a financial reward to educators and this plan made a certain reduction in sick days and it later failed.

Most research found that educator absenteeism can be addressed. It is not a monster that is untouchable because some of the studies conducted have yielded good results, which gives hope that educator absenteeism can be reduced if the principals can develop, implement and evaluate the effectiveness of attendance management system.

### 2.10 CONCLUSION

Absenteeism is a persistent, pervasive and vexatious problem that needs to be managed effectively and efficiently because it is dangerous. It is dangerous in the sense that it reduces the quality of education and results in poor performances by learners. This chapter has exposed the cost of absenteeism, not only to the Department of Basic Education but also to other organisations where millions of rands are lost in unscheduled absence and incidental absence.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focused on the research methodology that was used during the study. It dealt with methods and procedures, research design, population and sampling, data collection instruments, ethical considerations, an overview of Libode District of Education and the background of the Secondary Schools.

3.2 THE CONCEPT OF RESEARCH

According to Walliman (2011:2), research is a term loosely used in everyday speech to describe a multitude of activities such as collecting masses of information, delving into esoteric theories and producing wonderful new products. Research is very specifically defined within the context of academic writing as discussed in the following paragraphs.

The Concise Oxford Encyclopaedia English Dictionary (1991:228) defined research as a systematic investigation into the study of materials and sources in order to establish facts and reach new conclusions; or an endeavour to discover new or collate old facts.

Leedy (1993:12) gave an abridged description of research as follows:

- If there is no discovery, there is no research
- There should be analysis and interpretation of data for the enlightened awareness of what the facts mean
- Research should answer questions to solve the problem
- Research is a human activity that promotes critical thinking in a cross-functional approach
- Effective research is rational, systematic and is guided by constructive assumptions and measurable data.
3.3 THE CONCEPT OF RESEARCH DESIGN

The Concise Oxford Dictionary (1995:1169) defined design as a preliminary plan, concept or purpose. Yin (1994:20) described research design as the preparation of a working plan aimed at systematically assembling, organising and integrating data in order to solve the research problem. Leedy & Ormrod (2001:91) defined the research design as including the planning and visualisation of the data in the entire research project. Barbie (2013:89) described research design as a plan drawn up by the researcher before observation and analysis of data.

Walliman (2011:40) argued that a research design was a research plan whose purpose was to take the initial research problem and decide how it will be researched. A clearly defined and expressed research problem is an important prerequisite for evolving a research plan.

Important facts to be considered when planning research are: availability of data, possible methods of analysis and your own development skills as a researcher. According to Kruger & Welman (2001:46), research design is a plan where the researcher identifies research participants and gathers data from them.

Kobus (2007:70) explained research design as the plan or strategy that comes from the philosophical assumptions to specifying the selected respondents, the data collection techniques to be used and the data. Vimmer (1993:46) defined research design as a blueprint or set of plans for collecting data.

Research design refers to a researcher’s overall approach and justification of the use of such an approach with regard to the problem under investigation. A research design is a plan or strategy which moves from the underlying philosophical assumption to specifying the selection of respondents, the data-gathering technique to be used and the data analysis to be done. The choice of design is based on the researcher’s assumptions, research skills and her/his research practises and these influence the way in which she/he collects data.
Qualitative research designs usually do not provide the research with a step by step-plan or a fixed recipe to follow. In qualitative research the researcher’s choice and actions determine the design. In other words, qualitative researchers will, during the research process, create the research design best suited to the research (White, 2003:47).

3.4 RESEARCH METHODOLOGY

This section begins by establishing the distinction between a “research design” and “research methodology”. While the “research design” is a plan or blueprint of how a researcher intends to conduct the research, the methodology consists of the methods, techniques and procedures deployed in the implementation process of the research design in order to solve the research problem (Songxaba, 2011:93). Methodology therefore culminates in techniques and procedures/processes used in the process of gathering data. Methodology means the philosophy of the research process. This includes assumptions and values that serve as the rationale for the research and the standards or criteria the researcher uses for interpreting data and reaching conclusions. Cohen and Manion (1994:38), as cited by Songxaba (2011:94), claim that the aim of methodology is to help researchers to understand not only the product of scientific enquiry but also the process itself. Anderson (1990:107), as cited by Songxaba (2011:94), endorses the above viewpoint when he states that the research method is an approach devoted to addressing a research question or problem.

The concept of research methodology refers to the range of approaches used in a research project to gather the data used as a foundation for interpretation, explanation and prediction (Cohen, Manion and Morrison, 2000:38). The researcher sought to determine the effectiveness of the control measures exercised in the schools for dealing with absenteeism amongst educators in the Libode district. Based on the interpretive paradigm underpinning this study, the researcher decided that the most appropriate methodology to use is a qualitative methodology.
3.5 QUALITATIVE AND QUANTITIVE CONCEPTS IN RESEARCH

The researcher felt it necessary to look into the distinction between quantitative and qualitative research in order to prove the justification for selecting the qualitative approach. Walliman (2011:174) agreed that a distinction could be made between quantitative and qualitative.

