

Effects of Teacher's Absenteeism on Students Learning at Public Secondary Level in District Kotli Azad Kashmir

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Abstract

Education is a procedure of civilization and advancement. Reducing teacher absenteeism has therefore become an important issue in promoting education outcomes in the country, particularly in public secondary schools. This study finds out the causes and effects of teachers absenteeism on student learning at public secondary level of district Kotli Azad Kashmir. It was descriptive study in nature. The effects of teacher's absenteeism were also seen on student's performance. The main objective of the study was to determine different factors which cause teachers absenteeism and also find out its effects on students learning. All teachers of public secondary schools of District Kotli Azad Kashmir constituted population of the study. Simple random sampling technique was used in this study to draw the sample from population and 20% schools (28 schools) were selected randomly as the sample of the study. From all selected 28 secondary schools of district Kotli 196 teachers were randomly selected for data collection process. However for the pilot testing process, ten secondary schools (five male and five female) of district Kotli were selected and these schools were also included in final study. The data obtained was tabulated and analyzed by using SPSS software. The conclusion is that that job security of teachers in public sector, teachers low pay, lack of accountability, political influence in education, teachers' further education, lack of public interest in education matters, lack of facilities for teachers and long distance from school are some major causes of teachers' absenteeism. The student performance in the classroom remains low when a regular classroom teacher absent from the class. It is concluded that teacher's absenteeism is one of the primary causes of student's academic failure. The main recommendations of the study was responsibilities should be taken seriously, honestly and dedicatedly, proper accountability system should be formulated, bio metric attendance system should be adopted to reduce teacher absenteeism, Surprise schools visits should be made by higher education authorities for checking, teachers recruitment should be done through proper analysis, enough salary packages, transport accommodation and other required facilities should be provided to the teachers to reduce absenteeism problem from public schools.

Keywords: Absenteeism, Effects, Teachers, Students, Teaching, Learning, Quality, Education.

1 Introduction

A habit to remain absent from an obligation or job is an absenteeism. Basically absentee has been observed as a break to an absolute contract between employer and employee as well as a sign of low individual achievement; it was observed as a problem in management and was shaped in economic or semi- economic term. Absenteeism is understood as an indicator of medical, social or psychological adjustment to work (Deery, S. J., Erwin, P. J., Iverson, R. D., & Ambrose, M. L. (1995). World Bank report, "A key issue in educational sector is teacher's absenteeism." A report in Ghana titled "Education Enhancing Equity, Productivity as well as Accountability of Educational Service Delivery; said absentee is frequent in rural areas, with apparent link to a high happening of a low salary, poor qualification as well as teacher's further study. This was issued 23 February, 2011.

This report says that teachers Ghana miss 43 days while in Morocco and in Tunisia miss 13.4 and 11.6 days a year respectively. Absence of supervision low salary, low morale of teachers, illness, and collection of pay at a bank situated at a distance, as well as numerous funeral attendances are among the key underlying reasons for the high absentee rate. Teacher gave a positive example to children who had low attendance because they also have become more actively involved in instruction as well as curriculum procedure as also have become more active as a role model. Low rates of teachers' attendance are encouraged by a positive work environment (Scott & Wimbush, 1991). Therefore, in schools where the teachers had input increased the perceived ability to attendance (Scott & Wimbush, 1991). They mentioned, Teachers who have control of their work environment can perceive the relationship between the teachers' motivation to attendance and their actual presence. As a result the attendance barriers might have been influenced by this perception".

The issue which is flourished with high number of replaced teachers is included in the study of teachers' absenteeism. An unlucky dilemma and process but a necessary practice is the use of now day's educational environment is the use of replaced teachers" (Bennet, 1997). A report by the New York Metropolitan School Study Council explore that the regular classroom teachers are significantly more effective than the replaced teachers (Elliott & Manlove, 1977). Those schools fall in the issue of academic lost time, who hired untrained

replaced teachers (Darling-Hammod, 1995). The overall ownership for the children daily educational development is impaired by the temporary position of the replaced teachers (St. Michel, 1995; Woods, 1990). Children were more probable to experience an unskilled teacher or at very least a teacher not sufficiently prepared for the teaching practices of that specific environment in the presence of replaced instructors (Winkler, 1980).

A main concern was the quality of regular classroom instructors and replaced instructors' hired by the urban government schools (Darling-Hammod, 1995). Galloway & Tharp (1996) also enforced and believed the view that regular teachers handle the class with better performance than those of replaced teachers. And because of this view this study was conducted to let out how low salary, less qualified teachers and teachers continuing further education lead to this.

1.1 Objectives of the Study

This research is intended to achieve the under listed objectives;

1. To explore the causes why a teacher remains absent.
2. To find out difficulties faced by the students when a teacher is absent from the class.
3. Investigate the effects of teacher absenteeism on the performance of the student at secondary level in the public sector of Kotli District.
4. To recommend solutions for this phenomenon of the teacher's absenteeism.

1.2 Research Questions

Teacher attendance will be reviewed based on the following research questions:

1. What are the causes of teacher's absenteeism?
2. What are the difficulties faced by students due to teacher's absenteeism?
3. What are the effects of teacher's absenteeism on students learning?
4. How to reduce teacher's absenteeism?

2 Literature Review

2.1 Introduction

An important and great problem faced by both private as well as public sectors is absenteeism from work. It affects not only the productivity and effectiveness but also the increasing cost of organizations. The definition of absenteeism can be compared with a physical absence of a person from his work and therefore seems easy to be tackled with, but this issue needs careful attention. Still there are ways where the teachers can be present at school without actually being there and present is the idea preferred by some of the writers (Munro2007).

