

# Impact of Teacher Absenteeism on Student Achievement: A Case of South Punjab District Muzaffargarh, Pakistan

Muhammad Ameerq  
Subject Specialist Statistics (Govt Higher Secondary School Sinawan)

Muhammad Muneeb Hassan  
Statistical Assistant (DHQ hospital Muzaffargarh)

Mah Jabeen  
Principal (Govt Girl High School Khursheedabad)

Laraib Fatima  
CTI (Government Commerce College Muzaffargarh)

## Abstract

In a recent few decades years, there has been a substantial attempt by emergent countries to put their children in the school. Basic education and educational achievement are apparent as one of the major vehicles for spurring economic development and improving the living standard of the under developing countries. Therefore, the educational accomplishment in the under developing countries is at a standstill, because of certain factors of which absenteeism in school is also contribute. An exploratory research was conducted in district Muzaffargarh to explore the factor behind the absenteeism, their effect on the student's performance. For this purpose we had collected data through simple questionnaire method of 200 teachers, where government and private school teachers were equally distributed, in a descriptive statistics by using SPSS (21) statistical package, we had to find out their monthly income status, leaving chart, causes of absenteeism school-related problem, and personal problem as well. It was found out that most of the government school teacher avail more leave than the private school teacher, weather problem, transport problem, emergency work at home, are the main reason for teacher absenteeism. Government teacher as compare the private teacher feel more secure job, and working environment at school.

**Keywords:** Emergent, absenteeism, student, significant

## INTRODUCTION

In the educational system, teachers are most essential part of the society. An important consideration is that they play a crucial role in the development of the student to promote their skills (Myra Pollac, 1997). Einstein words about education are a supreme art of teaching to stir delight in inspired appearance and knowledge. They have a moral duty to train the young generation for the first guiding roadmap soon (Mishra, 2005). Concerning the teacher with student act mostly like a friend, guider, and philosopher. It is better for the student development to provide a relaxed and satisfied environment, it is possible when teacher enjoys in a facilitated environment. In a country Pakistan there is two kind of sector one is government sector school and other is private sector school, for the competence it is necessary to provide necessary facilities in the teaching (T.K.Hemchand, 2009).

Higher Secondary education provides the fundamental literacy, skills for the children to developing their understanding of the world. In the modern age, these skills take an essential place in the society, as well as for the crucial part of an educational strategy. Due to this reason, higher secondary education is compulsory, also provided by every province of every country almost around the world. United nation (UN) millennium development Goal, 2015 ensure that every child in the world, girls and boys will get free of cost education till primary schooling. These goals were missed significantly a few years ago; muscular policies of the united nation (UN) now have made a high point about primary education (Brian, 2014).

Providing better quality of education in the 21<sup>st</sup> century is the responsibility of the state. Role of state always enhances the ability of students, improving quality education standard, their Communicational Skills, so they will perform in good health for the development of the country. In a Pakistan Ministry of education Working with the collaboration of Provisional government is to overcome the issue of absenteeism. It always affects the student performance, behaves, target, goals, set by the students, the role of students which they want to perform in the school. Most of the parents before getting admission in the school to children, sort out their performance of teacher individually and collectively, those factors play a mainly important role in the assortment of school and qualified teacher (Richard and Robert 2009).

Absence from school teacher on a regular basis will affect the student's performance negatively. However, in a list of 120 countries, Pakistan is standing at the 113<sup>th</sup> place in education absenteeism problem, their literacy rate in the list of under developing countries not good at all. However, Pakistan is facing many problems in the

education system; Absenteeism of the teacher is one of them. Therefore, from the decade of years, it has been increased. Pakistan Ministry of Education properly working on the alarming issue of Absenteeism to reduce it (Ghulam Rasool Memon 2007)

In a history of Pakistan, private schools and government school are two different competitors institution of education and their crucial role is providing a good quality of education at every citizen living in the country. According to the report of Punjab School Education department (PSED, 2015) enrollment rate in a government school against the private school is not too much higher, (NEMIS) report data about 2013/14, there are 16,094 were private school registered, 25,345 were middles schools designated, 27,013 high schools were registered. Besides, overall (35%), 4.5 million students were enrolled having the age of 5-9 years old in the private school. Approximately there are 34% boys, 35% female student enrolled in private school during this year (Syeda wadiat and Quran 2005).