Neuman (2011:165) explained that the difference between the two methodologies begins in the nature of data itself. Soft data (words, photos, symbols) dictate qualitative research strategies and data collection techniques that differ from hard data (in the form of numbers) for which quantitative approaches are used. Such differences may make the instruments for a quantitative study inappropriate or irrelevant for a qualitative study and vice versa. Neuman (2011:166) further pointed out that qualitative and quantitative research originated in principles about the research process and assumptions about social research. Qualitative and quantitative research principles gave rise to different “languages of research” with different emphases. In a quantitative study, we rely more on positive approaches, principles and use the language of variables and hypotheses. The emphasis is on precisely measured variables to test hypotheses. In a qualitative study, the emphasis is on the principles from interpretive or critical social science. The summary of the differences between quantitative and qualitative research is reflected in Table 3.1 below.

TABLE 3.1: COMPARISON OF QUALITATIVE AND QUANTITATIVE RESEARCH

<table>
<thead>
<tr>
<th>QUALITATIVE</th>
<th>QUANTITATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Capture and discover meaning and the researcher becomes immersed in the data</td>
<td>- Tests the hypothesis that the research begins with</td>
</tr>
<tr>
<td>- Concepts are in the form of themes, motifs, generalisations and taxonomies.</td>
<td>- Concepts are in the form of distinct variables.</td>
</tr>
</tbody>
</table>
### Qualitative vs. Quantitative Research

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures are created in an ad hoc manner and are often specific to the individual setting or researcher.</td>
<td>Measures are systematically created data collection and are standardised</td>
</tr>
<tr>
<td>Data is in the form of words from documents, observations and transcripts.</td>
<td>Data is in the form of numbers from precise measurements.</td>
</tr>
<tr>
<td>Theory can be causal or non-causal and is often inductive.</td>
<td>Theory is largely (causal) and deductive</td>
</tr>
<tr>
<td>Research procedures are particular, and replication is very rare</td>
<td>Procedures are standard, and replication is assured.</td>
</tr>
<tr>
<td>Analysis proceeds by extracting themes or generalizations from evidence and organizing the data to present a coherent, consistent picture.</td>
<td>Analysis proceeds by using statistics, tables or charts and discussing what they show and how it relates to hypothesis</td>
</tr>
</tbody>
</table>

Sources: Neuman(1994:317) and Mouton & Marais(1992:159)

### 3.6 Qualitative Research Method

Neuman (2011:383–419) explained that qualitative research methods have become important modes of inquiry for the social sciences and that they were dominated for a long time by borrowed techniques from experimental sciences. Neuman (2011:383) further argued that, despite a variety of qualitative research genres, most qualitative researchers use some common considerations and procedures. Qualitative researchers are intrigued with the complexity of social interactions as expressed in daily life and with meeting the participants themselves who contribute to these interactions. This interest takes qualitative researchers into natural settings rather than laboratories and fosters pragmatism in using multiple methods for exploring the topic of interest. This means that qualitative research is pragmatic, interpretive, critical and embedded in the current lived
experiences of people. Qualitative research was considered relevant for this study as one utilises the characteristics of qualitative research in an attempt to understand the situations in their uniqueness as part of a particular context and interactions.

Qualitative research involves fieldwork. The fieldwork for this study was done in the schools and the district office. According to Struwig and Stead (2001:12), qualitative research focuses on the participants’ and researchers’ perspectives and requires that the behaviour of individuals be taken into consideration with reference to individuals and their respective environments or context.

The qualitative approaches seldom describe an observation in quantitative terms. While it is not suggested that numerical measures are never used, it is just that other means of description such as observation, interviews and the examination of documentary materials are emphasised for collecting data. Little measurement is involved. However, observations may be classified into discrete categories yielding nominal level data. The researcher used the qualitative research design in this study. White, (2003:65) states that qualitative research is more concerned with understanding social phenomena from the perspective of the participants. The qualitative researcher interacts with those she/he is studying whether this interaction assumes the form of living with or observing informants over a prolonged period of time, or actual collaboration (Maree, 2007:58).

Maree (2007:59) further states that qualitative research provides a verbal description necessary to portray the richness and complexity of events that occur in natural settings from participants’ perspectives. He argues that a qualitative researcher emphasises the importance of discovering meanings and interpretations of events and actions.

### 3.7 TARGET POPULATION

Neuman (2011:241) defined a population as the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from the sample will be generalized. According to Barbie (2013:134), a population is a theoretically specified aggregation of the elements in the study. Walliman (2011:185) described a population as a collective term used to describe the total quantity of cases that are the subject of the
study. So a population can consist of objects, people or even events, for example, schools, miners and revolutions.

The population of this study was composed of eight (8) school principals and five (5) education development officers (EDO’s) in the Libode District, resulting in 13 participants for the study.

3.8 INSTRUMENTS FOR DATA COLLECTION

According to Denzil and Lincoln (2004:19), term “research instrument” refers to any plan of action that helps the researcher to gather relevant data for a study. Interviews will be used in this study to collect data. Maree (2007:87) describes an interview as a two-way conversation in which the interviewer asks the participant questions in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant. Maree (2007:106) refers to interviews as a situation in which answers are directly drawn from the respondents by an interviewer and implies face-to-face talk between the researcher and the respondents concerning the problem of the study.