2.2 Definitions of Absenteeism

Absenteeism can be defined in many ways. In recent years to define absenteeism has been changed much. It include, health issues, festival holidays, transport issues, religious holidays etc. Likewise absenteeism without an excused or official reason is an unexcused absence. This happens when an individual could not give an appropriate or satisfactory reason (Basiru, N. K. 2013).

Absenteeism and its definition is quite descriptive as well as complicated like the human nature (Basiru, N. K. 2013). The main cause of loss in profit and productivity in business as well as industry was the reason to start this important research with (Pitkoff, 1993). Private institutions always remained sensitive towards the individual absenteeism and fiscal loss relationship (Pennsylvania School Boards Association, 1978). This study influence the educationists to evaluate the issues of teachers absenteeism and to observe whether this problem badly affects or the not the academic performance of children. Therefore the definitions suggested for absenteeism needed to be encompasses with the views and aspects which are connected with the word absenteeism. The definitions of absenteeism stated with certainty by several writers can be rather taken for granted and many researchers emphasized on the terms and results of the issue and its explanation demonstration.

In the light of above discussion absenteeism can be defined as under:-

“Absenteeism as an indication mentions the reasons that an individual may be absent from a work.”

In some cases people are really ill to be present and sometimes, they just pretended to be sick. A person can be stopped both by psychological as well as physical disorder, from attending work. Romer, D. (1993) conducted a study and found that one reason of absenteeism is class size, means crowded classes are founded with high scale absentee than those of less crowded classes.

2.3 Factors Influencing Absenteeism

One reason of absentee is illness. Although many teachers are enforced to attend the school even in their illness and become reason to communicable diseases to their fellow-teachers. The other reason of absentee is distant teachers who face problems of transport. In some places the employees are too far to get their salary and

therefore have to travel for a long distance and so become a reason for their absentee (Luthans & Kreitner, 1985). Many teachers nonprofessional mostly remain absent as they have less interest in their work. These teachers use the profession of teaching as a stepping stone in life. They go to teach but when they find a better job, will leave it (Blau, G. J. 1986).

Rural areas' teachers mostly remain absent as they are certain about the transport problem and road condition which prevent the supervisor to get to school. Other excuses which teachers give for their absenteeism are; rainfall, less money for fare and funeral etc. Scott & Mc Clellan (1990) says that the two primary predictors of teachers absentee are the class level that they teach and their level of qualification. It was observed by them that greater the scales the teachers obtain, greater were the number of days, they remained absent from schools. This reduces productivity among those teachers who remained present even in their illness and therefore lead to greater absentee (Sauers, D. A., McVay, G. J., & Deppa, B. D. 2005).

Absenteeism is also excused by the workforces which is caused by medical reasons, if the employee provides a note from the doctor or any other documentations. Different types of job satisfactions have been identified by the researchers. This is what Burgoon, B., & Dekker, F. (2010) mentions to as intrinsic and extrinsic job satisfaction. When only the inherent attributes of the job is considered by the employee is referred to as intrinsic job satisfaction, on the other side, extrinsic is that type of job satisfaction when the conditions of their work are considered as a determinant off then satisfaction by the employees (like category, difficulty between others) as the causes of his job satisfaction (Evans, S., *et.al* 2006).

Nelson & Quick (2008) those people remain absent more frequently who are dissatisfied with their jobs. They further said that dissatisfaction with the work itself is the type of dissatisfaction that most often leads employees to miss their work. In other words they are not happy with their pay or the poor type of motivation given to them. The relationship between a worker and the other workers or the relationships between the worker and the supervisor or administration are several causes of job satisfaction. Job satisfaction follows when this relationship is satisfying as well as enhanced. The worker will be happy and satisfied at the job when he believes that he is adequately compensated. The reverse is also true; the worker will not be satisfied at the work, if he feels he is not adequately compensated.

2.4 Effects of Absenteeism

Skidmore (1984) proposed that if academic correlation is not made then high absentee will seriously cheat children out of useful time in class. Teachers' absentee can be costly to the school region has obvious causes. The first is based on the reality that most of the institutions get funds from the Government with respect to the number of qualified teachers that are present and the students who are present. The administration of school informs that they are taking steps to correct the problem with teacher absenteeism. They aware of and therefore acknowledges about it. Whether it is an actual replacement instructor or a combined classroom. Though, little proofs exists that steps are being taken to improve to the replacement process or to discourage teacher absenteeism (Jacobson, 1989).

To show their dissatisfaction with the administration teachers are enforced to take leaves of absence. Mostly teachers take leave of absence because they find the situations in the system of schools and that their students will be set in another class. Most teachers intentionally perform these actions to show or maintain sense of rationality and got work at later date. Jacobson's (1989) work also inferred that students' academic growth might be impeded by teachers' poor attitude and their absenteeism.

Woods (1990) observed that nationally absentee rate of teachers was greater in public schools than those working in private schools. The dilemma about which the writer concerned was the teachers' absenteeism, when compared to private school absentees has become a national crisis. To determine the effect of teachers' absentees on students' attainment was another study completed by Woods (1990). Two institutions one in Indiana and another in Wyoming contributed in the study. The data analyses disclosed that teachers' attendance had a great effect on students' achievement. Those teachers who had less rates in absentees had students with better scores on achievement tests when compared to those having high absentees. The study mentions that heads of institutions also contemplate absentee price, employees.

Boyer (1994) considered that it was hindrance to academic attainment to pay teachers for unused sick leave to decrease the absentees. The Georgia school disclosed from their study that no significant relationship was there between teachers' attendance rate and provisions of sick leave. According to extrinsic instigator, money brought very little or no distinction found in presence rates of teachers. According to a Nation at Risk (1983), the American kids' attainment scores were associated with that of kids from other developed countries. It was observed that the American kids' attainment scores were associated with quantity as well as quality of instructional arranged schedule. The absentee of regular classroom teacher lost the kids' time which was a great dilemma that halted or slowed the emotional as well as academic growth (A Nation at Risk, 1983).