Student need to be present in the class, Teacher need to learn in the course this statement may show evidence, but in the United States of America it teaches in six million students, (i.e., one out of every eight students), during the school year 2013-2014 it is missed for 15 days. Also, attendance data shows that 30.0% of teachers, (i.e., one in every five) lost extra ten days in the school inside the same year; also this percentage is going to be high as 52.0% and 78.0% in Hawaii and Nevada respectively, US Department of Education, 2016 (Allen et al., 2015)

### **Review of literature**

World Bank issue report in (2015) about absentees of the teacher in Asia explore that, donors provide the facilities of the textbook to build their constructive nation, however, if teacher absent from school regularly student cannot learn properly. In this report it is also argued that teacher belongs to the high school, their absentees from school system will affect significant problems for the quality control, their alienation, morale, stress, and liability in education. Constructive professional culture in a school builds a healthy relationship between administration and teacher, originate it has a good effect on teacher absenteeism (Oakes, Jeannie, et al) Researcher explores the relation between influences of teacher absenteeism on student education, therefore, evidence in Asia and Latin America, better facilities and better infrastructure provided to competitive teacher role with low absentees. In the open ended area most of the researcher emphasizes on professional training and motivation can help us to reduce the absenteeism. Also, school inspection on a daily basis can help to mitigate this issue (Chaudhury, Nazmul, et al 2006). Now a day's teacher absenteeism issue is increasing as many stakeholders imagine. This issue not only affects the developed countries it also changes the under developing countries, their quality standard education, performance, school effectiveness, school reputation, their students and creates a wrinkle effect on students absenteeism (Esther and Michael 2005).

According to the report of World Bank (2010), teacher absenteeism rate is increasing in the rural area than the urban area of Pakistan. It also watches out in this report, most of the teacher who is untrained; they will face many troubles, According to the report of Harvard University and World Bank, this problem is common in under developing countries. Similar research was also conducted in Trinidad and Tobago; their result was not significantly different (Barbara Knapp and Gene 2004). Teacher absenteeism ratio in the under developing country list is much higher than developed countries, According to the report on primary education (PROBE); a one-third teacher was present during the visited PROBE team (PROBE, 1980). In Nepal, another study was conducted at Karnali and Gandaki to shows that, 18% teacher was not present at school during school time and 21% teacher was not present in the classes during the lecture time (Narhari et al, 1971). Another study of northwest frontier province of Pakistan, School teacher absent rate was 18% (Ali & Reed 1994). In the mid-1990's study held in Bangladesh about absenteeism, with the collaboration of the Ultra Pradesh and the provisional government, where 52% of the school teacher was absent. In a Pakistan, many district private schools are planning to reduce the cost of salary to give the financial assistance before retirement. However, due to lack of unexploited pale leave existence for the teacher to collect cash reimbursement, credits to future healthiness insurance, sequestration, for retirement. Also, early retirement and incentive programs always become a leading cause of absenteeism, so when regular's teacher does not go to school it becomes the primary hurdle in student motivation, also suffered in the academic process (Maurice 1994). Amazingly, teacher absenteeism cause and effect has received very little concentration. Educational production function (EPF) report tells us there is no effect of teacher absenteeism on teacher achievement and their academic performance. However, many other studies have reported about the impact of teacher absentees on students their weekly, monthly instructional time on students feat. Therefore, there are many abundant studies are available for the determinants of worker absenteeism by industrial psychologist and economist, merely a slight amount of this agreement with how unwell depart policies manipulate absenteeism (Deborah 2004). Furthermore, the researcher concludes that there have been only two studies available that affect the sick leave policy of teacher absenteeism. Fifty-Seven Elementary school data was used, in 1974-75 in Wisconsin and the California State of USA, and found that existence of income fortification tactics (Sick leave for long-time), linked with the superior

absenteeism. On the other hand, the teacher who provides all the requirement, report of illness, and proof of disease to the principal they were associated with the lower absentee's rate (Steven 2014).

### Objective of the Study

- i. Do the levels of teacher absenteeism differ between the male and female in the area of higher secondary schools in district Muzaffargarh?
- ii. To explore the factor in the account for teacher absenteeism in the school of the district Muzaffargarh.
- iii. What kind of measure should be put in place to control teacher absenteeism in the region Muzaffargarh?

### Methodology and Method

In a methodology session, we had taken a sample of 200 teachers, who belong to the different government and private school of district Muzaffargarh. From a Sample of 200 teachers, hundred teachers were belonging to government school; other hundred teachers belong to the private schools. In a descriptive statistics school-related problems and personal problems, salaries, leaving status were find out to check out the effect on student performances, Chi-square test was also used to check out their association by using SPSS 21.