Tuckman, as cited by Cohen, et al., (2000:243) states that an interview provides access to what is inside a person’s head, makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitude and beliefs). Cohen, et al., (2000:245) further state that the main aim of a qualitative interview is to see the world through the eyes of the participant, and it can be a valuable source of information, provided it is used correctly.

White, (2003:102) believes that with interviews the interviewer can probe for more specific answers and can repeat a question when the response indicates that the respondent has misunderstood the question. White (2003:103) states further that the interviewer can make sure that all questions are answered, that the interviewer has control over the question order and can ensure that the respondent does not answer questions out of order/sequence.
3.9 SAMPLING

Walliman (2011:185) defined sampling as a selected number of cases in a population. According to Barbie (2013:124), sampling is the process of selecting observations or a procedure for selecting units of observations, for example, interviewing every school principal in the district. The sample comprises the elements of the population considered for actual inclusion in the study. It can also be viewed as a subset of measurements drawn from a population in which one is interested (De Vos, 2000:199).

Sampling refers to the process of selecting things or objects when it is impossible to have knowledge of a larger collection of these objects (Mouton, 1996:132). According to Bless and Higson-Smith (1995:85), the best way to collect information about a group of persons or things that will give an accurate picture, is to examine every single member or element of such group. However, it is also possible to reach accurate conclusions by examining only a portion of the total group and that is referred to as sampling. Mouton (1996:132) further states that, the aim of sampling is to produce representative selections of population elements. A sample should be as small and economical as possible, all consideration permitting, and be able to give information as swiftly as its measurement techniques permit (Bernard, 2007 cited in Rath, 1991:25).

Sampling is the most important factor in obtaining information for a study in the social research process (Huysamen, 1994:40). A distinction can be made between probability and non-probability sampling. The advantage of probability sampling is that it enables the researcher to indicate the probability with which the sample results deviate in differing degrees from corresponding population values. Non-probability sampling is where a sample is used for description rather than having generalisation as the goal. It is used when a researcher wants to check a representative sample (Dawson, 2002:8).

Bless and Higson-Smith (1995:88) describe the two sampling types in research as probability sampling and non-probability sampling. Probability sampling includes the following sampling procedures: simple random sampling, interval or systematic sampling, stratified sampling as well as cluster or multi-stage sampling. On the other hand, non-
probability sampling includes the following procedures: accidental or availability sampling, purposive or judgment sampling as well as quota sampling.

Purposive sampling was used in this study. According to White (2003:68), purposive sampling is normally used for qualitative research studies. Maree (2007:45) asserts that this type of sampling is based entirely on the judgement of the researcher. Cohen, et al., (2000:69) state that the advantage of this kind of sampling is that it is usually convenient, economical and allows the researcher to select those subjects who are well versed in the subject matter and who are able to articulate better information than other people. White (2003:69) emphasises that the participants should be purposefully selected, targeting those who have experiences relating to the phenomenon to be researched, and who are verbally fluent and able to communicate their feelings, thoughts and perceptions in relation to the phenomenon and have the same home-language as the researcher. It is necessary and important to select information-rich cases as this helps the researcher to address the purpose of the research.

### 3.10 DATA ANALYSIS

The researcher will use qualitative research techniques to analyse the data. Qualitative analysis of data refers to data that is described in words. According to White (2003:115) and Macmillan and Schumacher (2002:189), qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns (relationships) among categories. They also state that qualitative data analysis is a systematic process of selecting, comparing, synthesising and interpreting in order to provide an explanation of the single phenomenon of interest.

MacMillan and Schumacher (2002:189) assert that data analysis involves the process of systematically searching and arranging the interview transcripts, field notes and other material that the researcher accumulates to increase his/her own understanding in order to present what she/he has discovered.
3.11 ETHICAL CONSIDERATIONS

When the researcher conducts research, there are ethical considerations that need to be followed. These include informed consent, anonymity, confidentiality, deception, voluntary participation and the right to privacy.

Maree (2007:72) argues that ethics generally apply to dealing with beliefs about what is right and what is wrong, proper or improper, good or bad. Getliffe (2008:62) points out that in any study involving human subjects there are ethical issues that are important in research.

Ethical consideration serves as the standard and basis on which the researcher ought to evaluate his or her conduct. In the proposed study, the researcher will make use of confidentiality forms, informed consent, and voluntary participation so as to avoid causing any harm to the respondents. Neuman (2011:143) describes ethics as what is or is not legitimate to do or what moral the research procedure involves. Ethics provide guidance to researchers but ethical conduct depends on the individual researcher.

3.12 CONCLUSION

When the researcher conducts a study there must be an explanation of the research methods, research designs and paradigms. These have been explained above. This chapter outlined how the researcher approached the study. The research methodology was discussed and the instrument and sampling methods explained. In this chapter the research design, the population of the study, sampling procedures, sample size, data collection instruments, data analysis, ethical considerations, were dealt with meticulously. The next chapter (4) will focus on the data collection and its analysis.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION
The research methodology was discussed in the previous chapter. This included the methods and tools used for the data collection. In this chapter, the aim was to present information pertaining to data collection, interpretation and analysis. The researcher used thematic analysis, also known as systematic interpretative analysis, to interpret and analyse the data. The primary data was collected from the respondents through interviews.