A negative connection between kid performance and high teacher absentee was founded by another study, revealing further that more the teacher remained absent, the more students' level of performance dropped

(Uehara, 1999). The basic findings in this study was that substitutes are difficult to find to replace the absent classroom teachers in urban schools. Permanent school teachers do not particularly volunteer to replace, if they are off during their conference period (Mckay, 1999). Students do not feel connected to the classroom as well as their attainment falls.

Miller, R. T., Murnane, R. J., & Willett, J. B. (2008) overall determined that teachers' absentee has a negative result on students' achievement. It is observed that the advantages of decreasing teachers' absentee involve savings for money paid to the School District to substitute teachers as well as better students' performance. In the Cobb Country School District the replaced teachers are paid with \$ 81.00 per day, who are not necessary to have a college degree and are not acceptable to work more than 29 consecutive days. Replaced teachers required only to have a diploma of high school or equivalent to it (GED). Supply teachers are required to have a college degree, work for 30 consecutive days, are paid \$ 102.00 per day.

New teachers take little time off is the common theme reviewed throughout the study. They take more days off when they gain tenure and therefore have more job security. They begin to save their sick leave time to apply towards retirement credit, when they reach retirement age. Teachers who have 5 to 10 years' experience take an average of eight or more days, sick leave while the beginner teachers can use an average of 4.8 days. Female teachers attributes much of their time to maternity leave as they take more leave time than males (Clotfelter et al., 2007 p.p.10). the trend in recent years to permit sick days to be used for family sickness as well as the teacher's own illness add to the issue. Good management can control excess illness leave utilization remains by:

- Inspire regular presence and point out the effect on learning to employees
- On regular basis Regularly looking over reports of teacher absentee
- To put public pressure on instructors to control any abuse encourage publishing of such reports.
- Counseling instructors who in a Counseling teachers who, in a given year are trending high and do not have a clear injury or illness to explain the anomaly, or who show a pattern of excessive absenteeism over multiple years
- Put on progressive discipline to instructors who do not answer to counseling struggles.

3 Material and Methods

3.1 Research Methodology

A research methodology is the framework of your research. It describes the ways and methods you are going to use in exploring your topic and in achieving you objectives. In other words, it's the prescribed path of your research. It's a study of effects of teacher's absenteeism on students learning in public sector, so the quantitative research method would be appropriate in conducting such a research. Moreover it's a descriptive research, because the researcher keenly interested in locating and identifying the existing problem of the teacher's absence and its effects on students learning in public sector.

3.2 Research Design

Descriptive approach was used in this research study while the researcher addressed the problems regarding to the effects of teacher's absenteeism on students learning at public secondary level in district Kotli Azad Kashmir. Quantitative research design was used in this study.

3.3 Population

As our research is 'effects of teacher's absenteeism on students learning at public secondary level in district Kotli Azad Kashmir so, the public secondary schools of the district Kotli Azad Kashmir was included in this research. In this context public secondary school teachers are involved as the population of the study. There were total 140 secondary schools in Kotli Azad Kashmir.

3.4 Sample of the Study

As mentioned earlier, this stream has a lot of differences as far as teacher's absence and its effects on students learning. It is literally impractical to visit all the public schools of Kotli, so we have decided to take samples from few public schools for this research in order to make a generalization for others. Simple random sampling technique was used in this study and 20% schools (28 schools) were selected randomly as the sample of the study. From all selected 28 secondary schools of district Kotli 196 teachers were randomly selected for data collection process.

3.5 Delimitation of Research

- 1 The study was delimited to public secondary schools of both genders in districts Kotli Azad Kashmir.
- 2 Only the public secondary schools teachers from district Kotli Azad Kashmir were included in this study.

3.6 Instrument of the Study

Questionnaire tool was used to collect data for this study. The researchers prepared a well-structured Likert scale questionnaire to get firsthand knowledge from the teachers belonging to mentioned study.

3.7 Pilot Testing

To confirm the reliability and validity of questionnaire ten secondary schools (five male and five female) of district Kotli were selected for pilot testing process and these schools were also included in final study. After validity results further improvements or changes were made according to the results of validity.

Table No. 3.01 Reliability Statistics

Cronbach's Alpha	N of Items
.852	36

3.8 Data Collection

The data is collected through Likert scale questionnaires taken from the teachers from selected public schools of district Kotli Azad Kashmir.

3.9 Data Analysis

The collected data from questionnaires was analyzed through Statistical Packages for the Social Sciences (SPSS) software's. Appropriate statistical techniques were used in analysis.

4 Results and Discussion

Table No. 4.1 Causes of Teachers Absenteeism

S No	Statement	Strongly Disagree	Disagree	Unknown	Agree	Strongly Agree	Mean	St. Deviation
1	Job security in public sector breeds absenteeism among teachers.	10	25	04	105	52	3.8367	1.11119
2	Teacher less pay contributes to his/her absenteeism.	0	13	04	117	62	4.1633	.76048
3	Any other work apart from the teaching is a cause of teacher absenteeism.	28	71	08	74	15	2.8827	1.26957
4	Lack of accountability in public sector is also cause absenteeism.	19	26	15	93	43	3.5867	1.23937
5	Long distance from the school cause teacher absenteeism..	06	67	06	92	25	3.3214	1.16079
6	Teacher qualification contributes to his/her absenteeism.	12	43	0	115	26	3.5102	1.15243
7	Teacher further education contributes to his/her absenteeism.	52	15	10	99	20	3.1020	1.43216
8	Political influence in education sector cause teacher absenteeism..	23	11	04	123	35	3.6939	1.18025
9	Lack of public interest in education matters cause teacher absenteeism.	0	13	06	103	74	4.2143	.79421
10	Lack of facilities for teachers cause teacher absenteeism.	0	13	06	115	62	4.1531	.76931