### Data Analysis

**Table 1.1: Descriptive Statistics of monthly leaving chart.**

Leave in a Month	Government teacher n=100				Private Teacher n=100			
	Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
No Leave	00(00)	00(00)	00(00)	01(0.01)	22(0.22)	20(0.20)	07(0.07)	05(0.05)
1 ≤ days leave ≤ 2	19(0.19)	21(0.21)	15(0.15)	05(0.05)	20(0.20)	12(0.12)	04(0.04)	10(0.10)
3 ≤ days leave ≤ 4	10(0.10)	05(0.05)	13(0.13)	04(0.04)	00(00)	00(00)	00(00)	00(00)
5 or more leave	02(0.02)	01(0.01)	01(0.01)	03(0.03)	00(00)	00(00)	00(00)	00(00)
Total	31(0.31)	27(0.27)	29(0.29)	13(0.13)	42(0.41)	32(0.31)	11(0.11)	15(0.15)

### Explanation:

In above mention table there are descriptive measure of statistics is available, which shows the summary of leaving status at government and higher secondary school of district Muzaffargarh, While, Private school teacher not avail more leave as compared to the government school teacher, their percentage in sense of leaving is too much higher  $1 \leq \text{days leave} \leq 2$ , private school higher percentage is available in no leave status.

**Table 1.2: Descriptive Statistics of Monthly Income.**

Salaries Interval	Government School n=100				Private School n=100			
	Male (%)		Female (%)		Male (%)		Female (%)	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
$5,000 \leq \text{salary} \leq 10,000$	00(00)	00(00)	00(00)	00(00)	23(0.23)	12(0.12)	22(0.22)	12(0.12)
$11,000 \leq \text{salary} \leq 20,000$	00(00)	00(00)	00(00)	00(00)	02(0.02)	03(0.03)	03(0.03)	01(0.01)
$21,000 \leq \text{salary} \leq 30,000$	05(0.05)	04(0.04)	05(0.05)	03(0.03)	04(0.04)	07(0.07)	02(0.02)	01(0.01)
$31,000 \leq \text{salary} \leq 40,000$	14(0.14)	11(0.11)	12(0.12)	17(0.17)	02(0.02)	03(0.03)	01(0.01)	02(0.02)
50,000 or more salary	09(0.09)	07(0.07)	06(0.06)	07(0.07)	00(00)	00(00)	00(00)	00(00)
Total	34(0.34)	32(0.32)	34(0.34)	48(0.48)	31(0.31)	25(0.25)	28(0.28)	16(0.16)

### Explanation:

From above table 1.2, monthly income status of male and female government and private school teacher have been find out, where government school teachers avail more pay than the private school teacher, government school teacher percentage category in sense of obtaining maximum salary is  $31,000 \leq \text{salary} \leq 40,000$ , while private school teacher percentage highest category is  $5,000 \leq \text{salary} \leq 10,000$ .

**Table 1.3: Causes of Absenteeism, School Related Problems.**

Statements	Private School n=100		Government School n=100		Chi- Square Test	P-Value
	Yes (%)	No (%)	Yes (%)	No (%)		
Availing Leave at prior permission	05(0.05)	95(0.95)	87(0.87)	13(0.13)	10.07	<0.032
Satisfied working environment at school	66(0.66)	34(0.34)	86(0.86)	14(0.14)	0.927	0.062
Satisfied from job	39(0.39)	61(0.61)	90(0.90)	10(0.1)	0.438	<0.052
Satisfaction working hour at school	21(0.21)	79(0.79)	96(0.96)	04(0.04)	0.671	<0.000
Principal importance about your suggestion	33(0.33)	67(0.67)	67(0.67)	33(0.33)	0.891	<0.023
Achieving target principal give any reward	65(0.65)	35(0.35)	58(0.58)	42(0.42)	2.531	<0.007
Feel securest about job	59(0.59)	41(0.41)	95(0.95)	05(0.05)	0.986	<0.000
Fellow co-operative attitude with you	39(0.39)	61(0.61)	78(0.78)	22(0.22)	3.467	<0.001

**Explanation:**

In above mention table government school teacher avail leave on the prior basis as compared to the private school teacher. Therefore, government school teacher feels more comfortable during working hour at school, the principal also gives the importance about their suggestion, and they also get the reward at achieving any kind of educational goal. On the other hand private school responses' are much different in sense of leave, working hour at school, principal importance about the suggestion, secure about the job.

**Table 1.4: Causes of absenteeism, personal problem**

Statements	Private School n=100		Government School n=100		Chi- Square	P- value
	Yes (%)	No (%)	Yes (%)	No (%)		
Do you like your job	67(0.67)	33(0.33)	89(0.89)	11(0.11)	2.632	0.006
In case of any emergency at home do you go to school?	95(0.95)	05(0.05)	65(0.65)	35(0.35)	4.783	<0.041
Due to weather problem you don't go to school	87(0.87)	13(0.13)	78(0.78)	22(0.22)	0.000	0.063
Do you have any kind of transport problem	79(0.79)	21(0.21)	80(0.80)	20(0.20)	0.471	<0.000
Due to Transport problem you will not go to school	02(0.02)	98(0.98)	89(0.89)	11(0.11)	0.932	<0.024

**Explanation**

In a table 1.4 where government and private school teacher comparison, about their personal problem is available, where we had obtain different responses of government and private school teacher; while the result were statistically significant in sense of job comfortable, emergency work at home, transport problem.

**Conclusion**

In a conclusion our findings revealed that student absenteeism has no significance to a student performance, However teacher absenteeism rate has a greater influence on the performance of the student when the all other factor remaining constant. We conclude that teacher absenteeism is inversely related to student performance. It means higher teacher absenteeism rate having lower academic performance, and lower absenteeism teacher rate the higher student score.

It is concluded that teachers of government schools have better salary than the teachers of private schools. All teachers of government schools have pay more than twenty thousands and no teachers receive less than ten thousands while 69 % teachers of private schools withdraw salary within the range of 5-10 thousands and 9% also receive within the range of 11-20 thousands. It was also concluded that mostly private teachers don't avail any leave in a month. Mostly government teachers avail 1-5 leaves per month. It is because of strict environment in private schools that teachers avail less leaves than the teachers of government schools. As compare to private teachers government teachers like their jobs .They feel better in the working environment of the schools and feel more satisfied than the teachers of private school. Teachers of private school are less satisfied with their working environment, job and feel insecure about job. That's why they avail less no of leaves as compare to government school teachers.

## Recommendation

All staff member and school principal should be must aware of the content of result how severe much issue of teacher absenteeism has, most of the student already depressed in many other ways and they want proper attention and focus from their teacher. The school principal should always be contacted with the teacher individual on a daily basis those are absent from school. The researcher had concluded that most effective way of reducing the teacher absenteeism to apply a requiring policy in which teacher directly contact with the principal when they are sick (Keller, 2008; Pennsylvania School Board Association, 1978). Beware of this issue is a burden on the principal; their efficiency of method will reduce the effort and help to improve the teacher attendance. It does ultimately assist us in reducing the financial outflow of substitute teachers; it's also providing more money for the principal to provide teacher incentive that helpful in high attendance. In some condition when the principal does not contact with the teacher when they are out from the school, it is implausible that they will be aware of the teacher when he is absent on a regular basis. In a start of every New, Year principal should explain all faculty and staff attendance and follow up to monitor presence. Every district monitoring in charge should be must collect the data about leave usage of their employees.

I recommend after my complete research analysis in a district, to implementing the encouraging incentive programmers, reward to good attendance, such as cash payment at the spot for those teachers who were having a good presence, or those people who not use more leaves when their allotted three sheets in each month. School employee should be recognized having good attendance or provide a better gift, such as a reward.

## REFERENCES

- Pollac Myra (1997) Teachers, Schools and Society, New York, McMillan
- Mishra, R. C. (2005). Women Education. APH Publishing.
- Hemchand, T. K. (2009). Problems of secondary education. Crescent Publishing Corporation.
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. Journal of Management and Social Sciences, 3(1), 47-55.
- Street, B. V. (2014). Social literacies: Critical approaches to literacy in development, ethnography and education. Routledge.
- DuFour, R., & Eaker, R. (2009). Professional Learning Communities at Work, Best Practices for Enhancing Students Achievement. Solution Tree Press.
- Kazmi, S. W., & Quran, H. (2005). Role of education in globalization: A case for Pakistan. SAARC journal of human resource development, 1(1), 90-107.
- Allen, I. E., & Seaman, J. (2015). Grade Level: Tracking Online Education in the United States. Babson Survey Research Group.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2015). Teaching to change the world. Routledge.
- Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K., & Rogers, F. H. (2006). Missing in action: teacher and health worker absence in developing countries. Journal of Economic perspectives, 20(1), 91-116.
- Duflo, E., & Kremer, M. (2005). Use of randomization in the evaluation of development effectiveness. Evaluating development effectiveness, 7, 205-231.
- Herz, B. K., & Sperling, G. B. (2004). What works in girls' education: Evidence and policies from the developing world. Council on foreign relations.
- Rao, K. N., Narasimha, R., & Narayanan, M. B. (1971). The 'bursting' phenomenon in a turbulent boundary layer. Journal of Fluid Mechanics, 48(2), 339-352.
- Ali, M., & Reed, T. (1994). A school and parental survey of book provision issues in NWFP. International Book Development, Ltd.
- Zinkin, M. (1994). The Third Wave. Asian Affairs, 25(3), 317-379.
- Meier, D. (2004). Many children left behind: How the No Child Left Behind Act is damaging our children and our schools. Beacon Press.
- Jonassen, D., Spector, M. J., Driscoll, M., Merrill, M. D., van Merriënboer, J., & Driscoll, M. P. (2008). Handbook of research on educational communications and technology: a project of the association for educational communications and technology. Routledge.