4.2 DATA–COLLECTION PROCEDURE
The researcher conducted interviews on his own. The process started through telephone calls to the offices of the Department of Education at Libode District Office and the school principals of the selected schools. The telephone calls were made to request appointments with the respondents and the appointments were subsequently secured. The researcher used semi-structured interviews since they are flexible and informal and allow the respondents to express their feelings about the situation. Interviews are one of the most important tools of qualitative research (Tachie, 2011:64). Semi structured interviews include informal conversations in which questions emerge from the immediate context and are asked in the natural course of events. Tachie (2011:65) further refers to semi-structured interviews as conversations with a purpose since they are relatively formal. The researcher sought specific information from the respondents and semi-structured interviews were deemed appropriate for this study.

The findings were analysed inductively and deductively. Data analysis and interpretation processes were organized into themes based on the objectives of the study. Data was analysed through the use of tables and charts. As per the sample for the study, eight (8) school principals and five (5) Education Development Officers (EDOs) participated in the study.
4.3 RESPONSES FROM SCHOOL PRINCIPALS AND EDUCATIONAL DEVELOPMENT OFFICERS

In this section, data collected from school principals was presented first, and thereafter data collected from Education Development Officers was presented and analysed.

4.3.1 Responses from School Principals

4.3.1.1 Awareness and knowledge about control of absenteeism of educators.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>FREQUENCY</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of control measures</td>
<td>6</td>
<td>96%</td>
</tr>
<tr>
<td>Not aware</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>

Figure 4.1: Overall response
Respondents were asked about their awareness and knowledge regarding control measures for dealing with absenteeism of educators.

The responses from the participants show that six (6) or 96% of School Principals said that they were aware of control measures for dealing with absenteeism of educators and their schools had such control measures. Examples those control measures include educator attendance registers, Circular 19 of 2008, in some instances period leave registers, leave forms. An insignificant number of participants (2 principals or 4%) were not aware whether control measures for dealing with absenteeism of educators existed in their schools.

The high number of participants who have knowledge about control measures indicates that this is a matter for which provision has been made in the management of schools. Furthermore, the fact that they are aware of the availability of such control measures indicates that they can provide useful information about the use of such measures. The 4% of the respondents who were not sure of the existence of control measures in their schools, raise questions about their knowledge and awareness of their responsibilities, since Human Resource Management is a critical aspect of school management.

### 4.3.1.2 Policy to use as guide to manage absenteeism of educators

<table>
<thead>
<tr>
<th>Respondents</th>
<th>FREQUENCY</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Aware of measures for managing absenteeism</td>
<td>6</td>
<td>96%</td>
</tr>
<tr>
<td>Not aware of any measures</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>
The question was thought to be of importance by the researcher as it required that respondents clearly indicate whether the school has a policy in place for managing educator absenteeism. According to the responses it cannot be disputed that schools principals are aware of certain policies that might be applied or implemented for managing educator absenteeism.

Ninety-six (96%) percent of the respondents are aware of the guiding policy for managing absenteeism of educators in their schools. The Employment Equity Act and Circular 19 of 2008 were considered as guiding policies for managing educators’ absenteeism. Four (4%) percent of the respondents were not aware of any policy that could be used as a guideline for managing educator absenteeism. The statement mentioned shows that the Department of Basic Education has a proper plan for evaluating the control measures.
4.3.1.3 Management of the educator attendance register

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance register</td>
<td>6</td>
<td>96%</td>
</tr>
<tr>
<td>Register is not monitored</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>

The responses indicate clearly that more than 90% have knowledge that an educator attendance register should be provided and be monitored.

A significant number, 96% mentioned that an attendance register was provided and monitored by school principals. The respondents mentioned that the attendance register is placed at a central point at 8:40 in the morning where every educator will be able to sign and it is then removed at a specified time and brought back to the principal’s office. Four (4%) percent of the respondents mentioned that leave registers are not monitored in their schools; in fact some educators do not even fill in the leave form when they go on.
leave. The implications of non-monitoring is that some educators do not fill in their leave forms which shows that despite control measures being in place they are not effective.

4.3.1.4 Are educators aware of leave entitled to them

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding educator leave</td>
<td>6</td>
<td>98%</td>
</tr>
<tr>
<td>No clear understanding</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figure 4.4: Understanding educator leave

Figure 4.4 above indicates that 98 percent (98%) of the respondents fully understood the various leave formats that educators are entitled to. The respondents mentioned that school principals must monitor all the various leave options taken by educators, as they are applied differently depending on each educator’s situation. For example, an educator must provide a sick certificate if he/she is signing for sick leave. The respondents also mentioned that the various forms of educator leave are clearly stated in the South African
Schools Act Leave regulation, Act no.7 of 2001, Labour Relations Act and reports from Department of Education. Respondents mentioned that they fully understood the leave available to educators. They were able to name all types of leave educators are entitled to and their applicable cycles. These were identified as annual leave, normal sick leave (36 days with full pay), maternity leave (4 months-paid), adoption leave (maximum of 45 working days), special leave (must not exceed 3 working days), family responsibility leave (3 working days- paid) and study leave (determined by the employer).