Analysis

In above table no. 4.1 the statement no. 01 show that 52 respondents were strongly agreed and 105 were agreed with the statement that job security in public sector breeds absenteeism among teachers. The calculated Mean

value from the first statement was 3.8367 and the Standard Deviation was 1.11119 from the same data. So, the Mean value 3.8367 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 2 shows that 62 respondents were strongly agreed and 117 agreed with the statement that teacher less pay contributes to his/her absenteeism. The calculated value of Mean from the second statement was 4.1633 and the Standard Deviation was .76048 from the same data. So, the Mean 4.1633 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no 4.1 the statement no 3 show that 71 respondents were disagreed and 74 agreed with the statement that any other work apart from the teaching is a cause of teacher absenteeism. The calculated value of Mean from the first statement was 2.8827 and the Standard Deviation was 1.26957 from the same data. So, the Mean 2.8827 of the third statement in the table is lies in Unknown statement which is 3 of the labeled value in likert scale.

In table no 4.1 the statement no 4 show that 43 respondents were strongly agreed and 93 agreed with the statement that lack of accountability in public sector is also cause absenteeism.. The calculated value of Mean from the first statement was 3.5867 and the Standard Deviation was 1.23937 from the same data. So, the Mean 3.5867 of the fourth statement in the table is lies in Agree statement which is slightly high to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 5 shows that 25 respondents were strongly agreed, 92 were agreed while 67 disagreed with the statement that administration provide sufficient budget to meet the college requirements. The calculated value of Mean from the first statement was 3.3214 and the Standard Deviation was 1.34550 from the same data. So, the Mean 3.3214 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 6 shows that 26 respondents were strongly agreed while 115 were agreed and 43 were disagreed with the statement that teacher qualification contributes to his/her absenteeism. The calculated value of mean from the statement was 3.5102 and the Standard Deviation was 1.15243 from the same data. So, the mean 3.5102 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 7 shows that 20 respondents were strongly agreed, 99 agreed and 52 strongly disagreed with the statement that Teacher further education contributes to his/her absenteeism. The calculated value of Mean from the first statement was 3.1020 and the Standard Deviation was 1.43216 from the same data. So, the Mean 3.1020 of the seventh statement in the table is lies in Unknown statement which is slightly high from 3 of the labeled value in likert scale.

In table no.4.1 the statement no 08 shows that 35 respondents were strongly agreed and 123 agreed with the statement while 23 were strongly disagreed with the statement that political influence in education sector cause teacher absenteeism..The calculated value of Mean from the first statement was 3.6939 and the Standard Deviation was 1.18025 from the same data. So, the mean 3.6939 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

In table no.4.1 the statement no 9 shows that 74 respondents were strongly agreed and 103 agreed with the statement that lack of public interest in education matters cause teacher absenteeism. The calculated value of mean from the 9th statement was 4.2143 and the Standard Deviation was .79421 from the same data. So, the mean value 4.2143 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 10 shows that 62 respondents were strongly agreed and 115 agreed with the statement that lack of facilities for teachers cause teacher absenteeism.. The calculated value of mean from the 10 statement was 4.1531 and the Standard Deviation was .76931 from the same data. So, the mean value 4.1531 of the tenth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

Table No. 4.2 Difficulties Faced by Students

S No	Statement	Strongly Disagree	Disagree	Unknown	Agree	Strongly Agree	Mean	St. Deviation
1	The educational objectives are difficult to achieve due to teacher absenteeism.	0	19	06	85	86	4.2143	.90299
2	Student learning is disrupted when a teacher is absent from the classroom.	0	19	18	103	56	4.000	.87706
3	The absence of a regular classroom teacher slows or halts academic and emotional growth of students.	0	19	0	86	91	4.2704	.88482
4	The perception of meaningfulness of work is a determinant of absenteeism.	19	12	0	111	54	4.0204	.85310
5	Teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom.	06	18	0	94	79	4.1582	1.02806
6	The student performance in the classroom remains low when a regular classroom teacher absent from the class.	5	13	0	136	42	4.0510	.75614
7	Teacher's absenteeism is one of the primary causes of student's academic failure.	29	24	08	103	32	3.4337	1.30902

Analysis

In above the table no. 4.2 the statement no. 01 show that 86 respondents were strongly agreed and 85 were agreed with the statement that the educational objectives are difficult to achieve due to teacher absenteeism.. The calculated Mean value from the first statement was 4.2143 and the Standard Deviation was .90299 from the same data. So, the Mean value 4.2143 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.2 the statement no 2 shows that 56 respondents were strongly agreed and 103 agreed with the statement that Student learning is disrupted when a teacher is absent from the classroom. The calculated value of Mean from the second statement was 4.000and the Standard Deviation was .87706 from the same data. So, the Mean 4.000 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no 4.14 the statement no 3 show that 91 respondents were disagreed and 86 agreed with the statement that the absence of a regular classroom teacher slows or halts academic and emotional growth of students. The calculated value of Mean from the first statement was 4.2704and the Standard Deviation was .884822 from the same data. So, the Mean 4.2704 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no 4.2 the statement no 4 show that 54 respondents were strongly agreed and 111 agreed with the statement that the perception of meaningfulness of work is a determinant of absenteeism. The calculated value of Mean from the first statement was 4.0204 and the Standard Deviation was .85310 from the same data. So, the Mean 4.0204 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no.4.2 the statement no 5 shows that 79 respondents were strongly agreed and 93 were agreed with the statement that Teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom. The calculated value of Mean from the first statement was 4.1582 and the

Standard Deviation was 1.02806 from the same data. So, the Mean 4.1582 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.2 the statement no 6 shows that 42 respondents were strongly agreed while 136 were agreed and 13 were disagreed with the statement that the student performance in the classroom remains low when a regular classroom teacher absent from the class. The calculated value of mean from the statement was 4.0510 and the Standard Deviation was .75614 from the same data. So, the mean 4.0510 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.2 the statement no 7 shows that 32 respondents were strongly agreed, 103 agreed, 29 strongly disagreed and 24 were disagreed with the statement that teacher's absenteeism is one of the primary causes of student's academic failure. The calculated value of Mean from the first statement was 3.4337 and the Standard Deviation was 1.30902 from the same data. So, the Mean 3.4337 of the seventh statement in the table is lies in Unknown statement which is less from 4 and slightly high from 3 of the labeled value in likert scale.

