

Supervision of Teacher's Punctuality and Students' Attendance in Senior High Schools: Exploring the Views of Students

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Abstract

Teachers' attendance to classes has been identified as a factor that plays a major role in students' attendance in school. The objectives for the study were; to establish student attendance pattern in selected SHS, find out the extent to which teachers' attendance is checked and to establish the relationship between teachers' punctuality and regularity and students attendance pattern. A descriptive survey method was used to collect data from 200 students using an 18-item questionnaire. The findings showed that most students attend classes every day. It also indicated that supervision had positive effect on teachers' attendance which in tend influence students' attendance. It is recommended that supervision should be intensified to ensure students regularity and attendance in schools which can lead to improved academic achievement in Senior High Schools in Ghana

Keywords: Attendance, supervision, Teachers, Ghana, Students

1. Introduction

The quality and evaluative mechanism of any level of educational system is the performance of teachers and the number of good grades obtained by students in the subjects examined at the end of a terminal class (Adewale, 2014). He added that recently, a lot of stakeholders attest to the fact that the standard of education is falling. This trend of academic standard may result from a lot of factors which include; lack of parental control, lack of effective supervision, lack of effective teaching and learning, students' attitude towards learning and others (Butakor, Ampadu, & Cole, 2017). Since teaching, learning and inspection/supervision are components of educational industry, it is not out of sight to justify the use of internal supervisors in second-cycle school settings (Adewale, Adeleke, Toyin & Rotimi, 2014). Educational supervision is not only sensitive but also, a very broad subject (Ankoma-Sey & Maina, 2016). According to Archibong (2017), supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

Of all the major tasks of a school administrator, none is as sensitive and challenging as the one relating to the supervision of students, school personnel, instructional programmes, school plants and statutory records (Alimi & Akinfolarin, 2012). In senior high schools, there is a well-established system that has been put in place for effective supervision. According to Mohanty (2008), education supervision carries the same general concept and is applied to both academic and administrative tasks. Administrative functions of supervision included; providing physical facilities to the teachers, checking the safety and security of the school plant, maintaining proper service conditions and redressing grievances of teachers in time, checking the accounts and records of the school and maintaining proper distribution of work load. Some of the academic tasks included monitoring of instruction, providing guidance to teachers for improving teaching evaluation and assessment of pupil's achievement. One aspect of supervision which is keen to effective supervision is monitoring (Alimi & Akinfolarin, 2012). There cannot be any effective supervision without the institution of proper mechanism to check its efficiency. School authorities play a key role in ensuring that effective monitoring is carried out. Parents also play a key role in the monitoring of students by checking their attendance to school. School authorities do carry out routing inspection, however as outlined by Tyagi (2010), inspection is a top down approach focused on the assessment and evaluation of school improvement based in stated standards. The checking and monitoring of teachers attendance is a guarantee for better quality which is positive with cooperation between Principals and Head of Departments (Adewale et al., 2014).

Over the past years, there has been series of comments about the falling standards of education in Ghana. It is therefore imperative to note, that for a school to have excellent academic achievement, supervision coupled with well-established monitoring system should be put in place to ensure that students and teachers are up to their tasks. Teachers cannot be wholly blamed for the abysmal academic performance of students in second cycle schools in their terminal examinations. In the same vein, parents will also not take that responsibility and so do other stake holders. Numerous concerns have been raised on weak supervision and monitoring systems offered by heads in some second cycle schools. In addition a lot of literature has also shown positive correlation between students' attendance and academic achievements. It is in the light of this assertion that this study investigates how supervision and monitoring of teachers influence the attendance of students to school.

The purpose of this study is to examine the perceived relationship between supervision of teachers' punctuality and regularity and students' attendance. This study will seek to create awareness about how effective

supervisors carry out their duties to improve academic performance. The national goals of economic recovery and industrialization are jeopardized by students' poor academic performance in public secondary schools which may arise from students' absenteeism (Korir, et al., 2014). Although, other factors may account for the poor performance as well, the significant of this study is to find out how teachers regularity and punctuality to class are monitored and to find out whether there is the existence of any mechanism to check teachers' attendance as well as students. The result will enhance teachers, parents and students relationship in their pursuit for better academic achievement.

1.1 Research questions

- i. What is the pattern of students' attendance to classes in the selected SHS?
- ii. How is teachers' attendance to classes checked?
- iii. How does teachers' attendance to classes affect students' attendance?

2.0 Review of literature

2.1 Supervision in school

Ayeni (2012) asserted that, the major supervision roles performed by the principals were: monitoring of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work. However, he further stated that the supervisory roles that were least performed by principals were: provision of instructional materials and teachers' reference books, monitoring of curriculum delivery and regular feedback and review of students' academic performance with stakeholders. Apart from the weekly performed roles mentioned above, there are certain duties such as organization of in-service training for teacher, which does not concern the headmasters. This is a good representation in second cycle schools. Conversely, in basic schools, there is a programme which has been put in place called School Performance Appraisal Meeting (SPAM) where all stakeholders are called to a meeting to discuss performance of students in the previous year's Basic Education Certificate Examination (BECE). At this meeting, problems that led to the weak academic performance are identified and remedies found. According to Ayeni (2014) there is a growing conviction that empowerment of school site supervision can make school respond to needs of student. Thus checking and monitoring is a guarantee for better quality which is possible with cooperation between principals and head of departments in the school. Although headmasters/principals can help improve academic performance, the frequency of monitoring should be intensified for its success. In addition I believe the inclusion of the subject heads and experienced teachers in the various subject areas can also help.

Adewale (2014) reported that spending a quite periods of time in a classroom observing teachers will reveal areas of weakness and steady usage of instructional materials and develop good teaching skills because any time, the external supervisors were around, most teachers were normally involved in window dressing on instructional practices. I think spending some time with teachers can help but that is not the only way out. Supervisors can design a check list or an attendance form for teachers where every teacher appends his or her signature after teaching a lesson. This form can be monitored daily to determine the attendance pattern of teachers to class. Principals in secondary schools are the people entrusted with the responsibility of ensuring that educational strategies are put in place that support effective teaching and learning Makau et al., (2016). The study further stated that principal has to create harmony between the set objectives and the actual work covered through regular monitoring of classroom curriculum. The study found out that when principals coordinate the curriculum in terms of the teaching and learning process their students' performance in the Sciences is improved. This is study was solely concerned with supervision on the teaching of science subjects in the study area. The result may be different when other subject areas such as business and general arts which does not require practical activities are studied. I will suggest a further research be conducted on the other areas to be able to generalize the findings.

2.2 Students' attendance

A lot of scholars have expressed their views on the definition of attendance as applied to education. Many of them have also expressed their understanding on what attendance in schooling meant. Aden et al., (2013) viewed attendance as the amount of time that students participate in class activities, and is measured in hours per day, days per week, sessions per month and percentage of time. Olufunke and Oluwadamilola (2014) also defined attendance as the physical presence of the students in schools/classes. Olufunke and Oluwadamilola, (2014) explained further that attendance at schools is not merely being bodily present but including actual participation in the work and activities of the school. Further, Olufunke and Oluwadamilola (2014) opined that attendance can be divided into two extremes of being 'a mere appearance of the students at school' and 'the students present during the whole day'. Although, some students may truly be at the assembly during the collective worship period and leave school before the closing hour after the roll might have been called in the morning. In some cases, some of these students may truly be in school but rather engage themselves in illegal activities such as

sleeping, reading negatively motivated novels, playing with electronic devices and going to the field to play games among others. Sultana and Rashid (2013) reported that time management and punctuality issues are important issues that often happen among students in school and that punctuality and time management problems among students in schools occurred related to the lateness to entering classroom. Although all that has been discussed by the different authors are in their right direction, there may be a way out. For instance, a student comes to school and suddenly falls sick; do we classify such a student as being absent? In this case, I agree with Olufunke and Oluwadamilola (2014) that attendance should be the physical presence of a student in school. In spite of the numerous discussions about attendance, much attention has been focused on the attendance of children in schools and the impact that frequent student absence have on student's learning, so much so that parents may face criminal sanctions if their children miss a certain number of days of school. However, the same attention needs to be focused on the attendance of teachers who are charged with the responsibility of teaching these children Finlayson (2009). The more teachers' attendance is improved, the better the instructions given to the students. The best practice is therefore to monitor the attendance of both teachers and students and this I think may improve academic achievement.

2.3 Absenteeism

Tinab (2014) noted that both absenteeism and lateness are symptomatic of education systems that have weak teacher management structures, and are unable to provide incentives to motivate teachers to improve their attitudes toward work. Certain Penalties and punishment for lateness and absenteeism have been prescribed by the Ghana Education Service (GES) but head teachers seem unable to enforce them because the professional culture does not promote the necessary authority for enforcement (Akyeampong & Asante, 2006; Tinab 2014). This problem of supervision complicates issues because it affects teachers' commitment to work, observable attendance patterns and quality of service delivery in the classrooms and the school as a whole Tinab (2014). I think this issue was solely based on the way in which punishment is meted out to students. In this case, the only means which was mostly applied was by the use of corporal punishment which has been abolished by Ghana Education Service (GES). I believe that there are ways of administering punishments. Some of these include; writing useful sentences which is beneficial to students and denying them of certain privileges. Some students could also be taken through guidance and counseling services for behavioral change. Issues of absenteeism are not the fault of only the student but irresponsible parenthood or poverty may bring about it.

A student, who is not regular in school, faces learning problems, resulting from late-coming to school, truancy, inability to read and not consulting with the teacher (Oghuvbu, 2010). I agree with this effect of not being regular in school. The other effects may be lack of interest for school activities, conforming to peer-pressure and indulging in examination malpractices. In my view the researcher could have delved deeply into the causes of school absenteeism. School and home factors greatly affects students' attendance. The social status and educational level of parent also influence school attendance. Geographical location of school, students' attitude towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching methods, lack of school facilities affects students' school attendance (Oghuvbu, 2010). According to Korir et al., (2014) automatic movement from one class to the next, provides some of the students opportunity not to attend school daily. Korir et al., (2014) argues that some teachers admit that automatic promotion of students to the next class encourages absenteeism; on the other hand, other teachers from other schools are of a different view that automatic promotion has no significance effect on absenteeism. Oghuvbu, (2010) found that academic performances of students is influence by school attendance. This is supported by Korir et al., (2014) who also found that school attendance is most important to learning and academic performance. I will agree to some extent but there are also some students from affluent homes who do not attend classes but resort to private classes and performed better. Therefore in my view unless a larger sample is used for the study, I may not totally agree with the findings. Probably if the sample is increased or the location is changed a different results would be produced. If parents learn to balance the time students spent on house chores, other activities and school work, there will be improved school attendance (Mwirichia, 2016). Aden et al., (2013) indicated that the Attendance of students was highly affected by these factors such as marks allocation, Test tips and school environment. The study also found a strong positive relationship between student's attendance and academic performance in SIMAD University, Mogadishu. Olufunke and Oluwadamilola, (2014) concluded in their study that some of the causes of attendance dilemma among secondary school students and its effects on academic performance. The study showed that a fair positive correlation exists between students' attendance scores (Overall Mean = 59.84) and their academic scores (Overall Mean = 60.85). The study further revealed that parents' poverty level coupled with the unbearable extra fees being imposed on students by the school authority and high cost of instructional materials are the three most significant causes of attendance dilemma (challenge) among students. Students on the other hand attributed the need to attend to domestic works at home and the inability to complete the given excessive homework as the most significant factors affecting their attendance dwindling at school (Olufunke & Oluwadamilola, 2014). It is true that the researchers identified some of the attendance dilemmas. However,

issues such as incessant truancy, ignorance on the part of the parents or guardian, engagement of children in petty trading and gender discrimination etc. can also contribute to the said challenge. According to Gershenson (2016), contemporaneous effects on student absences are positively correlated over time, suggesting that there is a permanent component to teachers' effects on student absences over and above transitory components associated with a particular classroom. Secondly, teachers' effects on student absences persist into the following academic year, suggesting that teachers affect students' (or parents') attitudes and preferences, rather than simply providing short-run incentives to attend class. Thirdly, more experienced teachers tend to have larger effects on student attendance. This could either be because learning to alter student behaviors, such as attendance, takes time or because new teachers initially choose to focus on improving their academic instructional skills. Dafiaghor (2011) states that the further the location of the school from the student/pupil or staff, the more distractions, obstacles, friends to say high to, hold-ups to beat, and go-slows are there that tend to hinder his/her punctuality to school. Ndungu et al., (2015) suggested that the schools should improve on the monitoring of school attendance for teachers and students as consistency in school attendance has an impact on teaching and learning process. The location of a school from teachers' home of residence may affect their attendance to school; however, the commitment of the teacher may compel him to get to the workplace on time. Students and teachers attendance can be monitored but if sanction is not attached to it, the effectiveness will be lost. In my opinion, the way out is that, there should be proper monitoring mechanisms supported by appropriate rules and corresponding sanctions to be able to resolve all issues concerning attendance and absenteeism.

2.4 Lateness to school

Maile and Olowoyo (2017) found that watching television or playing games till midnight, working on lots of homework which must be submitted the next day. The author further elaborated that apart from the school homework, catering and attending to house chores made it difficult for some female learners to sleep early. In situations where the house chores overwhelmed the children and eventually makes them tired before going to bed, the time they wake up the next day was also affected. The study also revealed that discouragement is another issue for concern; some learners were discouraged from attending a particular class because of the teacher that teaches the subject. Learners were sometimes influenced by their friend, most of the learners walked to school in peers, chatting and dragging their feet on their way to school and thereby get to school late. Sultana and Rashid (2013) reported that punctuality and time management problems among students in schools occurred related to the lateness to entering classroom. The author further explained that students involved are mostly influenced by their own behaviours, peer's influence, parents' ignorance and teacher's unattractive class lectures to conduct such types of punctuality and time management problems.

3. Methodology

The study adopted a descriptive survey research design in which a sample of two hundred students (200) was randomly drawn from selected SHS in the Eastern Region of Ghana. This sample was made up of one hundred and six (106) males representing 50.3% and ninety four females representing 47.0% of the sample. Out of the 200 students, 179(89.5%) were between the ages of 16-20 years whereas 13(6.5%) were between 11-15 years old and 8 (4.0%) revealed that they were more than 20 years of age. The instrument used for the collection of the sample was an eighteen item questionnaire developed by the researchers. The questionnaire was in two sections. Section A was personal data and B was on students' perception on how teachers' punctuality and regularity influence their attendance to school. The questionnaire for this study was administered personally to the students of the sampled senior high schools.

4. Results

As shown in Figure 4.1 above, close to three-fourth thus 149(74%) of the students attend classes virtually every day during the cause of the week, while 48(24%) of the students indicated that they also attend classes four times on weekly basis. However, 3(2%) of the students indicated that they attend classes thrice during the week.

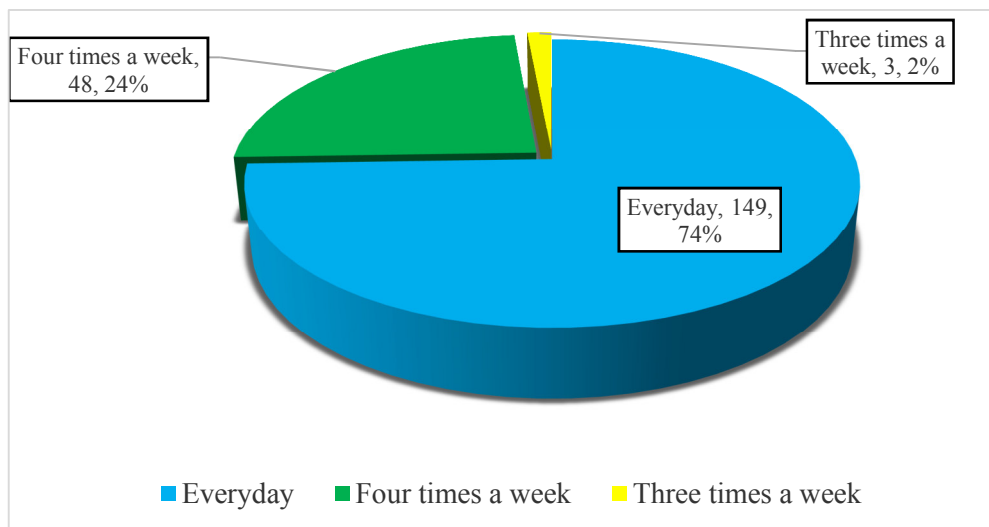


Figure 4. 1: Frequency of class attendance of students per week

On the subject of how long students had been in the school, it is clearly seen from Figure 4.2 that 89(44.5%) and 84(42.0%) of the students revealed that they have been in the school two years and one year respectively. 16(8.0%) of the students also indicated that they have been in the school for less than a year, while 9(4.5%) of the students have been in the school for three years. However, only 2(1.0%) of the students also revealed that they have been in the school for more than three years.

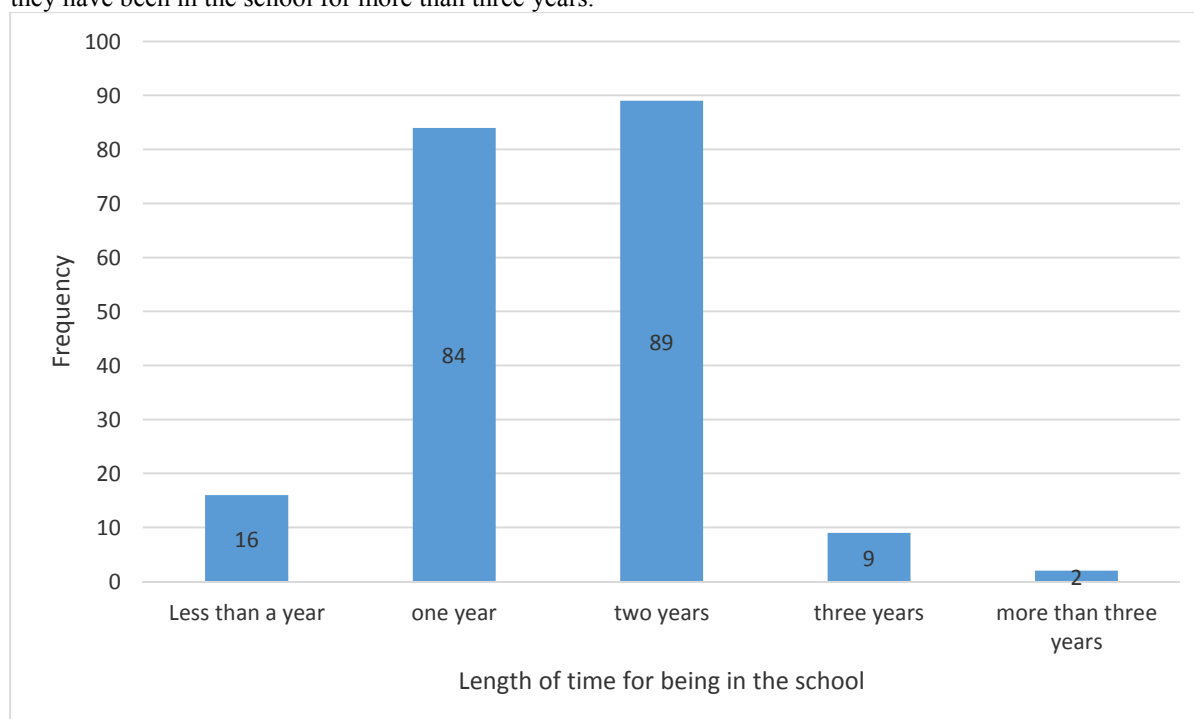


Figure 4. 2: Distribution of the length of time Student had been in the school

4.1 Supervision and Monitoring of teachers' punctuality and regularity effect on students attendance to classes.

From table 4.1 below, it is seen that with regards to the effect of teacher absenteeism to class on the students' attendance, close to half 95(47.5%) of the students indicated that they strongly disagree that teachers absenteeism cause them to absent themselves from classes, 28(14.0%) of the students just disagree. 31(15.5%) of the students revealed they agree that teachers' absence from class leads to students' non-attendance to class, while 40(20.0%) of students also indicated that they strongly agree that teachers' absence in class causes students not to attend classes.

Table 4. 1: Distribution of response on Supervision and Monitoring of teachers’ punctuality and regularity effect on students’ attendance to classes

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students do not attend classes when teachers are absent from classes.	95(47.5%)	28(14.0%)	6(3.0%)	31(15.5%)	40(20.0%)
Students attend classes late when teachers report to classes late.	100(50.0%)	23(11.5%)	9(4.5%)	26(13.0%)	42(21.0%)
Students attend classes early when teachers are punctual to classes.	24(12.0%)	5(2.5%)	7(3.5%)	22(11.0%)	142(71.0%)
Some students do not attend classes at all when teachers report to class or not.	54(27.0%)	13(6.5%)	7(3.5%)	37(18.5%)	89(44.5%)

However, 6(3.0%) of the students indicated they neither agree nor disagree on whether teachers’ absence in class causes students to absent themselves from classes.

Again, on the subject of students attending classes late when teachers report to classes late, exactly half of the students strongly disagree on the subject, in contrast to this, 42(21.0%) of the students however revealed that they strongly agree on the subject. 26(13.0%) of the students just agree that students attend classes late when teachers report to classes late while 23(11.5%) of them also disagree. However, 9(4.5%) of the students neither agree nor disagree on the subject. Furthermore, more than half 142(71.0%) of the students strongly agree on the subject that students attend classes early when teachers are punctual to classes, while in sharp contrast to this 24(12.0%) also strongly disagree. 22(11.0%) and 5(2.5%) of the students agree and disagree that students attend classes early when teachers are punctual to classes respectively. However, only 7(3.5%) of the students however, neither agree nor disagree on the subject.

Lastly, on the subject of some students do not attend classes at all when teachers report to class or not, a larger proportion 89(44.5%) out of the 200 students indicated they strongly agree while 54(27%) out the 200 students on the other hand revealed they strongly disagree. Again, 37(18.5%) of the students also indicated that they actually agree on the subject while 13(6.5%) others indicated the exact converse. Nonetheless, 7(3.5%) of the students could neither declare their stands on the subject hence indicated that they neither agree nor disagree. This is also shown in figure 4.3 below.

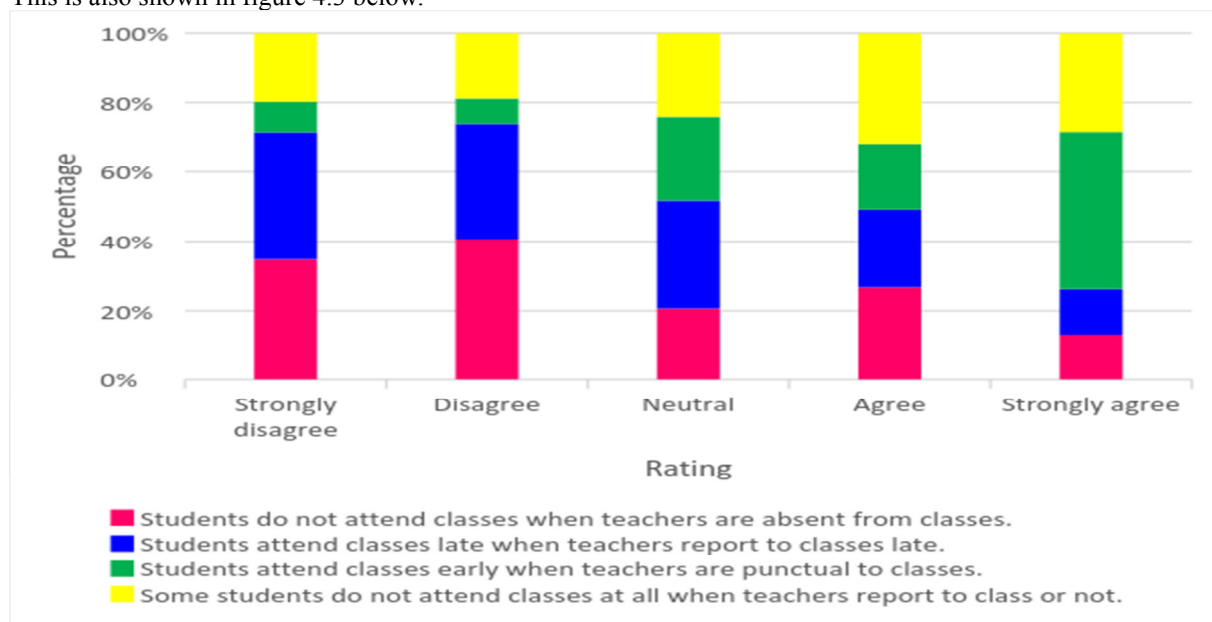


Figure 4. 3: Percentage bar chart showing students’ rating of Supervision and Monitoring on the teachers’ punctuality and regularity effect on students’ attendance to class

4.2: Assessment on Punctuality and regularity of teachers in the school

From Table 4.2 below, on the subject of teachers attendance to classes regularly, greater majority 130(65.0%) of the students indicated that they strongly agree, while only 18(9.0%) in sharp contrast revealed that they strongly disagree on the same subject. 32(16.0%) and 8(4.0%) of the students agree and disagree respectively that teachers attend classes regularly. 12(6.0%) of the students however, revealed they neither agree or disagree on the subject.

Table 4. 2: Distribution on response of assessment on punctuality and regularity of teachers in the school

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
Teachers attend classes regularly.	18(9.0%)	8(4.0%)	12(6.0%)	32(16.0%)	130(65.0%)
Not all teachers attend classes regularly.	66(33.0%)	19(9.5%)	12(6.0%)	35(17.5%)	68(34.0%)
All your teachers are punctual to class always.	33(16.5%)	12(6.0%)	7(3.5%)	42(21.0%)	106(53.0%)
Some teachers are punctual but others attend classes some minutes after the period had begun.	45(22.5%)	15(7.5%)	10(5.0%)	46(23.0%)	84(42.0%)
Some teachers do not attend classes with any reason.	113(56.5%)	19(9.5%)	11(5.5%)	21(10.5%)	36(18.0%)

Again, on the subject of not all teachers attend classes regularly, 68(34.0%) and 66(33.0%) of students strongly agree and strongly disagree respectively. 35 students constituting 17.5% also indicated that they actually agree on the subject while 19(9.5%) others indicated the exact converse.

Nevertheless, 7(3.5%) of the students could neither declare their stand on the subject hence indicated that they neither agree nor disagree. Furthermore, more than half 106(53.0%) of the students indicated that they strongly agree, while 33(16.5%) of the students strongly disagree on the subject of all your teachers are punctual to class always. On the same subject, 42(21.0%) of the students just agree while 12(6.0%) of the students revealed they just disagree. However, 8(4.0%) of the Students indicated they neither agree nor disagree to the statement all your teachers are punctual to class always. In addition to the above, 84(44.0%) of the students strongly agree on the subject that some teachers are punctual but others attend classes some minutes after the period had begun. In a sharp contrast, 45(22.5%) of the students however revealed that they strongly disagree on the subject. 46(23.0%) of the students also just agree that some teachers are punctual but others attend classes some minutes after the period had begun while 15(7.5%) of them otherwise disagree. Nonetheless, 10(3.5%) of the students could not declare their stand on the subject. Finally, on the subject of some teachers do not attend classes with no reason, more than half 113(56.5%) of the students who were studied in the school indicated that they strongly disagree. However, in sharp contrast to this, 36(18.0%) of the students on the other hand revealed they strongly agree. Again, 21(10.5%) of the students also indicated that they actually agree on the subject while 19(9.5%) of the students indicated the exact converse. Nonetheless, 11(5.6%) of the student indicated that they neither agree nor disagree on subject.

4.3: Supervision and monitoring and its influence on teachers' attendance to class

Table 4.3: Distribution on response of supervision and monitoring and its influence on teachers' attendance to class

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teachers report to classes regularly when school supervisors report for inspection	65(32.5%)	14(7.0%)	8(4.0%)	14(7.0%)	99(49.5%)
Some teachers do not report for duty at all when supervisors are not around.	103(51.5%)	23(11.5%)	8(4.0%)	33(16.5%)	33(16.5%)
Some teachers are only punctual when they become aware of the presence of school supervisors.	98(49.0%)	26(13.0%)	7(3.5%)	27(13.5%)	42(21.0%)
Some teachers are neither regular nor punctual with or without the presence of supervisors.	70(35.0%)	30(15.0%)	7(3.5%)	27(13.5%)	66(33.0%)

Table 4.3 above shows various responses from respondents on supervision and its influence on teachers' attendance to class. On the subject of teachers report to classes regularly when school supervisors report for inspection, virtually half 99(49.5%) of the students indicated they strongly agree while 65(32.5%) of the students on the other hand revealed they strongly disagree. Again, 14(7.0%) of the students also indicated that they actually agree on the subject while exactly the same number of students indicated the exact converse. Nonetheless, 8(4.0%) of the students could neither declare their stands on the subject hence indicated that they neither agree nor disagree.

With regards to the subject of some teachers do not report for duty at all when supervisors are not around, a little over half 103(51.5%) of the students indicated that they strongly disagree, while closely a third of those who strongly disagree actually strongly agree. 33(16.5%) of the students just agree while 23(11.5%) of the students revealed they disagree that some teachers do not report for duty at all when supervisors are not around,

However, 8(4.0%) of the Students indicated they neither agree nor disagree that some teachers do not report for duty at all when supervisors are not around. Again, majority 98(49.0%) of the students strongly disagree on the subject that some teachers are only punctual when they become aware of the presence of school supervisors, in a sharp contrast, 42(21.0%) of the students however revealed that they strongly agree on the subject. 26(13.0%) of the students just disagree that some teachers are only punctual when they become aware of the presence of school supervisors while 27(13.5%) of them otherwise agree. However, 7(3.5%) of the students neither agree nor disagree on the subject.

Finally, 70(35.0%) of the students strongly disagree on the subject that some teachers are neither regular nor punctual with or without the presence of supervisors, this was closely followed by 66(33.0%) of the students who also indicated that they also strongly disagree. 27(13.50%) and 30(15.0%) of the students agree and disagree that some teachers are neither regular nor punctual with or without the presence of supervisors respectively. 7(3.5%) of the students however, neither agree or disagree on the subject.

5.0 Discussion, conclusion, and recommendation

The research findings indicated that 74% of students attend classes every day, 24% of the students attend classes 4 times a week whereas 3.2% attend classes thrice a week. This indicates that majority of the students are regular in school within the week.

Concerning the length of time the students have stayed in the school, it was revealed that 89 of the students have stayed in the school for two years, 84 of them have stayed for one year, nine of them have stayed for three years, 16 of them have stayed for less than one year whilst 2 of them have remained in the school for more than 3 years. This indicates that some students spend more than three years before completing Senior High School. This may be as a result of the student repeating their class or dropping out as a result of truancy. This agrees with Korir, et al. (2014) who found that school attendance is most important to learning and academic performance. This also confirms Gershenson (2016) suggestion that there is a permanent component to teachers' effects on student absences over and above transitory components associated with a particular classroom.

Considering the influence of supervision and monitoring on teachers' attendance to class, the findings indicated that some teachers respond to classes promptly when they are being supervised or when a supervisor is around. It also indicated there are other teachers, whether supervisors are around or not, they are regular and punctual to class. It follows that supervision of teachers influence teachers attendance to class.

When teachers' punctuality and regularity was studied, about 50% of the subject responded on the affirmative. This indicates that some teachers were regular and punctual to school. However, because some students responded contrary whilst others remained undecided, it gives an indication that some teachers were neither regular nor punctual.

Teachers' punctuality and regularity was also assessed and the result indicated that a little more than 70% of the subject responded on the affirmative that teachers' punctuality influence students' attendance to class. This confirms the assertion that more experienced teachers tend to have larger effects on student attendance (Gershenson, 2016). In the same way less than 50% also indicated that teachers' punctuality and regularity have no influence on their attendance. This results indicates that teachers attendance to classes have positive influence on students attendance to class.

5.1 Conclusion

Supervision in every educational institution has been identified as key element to successful academic environment. This can only succeed when an system is put in place to monitor its effectiveness. Although the findings have indicated that some teachers were unaffected by supervision in the school, since others responded positively to supervision, it is imperative for heads of educational institutions to put in place distinct structures to deal with issues of supervision. Since teachers' attendance was also found to have subtle influence on students' attendance to school, it will be necessary if supervision supported by effective monitoring is carried out to ensure high academic achievement in schools.

5.2 Recommendations

The authorities of Education should build the capacity of Heads of Institutions on the frequency of monitoring as part of their supervisory role.

Heads of schools should intensify their supervisory role and extend it to cover the checking of punctuality and regularity of teachers and students.

Parents should be encouraged to help their wards by reducing house chores to enable them attend classes regularly.

Heads of institutions should educate teacher through in-service training to know the effect of teacher absenteeism and its impact on academic performance. Habitual late comers and truants should be identified and counseled to refrain from such behaviors and work toward improving their academic performance

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