Two percent of respondents (2%) mentioned that they do not have a clear understanding of the various leave formats to which educators are entitled. These respondents mentioned that some of these leave formats are confusing to them as they do not know what description to attach if, for example, an educator applies for family responsibility leave. They are unsure of the responsibility regarding how many days can be taken by educators as some of the educators sign for it even if it is already exhausted and that as principal they have to sign for that. This is problematic.

### 4.3.1.5 Strategies to use to manage abuse of leave by educators

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for managing leave abuse</td>
<td>6</td>
<td>98%</td>
</tr>
<tr>
<td>Not sure about any strategy</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>
The above diagram illustrates that 98 percent (98%) of the respondents are able to manage the abuse of leave by educators. The respondents mentioned that educators are required to sign for leave before they take the leave or, if it was an urgent situation, the educator must sign for the leave when they return from leave. They recommended that leave credit should be given to educators monthly as a means of controlling and managing the abuse of leave by educators.

Two percent (2%) of the respondents stated that they are not sure which strategy they can use in managing the abuse of leave by educators.

### 4.3.1.6 How often do you experience unscheduled leave by educators

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>TIMES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unscheduled leave by educators</td>
<td>Once-in a month</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Twice in a three month period</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Three-times per quarter</td>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>
Figure 4.6: Unscheduled leave by educators

The above diagram reflected those who have experienced unscheduled leave taken by educators (8) and the details are presented below:

Twenty-five percent (25%) of the school principals experienced educators who take unscheduled leave once in a month. Another twenty-five percent (25%) of the school principals experienced educators taking unscheduled leave twice in a three-month period. Fifty percent (50%) of the school principals experienced the educators taking unscheduled leave three times per quarter.

### 4.3.1.7 How often do you attend training workshops on the management of leave

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>TIMES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once-a year</td>
<td>1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Two- times a year</td>
<td>2</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Three-times year</td>
<td>2</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Never attended any workshop</td>
<td>3</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>
Figure 4.7: Training workshops on leave management

The diagram illustrated that ten percent (10%) of the school principals attended a workshop on leave management once a year. Twenty-five percent (25%) of the school principals attended the workshop on leave management twice a year. Only two (2) principals or twenty-five percent (25%) attended the training workshop on leave management three times per year.

Forty percent (40%) of the school principals have never attended a training workshop on leave management. This implies that they had received no training on managing absenteeism. The Department of Basic Education needs to deal with leave management.
4.3.1.8 What support do you get from the Department of Basic Education regarding leave management.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from department</td>
<td>6</td>
<td>98%</td>
</tr>
<tr>
<td>No support</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figure 4.8: support from department

According to figure 4.8 above, 2 percent (2%) of the respondents indicated that the Department of Education at Libode District Office provided no support to the school principals regarding the management of leave and absenteeism. Respondents mentioned that even when they tried to get someone to look at the issue of leave and its control in particular they failed. The remaining 98 percent (98%) received support from the Libode Education District Office regarding leave management.
4.3.1.9 What are the challenges faced by school principals when reporting absenteeism

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate capturing of leave forms</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>No follow-up on recommendations made by school principals</td>
<td>2</td>
<td>75%</td>
</tr>
</tbody>
</table>

Figure 4.9 Challenges faced by school principals

Figure 4.9 illustrates the challenges that school principals encounter when reporting absenteeism in the Libode District Office. Seventy-five percent (75%) of the respondents complained that the department does not assist in curbing the problem of leave abuse by educators and that there is no follow up on recommendations made by school principals. Twenty-five percent (25%) of the respondents indicated that the inadequate capturing of leave forms is another challenge faced by school principals. The respondents mentioned that at the department they were told that principals are supposed to manage leave abuse as they are the school managers.
4.4 INTERVIEW QUESTIONS FOR EDUCATOR DEVELOPMENT OFFICERS AT LIBODE DISTRICT OFFICE

4.4.1 Are you aware of any control measures for reducing absenteeism of educators?

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of control measures-with examples</td>
<td>6</td>
<td>80%</td>
</tr>
<tr>
<td>Not sure of examples</td>
<td>2</td>
<td>20%</td>
</tr>
</tbody>
</table>

Figure 4.10: control measure for reducing absenteeism of educators

Sixty percent (60%) of the respondents mentioned that they are aware of the control measures that assist in reducing absenteeism of educators and were able to give examples such as leave registers, quarterly reports, circulars and acts regarding leave, leave summaries and registers that have to be signed by pupils as proof that the educator was at school.
Forty percent (40%) of the respondents were aware of control measures but could not explain or give examples.