Table No.4.3 Effects of Teachers Absenteeism on Students Learning

S No	Statement	Strongly Disagree	Disagree	Unknown	Agree	Strongly Agree	Mean	St. Deviation
1	Teacher's absenteeism directly effects on student's motivation to learn.	17	27	0	65	87	4.0102	1.19396
2	Teacher's absenteeism has a negative effect on student achievement.	18	12	0	135	31	3.7602	1.08540
3	Teacher absenteeism effect on student's performance in the class.	06	19	0	116	55	3.9949	.97401
4	Teacher absenteeism is a major problem.	06	19	0	104	67	4.1173	.86618
5	The educational objectives are difficult to achieve due to teacher absenteeism.	06	18	0	55	117	4.3827	.92349
6	Student learning is disrupted when a teacher is absent from the classroom.	0	12	0	122	62	4.5000	.78773
7	The absence of a regular classroom teacher slows or halts academic and emotional growth of students.	0	12	0	88	96	4.3673	.77642
8	The perception of meaningfulness of work is a determinant of absenteeism.	06	06	0	99	85	4.3418	.68724
9	Teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom.	06	42	0	82	66	3.8163	1.20126
10	The student performance in the classroom remains low when a regular classroom teacher absent from the class.	06	25	0	98	67	3.9949	1.06457
11	The educational objectives are difficult to achieve due to teacher absenteeism.	05	07	0	115	69	4.2602	.66305

Analysis

In above the table no. 4.3 the statement no. 01 show that 87 respondents were strongly agreed, 65 were agreed and 27 were disagreed with the statement that teacher's absenteeism directly effects on student's motivation to learn. The calculated Mean value from the first statement was 4.0102 and the Standard Deviation was 1.19396 from the same data. So, the Mean value 4.0102 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.3 the statement no 2 shows that 31 respondents were strongly agreed and 135 agreed with the statement that teacher's absenteeism has a negative effect on student achievement. The calculated value of Mean from the second statement was 3.7602 and the Standard Deviation was 1.02504 from the same data. So, the Mean 3.7602 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no 4.3 the statement no 3 show that 55 respondents were disagreed and 116 agreed with the statement that teacher absenteeism effect on students performance in the class. The calculated value of Mean from the first statement was 3.9949 and the Standard Deviation was .97401 from the same data. So, the Mean 3.9949 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no 4.3 the statement no 4 show that 67 respondents were strongly agreed and 104 agreed with the statement that teacher absenteeism is a major problem. The calculated value of Mean from the first statement was 4.1173 and the Standard Deviation was .86618 from the same data. So, the Mean 4.1173 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no.4.3 the statement no 5 shows that 55 respondents were strongly agreed and 117 were agreed with the statement that the educational objectives are difficult to achieve due to teacher absenteeism.. The calculated value of Mean from the first statement was 4.3827 and the Standard Deviation was .92349 from the same data. So, the Mean 4.3827 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.3 the statement no 6 shows that 62 respondents were strongly agreed and 122 were agreed with the statement that student learning is disrupted when a teacher is absent from the classroom. The calculated value of mean from the statement was 4.5000 and the Standard Deviation was .78773 from the same data. So, the mean 4.5000 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.3 the statement no 7 shows that 96 respondents were strongly agreed, 88 agreed and 12 disagreed with the statement that the absence of a regular classroom teacher slows or halts academic and emotional growth of students. The calculated value of Mean from the first statement was 4.3673 and the Standard Deviation was .77642 from the same data. So, the Mean 4.3673 of the seventh statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no.4.3 the statement no 08 shows that 85 respondents were strongly agreed and 99 agreed with the statement that the perception of meaningfulness of work is a determinant of absenteeism. The calculated value of Mean from the first statement was 4.3418 and the Standard Deviation was .68724 from the same data. So, the mean 4.3418 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

In table no.4.3 the statement no 9 shows that 66 respondents were strongly agreed, 82 agreed while 42 were disagreed with the statement that teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom.. The calculated value of mean from the ninth statement was 3.8163 and the Standard Deviation was 1.20126 from the same data. So, the mean value 3.8163 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.3 the statement no 10 shows that 67 respondents were strongly agreed, 98 were agreed and 25 were disagreed with the statement that the student performance in the classroom remains low when a regular classroom teacher absent from the class. The calculated value of mean from the 10 statement was 3.9949 and the Standard Deviation was 1.06457 from the same data. So, the mean value 3.9949 of the tenth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.3 the statement no 11 shows that 69 respondents were strongly agreed and 115 agreed with the statement that the educational objectives are difficult to achieve due to teacher absenteeism. The calculated value of mean from the 11 statement was 4.2602 and the Standard Deviation was .66305 from the same data. So, the mean value 4.2602 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