4.4.2 How effective are the control measures for dealing with absenteeism

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control measures are effective - with examples</td>
<td>6</td>
<td>80%</td>
</tr>
<tr>
<td>Non -effective</td>
<td>2</td>
<td>20%</td>
</tr>
</tbody>
</table>

Figure 4.11: How effective are these control measures

Figure 4.11 indicates that sixty percent (60%) of the respondents agreed that the control measures for dealing with absenteeism were effective. However forty percent (40%) of the respondents felt that the control measures used are not effective for dealing with absenteeism. The respondents mentioned that in some cases even the school principals are not signing the leave application forms correctly and as such they are not up to date.
4.4.3 How often do you get reports from school regarding educator absenteeism

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Reports</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly reports</td>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Sporadic submission</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>EDO’s visits</td>
<td>3</td>
<td>45%</td>
</tr>
</tbody>
</table>

Figure 4.12: Reports from schools regarding educator absenteeism

The above figure shows that forty-five percent (45%) of the respondents receive reports regarding educator absenteeism on a weekly and a quarterly basis. Ten percent (10%) of the respondents show sporadic submission of leave reports to the district office by school principals.

Again forty-five percent (45%) of the respondents mentioned that they only receive the leave reports when they do school visits.
4.4.4 What are the challenges faced by the District Office in managing absenteeism of educators.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>REPORTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Late or non-submission</td>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>No monitoring of leave by school principals</td>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Poor leave management by school principals</td>
<td>2</td>
<td>10%</td>
</tr>
</tbody>
</table>

Figure 4.13: Challenges faced by Libode District Office in managing educator absenteeism.

The figure above illustrates that forty-five percent (45%) experience the late or non-submission of leave certificates/applications by the schools. Another forty-five percent (45%) of respondents face the challenge of school principals who do not monitor the leave taken by educators.
Ten percent (10%) of the respondents mentioned that leave management by school principals is very poor.

4.5 CONCLUSION

This chapter presented the data analysis and interpretation and the instruments used for data collection. Analysis of the data collected from participants plus the information gathered from journals, year books and articles, both published and unpublished, were used. Participants included eight (8) principals from different schools and five (5) education district officers from the Libode District Office.

The next chapter (chapter 5) will focus on the findings and recommendations.
CHAPTER 5
RESEARCH FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gave an exposition of the findings of the study, as they were presented in the preceding chapter, and also makes recommendations to attempt to bring solutions to the problems. The general aim of the study was assessing the effectiveness of the control measures for absenteeism of educators in Department of Education in Libode District.

The format of the chapter is firstly a presentation of the results of the empirical study, followed by the presentation of applicable recommendations.

5.2 RESEARCH FINDINGS

5.2.1 KEY RESULTS AND THEIR ASSOCIATED RECOMMENDATIONS

5.2.1.1 Awareness of control measures for dealing with absenteeism

The study reveals that many of the school principals were aware of the control measures for dealing with absenteeism in their schools. A few of the school principals were not aware of whether control measures existed in their schools.

RECOMMENDATION

The Department of Education Libode District Officials should impose strict measures on adherence to the rules regarding clearly defined controls that are clear to all school principals.

5.2.1.2 Policy to use as a guide to manage absenteeism of educators

The majority of the participants declared that their schools have a policy in place for absenteeism of educators and that these policies should be made available to all school principals.
RECOMMENDATION

The policy for managing educator absenteeism needs some improvement regarding the manner in which it is conducted and greater effort should be made to ensure that all school principals receive proper training in the principles of the policy.

5.2.1.3 Management of the educator attendance register

The participants revealed that more than 90% have knowledge of the educator attendance register but in some schools it is not monitored properly by school managers.

RECOMMENDATION

All school principals must receive thorough training on the importance of having attendance registers and monitoring its use from the Department of Education at Libode District office.

5.2.1.4 Understanding of educator leave

The participants indicated that school principals understand the leave options that may be taken by educators. The South African Schools Leave Regulation, Act no. 7 of 2001, identifies the various leave formats entitled for educators. Participants further revealed that school principals should monitor all the various forms.

RECOMMENDATION

The Department of Education Libode District Office should with immediate effect train the school principals on educator leave management and how they can monitor this.

5.2.1.5 Strategies to use to manage abuse of leave by educators

The study reveals that not all school principals were able to manage abuse of leave by educators. Educators regularly sign for leave after they have already taken the leave. Other educators sign for leave even if they have exhausted their available leave days.
RECOMMENDATION

Proper management and administration of abuse of leave educators must come to an end and schools principals and the department of education Libode District Office to act urgently on this problem.

The Department of Education, Libode District Office must train school principals in the proper management and administration of leave privileges in order to prevent abuse of these privileges by all ranks of educators.

5.2.1.6 Experience by school principals of unscheduled leave by educators

The study revealed that school principal’s experience unscheduled leave by educators with 50% mentioning that they experience this three times per quarter. A further 25% of the participants experience it once a month.

RECOMMENDATION

Strict measures as allowed for in the policy should be taken against those educators who are found guilty of taking unscheduled leave as this impacts negatively on the school and the learners. These measures should be emphasised during training programmes on the management and administration of leave privileges.

5.2.1.7 How often do you attend workshops on leave management?

Only a few of the participants revealed they had attended a workshop on leave management. Others stated that they have never attended any workshop on leave management.

RECOMMENDATION

The Department of Education at Libode District Office must take steps on empowering its school managers. Training and giving skills to these school principals will make a marked difference in the management of schools. Therefore regular workshops must be held to enable school principals to gain the experience of managing all forms of leave activities.
5.2.1.8 *What Support do you get from Department of Basic Education on leave management?*

The study revealed that a relatively high number of school principals do not receive support from the department with regard to the management of leave. The participants mentioned that even when they tried to get someone from department to look at the issue they failed.

**RECOMMENDATION**

The Department of Education must urgently give full support to the school principals and be fully involved in all the processes regarding educator leave.

Department must devise strategies and means for curbing the problem of leave abuse by fully supporting, monitoring and evaluating leave records.

5.2.1.9 **Challenges faced by school principals**

The study revealed that the Department of Education at Libode District Office faces a serious challenge due to the inadequate/inefficient capturing of leave forms/data. When school principals report problems of leave abuse to the District Office they are not taken seriously hence they end up not submitting reports as even when they recommend a “no work, no pay” option for a particular educator, nothing is done.

**RECOMMENDATION**

The Department of Education, Libode District Office must take an urgent decision to resolve and address problems brought to their attention. It is recommended that an immediate intervention be done to solve the challenges with the aim of promoting smooth school management processes. The non-action scenario by District Office when school principals report problems they encounter must come to an end.
5.3 INTERVIEW QUESTIONS FOR EDUCATION DEVELOPMENT OFFICER AT LIBODE DISTRICT OFFICE

5.3.1 Awareness of control measures for reducing absenteeism of educators

The Educator Development Officers (EDO’S) agreed that they are aware of the control measures for reducing absenteeism of educators. They mentioned leave registers, quarterly reports from school, circulars and guiding Acts regarding leave. They mentioned a leave summary that has to be signed by learners as proof that the educator was in class, but it was indicated that not all school principals comply.

RECOMMENDATION

The Department of Education through the EDOS must place greater emphasis on the rules and regulations regarding control measures on absenteeism. It is further recommended that circulars and leave registers be properly used by school principals.

5.3.2 How effective are the control measures for dealing with absenteeism?

The participants mentioned that leave applications are not correctly completed or signed by school principals which results in cases where the forms are null and void. The forms are not up to date hence these control measures become ineffective.

The non-effectiveness of these control measures can cost the education department huge amounts of money.

RECOMMENDATION

Education Development Officials must urgently intervene on the use and application of these control measures in order that they become effective in all schools. EDOS should show commitment to what they are supposed to do.
5.3.3 Reports from school regarding educator absenteeism

The study revealed that the sporadic submission of leave reports to the District Office by school principals is a serious concern. Education Development Officers mentioned that in some schools they only receive the leave reports when they visit schools.

RECOMMENDATION

Rules and regulations with regard to the submission of leave reports should be adhered by both school principals and Education Development Officers. Clearly defined timeframes on leave report submissions should be initiated by Department of Education and be complied with.

5.3.4 Challenges faced by the District Office in managing the absenteeism of educators

A significant number of participants revealed that late or non-submission of leave certificates by school principals is a challenge they face. The non-monitoring of leave taken by educators is another challenge to EDO`s. It has been revealed that the non-effective implementation of these leave controls results in poor management of absenteeism by school principals.

RECOMMENDATION

The policies of the department regarding leave management should be implemented by school principals and Education Development Officers of Libode District Office. The non-submission of leave reports must urgently come to an end.

Stringent measures must be taken against those who do not want to comply with the relevant policies about managing absenteeism. The Department must make sure that the policies on paper are practised and are effectively applied and monitored.
5.4 CONCLUSION

In this chapter the findings and recommendations as per the study have been addressed. The researcher endeavoured to assess the control measures for managing absenteeism among educators. The awareness of school principals and Educator Development Officers in regard to managing absenteeism were acknowledged not all school principals had knowledge of the available control measures or of how to implement them.

Another objective was to view the effectiveness of these control measures at schools. It was stated that the control measures exist but are not effective in dealing with absenteeism of educators because the school principals and EDOs lack knowledge of them. Regarding the plan of the Department in evaluating the effectiveness of the control measures, the recommendation from the study is that Department of Education Libode District Office must regularly visit schools, that the South African Schools Act, Circular 19 of 2008 be implemented, monitored and evaluated. All those who do not adhere to the stipulated policies on the management of leave should be held accountable and be disciplined. The challenges that schools principals and EDOs face regarding control measures must be reported and action be taken against the culprits.
REFERENCES


Department of Education. 2006. Education law and policy. Pretoria, Juta.


Maree, K. 2007: *First steps in research,* Pretoria Van Schaik


Schools in India. Netherlands. Erasmus University Rotterdam.


ANNEXURE A: QUESTIONNAIRE

INTERVIEW QUESTIONS FOR PRINCIPALS OF SCHOOL

1. Does the school have control measures for absenteeism of educators?

If Yes can you give examples?

If No why not?

3. Which method or policy do you use to manage absenteeism of educators?

If No Why not?