Table No.4.4 Solutions for Teachers Absenteeism

S No	Description	Strongly Disagree	Disagree	Unknown	Agree	Strongly Agree	Mean	St. Deviation
1	The responsibilities should be taken seriously, honestly and dedicatedly.	0	0	0	106	90	4.1429	1.02282
2	Proper accountability system should be formulated.	0	0	07	90	99	4.2602	.96537
3	Bio metric attendance system should be adopted to reduce teacher absenteeism.	0	30	0	105	61	4.0051	.96342
4	Surprise schools visits should be made by higher education authorities for checking.	0	27	0	91	80	3.9087	1.17321
5	Enough salary packages should be provided to teachers.	0	04	03	112	77	4.1939	.94634
6	Accommodation should be provided to the teachers.	0	06	0	77	113	3.9082	1.18613
7	Transport facility should be provided to teachers.	0	0	09	114	73	3.6582	1.3308
8	The teacher's recruitment should be done through proper analysis.	0	0	13	142	41	4.4490	1.08247

Analysis

In above the table no. 4.4 the statement no. 01 show that 90 respondents were strongly agreed and 106 were agreed with the statement that the responsibilities should be taken seriously, honestly and dedicatedly. The calculated Mean value from the first statement was 4.1429 and the Standard Deviation was 1.02282 from the same data. So, the Mean value 4.1429 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.4 the statement no 2 shows that 99 respondents were strongly agreed and 90 agreed with the statement that proper accountability system should be formulated. The calculated value of Mean from the second statement was 4.2602 and the Standard Deviation was .96537 from the same data. So, the Mean 4.2602 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no 4.4 the statement no 3 show that 61 respondents were disagreed, 105 agreed and 30 were disagreed with the statement that bio metric attendance system should be adopted to reduce teacher absenteeism. The calculated value of Mean from the first statement was 4.0051 and the Standard Deviation was .96342 from the same data. So, the Mean 4.0051 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no 4.4 the statement no 4 show that 80 respondents were strongly agreed, 91 agreed and 27 were disagreed with the statement that surprise schools visits should be made by higher education authorities for checking. The calculated value of Mean from the first statement was 3.9087 and the Standard Deviation was 1.17321 from the same data. So, the Mean 3.9087 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no.4.4 the statement no 5 shows that 77 respondents were strongly agreed and 112 were agreed with the statement that enough salary packages should be provided to teachers. The calculated value of Mean from the first statement was 4.1939 and the Standard Deviation was .94634 from the same data. So, the Mean 4.1939 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.4 the statement no 6 shows that 113 respondents were strongly agreed and 77 were agreed with the statement that accommodation should be provided to the teachers. The calculated value of mean from the statement was 3.9082 and the Standard Deviation was 1.18613 from the same data. So, the mean 3.9082 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.4 the statement no 7 shows that 73 respondents were strongly agreed and 114 were agreed with the statement that transport facility should be provided to teachers. The calculated value of Mean from the first statement was 3.6582 and the Standard Deviation was 1.3308 from the same data. So, the Mean 3.6582 of the

seventh statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

In table no.4.4 the statement no 08 shows that 41 respondents were strongly agreed and 142 were agreed with the statement that the teacher's recruitment should be done through proper analysis. The calculated value of Mean from the first statement was 4.4490 and the Standard Deviation was 1.02247 from the same data. So, the mean 4.4490 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

Findings of Research Question 01

It was found in table no. 4.1 the statement no. 01 show that 52 respondents were strongly agreed and 105 were agreed with the statement that job security in public sector breeds absenteeism among teachers. The calculated Mean value from the first statement was 3.8367 and the Standard Deviation was 1.11119 from the same data. So, the Mean value 3.8367 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

In table no.4.1 the statement no 2 shows that 62 respondents were strongly agreed and 117 agreed with the statement that teacher less pay contributes to his/her absenteeism. The calculated value of Mean from the second statement was 4.1633 and the Standard Deviation was .76048 from the same data. So, the Mean 4.1633 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no 4.1 the statement no 3 show that 71 respondents were disagreed and 74 agreed with the statement that any other work apart from the teaching is a cause of teacher absenteeism. The calculated value of Mean from the first statement was 2.8827 and the Standard Deviation was 1.26957 from the same data. So, the Mean 2.8827 of the third statement in the table is lies in Unknown statement which is 3 of the labeled value in likert scale.

The study explore in table no 4.1 the statement no 4 show that 43 respondents were strongly agreed and 93 agreed with the statement that lack of accountability in public sector is also cause absenteeism.. The calculated value of Mean from the first statement was 3.5867 and the Standard Deviation was 1.23937 from the same data. So, the Mean 3.5867 of the fourth statement in the table is lies in Agree statement which is slightly high to 4 of the labeled value in likert scale.

The study revealed in table no.4.1 the statement no 5 shows that 25 respondents were strongly agreed, 92 were agreed while 67 disagreed with the statement that administration provide sufficient budget to meet the college requirements. The calculated value of Mean from the first statement was 3.3214 and the Standard Deviation was 1.34550 from the same data. So, the Mean 3.3214 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no.4.1 the statement no 6 shows that 26 respondents were strongly agreed while 115 were agreed and 43 were disagreed with the statement that teacher qualification contributes to his/her absenteeism. The calculated value of mean from the statement was 3.5102 and the Standard Deviation was 1.15243 from the same data. So, the mean 3.5102 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was explored in table no.4.1 the statement no 7 shows that 20 respondents were strongly agreed, 99 agreed and 52 strongly disagreed with the statement that Teacher further education contributes to his/her absenteeism. The calculated value of Mean from the first statement was 3.1020 and the Standard Deviation was 1.43216 from the same data. So, the Mean 3.1020 of the seventh statement in the table is lies in Unknown statement which is slightly high from 3 of the labeled value in likert scale.

In table no.4.1 the statement no 08 shows that 35 respondents were strongly agreed and 123 agreed with the statement while 23 were strongly disagreed with the statement that political influence in education sector cause teacher absenteeism..The calculated value of Mean from the first statement was 3.6939 and the Standard Deviation was 1.18025 from the same data. So, the mean 3.6939 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

The study explained in table no.4.1 the statement no 9 shows that 74 respondents were strongly agreed and 103 agreed with the statement that lack of public interest in education matters cause teacher absenteeism. The calculated value of mean from the 9th statement was 4.2143 and the Standard Deviation was .79421 from the same data. So, the mean value 4.2143 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no.4.1 the statement no 10 shows that 62 respondents were strongly agreed and 115 agreed with the statement that lack of facilities for teachers cause teacher absenteeism.. The calculated value of mean from the 10 statement was 4.1531 and the Standard Deviation was .76931 from the same data. So, the mean value 4.1531 of the tenth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

Findings of Research Question 02

It was found in table no. 4.2 the statement no. 01 show that 86 respondents were strongly agreed and 85 were agreed with the statement that the educational objectives are difficult to achieve due to teacher absenteeism.. The calculated Mean value from the first statement was 4.2143 and the Standard Deviation was .90299 from the same data. So, the Mean value 4.2143 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study explained in table no.4.2 the statement no 2 shows that 56 respondents were strongly agreed and 103 agreed with the statement that Student learning is disrupted when a teacher is absent from the classroom. The calculated value of Mean from the second statement was 4.000and the Standard Deviation was .87706 from the same data. So, the Mean 4.000 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study revealed in table no 4.2 the statement no 3 show that 91 respondents were disagreed and 86 agreed with the statement that the absence of a regular classroom teacher slows or halts academic and emotional growth of students. The calculated value of Mean from the first statement was 4.2704and the Standard Deviation was .884822 from the same data. So, the Mean 4.2704 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

It was found in table no 4.2 the statement no 4 show that 54 respondents were strongly agreed and 111 agreed with the statement that the perception of meaningfulness of work is a determinant of absenteeism. The calculated value of Mean from the first statement was 4.0204 and the Standard Deviation was .85310 from the same data. So, the Mean 4.0204 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

The study explained in table no.4.2 the statement no 5 shows that 79 respondents were strongly agreed and 93 were agreed with the statement that Teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom. The calculated value of Mean from the first statement was 4.1582 and the Standard Deviation was 1.02806 from the same data. So, the Mean 4.1582 of the fifth statement in the table is lies in Agree statement which is close to 4of the labeled value in likert scale.

It was found in table no.4.2 the statement no 6 shows that 42 respondents were strongly agreed while 136 were agreed and 13 were disagreed with the statement that the student performance in the classroom remains low when a regular classroom teacher absent from the class. The calculated value of mean from the statement was 4.0510 and the Standard Deviation was .75614 from the same data. So, the mean 4.0510 of the sixth statement in the table is lies in Agree statement which is close to 4of the labeled value in likert scale.

The study found in table no.4.2 the statement no 7 shows that 32 respondents were strongly agreed, 103 agreed, 29 strongly disagreed and 24 were disagreed with the statement that teacher's absenteeism is one of the primary causes of student's academic failure. The calculated value of Mean from the first statement was 3.4337 and the Standard Deviation was 1.30902 from the same data. So, the Mean 3.4337 of the seventh statement in the table is lies in Unknown statement which is less from 4 and slightly high from 3 of the labeled value in likert scale.

Findings of Research Question 03

It was found in table no. 4.3 the statement no. 01 show that 87 respondents were strongly agreed, 65 were agreed and 27 were disagreed with the statement that teacher's absenteeism directly effects on student's motivation to learn. The calculated Mean value from the first statement was 4.0102 and the Standard Deviation was 1.19396 from the same data. So, the Mean value 4.0102 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study explained in table no.4.3 the statement no 2 shows that 31 respondents were strongly agreed and 135 agreed with the statement that teacher's absenteeism has a negative effect on student achievement. The calculated value of Mean from the second statement was 3.7602 and the Standard Deviation was 1.02504 from the same data. So, the Mean 3.7602 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no. 4.3 statement no 3 show that 55 respondents were disagreed and 116 agreed with the statement that teacher absenteeism effect on students performance in the class. The calculated value of Mean from the first statement was 3.9949 and the Standard Deviation was .97401 from the same data. So, the Mean 3.9949 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

The study revealed in table no 4.3 the statement no 4 show that 67 respondents were strongly agreed and 104 agreed with the statement that teacher absenteeism is a major problem. The calculated value of Mean from the first statement was 4.1173 and the Standard Deviation was .86618 from the same data. So, the Mean 4.1173 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

The study explained in table no.4.3 the statement no 5 shows that 55 respondents were strongly agreed and 117 were agreed with the statement that the educational objectives are difficult to achieve due to teacher

absenteeism.. The calculated value of Mean from the first statement was 4.3827 and the Standard Deviation was .92349 from the same data. So, the Mean 4.3827 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no.4.3 statement no 6 shows that 62 respondents were strongly agreed and 122 were agreed with the statement that student learning is disrupted when a teacher is absent from the classroom. The calculated value of mean from the statement was 4.5000 and the Standard Deviation was .78773 from the same data. So, the mean 4.5000 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was explained in table no.4.3 the statement no 7 shows that 96 respondents were strongly agreed, 88 agreed and 12 disagreed with the statement that the absence of a regular classroom teacher slows or halts academic and emotional growth of students. The calculated value of Mean from the first statement was 4.3673 and the Standard Deviation was .77642 from the same data. So, the Mean 4.3673 of the seventh statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

The study explored in table no.4.3 statement no 08 shows that 85 respondents were strongly agreed and 99 agreed with the statement that the perception of meaningfulness of work is a determinant of absenteeism. The calculated value of Mean from the first statement was 4.3418 and the Standard Deviation was .68724 from the same data. So, the mean 4.3418 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

It was found in table no.4.3 the statement no 9 shows that 66 respondents were strongly agreed, 82 agreed while 42 were disagreed with the statement that teacher absenteeism has a more detrimental and disruptive effect on student achievement than any other factor in the classroom.. The calculated value of mean from the ninth statement was 3.8163 and the Standard Deviation was 1.20126 from the same data. So, the mean value 3.8163 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study explained in table no.4.3 statement no 10 shows that 67 respondents were strongly agreed, 98 were agreed and 25 were disagreed with the statement that the student performance in the classroom remains low when a regular classroom teacher absent from the class. The calculated value of mean from the 10 statement was 3.9949 and the Standard Deviation was 1.06457 from the same data. So, the mean value 3.9949 of the tenth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

It was found in table no.4.3 statement no 11 shows that 69 respondents were strongly agreed and 115 agreed with the statement that the educational objectives are difficult to achieve due to teacher absenteeism. The calculated value of mean from the 11 statement was 4.2602 and the Standard Deviation was .66305 from the same data. So, the mean value 4.2602 of the ninth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

Findings of Research Question 04

It was found in table no. 4.4 the statement no. 01 show that 90 respondents were strongly agreed and 106 were agreed with the statement that the responsibilities should be taken seriously, honestly and dedicatedly. The calculated Mean value from the first statement was 4.1429 and the Standard Deviation was 1.02282 from the same data. So, the Mean value 4.1429 of the first statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study explained in table no.4.4 the statement no 2 shows that 99 respondents were strongly agreed and 90 agreed with the statement that proper accountability system should be formulated. The calculated value of Mean from the second statement was 4.2602 and the Standard Deviation was .96537 from the same data. So, the Mean 4.2602 of the second statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study revealed in table no 4.4 the statement no 3 show that 61 respondents were disagreed, 105 agreed and 30 were disagreed with the statement that bio metric attendance system should be adopted to reduce teacher absenteeism. The calculated value of Mean from the first statement was 4.0051 and the Standard Deviation was .96342 from the same data. So, the Mean 4.0051 of the third statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

It was found in table no 4.4 the statement no 4 show that 80 respondents were strongly agreed, 91 agreed and 27 were disagreed with the statement that surprise schools visits should be made by higher education authorities for checking. The calculated value of Mean from the first statement was 3.9087 and the Standard Deviation was 1.17321 from the same data. So, the Mean 3.9087 of the fourth statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

The study explained in table no.4.4 statement no 5 shows that 77 respondents were strongly agreed and 112 were agreed with the statement that enough salary packages should be provided to teachers. The calculated value of Mean from the first statement was 4.1939 and the Standard Deviation was .94634 from the same data. So, the Mean 4.1939 of the fifth statement in the table is lies in Agree statement which is close to 4 of the labeled value

in likert scale.

It was found in table no.4.4 the statement no 6 shows that 113 respondents were strongly agreed and 77 were agreed with the statement that accommodation should be provided to the teachers. The calculated value of mean from the statement was 3.9082 and the Standard Deviation was 1.18613 from the same data. So, the mean 3.9082 of the sixth statement in the table is lies in Agree statement which is close to 4 of the labeled value in likert scale.

The study explained in table no.4.4 the statement no 7 shows that 73 respondents were strongly agreed and 114 were agreed with the statement that transport facility should be provided to teachers. The calculated value of Mean from the first statement was 3.6582 and the Standard Deviation was 1.3308 from the same data. So, the Mean 3.6582 of the seventh statement in the table is lies in Agree statement which is 4 of the labeled value in likert scale.

It was found in table no.4.4 the statement no 08 shows that 41 respondents were strongly agreed and 142 were agreed with the statement that the teacher's recruitment should be done through proper analysis. The calculated value of Mean from the first statement was 4.4490 and the Standard Deviation was 1.02247 from the same data. So, the mean 4.4490 of the eighth statement in the table is lies in agree statement which is close to 04 of the labeled value in likert scale.

Conclusion

- 1 It was concluded that job security of teachers in public sector, teachers low pay, lack of accountability, political influence in education, teachers' further education, lack of public interest in education matters, lack of facilities for teachers and long distance from school are some major causes of teachers' absenteeism.
- 2 It was also found that students faced difficulties when regular absent from the school. Teacher's absenteeism disrupts students learning. The absence of a regular classroom teacher slows or halts academic and emotional growth of students. The student performance in the classroom remains low when a regular classroom teacher absent from the class. It is concluded that teacher's absenteeism is one of the primary causes of student's academic failure.
- 3 The study concluded that teacher's absenteeism directly affects on student's learning and it has negative effects on students learning. It effects on students performance within the class. Student's performance in the class remains low due to the absence of regular teacher. It was also concluded that educational objectives are difficult to achieve due to teacher absenteeism.
- 4 The study explores that to reduce these steps should be taken; responsibilities should be taken seriously, honestly and dedicatedly, proper accountability system should be formulated, Bio metric attendance system should be adopted to reduce teacher absenteeism, Surprise schools visits should be made by higher education authorities for checking, teachers recruitment should be done through proper analysis, enough salary packages, transport accommodation and other required facilities should be provided to the teachers to reduce absenteeism problem from public schools.

Recommendations

The following recommendations were suggested to reduce teacher's absenteeism from the schools.

- 1 The responsibilities should be taken seriously, honestly and dedicatedly by higher education authorities.
- 2 Proper accountability system should be formulated and surprise schools visits should be made by higher education authorities for proper checking and monitoring.
- 3 Bio metric attendance system should be adopted to reduce teacher absenteeism.
- 4 Enough salary packages, accommodation, transport facilities and other needed facilities should be provided to teachers.
- 5 The teacher's recruitment should be done through proper analysis.
- 6 School districts should also regularly gather attendance data and monitor the leave usage of their teachers.
- 7 To reduce teacher absenteeism, incentive programs should be adopted to encourage the teachers and reward good attendance such as gifts and certificates etc should be given to the teachers at the end of every educational session.

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