5. Which method or policy do you use to manage absenteeism of educators?

7. Which strategy do you use to manage abuse of leave by educators?


9. How often do you attended training workshops on management of leave?

10. Which support do you get from the department of basic education in regard to leave management?
11. What are the challenges do you face when reporting absenteeism to the district office?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

END OF INTERVIEW: THANK YOU FOR YOUR PARTICIPATION
# ANNEXURE B: INFORMATION AND INFORMED CONSENT FORM

NELSON MANDELA METROPOLITAN UNIVERSITY

## INFORMATION AND INFORMED CONSENT FORM

<table>
<thead>
<tr>
<th>RESEARCHER’S DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of the research project</strong></td>
<td>A STUDY OF THE CONTROL MEASURES ON ABSENTEEISM</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>BUNGENI MZINTO</td>
</tr>
</tbody>
</table>

### A. DECLARATION BY OR ON BEHALF OF PARTICIPANT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I, the participant and the undersigned</td>
<td>(full names)</td>
</tr>
<tr>
<td>ID number</td>
<td></td>
</tr>
<tr>
<td>I confirm that I am over 18 years of age.</td>
<td></td>
</tr>
</tbody>
</table>

### A.1 HEREBY CONFIRM AS FOLLOWS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I, the participant, was invited to participate in the above-mentioned research project</td>
<td></td>
</tr>
<tr>
<td>that is being undertaken by</td>
<td>BUNGENI MZINTO</td>
</tr>
<tr>
<td>From</td>
<td>DEPARTMENT OF POLITICAL &amp;GOVERNMENT STUDIES</td>
</tr>
<tr>
<td>of the Nelson Mandela Metropolitan University.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.1</strong></td>
<td><strong>Aim:</strong></td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td><strong>Possible benefits:</strong></td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td><strong>Confidentiality:</strong></td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td><strong>Voluntary participation / refusal / discontinuation:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8 Merriman Lusithi
Mbuqe Extension
Mthatha
5099

Dear Principal

RE: REQUEST TO CONDUCT RESEARCH AT THE SCHOOL

I am a student who is currently completing Master's degree in Public Administration at Nelson Mandela University. I am conducting research on control measures for absenteeism of educators in Libode.

I apply for permission to conduct interviews with the principals and the selected educators in the school. The participation in the study is voluntary and non-participation will have no negative consequences. The information that will be collected during the interview will be used for the purpose of the study.

The participant's names will remain anonymous and not be disclosed. Anonymity will be assured at all times. There are no known risks for your involvement. There is no form of compensation in the study.

The participants participation in the study will be confidential

Yours Faithfully.

C.M. Bungeni(Researcher)
ANNEXURE D: LANGUAGE EDITORS LETTER

24 Justin Road

Broadwood

Port Elizabeth 6070

TO WHOM IT MAY CONCERN

I, Aileen Gail Klopper, declare that I have assessed and edited the treatise of Mr MC Bungeni (Student Number: 207054577) entitled:

A STUDY OF CONTROL MEASURES FOR ABSENTEEISM OF EDUCATORS IN LIBODE DISTRICT

Submitted in partial fulfilment of the degree Master of Public Administration.

Any queries related to the editing of this treatise can be directed to me at 074 3209463.

Signed at Port Elizabeth on 27 November 2014.

Ms AG Klopper (MA HWM)
28 October 2013

Mr. Conelius Bungani
8 Meriman Lusithi Street
Mbuqa Extension
MTHATHA
5099

Dear Mr. CM Bungeni

PERMISSION TO UNDERTAKE A MASTER OF PUBLIC ADMINISTRATION: A STUDY OF CONTROL MEASURES FOR ABSENTEEISM OF EDUCATORS IN LIBODE DISTRICT

1. Thank you for your application to conduct research.

2. Your application to conduct the above mentioned research in the following five schools in the Libode Education District: Nogemane SSS, Upper Corana SSS, Toli SSS, St Patrick SSS, Gxaba SSS and the Libode District Office. The Eastern Cape Department of Education (ECDoE) is hereby approved on condition that:
   a. there will be no financial implications for the Department;
   b. institutions and respondents must not be identifiable in any way from the results of the investigation;
   c. you present a copy of the written approval letter of the Eastern Cape Department of Basic Education (ECDoE) to the Chief Directors and Directors before any research is undertaken at any institutions within that particular district;
   d. you will make all the arrangements concerning your research;
   e. the research may not be conducted during official contact time, as educator’s programmes should not be interrupted.

[Signature]
f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretariat Services;

g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;

h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Director – Strategic Planning Policy Research and Secretariat Services;

i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.

j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretariat Services upon completion of your research.

k. you comply to all the requirements as completed in the Terms and Conditions to conduct research in the ECDBE document duly completed by you.

l. you comply with your ethical undertaking (commitment form).

m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.

3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct research in the ECDBE.

4. The Department will publish the completed research on its website.

5. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on mobile number 083 275 0715 and email: annetia.heckroodt@edu.ac.za, bernetia@isfrica.com should you need any assistance.

DR. AS HECKROODT  
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES