

UNIVERSITY OF EDUCATION, WINNEBA

AN ASSESSMENT OF THE IMPACT OF TEACHER ABSENTEEISM ON
LEARNERS PERFORMANCE: A CASE OF SELECTED SENIOR HIGH SCHOOLS
IN THE KUMASI METROPOLIS

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of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, EVELYN DANSOA BOATENG, declare that this dissertation, with the exception of quotations and references contained in the published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

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DATE

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DEDICATION

To my son, Nana Kyei Opoku Agyemang.



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ABSTRACT

The purpose of this study was to assess the impact of teacher absenteeism on learner's performance among senior high school students. Descriptive research design was employed for this study. Simple random sampling was used to select the respondents. A total of one hundred and sixty (160) participants participated in the study. Questionnaire was the data collection instrument used to solicit for data. The collected data was analyzed using statistical package for social science (SPSS) version 21. The results were presented using percentages and mean values in a Table. The study find out that, Unconducive working environment, Personal stress, poor supervision, Lack of accommodation at school and illness were some of the causes of teacher absenteeism. Waste of student's time, increased work load within a period, increased student's absenteeism, Failure of students in exams and Teachers rushing through topics to catch up time lost were revealed to be some effects teacher absenteeism had on learner's academic performance. The study concludes that the problem of teacher absenteeism can best be addressed only when the views of teachers are taken into consideration. The study recommend that the head of school in collaboration of the metro educational directorate should conduct regular and prompt in-service training for teachers. Since teachers who are poorly remunerated tend to be more absent from school, the government needs to review salaries of teachers so that reasonable salaries are paid to them.

CHAPTER ONE

INTRODUCTION

Introduction

Education is one of the pillars that support every nation and without it no country can be developed. One of the fundamental human rights is to have access to education in a country. Educational attainment is viewed as one of the main vehicles that motivates economic growth and to improve living standards in developing countries. Due to this, one can tell how parents have become more convinced of the value of education taking into consideration how parents are struggling to get their wards educated.

In spite of all these higher educational attainment in the developing countries is at a standstill because of certain factors of which absenteeism of teachers is also a contributor. The issue of teacher absenteeism is now an important topic area of educational policy.

1.1 Background to the Study

Absenteeism is a habitual pattern of absence from a duty or obligation. Traditionally, absenteeism has been viewed as an indicator of poor individual performance, as well as a breach of an implicit contract between employee and employer; it was seen as a management problem, and framed in economic or quasi-economic terms. More recent research seeks to understand absenteeism as an indicator of psychological, medical, or social adjustment to work (Winkler, 1980). A report by the World Bank on Ghana's educational system has identified the high rate of teacher absenteeism as a major problem in the educational sector. The report, titled Education in Ghana: Improving Equity, Efficiency and Accountability of Education Service

Delivery, said absenteeism is more common schools with a seeming link to higher occurrences of a poor remuneration, low qualification of teachers and teachers furthering studies. According to the report, teachers in Tunisia and Morocco miss 11.6 days and 13.4 days a year respectively, while teachers in Ghana miss 43 days. Among the main underlying reasons for the high absentee rate, are lacks of supervision, poor remuneration, poor teacher morale, Sickness/medical care, collection of salary at a bank located at a distance, and frequent funeral attendance.

According to the Reading Today (1998), private school teachers tend to be more satisfied than public school teachers, and elementary school teachers tend to be more satisfied than secondary school teachers, because the private school teachers receive a great deal of parental support as opposed to the public school teachers; the fiduciary responsibility the parent(s) for their child or children education. As teachers became more actively involved in instruction and curriculum procedures, they also became more active as role models, and as a result gave a positive example to students who had bad attendance practices.

A positive work environment fostered lower rates of teacher attendance (Scott & Wimbush, 1991). Henceforth, "the perceived ability to attend" was increased in schools where teachers felt they had input (Scott and Wimbush, 1991). They mentioned, "The relationship between the teacher's motivation to attend and their actual presence on the job could be perceived by the teachers as having control of their work environment" As a result, "this perception may have influenced the teacher's attendance barriers". Attendance barriers were defined as untimely circumstances for teacher illness, family illness, unexpected personal responsibilities, and transportation problems that prevented employees from going to work. In these parameters, employees

may have been motivated to attend work, but, due to involuntary circumstances, were unable to actually do so (Scott and Wimbush, 1991).

Though attendance is a daily part of any school system's structure, no organization should deprive teachers of the ability to be absent from work when needed (Ehrenberg et al., 1991).

However, Zwieback (1995) indicates, that the problem still exists whereas 25 percent of the nations' 3.5 million teachers in U.S.A regularly continue to abuse their school system's sick leave policy. This behavior resulted in severely reducing students' academic productivity, as well as a loss of the school system's financial resources (Darling-Hammond, 1995)

"Teacher absenteeism had a negative impact on the financial resources of a school system, but, more importantly, it had a detrimental and disruptive effect on student achievement". In contrast Ehrenberg (1991) suggested teachers should be able to take days off to improve their mental health and performance. The study of teacher absenteeism must also include the problem that develops with increased numbers of substitute teachers. "The use of substitute teachers is an unfortunate dilemma and process but a necessary practice in today's educational environment" (Bennett, 1997). The New York Metropolitan School Study Council reported that substitute teachers were significantly less effective than regular classroom teachers (Elliott and Man love, 1977). The school systems that hired poorly trained, uncertified, substitute teachers are adding to the problem of academic lost time (Darling-Hammond, 1995). The temporary status of the substitute teacher impaired the overall "ownership" for students' daily Educational development (St. Michel, 1995; Woods, 1990). When substitute instructors were present, students were more likely to experience an incompetent teacher, or, at the very least,

A teacher not adequately prepared for the instructional practices of that particular learning environment (Ehrenberg et al., 1991; Winkler, 1980). As a result, substitute teachers were unable to complete their assigned daily tasks (Ehrenberg et al., 1991; Hill, 1982; Woods, 1990).

The instructional guidance of substitute teachers is a continuous process, and the ideal classroom condition for replacement teachers is one in which they are able to continue the regular teachers lesson plans without breaking the students' daily routine, and to consistently produce academic growth (Billman, 1994; St. Michel, 1995). Substitute teachers were known to be one of the weakest instructional resources available to school systems (Billman, 1994).

The quality of regular classroom teachers and substitute teachers employed by urban public schools was a major concern (Darling-Hammond, 1995). Galloway and Tharp (1996) also supported and believed that regular classroom teachers perform better in handling the class than the substitute teachers. Absenteeism affects performance of students, and it is in view of this that, this research was conducted to reveal how poor remuneration, low qualification of teachers and teachers furthering education on distance learning contribute to it.

1.2 Problem statement

Citizen reaction to teacher absenteeism has been increasing. Almost every stakeholder in the education sector is attacking teachers on this issue. Few have paused to consider the nature and dynamics of teacher absenteeism (Hackett, 2009).

Teacher absenteeism is an issue that goes deeper than many stakeholders may imagine. It is an issue that affects developing as well as developed countries, their economies, their schools, and their students. Researchers claim that it strongly affects school

effectiveness; that it results in the loss of school days, which in turn has been found to diminish student academic achievement; that it helps to damage a school's reputation; and that it creates and sustains a ripple effect on student absenteeism. World Bank studies in Africa confirm that teacher absenteeism tends to be higher in rural areas than in urban and suburban districts (Hackett, 2009). It has also been found that districts which have the most trouble attracting and retaining teachers are also the ones where issues around teacher absenteeism are most pressing.

Researchers have found that the problem among teachers there has remained hydra-headed because teachers in that nation are unlikely to be fired for repeated absenteeism. They have also found that teacher absenteeism continues to persist although many developing countries spend as much as 80–90% of their education budgets on teachers. The issue of teacher absenteeism could be attributed to working conditions, lack of infrastructure, professional development, and lack of supervision, inappropriate professional culture among others. This implies that countries, governments and donors may construct school buildings and supply textbooks, but if teachers are repeatedly absent, students are unlikely to learn and achieve academically. Over the years, studies have been conducted on teacher absenteeism and their effect on teacher absenteeism; (Basiru, 2013) in the Brong Ahafo Region and Osei (2013) in the Central Region respectively. This study draws emphasis to the effects of teacher absenteeism in the Kumasi Metropolis.

1.3 The purpose of the study

The main purpose of the study is to investigate the impact of teacher absenteeism on students in schools in the Kumasi Metropolis.

1.4 Objective of the study

1. To investigate teacher absenteeism in schools in the Kumasi Metropolis
2. To identify the causes of teacher absenteeism in the second cycle schools in Kumasi metropolis.
3. To investigate the impact of teacher absenteeism on the performance of the students in second cycle institutions in Kumasi metropolis.
4. To device strategies to reduce teacher absenteeism in schools in the Kumasi Metropolis.

1.5 Research Question

The research questions that guided the study was

1. How often are teachers absent?
2. What are the causes of teacher absenteeism?
3. What are the effects of teacher absenteeism on students' performance?
4. What are the measures that can be put in place to curb teacher absenteeism?

1.6 Significance of the study

Education, which is said to be the key to success, encounters a lot of problems.

It is therefore important that research is conducted in very relevant areas of education.

One of these areas that is worth researching into is absenteeism among teachers .This research would help all stakeholders and partners in the educational sector to

1. Ascertain the impact of poor remuneration and further education on the attendance of teachers to schools.
2. This study will also to help reduce the cost that absenteeism imposes on the state and on parents.

3. This will help schools in fighting absenteeism such that adequate funds could be allocated to schools.

4. One other factor which justifies the study of this topic is the fact that it set a base for future research into absenteeism by all stakeholders and educational partners.

1.7 Scope of the study

The geographical area of this study was limited to the Ashanti region and the population consists of some selected schools in Kumasi metropolis. The schools targeted are St. Louis Senior High school, Opoku Ware Senior High school, Adventist Senior High school, Kumasi Girls Senior High school, Kumasi Anglican and Prempeh College. Opoku ware and Prempeh college senior high are boys schools, St. Louis and Kumasi girls senior high are girls schools and Adventist senior high and Kumasi Anglican are mix schools. All these schools are within the center of Kumasi.

1.8 Limitations

Due to the sensitive nature of the study, which border on the integrity of the participants, there was the possibility that some of them might not provide accurate information which might tend to indict them. Furthermore, the study relied solely on questionnaire as the data collection instrument and therefore the researcher could not probe for detailed information on some of the responses provided. This certainly could affect the finding of the study and conclusions drawn from them.

1.9 Organization of study

The remaining chapters of the thesis have the following structure. Chapter 2 describes a review of previously related research works on teacher absenteeism and the theories in connection with the research would be analyzed. Also, any reoccurring themes from the research are discussed. Chapter 3 discusses data availability and

analysis. This Chapter also explains the method used to gather research findings. Chapter 4 presents the results and discussion of the research findings from the analysis of the data collected. Chapter 5 gives the conclusions and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews literature on teacher absenteeism, the factors that contribute to teacher absenteeism, the effect of teacher absenteeism on students' achievement and strategies that could be used to reduce teacher absenteeism.

2.2 Theoretical Framework of the Study

This study presents psychological and sociological frameworks that were developed to explain employee absenteeism in general and teacher absenteeism in particular. It focuses on teacher absenteeism in the context of secondary schools in the Kumasi Metropolis. The study further embraces theory X of the X and Y theory, which was developed by Douglas McGregor (1960) concerning employee attitude towards work. In the X theory, management assumes employees are lazy, avoid work, avoid responsibility, seek to be lead and place security above all things. As a result, management believes that workers need to be closely supervised and compressive systems of control developed.

The psychological and sociological frameworks were developed in 1970s and 1980s captures two sets of factors. The first set is employee values, expectations and satisfactions (Ravari, et. al 2012). The second set is related to social interaction and social norms within the employee's organization. Although the framework tends to explain why an employee will be absent from work, it ignores other variables like demographic characteristics such as age, gender, level of education, teachers residence and poverty which are seen as having indirect effect on absenteeism.

Rosenblatt and Shirom (2005), developed a more recent Framework for teachers' absenteeism, which considered school related, and teacher factors that had three sets of

variables. They include teacher level variables, school level variables and contextual level variables. These theories guide the current study, which has attempted to find out the causes of teacher absenteeism.

2.3 Definitions of Absenteeism

There are many variations to the definition of absenteeism. Defining absenteeism has not changed much in recent years. The definitions of excused absence include categories such as personal sickness, jury duty, religious holidays, and funeral leave and transportation problems. Meanwhile, the unexcused absence meaning absenteeism without an official or recognized (excused) reason, that occurs when an employee fails to provide a satisfactory explanation for the absenteeism, or gives no reason at all (Walfin, 1981). Below are the working definitions of absenteeism:

Based on Martocchio and Jimeno (2003), absence constitutes a single day of missed work. Absence occurs whenever a person chooses to allocate time to activities that compete with scheduled work, either to satisfy the waxing and waning of underlying motivational rhythms (Fichman, 1984), or to maximize personal utility (Chelius, 1981).

An individual's lack of physical presence at a given location and time when there is a social expectation for him or her to be there (Martocchio & Harrison, 1993). Absenteeism refers to the non-attendance of employees for scheduled work (Gibson, 1966; John, 1978; Jones, 1971). Absenteeism from the work place is considered as a symptom of a deep seated problem, and not as a problem on its own (Brayfield & Muchnisky, 2006). It might be an indication that the worker is demoralized or dissatisfied with the work. Majority of the employers, when factoring in the effects of

absenteeism to the performance of the company, do not differentiate between those absences that were out of necessity and those that were unnecessary.

One way they factor in the effects of absenteeism is by the use of Bradford Factor (Yorges, 2009). This considers the total number of absences and the frequency of the same. This is regardless of the fact that there are different forms of absenteeism. The problem of teacher absenteeism is an increasing concern among the nation's educators.

Norton (1998) conducted a statewide study concerning school administrators, and found that 71 percent of them reported teacher absenteeism as one of the leading problems facing them. The study reported substitute teaching as the third highest-ranked "serious" problem facing school personnel directors and named teacher absenteeism as the number one ranked "general problem" encountered in their work. Not only are the monetary costs of teacher absenteeism escalating, but the difficulty of finding qualified substitute personnel is also a growing problem for many school districts.

Research on teacher absenteeism has centered largely on (a) who is absent from teaching responsibilities and how often, (b) causes for teacher absences, (c) absenteeism and student achievement, (d) the relationship of school climate and the absence of employees and (e) the impact of various incentives on teacher absenteeism. Gender, age levels, and personality traits are among those characteristics most often examined in studies of absenteeism in schools. Differences in absence levels as the age group of teachers varied was not significant, but women and men did reveal different patterns of absenteeism with age. The number of absences claimed by female teachers increased with age. Male teachers, on the other hand, claimed more days in their thirties than at any other age (Unicomb, 1992).

Scott and McClellan (1990) supported this finding and noted that there was a significant difference in the occurrence of absence for men between the ages of 21-39. Overall, male teachers had significantly fewer absences than female teachers. Average days-of-absence for females was 5.29 per year; males averaged 3.39 days. Elementary school teachers averaged 6.63 days of absence per year compared to 3.32 days for secondary personnel. The school level taught, elementary or secondary, and the level of teaching license held were the two primary predictors of teacher absence. The higher the degree held by the teacher, the higher the days of absence (Scott and McClellan, 1990).

Although several studies have noted higher absenteeism on Mondays and Fridays, this finding is not consistent. Unicomb et al., (1992) disclosed that teachers were absent on Wednesdays more frequently than any other day. November, January, and April were peak months for teacher absences. Research has not been consistent concerning the rate of absenteeism and the number of years of teaching. Porwoll (1980) reported that teachers with two to four years of teaching experience and those with 23-25 years had the fewest absences.

Porwoll (1980) also noted that other researchers were unable to establish any relationship between the number of years of teaching experience and teacher attendance. Jacobson (1989) reported that senior teachers nearing retirement often were absent more frequently than others.

However, Ehrenberg (1991) found that the greater the proportion of teachers older than age 55, the lower the usage of sick leave days. These researchers speculated that the fewer absences by this age group were likely due to the expected payoff for their retirement in the near future. There are also mediating social factors involved in the linkage between stress and illness behavior among urban public school teachers.

Dworkin (1990) found a low but statistically significant relationship between job stress and reported stress-induced illness.

A second hypothesis of the same study with statistical significance found stress-induced illness is lower among teachers assigned to schools when the principal is seen. However, a third hypothesis related to stress-induced illness and the presence of supportive co-workers was not significant. Unlike the supportive school principal, supportive co-workers did not reduce the level of stress-induced illness reported by teachers.

The rate of teacher absenteeism has been found to be highest in elementary and most middle schools, schools with lower student achievement, schools composed of economically disadvantaged and minority students, and schools that do not require teachers to speak to their immediate supervisor about pending absence, urban schools districts and districts with enrollments in excess of 257,000 (Pitkoff, 1993). The importance of this study is very significant relative to student achievement, it states: In schools where students are poorest and failing the most academically, teachers tend to be absent more often. In one study, the percentage of students reading below grade level was found to be the greatest predictor of school employee absenteeism, followed by the percentage of students eligible to receive free lunch (Pitkoff, 1993).

In general, studies relating the direct effects of teacher absenteeism on student achievement are limited and tend to differ in their findings. For example, in a study that focused on fourth grade reading results, it was determined that teacher absenteeism adversely affected student achievement (Summers & Raivetz, 1982). O'Brien (1985) also found negative impacts of teacher absenteeism on student learning.

Yet, in contrast Ziomek and Schoenberger (1983) were unable to establish such an association. Madden (1991) and Ehrenberg (1991) also did not support the

contention that student academic performance was associated with teacher absence. In view of Pitkoff's (1993) finding that school employees rated as unsatisfactory tend to be absent significantly more days than those rated satisfactory, a reasonable conclusion might be that the absence of a "poor" teacher does not impact as negatively on student learning. "Teacher absenteeism" is regarded as a vital problem in the education system today. The definition of absenteeism is as complicated and descriptive as human nature (Chadwick-Jone, Nicholson and Brown, 1982). The loss of productivity and profits were the major cause for business and industry to begin developing research on this subject (Moline, 1988; Pitkoff, 1993; Woods, 1990).

The private sector has always been sensitive to the relationship between employee absenteeism and fiscal loss (Pennsylvania School Boards Association, 1992). The same research prompted educators to examine the conditions of teacher's absentee rates to determine if this behavior adversely affected student's academic performance.

2.4 Factors Influencing Absenteeism

Many teachers do absent themselves from school based on illness. Sometimes some sick teachers are forced to go to school even if sick as a result transmit communicable diseases to their co-teachers. This leads to even greater absenteeism and reduced productivity among other teachers who try to work while ill (Bullington, 2002). Workforces often excuse absenteeism caused by medical reasons if the worker supplies a doctor's note or other form of documentation.

There is however other absenteeism in which a teacher doesn't seek any excuse for not coming to school. School authorities and pupils do expect this teacher in school but they get to school to meet his/her absence. Others however seek permission from these authorizes for not coming to school.

According to Nelson and Quick (2008) people who are dissatisfied with their jobs are absent more frequently. They went on to say that the type of dissatisfaction that most often leads employees to miss work is: dissatisfaction with the work itself. In other cases, they are not satisfied with their salaries or poor motivation.

The psychological model that discusses this is the "withdrawal model", which assumes that absenteeism represents individual withdrawal from dissatisfying working conditions. This finds empirical support in a negative association between absence and job satisfaction, especially satisfaction with the work itself.

There are several determinants of job satisfaction. They include, among others, the relationship between an employee and the other employees, or the relationship between the employee and the supervisor or administration. When this relationship is enhanced and satisfying, job satisfaction follows. Compensation is also another determinant of job satisfaction. When the employee believes that he is sufficiently compensated, he will be happy at the job and hence be satisfied. The opposite is also true; if an employee feels that he is not been sufficiently compensated, then he will not be satisfied at the job.

The conditions under which the person is working will also determine the level of his job satisfaction. If the conditions are conducive, the employee will be satisfied. However, if the conditions are not conducive, for example in the case of hazardous working conditions, the employee will not be satisfied, (Kendall, 2006).

According to a report by Society for Human Resource Management (SHRM, 2009), there is a widespread job dissatisfaction among workers of all cadre. The study did not find any difference between satisfaction levels of people from different income brackets or ages. According to this study, the past ten years have seen an unprecedented decline in the level of teaching. For the past four decades, researches have consistently

proved that a considerable number of teachers would quit the job and look for another one given the chance. This number ranges from 40-50% of all teachers interviewed (SHRM, 2009)

Researchers have identified different types of job satisfaction. There is what Burgoon (2009) refers to as extrinsic and intrinsic job satisfaction. The latter is when the employee takes into consideration the conditions of their work as a determinant off their satisfaction. This can be viewed as been composed of Herzberg's hygiene factors. On the other hand, intrinsic job satisfaction is when the employee considers only the inherent attributes of the job, (like category, difficulty among others) as the determinants of his job satisfaction (Kendall, 2006).

Many teachers stay far from their schools; however a source of transportation to their schools is usually a problem. This sometimes prevents teachers from coming to school. They may also stay at places where they have to travel for a long distance before they go for their salaries all these do make them absent themselves (Luthans & Kreitner, 1985).

Teachers in rural areas most at times do not go to school because they are aware that no circuit supervisor will be able to easily get to the school since the place is far and the road is also not good. Based on this, the teachers choose not to go to school.

Scott and McClellan (1990) write that the class level one teaches and the level of qualification was two primary predictors of teacher absences. Through their investigation, it was discovered that the higher the degree obtained by the teacher, the higher the number of days they were absent from the classroom. Also non-professional teachers turn to miss school most, since they lack interest in the job. They turn to use the teaching profession as a stepping stone in life. Non-professional teachers will always say “I chose to teach but if I get a better job I will leave” (Blau, 1985). A

thorough view of the causes of teacher absenteeism implies that teacher absenteeism could be categorized into personal, school and environmental related factors.

2.4.1 Personal Factors Influencing Teacher Absenteeism

Research data available shows that personal characteristics influence teacher absenteeism. They include age and gender of the teacher, illness of the teacher or a family member, experience and job dissatisfaction of the teacher, seniority and the type of employment for the teacher; qualification and lack of professional competence of the teacher, compassionate leave and family conflicts among other family responsibilities.

Research has established that teachers join the teaching profession when they are highly motivated but, they “burnout” as the age of the teacher increases (Glewwe & Kremer, 2006). This explains why older teachers are often more absent. According to Ervasti, et al. (2012), female teachers are absent more frequently than male teachers due to more family demanding responsibilities. However, Rosenblatt and Shirom (2005), argue that male teachers are absent more than their female counterparts who have few outside workplace responsibilities that are likely to take them away from the school. General observation from Kenyan schools is that female teachers are absent more often than male teachers and that younger female teacher are more absent than their older counterparts due to more family responsibilities.

According to Chaudhury, et al. (2006), the study on multi-country survey indicates that 10% of the teachers’ absenteeism is attributed to illness. In East Africa, HIV infection was found to be responsible for the largest share of teachers’ absenteeism (Habayarima, et al., 2004). Researchers’ observation on the teachers absenteeism indicate that teachers who are sick or have sick family members will not attend school but stay at home to recover or to take care of the sick person.

World Bank report (2004) revealed that during the first year of teaching, teachers tend to be effective but after two to three years of experience, the teachers become more effective and their attendance is good. However the survey report done among many school administrators indicates that newly employed teacher's absence rate is low compared to the long serving teachers. According to Sargent and Hannum (2005), when teachers lack job satisfaction the rate of absenteeism increases. Alcarliar, et al. (2004), argue that contract teachers have higher rates of absenteeism because they spend more time exploring alternative employment. The researchers' observation is that an employee who has good terms of payment and service will have low absenteeism rate.

Chaudhury, et al. (2006) established that high ranking teachers tend to be more absent than low ranking counterparts. Thus the principals are absent from school more frequently than regular teachers because they must attend other administrative duties outside the school such as meetings organized by the Ministry of Education officials, workshops and seminar among others. In addition, temporary and contract teachers are often more present than permanent teachers because they fear losing their job. According to Alcarizar, et al. (2004), teachers trained in pedagogy are more professionally qualified and motivated than those teachers who studied other subjects and therefore they have low absence rate. This explains why teachers from recognized Teacher Training Colleges are considered more for teacher employment. Rockoff, et al. (2011) found that school employees whose performance is poor are rated as being absent more often than the average counterparts. Thus, teachers who lack professional competence have higher absenteeism rate than the others. Many school administrators concur that teachers who are non-performers are frequently absent from school because most likely they lack professional competence.

According to the code of regulation for teachers in Kenya, a teacher is entitled to various leaves among them compassionate leave. Obeng-Denteh, et al. (2011), argues that generous school leave policy can cause higher rate of absence among the teachers in developing countries. The researchers' observation on teachers' absenteeism is that like any other employee, when there is death of a family member or colleague a teacher will seek permission to attend the burial ceremony. If a teacher has a sick or hospitalized dependent, permission will be obtained to attend the same. This explains why compassionate leave is one of the leading causes of teacher absenteeism.

Naturally, when a teacher has a family conflict, which may lead to court cases, or fight, which may cause physical injury, such a teacher, will be absent from school so as to create time to resolve the conflict. In addition, religious meetings, ceremonies and customary functions conducted during a weekday are likely to make teachers absent from school when they attend the functions as part of their constitutional rights.

2.4.2 School Factors Influencing Absenteeism

School factors are institutional characteristics and working conditions that in different ways influence teachers' absenteeism. They include: Lack of group accepted norms, poor leadership style of the principal, lack of effective supervision and monitoring policies by the school administration and Ministry of Education, the status of the school whether private or public, poor school infrastructure and equipment, lack of in-service training programs among other motivation policies, high pupil-teacher ratio and assignment of other school administrative duties.

Bestowing to Ehrenberg, et al (1991), great organizational support can cause low absence rate of the individual teachers because it reduces stress. Schools that lack strong staff welfare will have higher absenteeism rate of teachers. This is because there is no teamwork and some social needs are not met and this demotivates teachers. A

school where the principal's leadership style does not involve teachers in decision making, that which does not allow teachers to participate in policy making demotivates them hence increasing rate of absenteeism. While in schools that have good leadership style by the principal, teachers absenteeism rate has been reduced by a big percentage.

In his quasi experiment, Rockoff (2008), in New York City found that monitoring program reduce teacher's absenteeism, and improve retention. In Rajasthan province of India, teachers attendance improved when cameras to monitor attendance were introduced (Duflo & Hanna, 2005) while in North Carolina teachers attendance improved when a policy to charge for each day they took off was introduced. Multi-country survey report by Glewwe and Kremer (2006), found that monitoring of teachers by school directors accompanied by disciplinary action reduce teachers absenteeism by a high rate. The survey found that in a school where teachers' attendance register is well kept and maintained, teachers' absenteeism rate is low. Teachers who teach in schools located closer to educational offices and therefore receive routine monitoring have lower absence rate. It has been observed that the rate of teachers' absenteeism tends to be higher when principals are not in the school because of lack of regular monitoring of the teachers as they perform their duties.

Kremer, et al. (2005), argues that private school teachers have absence rate of a third lower than their public school counter-parts in the same location. The researcher's observation is that teachers in private schools are well paid and therefore well motivated to work more than their counterparts in public schools. According to Chaudhury, et al. (2006), average schools with best infrastructure and equipment had far much lower absence rate than those with worst infrastructure even after controlling other factors. The multi-country survey has indicated that schools with good quality infrastructure

and adequate teaching and learning equipment have smaller absence rate since the teachers are more motivated.

Aaronson, et al. (2007) observed that teachers training can lead to teacher's absenteeism when teachers are removed from class for a period without a substitution. In many schools in-service training for various subjects are usually conducted during the working hours, thereby keeping the concerned teachers out of class. Teachers who have received recent in-service training have low absence rate than those who have not, thus training and in-service training reduces teachers' absenteeism.

According to Rockoff, et al. (2011), teachers in schools with high pupil-teacher ratio will often be more absent because of the high work load leading to overworking of the teachers. In this case, teachers will absent themselves to avoid this excess work. In Chile teacher attendance rate increased when teachers were offered bonus ranging from 5-7% of their annual salary (Mazola, 2005). In a school where teachers are not given material incentives and have no promotion policies, teachers are demotivated and the rate of absenteeism is high.

According to Glewwe and Kremer (2006), when teachers are assigned other duties outside the school for example taking students for games, drama, music, science congress, teachers are kept out of classrooms thereby increasing absenteeism rate unlike those other teachers who are not assigned such duties.

2.4.3 Environmental Factors Influencing Absenteeism

Environmental factors are community based characteristics that in different ways contribute to teachers absenteeism. Some examples include the location of the school, residence of the teacher, remoteness of the school, level of poverty of the community, assignment of non-teaching tasks to the teachers, education level of the parents, political influence and weather conditions.

In deprived communities, it could be observed that teachers working in rural areas were less absent than their urban counterparts who are deterred by the good infrastructure in urban centers. According to multi-country survey World Bank (2004), many governments pay teachers a bonus, addition housing or transport allowance for locating in less desirable schools. In Kenya, this is called hardship allowance and is paid to the teachers teaching in hardship areas, such as arid and semi-arid regions.

Teachers who live far from the school have higher absence rate than those who live near the school. This is because such teachers find themselves late whenever they face any challenge in managing time. According to Chaudhury, et al. (2004), teachers are more absent on Fridays and Mondays when they go early to start long weekend and when they are late due to weekend activities. In addition, teachers from remote areas have increased absenteeism rate because they cannot reach the school on time due to poor transport and again they travel far to urban centers where they can access services such as banking and sometimes they extend weekends and holidays. According to Abeles (2009), teachers from communities, which are poor, have high rate of absenteeism because the community lacks supervision and monitoring ability of the teachers. On the other hand, common practice is that poor communities have no vibrant activities to reduce the teacher absenteeism.

In South Africa, the government pulled teachers out of school to carry out duties such as voter registration, election oversight and public health campaigns (Kremer, et.al. 2004). Many organizations find teachers knowledgeable, available and committed in performing public tasks in the community. For this reason, many organizations will deploy teachers when there are such tasks making them stay out of classrooms. Alcazar, et al. (2004), observes that teachers having a local origin have lower absenteeism rate than those from other communities. According to Hubbell (2008), indigenous teachers

tend to be more absent than the non-indigenous teachers. This is because the indigenous teachers being near home have many personal activities that require their attention from time to time compared to non-indigenous teachers who are far from their home.

In Nicaragua, lack of control over the schools was due to low education of the parents, which was responsible for high teacher absenteeism rate in rural areas (King, et al 2001). This is because the illiterate parents lack knowledge of the need for education for the children unlike their counterparts who are educated, hence know the value of education, and supervise teachers to be in school on time. In Latin America, rural primary school teachers were found to be less frequently absent due to activities related to union participation (DiCropello & Marshall, 2005). A teacher who is a union member is absent more often than teachers who are not members of any union because they are protected by the union constitution and again some days are used for union meetings. According to Rogers, et al. (2004), in Ecuador, teachers strike in 2003, lasted for six weeks influencing teachers' absenteeism for the same period. Wars and other civil disorders can cause teacher absenteeism. In Kenya, schools in the areas affected by 2007/2008 post-election violence were closed because of teachers' absenteeism since many had run away for their safety. That notwithstanding, bad weather conditions such as floods can disrupt travel and communication systems thereby delaying the teachers from reaching the school on time. During heavy rains, muddy roads and flooded rivers can make teachers to be absent from school. The current study will attempt to find out how the environmental factors influence teacher absenteeism in public Senior High Schools in the Kumasi Metropolis.

2.5 Effects of Absenteeism

Bruno (2002) stressed that students in a classroom eventually lose the desire to learn when the regular teacher is frequently absent and the delivery of the instructional is by an array of substitute teachers.

As a result of this key finding, substitutes are hard to find to replace absent teachers in urban schools. Regular education teachers who are off during their conference period do not particularly volunteer to substitute (Mckay, 1999). Student academic achievement falls and students do not feel connected to the classroom. Darling-Hammond and St. Michel (1995) found that the replacement teacher for the public classroom does not provide the same quality of expertise expected by the students or teachers, but seems to be the only method commonly used. Substitute teachers do not always measure up to the regular classroom teacher's routine and methods to stimulate students to learn (Darling-Hammond, 1995; St Michel, 1995). The verbatim comments by the teachers also indicate that the students are forced to adjust to someone new and that their behavior and performance suffers and substitute teachers are notable to teach the students as effectively as the regular classroom teacher. A further research that found substitute teachers were significantly less effective than regular classroom teachers (Elliot & Manlove, 1997) suggests that there is a breakdown in organizational structure and that the absence of clear expectations; such as, performance feedback, leadership style, classroom management and disciplinary skills further weaken the effectiveness of the substitute teachers

Teachers are too often the one expected to be flexible. They are asked to manage overcrowded classes, they are expected to perform without strong support from administration, and they are expected to excel despite the lack of incentives to motivate them to take on the additional responsibilities. Despite these conditions, a greater

understanding of the issues raised by teachers around the nation related to teacher absenteeism. The solution to this problem should not be a decline in quality of education.

The school administration acknowledges that they are aware of the problem with teacher absenteeism, classroom management and leadership; and they are taking steps to correct them. However, little evidence exists that steps are being taken to address teacher absenteeism or improve the substitution process, whether it is an actual replacement teacher or a combined class (Jacobson, 1989).

Teachers are being forced to take leaves of absence in order to express their dissatisfaction with the administration. Sometimes, they find the situations in the school system so subjective that they take leave of absence, knowing their student's would be placed in another teacher's classroom. Such actions by teachers are deliberate in order for them to have or maintain a sense of sanity and return to work at a later date. Jacobson's (1989) study also concluded that teacher absenteeism and poor attitude might impede students' academic growth. The author hypothesized that the relationship developed between student and teachers indeed influenced students' performance. Thus, when linked to the quality of instructional time, the frequent absence of a classroom teacher would weaken the student-teacher bond and cause student absences. Students who were frequently absent from school, when asked why they chose not to go to school, responded in the following manner. "If my teacher does not come to school, why should I?" (Jacobson, 1989).

In support of this, Ehrenberg et al. (1991) stated that "higher teacher absentee rates may reduce students' motivation to attend school and further lead to higher student absentee rates". Ironically, national data from the United States Bureau of Labor Statistics (1996) demonstrated that urban teachers did not regard teacher absenteeism as a major

problem. The data from this study revealed that only 1.6 percent of all teachers believed that their absences from the classroom presented a serious barrier to student achievement. In a Nation at Risk, the achievement scores of American students were compared with the scores of students from other industrialized nations. The authors found that the achievement scores of American students were related to the quality and quantity of instructional time. Time lost by students because of the absence of the regular classroom teacher was a significant problem that slowed or halted academic and emotional growth (Darling-Hammond, 1995, A Nation at Risk, 1983).

Woods (1990) found that nationally, teacher absence rates were significantly higher in public schools than the absence rates of persons working in private industry. The author was concerned with the dilemma facing schoolteacher's absenteeism, which has become a national crisis when compared to private industry absences.

Regardless of the reasons for teacher absenteeism, students were affected (Pitkoff, 1991, 1993; Winkler, 1980). Thus, Leake and Leake (1995) urged urban school districts to examine the linkage between student failure and the frequency of teacher absences. According to St. Michel (1995) student failure can preclude student achievement. "If student achievement is to increase, then instruction must be maximized every day!" (St. Michel, 1995).

The replacement teacher for the public classroom teacher and/or private classroom teacher does not provide the same quality of expertise expected by the students and teachers, but seem to be the only method commonly used. Substitute teachers do not always measure up to the regular classroom teacher's routine and methods to stimulate students to learn (Darling-Hammond, 1995; St. Michel, 1995).

Administrators also expected substitute teachers to perform as effectively as the regular classroom teachers (St. Michel, 1995). According to Ostapczuk (1994),

students were spending five to eight percent of their school year with a substitute teacher, with data showing that these percentages were increasing with each passing year. Considering the increased use of substitute teachers and the decreased effectiveness of instruction, student achievement scores in the urban school settings have continued to decline (Ascher, 1991; Darling-Hammond, 1995), teacher absences negatively affected the quality of academic growth for students. A national survey found that 30 percent of all participating students with regard to substitute teachers are nothing more than babysitters (Ostapczuk, 1994). In part, the reason for this belief could be due to the lack of regular teachers' preparation of well-thought-out lesson plans that reinforced the previous day's lessons (Peterson, 1991). In addition, substitute instructors also taught subjects that did not reflect their knowledge base, education, and interest (Darling-Hammond, 1995).

School administrators and educators report many of the problems associated with substitute teachers, which appeared to be based on anecdotal observations (Ostapczuk, 1994). There are obvious reasons why teacher absenteeism can be costly to the school district. The first involves the fact that many schools receive funding from the state with regard to the number of students present and the number of certified teachers that are present. The second, of course, is that classrooms cannot be left unattended. Thus, when a teacher is absent, regardless of the reason, the school district must request a substitute in order to oversee the classroom and attempt to teach the lessons that were planned by the individual teacher. Unfortunately, substitute teachers are not generally certified by the state to teach. (Woods, 1990).

In some states, substitutes only need two years of college in order to qualify as a substitute. Consequently, the district can pay a lower fee to the substitute, but it is still lost revenue. Additionally, most districts provide sick leave, so when the teacher is

absent he or she continues to be paid for that day. So the school district loses revenue from state funding, from the cost of a substitute, and must pay the teacher each time he or she is absent from work. Consequently, the cost of teacher absenteeism is a financial concern for most school districts that are struggling to pay for adequate and state mandated services for students (Browne et. al. 1991).

2.6 Efforts to Combat Absenteeism

Rates of teacher absenteeism and the effects of absenteeism on productivity are topics of conversation in many districts. One reason is that high rates of teacher absence may signal weak management and poor labor-management relations. In the educational sphere, employee absenteeism is a special problem, not only in terms of the cost to the state or school (pay for substitute teachers) but also the wasted education-time that is liable to impair the sense of confidence that the general public has in the schools

To overcome this problem, MohdYasin and MohdSalleh (2008) posited that the first move is to issue advice and guidance either orally or in writing to the teacher. And if the preliminary steps are ignored, action will be taken against the person concerned. Issuing warning will be the first step followed by imposing fines, revoking salary rights, withholding salary increment, salary reduction, demotion, and dismissal.

Teacher absenteeism was rampant in Sabah's rural schools and no action had been taken against the teachers involved. Numerous reports were received from parents of students in rural schools that many teachers including principals are absent from classes for weeks in a given month. The explanation given by the teachers was that they had to attend meetings in the towns but the problem continues for months. Government and the Ministry of Education need to solve the issue once and for all in order to improve the conditions of rural school. The District Management Council (2004) in

USA has discovered that monetary incentives aide in resolving absenteeism. The Council has a program that awards teachers by contributions to a retirement accounts for good attendance and award teachers by contributions to an accounts for better attendance.

Moreover Dallas ISD involved its business community in helping them to increase teacher attendance. The district holds parties for teachers with perfect attendance where various prizes are given away, including brand new cars. As a result Dallas ISD doubled its number of teachers with perfect attendance. Jacobson (1988) believes that a pay incentive plan helps to decrease teacher absenteeism. Teachers will remain at school to obtain a pay incentive. Scott, Markham, believe that recognition motivates teachers to stay at school and that pay incentives can be used if they are designed properly.

Scott, Markham, and Taylor (1987) believe that a good attendance policy also includes a progressive discipline. Teachers under this guidance must receive increasing levels of punishment for more severe or repeated violations of the organization's policy. The goal is to shape the teacher's behavior and to give the information they need to understand the consequences of their actions. The policy needs to be procedural and must be ingrained throughout the academic year to staff members.

Furthermore, the GES can adopt a common transportation system, like buses to pick up teachers along the route and to make sure they arrive at school on time. However, the limitation of this transportation service is that it did not cover all major routes that lead to the school. In addition, the use of a school logo, which may attract undue attention of an angry mob during crisis period, may be avoided. Other measures that the GES can implement include developing strong teamwork among teachers as this may increase job satisfaction, and hence, the enthusiasm of teachers to come to

work and meet their team members. There are several other methods that the management can adopt to make the management issue of absenteeism manageable, which include developing career paths and/or providing relevant training for their career growth, which may engender some work aspirations and disciplines among the workers (Markham & Taylor 2007). Monitoring is necessary due to at least four reasons:

(1) To ensure that junior teachers' input to a school's productive output is not undermined, (2) Managing late arrivals by way of extra pay for arriving earlier than normal time is also a form of motivation for teachers, (3) Monitoring late arrival is a means of knowing the amount of main hours wasted as a result of late arrival and this can be translated into loss in output for the purpose of a school's financial projections, and (4) Managing late arrival by way of extra pay instead of threats to sack people helps to ensure that junior teachers work in harmony with their superiors and this creates a corporate accord between teachers and superiors, which is a necessary ingredient for performance (Markham & Taylor 2007). Consequently, if the modern school is to be driven to a position of superiority and acquire world class bench marks teachers must be well motivated to achieve regular work attendance (Worrall and Cooper 1999).

In the current decade, new technologies are emerging every day, particularly in the process industry that engages in the production and sales of beer and soft drinks. These new technologies also bring new challenges in their management using the operational level manpower available to companies. Despite a great deal of exciting research being conducted to identify and address workplace challenges the area of monitoring late arrivals at work by junior workers remains unresolved (Worrall & Cooper 1999). Thus, the focus on junior staff is justified.

The act of changing the culture and motivating teachers who absent are complementary and effective ways to control, monitor, and manage absenteeism.

Junior staff are however likely to take advantage of weak management mechanisms which allow teachers to be absent without a penalty. While such tardiness may be displayed by all staff, absence to school can be a phenomenon particularly of junior teachers who may have not learned the 'desirable' culture of being punctual. Thus, there is need to improve supervision Worrall and Cooper (1999).

Worrall and Cooper (1999) in helping to resolve the problem of absenteeism and late arrival to school formulated a model based on the number of time (days) a teacher comes to school and the amount he/she is paid as a salary. This means if for the whole month one misses school he /she has worked for zero (0) days and that is recorded to be used at in the payment of salaries. The model postulated by them is $y(t) = [-62t.\text{sup}.2] + 13140t - 400/2640$. $Y(t)$ is the amount of salaries an individual receives at the end of the month based on the time (t) he/she comes to work. Now the value of y can be obtained for any shuttling time t . Therefore, the amount of money payable to a staff for absenting him or herself to work can be determined since the shuttling time t , is known to be zero (0) (Worrall and Cooper, 1999).

2.7 Conceptual Framework

The conceptual framework as represented by figure, the key factors influencing teacher absenteeism referred to as independent variables are indicated. Mitigation measures to reduce the vice referred to as intervening variables are stated. Teachers' absenteeism referred to as the dependent variables ends the interrelationship of the variables.

2.7.1 Teacher Level Variables

According to this study, the teacher level variable can be referred to as personal factors. They include teacher demographic variables such as age, gender, education level ethnicity and teacher school related variables such as satisfaction of work profession among others. Sargent and Hannum (2005) observed that personal variables have direct effect on teacher absenteeism. They showed existing link where older, female and less qualified teachers were more satisfied with their job than young, male and qualified teachers. According to his finding, Abeles (2009), established that teachers satisfied with their work such as salary, school environment, having supportive school principals and suitable workload, had positive effect on teachers' attendance. It was established that teacher's demographic characteristics have direct and indirect effects on teacher absenteeism.

2.7.2 School Level Variables

In regards to the study, the school level variables are school factors, which operate within the school, and they include work group norms, the school principal's leadership style, supervision from local and state authority, partnership between the school and community, time for teachers' training and administrative duties. These variables have only direct effect on teachers' absenteeism. Bradley, et al. (2006), argues that schools where work is not part of social norms, inspection is regular and principal exhibits collegial behavior and the system is open to community and parents, teachers' attendance rate is higher. Chaudhury, et al (2004), observed that teachers can be absent when performing other out of school duties related to their work.

2.7.3 Contextual Level Variables

These variables are geographically oriented. According to this study, they can be referred to as community characteristics or the environmental factors. They include

location of the school whether it is rural or urban, the remoteness of the school in relationship to tarmac road and the level of poverty in the community (Bradley, et al. 2006). According to Sargent and Hannum (2005), teachers in poor or rural schools have been noted to have lower level of job satisfaction and hence more absent than their counterparts in the non – poor and sub – urban schools.

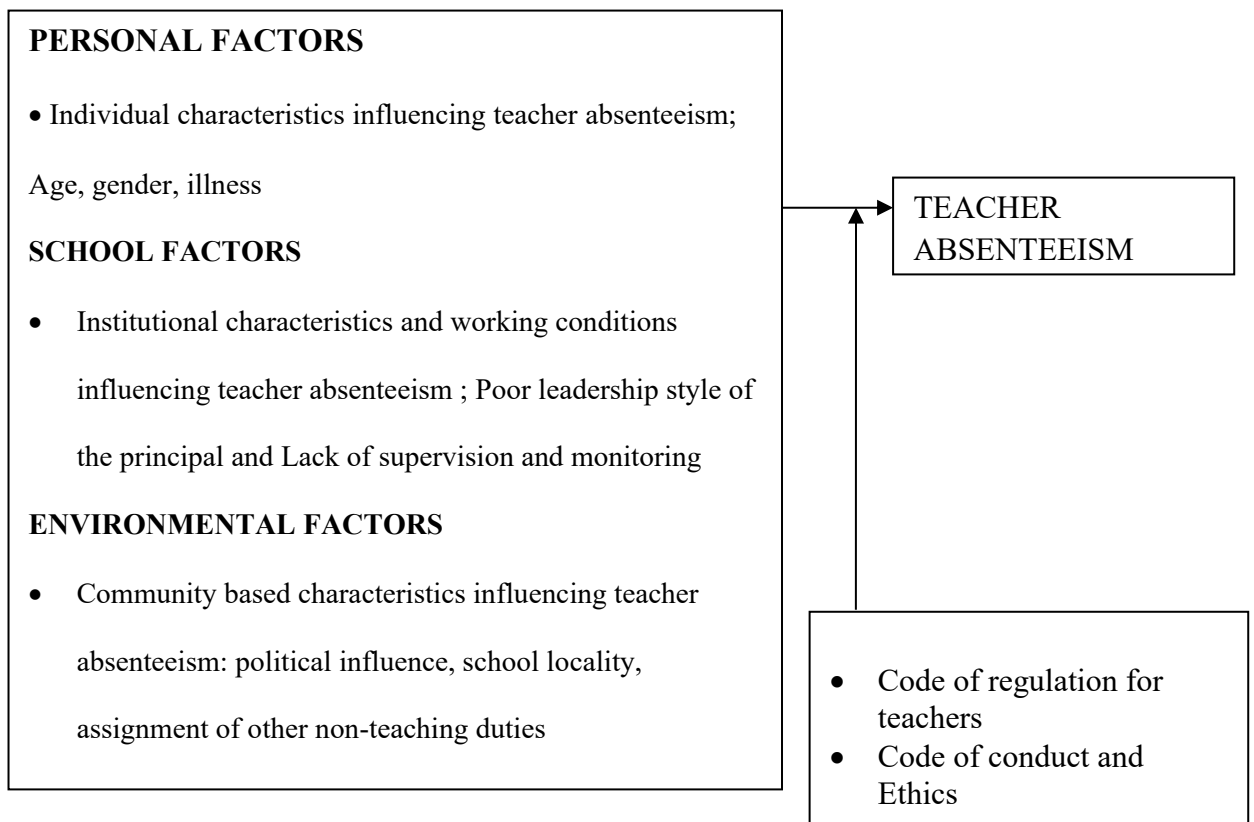


Figure 1: Conceptual Framework of the Study

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in this study and provides a general framework for this research. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

A research design may be defined as the blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings (Burns & Grove, 2003). This is in line with Orodho (2003) description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. It sets up the framework for study and is the blueprint of the researcher.

This study adopted a mixed method research design. In particular, the researcher used the Triangulation design, convergence model. This involves the mixed use of both questionnaires and interview guide to gather data from the respondents. The design allowed the researcher to collect both qualitative and quantitative data separately and to compare and contrast their results. This design was used because it is useful in

describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design allows use of various methods of data collection like questionnaire and interview methods (Teddlie & Yu, 2007). The researcher used a mixed method research design to collect data from the head teachers and teachers from schools in the Nkoransa Municipality.

3.3 Population of the Study

3.3.1 Target Population

According to Gall, Gall and Borg (2007), a target population provides a solid foundation and first step upon which to build population validity of the study. Barton (2001) observes that any scientific research targets a given population through which questionnaires and interviews are distributed so as to get the desired or the required data for analysis. This study targeted some selected Senior High Schools in the Kumasi Metropolis. The selected Senior High Schools in the Metropolis had an overall teacher population of about (N=640). This population was expected to provide valuable information related to the influence of absenteeism on students' performance.

3.4 Sample and Sampling Procedures

The sample size is a small group of people chosen from the targeted population. Getting a sample in a research is very important. This is because all members of the study area cannot be studied. Moss (1994) is of the view that you cannot study everyone everywhere doing everything. Stratified sampling technique was used to select the six schools. The researcher first divided the population into sub population (strata). The strata included girls' schools, boys' schools and mixed schools. After dividing the

population, a random sampling method was conducted to select two schools from each sub population, specifically, the fishbowl draw. To get the sample size for each of the strata, the fishbowl simple random was used to select schools from which respondents were selected for the study. Pieces of papers equaling the nineteen(19)schools were cut and YES was written on six of them, and for the rest NO was written on them. For each of the stratum, pieces of paper equal the sample size to be selected from each strata and YES were written on the required number to be sampled by the researcher.

In the boys school stratum for example, four (4) pieces of paper were used and, YES was written on two (2) pieces of paper. These papers were put into a container and shuffled, and the researcher picked a piece of paper from the container. The process of picking was done until each school had a chance of being picked. After the exercise, all the picked pieces of paper with “YES” written on them were selected. The same procedure was done for selection of rest of the participated schools. From the target population, a sample of one hundred and sixty six (160) teachers were selected for the study using simple random sampling method. All the one hundred and sixty (160) teachers were selected to answer the questionnaires. The questionnaires were made in line with the research questions that the study seeks to find out.

Fraenkel and Wallan (2006) defined stratified random samplings as the process in which certain subgroup or strata are selected for the sample in the same proportion as they exist in the population. Stratified random sampling technique was employed because it increases the likelihood of representativeness, especially if the sample is not very large (Fraenkel & Wallan, 2006). Stratified sampling method also ensures that the key characteristics of individuals in the population are included in the sample. Each of the six schools represented a strata from which the sample was drowned. Each group was important to be included in the sample of the researcher; as such no group was left

out. After this, the researcher employed proportional allocation to ensure that each selected school was allocated the appropriate respondents that corresponds with the number of teachers in each school. Table 3.1 gives detailed information on the sample size for the research. The researcher purposively selected all the six headmasters of the selected schools.

Table 3. 1: Sample Size for the Study

Name of school	Number of tutors	Proportion (%)	Sample size
Kumasi Anglican	112	17.5	28
Prempeh College	102	15.9	25
St. Louis	75	11.7	19
Serwaa Nyarko	91	14.2	23
Kumasi Girls	120	18.8	30
Opoku Ware	140	21.9	35
Total	640	100.0	160

Appendix 1, Source: Field survey, 2020

The selection of the six (6) class teachers or form masters for the interview was done purposively. Purposive sampling is used in situations in which an expert uses judgment in selecting cases with a specific purpose in mind (Neuman, 2007). These class teachers were chosen because they could provide the necessary and sufficient information to achieve the objectives of the study.

3.5 Instrumentation

Two data collection instruments were used, namely questionnaire method, for the purpose of primary quantitative data.

3.5.1 Questionnaires

A questionnaire may be defined as research data collection instrument which consists of a series of questions and other prompts for the purpose of gathering

information from respondents (Creswell, 2003). In this study, questionnaires were used to collect key information from the teachers on the area under study. The questionnaires were used for the following reasons: its potentials in reaching out to a large number of respondents within a short time, its ability to give the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondent and it is objective method since no bias resulting from the personal characteristics (as in an interview) (Owens 2002).

The questionnaire for the teachers was subdivided into various sections. The first section was mainly aimed at capturing the background information of the teachers. However, the other sections were categorized as follows: Section II: absenteeism in Senior High Schools, Section III: factors that influence teacher absenteeism in Senior High Schools, Section IV: Influence of teacher absenteeism on students' performance and Section V: Measures that can be put in place to reduce teacher absenteeism.

3.6 Data Collection Procedure

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the College of Technology Education, Kumasi. Upon getting clearance, the researcher in person distributed the questionnaires to the teachers. School administration assisted in the data collection. Use of questionnaires eased the process of data collection as all the selected respondents were reached in time. During the distribution of the instruments, the purpose of the research was explained. To ensure the confidentiality of teachers, the names of their schools were not written on the interview papers or included in the analysis.

3.7 Data Handling and Methods of Analysis

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire was coded and entered into the computer for

computation of descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS version 16) was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in form of tables and graphs based on the major research questions. The collected data were organized and prepared for analysis by processing using SPSS for descriptive and inferential analysis. Inferential analysis was used in analysis of variance (ANOVA). Three hypotheses were tested by use of ANOVA to establish the nature of relationship existing between various study parameters, namely teacher training background, incentives and performance appraisal and teacher retention in the schools.

The qualitative data generated from interview guide was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data were used to reinforce the quantitative data.

3.8 Reliability

The term reliability points to the level of internal consistency or stability over time of a research instrument. Therefore for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples that have been drawn randomly from the same population (Mugenda & Mugenda, 1999). To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the teachers' questionnaire was computed using Cronbach's Alpha reliability coefficient method. Upon computation with the help of SPSS, Cronbach's alpha of 0.7931 was obtained (See Appendix III). According to George and Mallery, (2003), questionnaire likert scale

for social science research is deemed reliable if the statistical Alpha is equal to or greater than 0.5.

3.9 Ethical Considerations

The researcher got research permit and letter of authorization from the respective authorities of various schools before carrying out the data administration.

The participants had the informed consent to make the choice to participate or not. They were guaranteed that their privacy was protected by strict standard of anonymity that was that participant will remain anonymous throughout the study.

3.10 Conclusion

This chapter described the research methodology that the researcher used to generate data for this study. The chapter started with a detailed description of the study design. The target population and the study population were identified, with the stratified sampling technique used to select participants were explained. Instrumentation and methods of data collection were also discussed. Finally, data handling and methods of analysis and ethical consideration were clearly delineated.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents and analyses the results of the study. This is followed by the discussion of the findings. The analysis is organized into two parts. The first part deals with the analysis of respondents demographic characteristics while the second part deals with analysis of the main data.

4.1 Demographic Characteristics of Respondents

In investigating into teacher absenteeism and its effects, the researcher sampled one hundred and sixty respondents for the study. The demographic profile of these respondents is presented in Table 4.1.

Table 4.1 Demographic characteristics of respondents

Frequency scoring of respondents		
	N	%
Gender		
Male	101	63.1%
Female	59	36.9%
Age		
Below 30 years	30	18.8%
31 – 40 years	60	37.5%
41 – 50 years	48	30.0%
51 – 60 years	22	13.7%

	Frequency scoring of respondents	
	N	%
Educational background		
Degree	100	62.5%
Masters	45	28.1%
Others	15	9.4%
Teaching experience		
Less than 5 years	14	8.7%
6 – 10 years	44	27.5%
11 – 15 years	28	17.5%
16 years and above	74	46.3%
Means of transport		
Private car	35	21.9%
Public transport	80	50.0%
Walking	45	28.1%

N=160

The information in Table 4.1 reveals that, of the one hundred and sixty respondents, 101 which constitutes 63.1% were males whereas 59 denoting 36.9% were female respondents. This indicates the male domination in the teaching field.

Again, Majority of the respondents (67.5%) were aged between 31 and 50 years. Almost 1 out of 5 (18.8%) were respondents who were aged 30 years or younger while about 13.7% reported to be 51 years or older.

With reference to Table 4.1, more than half (62.5%) of the respondents were first degree holders from various tertiary institutions. About 28.1% were second degree holders (masters) who had specialized in their respective area of teaching whereas a

few (9.4%), were respondents with other educational qualifications apart from being first or second degree holders. These other certificates could be professional certificates as with the Information and Communication Technology facilitators. This gives a vividly indication that the teachers were within the ranks of Senior superintendent and Assistant Directors as far as the rank in Ghana Education Service was concerned.

The researcher assessed the working experience of the respondents and the result in Table 4.1 show that a few of the respondents (8.7%) had worked for below 5 years. However, 45% reported to have a teaching experience of between 6 and 15 years. Furthermore, a little less than half (46.3%) reported to have taught for 16 years or more in their respective schools or in their entire teaching livelihood. This advocates that, the respondents had had enough in the teaching turf and would therefore be able to give distinct answers to the questions pertaining to this study.

In finding answers to teacher absenteeism, the researcher investigated into the means of transport of the teachers to school. It is revealed in Table 4.1 that, 35 constituting 21.9% of the responding teachers were teachers who used their private cars as means of transport to their respective places of work. Exactly half (50.0%) of the teachers recounted that they used commercial transport as their means of transport to their respective schools. However, more than 1 out of 4 (28.1%) were teachers who trekked to school. These teachers were those with accommodation in their respective school premises or had their accommodations some few meters away from their place of work. The majority of the teachers who used commercial transport to school suggests a high tendency of their lateness to school and eventual absenteeism to school due to some challenges associated with boarding commercial transports.

4.2 Analysis of the Main Data

This second part of the analysis deals with the analysis of the main data.

4.2.1 Absenteeism to Classroom

A personal observation from attendance books as well as log books and unstructured oral interviews from some few students from the various schools chosen for the purpose of this study revealed that, teachers absented themselves from school on some occasions. It was therefore clear that teacher absenteeism had been part of the problems in the schools of which management and other stake holders in education were battling with.

To get more insight, the researcher examined the number of days a teacher could absent him/herself from school within a term. The outcome is presented in Figure 4.1

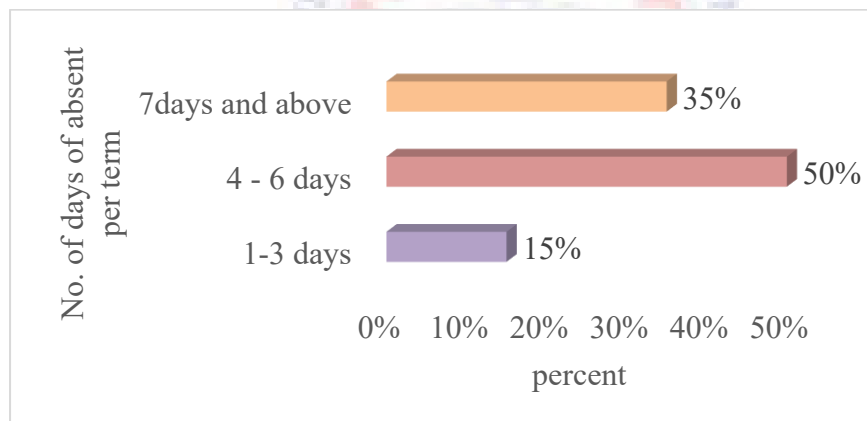


Figure 4.1 Number of days of being absent from school per term

The results presented in Figure 4.1 shows that about 15% of the responding teachers absented themselves from school between a day and 3 within a term which may consists of twelve to fourteen weeks. Exactly half (50%) were teachers who could absent themselves from school as a long as 4 – 6 days per a twelve to 14 week term. Moreover, close to 2 out of 5 (35%) were reported to have absented themselves for about 7 days and even more within a particular academic term. This indicates that,

teachers could absent themselves from school for unlimited number of days. As long as a teacher thinks he wants to absent him/herself from school, such teacher has the liberty to do so. However, for a teacher to be absent from school demands an excuse which was deemed tangible by superiors of the said teacher. Based on the information in Figure 4.1, a teacher could absent himself/herself from school for as long as a whole working week or more within a term. This excludes statutory holidays, mid-terms and other curricular activities such as sports and games which in itself retards teaching and learning. This assertion shows that teacher's absenteeism was a canker which must be dealt with.

4.2.2 Teachers Workload per Week

To unveil the causes of teacher absenteeism and its effects, the researcher assessed the work load of teachers per week of 5 working days. The upshot is accessible in Figure 4.2

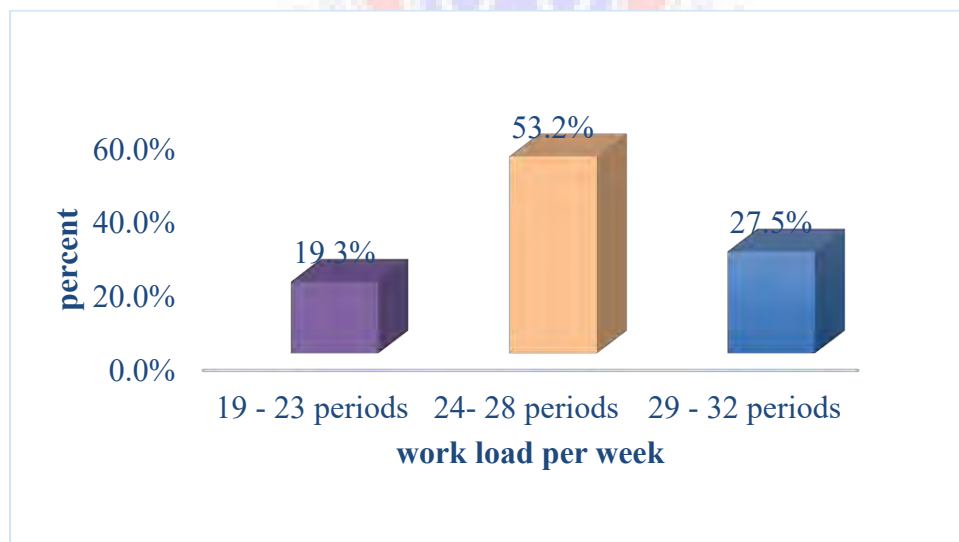


Figure 4.2 Work load of teachers per week

The presentation of teachers work load per week is shown in Figure 4.2. The information indicates that about 19% of the respondents had between 19-23 periods per

week of forty-five minutes per period, which was the least number of period a teacher might have as his/her work load. Again, more than half (53.2%) of the respondents worked between 24 – 28 periods per week of which a period is forty-five minutes. More than 1 out 4 (27.5%) reported to even worked between 29 -32 periods a week. The summary of the outcome from Figure 4.2 was that, a teacher could be spending between fifteen to eighteen hours in the classroom per week aside other administrative tasks and other co-curricular activities. This assertion supports Frimpong (2012) who posited that, most teachers in the second cycle institutions were over loaded with activities. This therefore shows that an absent of a teacher might cause more harm than good as far as teaching and learning was concerned.

4.4 Seeming Causes of Teacher Absenteeism in Second Cycle Schools

The forgoing discussions show that indeed teachers in the second cycle schools in the Kumasi Metropolis in one way or the other, absent themselves from the classroom. Their absent from the classroom indeed has a vital consequences on effective teaching and learning. Even though, teachers in most times sought for permission before absenting themselves from the classroom, their absence seem to cause more havoc than good to both teaching and learning. Taking into consideration their flexible time table designed for them, and the earlier revelations, some teachers absent themselves from the classroom for as long as a whole working week and even more within a particular term.

The alarming rate at which teachers could be absent from the classroom prompted the researcher to investigate the causes of their absence. The result is shown in Table 4.2.

Table 4.2 Perceived Causes of Teacher Absenteeism

Causes of teacher absenteeism	Mean	Std. deviation	Rank
Unconducive working environment	4.55	.925	1 st
Personal stress	4.50	.717	2 nd
Poor supervision	4.35	.815	3 rd
Lack of accommodation at school	4.05	.764	4 th
Illness	4.00	.897	5 th
Drug and substance Abuse among teachers cause absenteeism	3.98	1.122	6 th
Enrolment in distance and sandwich programmes	3.63	.852	7 th
Administrative duties to teachers	3.55	1.355	8 th
Household discords	3.50	1.483	9 th
Part- time jobs to supplement income	3.18	1.179	10 th
Job hunting	2.30	1.412	11 th

N=160

As shown in Table 4.2, respondents were in much agreement with all the eleven items that was measuring the causes of teacher absenteeism. However, there were priorities in some of the items. For instance, working in an unconducive environment (M=4.55) was considered the top most cause of teacher absenteeism. Teachers were likely to absent from classroom when leadership style as well as infrastructure are not conducive for the teacher to deliver. Again, insufficient supply of teaching and learning materials as well as poor remuneration could make his working place an unconducive one which could distract the teacher from putting up the best in him. Eventually he absents from the classroom to register his displeasure. This finding supports Kendall (2006), who argues that conducive working environment always attracts workers and

for that matter teachers to early work. Similarly the finding was in line with the assertion of Bullington (2002) that teachers feel secured and safe when their working environment is very beneficial and that they hardly absent from class.

Furthermore, personal stress ($M = 4.50, \pm SD = .717$) was reported to be yet another cause of teacher absenteeism. Stress is a response to an inappropriate level of pressure. Rensis (2006) states that, personal stress could be caused by the nature of your work or personal problems. Teachers tend to absent from class when they have personal problems which they have decided to keep to themselves or even trying to solve them by any means. These stress could affect them in their course of lesson delivery or any other academic work. Therefore they absent from class to help reduce the stress. Even though, Chaudhury et al. (2006), shares the same sentiments of personal stress as a cause of teacher absenteeism, this finding negates that of Rockoff (2008), and Abeles (2009), who argue that, teachers have leisure times such free period, holidays, breaks among others which they can use to solve whatever stress they were going through. The latter continue that, innocent students should not be sacrifice for one's personal stress of which they were not the cause of it.

Again, poor supervision ($M = 4.35$) was considered one of the major causes of teacher absenteeism in the Kumasi Metropolis. This was because, headmasters and headmistresses especially those in the public schools over shadow their duty as supervisors. Little was done in supervising their teachers in their attendance to classes, lesson delivery and during other academic gatherings. Sometimes, teachers report their presence in the attendance books in most times by proxy yet do not attend classes as expected by what is stipulated on the time table. More so, circuit supervisors and the supervising and monitoring team at the Metropolitan Education directorate in the Ghana Education Service who were supposed to regularly supervise and monitor the work of

teachers do little or even do not visit some schools at all as the case may be. Even if they did, insubstantial excuses were given for some offences committed by teachers of which they accede. In some cases, headmasters themselves defend teachers for their actions in case of any external supervision and monitoring. Most teachers therefore take advantage of the poor supervision and the leniency shown by some supervisors to be absent from the classroom. According to Obeng-Denteh et al. (2011), poor supervision has been the top most cause of teacher absenteeism for over a decade now. This supports the finding of poor supervision as a major contributor of teacher absenteeism. However, Mazola (2005) contradicts this finding, contending that, one major duty of a headmaster was supervision of which they performed very well. Nonetheless, the flexibility nature of sanctions that should be meted out to offending staff, makes headmasters, circuit supervisors, supervising and monitoring teams handicapped.

Relatedly, travelling long distances to work and for that matter school has been proven by Rockoff (2008), as a cause of lateness to work and eventual absenteeism. The same is said as the responding teachers attributed lack of accommodation at the school premises as a major cause of teacher absenteeism ($M = 4.05$). This was because, since there were lack of accommodation at the various school premises, teachers live outside the school which would be convenient to them and their work. Unfortunately, some teachers live several kilometers away from their respective work place and have to come by commercial transport. As a result of the hassle associated with boarding commercial transport, these teachers most at times arrive at school late therefore abandoning the classroom due to tiredness and stress among others. Again because they don't reside at the school premises, any slight climate change such rains could be an excuse to be absent from school and for that matter the classroom.

Similarly, administrative duties assigned to teachers ($M = 4.15$) was also among the principal contributors of teacher absenteeism in the Kumasi Conurbation. Teachers were sometimes assigned special or administrative duties as part of their daily tasks such as taking charge of quizzes, games, seminars, drama, cadet, workshops among others. Such teachers for the sake of winning glory and fame for their respective schools, absent themselves from the classroom and concentrate solely on the administrative duties assigned as in case of quizzes such as the National Math and Science Quiz. Teachers assigned to this programmes spent much time on their participants for the programmes than being in the classroom. This eventually makes them absent from their classroom. This was evident from the Headmaster of Prempeh College when interviewed by Joy FM an Accra based Radio station after the school had won the 2017 edition and their fourth of the National Math and Science Quiz on June 29, at the National Theater Accra. He said “*The seniors have made us proud.*” “*My teachers assigned to them did not rest. They engaged them day and night.*” “*Congratulations, we really deserve this trophy for our upcoming 100 years anniversary*”. This findings is in relation to that of both Aaronson et al. (2007) and Kremer, et al. (2005), who all share the same views that, teachers especially those assigned special duties were more likely to absent from classroom compared to their non-assigned special duties counterparts.

Analogously, teachers enrolment in Sandwich and Distance educational programmes to upgrade their knowledge ($M = 3.98$) has been agreed strongly as among the principal causes of teacher absenteeism. With the increasingly teachers pursuit to upgrade themselves in their respective area of specialization and the unfavorable conditions for them to access study leave with pay, most teachers fall on sandwich and distance educational programmes. Sandwich is said to be organized during the long

vacation of a particular university which in most times falls between June and August. Unfortunately most second cycle schools are in session between these periods. Teachers who enroll on this programme have to sacrifice their classroom for their learning by absenting from school since combining the two will bring about divided attention. Distance programmes on the other hand, are said to be organized by recognized tertiary institutions on Saturday and Sunday on weekly bases when schools are in session. Teachers who enroll on this programme combines teaching with their lectures weekly where they have to meet their facilitators in a teacher-student set up. As a result they absented themselves from school due to tiredness especially on Mondays when they had early lessons. They were also likely to absent themselves from school on Fridays when they had afternoon lessons because they would be preparing for Saturday lectures. This finding confirms what was established by Rockoff (2008).

Comparatively, illness ($M=3.63$) also contributed to teacher absenteeism in the Kumasi Metropolis. Illness being spiritual, physical or chronic could attack any individual at any given time of which a teacher is no exception. As a result teachers absent themselves from class due to illness such as sickle cell, tuberculosis, and even the deadly HIV/AIDS. These teachers absence from school due to illness, paved way for them to seek medical attention from any health facility.

Finally, drug and substance abuse ($M = 3.55$) and household discord (3.50) were the two last perceived causes of teacher absenteeism. The teachers reported that, most of their colleagues were into drugs and other substances of which they abuse them. The reason for the use of these drugs and other substances were only known to them. Unfortunately, they abused these drugs such that, at times it became difficult for them to attend classes even if they managed to report to school. Sometimes the drug abuse by some teachers especially those who reside outside the school premises is so terrible

that, such teachers cannot make it to school thereby absenting themselves. Similarly, due to this substance abuse and other conflicts, some teachers always have disputes to settle at their various homes. Issues of their wards school fees, rent advance, bank loans and other family concerns could bring encounter at home. In order to settle these discords, the affected teachers were most likely to absent from school especially the drunkards amongst them who knew drinking to school is an offence. The finding of drug abuse and family discords as causes of teacher absenteeism support that of Abeles (2009) and Hubbell (2008), respectively. According to Abeles (2009), when teachers get addicted to certain drugs and get abused, they absent from school because they do not prepare well and therefore cannot deliver effectively hence their absence. Hubbell (2008), also posit that, family conflicts leaves the teacher deteriorated and for that matter such victims lose their appetite to deliver efficiently at class hence being absent was the best choice to make.

4.5 Impact of Teacher Absenteeism in Kumasi Metropolis

The forgoing discussions has proven the numerous principal causes of teacher absenteeism. Stake holders in the educational set up were therefore concerned about issues of teacher absenteeism as it could have negative effects on teaching and learning therefore prompted the researcher to investigate into the effects of teacher absenteeism on students' performance. The results are presented in Table 4.3

Table 4.3 Impact of Teacher Absenteeism

Percentage scoring of respondents

Effects	No or	Average	Extremely or	M	SD
	limited	value	much value		
	value (%)	(%)	(%)		
Waste of student's time	1.2	15.6	83.1	4.35	.854
Increased work load within a period	2.0	16.3	81.7	4.15	.917
Increased student's absenteeism	2.0	20.6	77.4	4.07	.786
Failure of students in exams	21.3	15.7	63.0	4.00	1.024
Teachers rushing through topics to catch up time lost	12.0	34.3	53.8	3.85	1.554
Inefficient delivery from teachers	10.0	37.0	53.0	3.55	.947
Inability to complete syllabi	22.5	27.5	50.0	3.60	.717
Violence among students	49.6	15.1	35.3	2.45	1.212
Merging of classes	50.6	27.5	21.9	2.33	1.335

No value =1 limited value =2 average value =3 much value = 4 extremely value = 5 source: (field data 2020)

Depicted in Table 4.3 is the impact of teacher absenteeism on students' performance. Based on the nine variables used by the researcher to ascertain the impact of teacher absenteeism on students within the Kumasi metropolis, respondents attested to seven of them as having extreme value on students' performance. For instance, more than 4 out of 5 (83.1%) of the respondents reported that, teacher absenteeism wasted students' time (M=4.35, SD=±.854). This was because students' came to school prepared based on the subjects they would learn on a particular day. Therefore the absence of a teacher wastes student's time since they wouldn't know what to do. The situation worsen when no information was heard from the teacher. This therefore affected students' performance negatively since most of them misused such periods.

Secondly, due to teacher absenteeism, the work load of students increased ($M = 4.15$). Students spent at least thirty minutes per a period. However, students spent more than the required time because an absentee teacher would want to fine the leisure times of the students to engage them. As a result, periods such as that for library, break and silence hour among others which the student could have used to prepare for the next teacher or release tension and stress would be used to learn. During such periods of teaching and learning, little or no learning was achieved since the learners were not ready for such engagement.

Furthermore, another impact of teacher absenteeism on student performance related to students' absenteeism ($M = 4.07$, $SD \pm .786$). About 77% of the respondents were of the view that, students were most likely to absent from school when their teacher frequently absent of school. This affects students' performance since their absence will deprive them of learning the subjects they are supposed to learn. This finding supports Jacobson (2009) who opined that, students learn best when their teachers have time to explain all ambiguous concept to them. However, students thought it was a waste of time to be in school when the teacher who is supposed to direct them and explain things to them was frequently absent from class. Students therefore absent themselves from school especially those slow learners. According to Woods (1990), teacher's absenteeism had no direct influence in student's absenteeism because even in the absence of a teacher, there were other teachers and peer learning which could help the individual. However, Alcazar et al. (2004), negate the assertion of Woods (1990). They argue that even though peer learning could help students to achieve some level of learning experience, much, much more could have been achieved if a teacher had been present because students trust their teachers better than their peers. Again, most students feel shy to confront their peers for any clarification.

Moreover, more than three-fourth (79%) of the respondents reported that, teacher absenteeism bred students failure in examinations ($M=4.00$, $SD = \pm 1.024$). The performance of students in examinations were sometimes very atrocious because, students did not get the needed attention and explanation in the teaching of particular topics due to frequent absence of a teacher in class. As a result students perform poorly when they are confronted with questions on topics they were not taught or had little command over them. Even though this assertion was in support of Skidmore (2000) and (Peterson, 1991), Woods (1990), negates this finding arguing that, students' performance in an examination cannot be attribute solely to a teacher because the writing of an exams is characterized by numerous factors such as poor preparation, over confidence, improper ways of answering question, malpractices among others. He continues that, students were likely to perform poorly even if a teacher engage them 24 hours a day, throughout the week and proper instructions on the questions were not properly adhere to.

Again, the respondents indicated that students' performance was affected due to teachers absenteeism as absentee teachers rush through topics to make the lost time ($M = 3.85$). Teachers who absent themselves from school in order to make up time for their lost topics, rush through topics which were to be treated. As a result, students do not have enough time to ask relevant questions they did not understand on a particular topic. The students are forced to behave as if they understand all concepts being taught of which in reality they do not understand. This consequently affects their performance in examinations.

Additionally, Table 4.3 reveals that, majority (75%) of the respondents were of the view that, teacher absenteeism triggered inefficient teaching ($M = 3.60$) which eventually affected students' performance negatively. However 25% of them

begrudged this fact. The about 75% respondents explained that, in an absentee teacher's quest to make up for their lost periods, they rush through the topics to be treated thereby not delivering efficiently. Teachers at this juncture do not vary their teaching methods because their only objective is to complete the topics and not necessarily teach for the students to understand. As a matter of fact such teachers put up their best in delivering but their best would not yield anything.

Finally, among the impact of teacher absenteeism included teachers inability to complete a teaching syllabi ($M = 3.55$, $SD = \pm 0.717$). When a teacher frequently absents himself from school, the teaching syllabus which had been designed for a period of educational cycle could not be completed. This is because, there are lapses whenever a teacher absent himself from class. They continued to leave deficit whenever they tried to make up for the previous lost period. As a result the syllabi would not be completed as expected. This contributes to students' poor performance in exams because an external examination council sets questions from the syllabus which it is believed at the time of the examination every student would have been taught.

4.5 Proposed Mitigation Measures to Reduce Teacher Absenteeism

The teachers were required to suggest measures to reduce teacher absenteeism. The suggestions were combined and grouped into common themes as proposed mitigation measures of reducing teacher absenteeism. Table 4.4 displays ways of minimizing teacher absenteeism as proposed by the teachers. Respondents were allowed to state more than one method and the responses were arranged in ascending order based on the mean scores.

Table 4.4 Measures that could Curb the Menace of Teacher Absenteeism

Proposed measures to curb teacher absenteeism	M	±SD	Rank
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Proper remuneration to teachers	4.83	.413	1 st
Institution of proper motivation incentives	4.79	.490	2 nd
Proper accommodation to teachers at school premises	4.63	.458	3 rd
Regular supervision by superiors	4.55	.476	4 th
Provision of proper and adequate infrastructure	4.50	.465	5 th
Regular in – service training to teachers	4.15	.574	6 th
Good leadership skills	4.00	.587	7 th
Effective staff welfare	3.90	.757	8 th
Harmony between parents and teachers	3.85	.547	9 th
Irregular teachers should be sanctioned	3.60	.669	10 th
Average mean	4.28	.544	

5= strongly agree, 4=agree, 3= Not sure, 2= disagree, 1=strongly disagree, M = mean, \pm SD = standard deviation.
Source (field data, 2020)

The respondents suggested ten measures to curb the menace of teacher absenteeism. Among the measures were proper remuneration to teachers (M= 4.83). It was explained that, when teachers had proper remuneration, it would boost their morale and encourage them to always attend classes because, they know at the end of the month, they would take reasonable amount of money in a form of salary home which will reciprocate their work done. As a result, even if they have to absent themselves from class, it will be based on tangible excuses of which nothing can be done about it, thereby reducing teacher absenteeism.

Moreover, institution of proper motivation incentives (M = 4.79) was reported among the measures to curb teacher absenteeism in the Kumasi metropolis. Respondents strongly agreed that the menace of teacher absenteeism would reduce if teachers were highly given proper motivation incentives. This again was more likely to

reduce absenteeism because teachers were most likely to be drawn closer to their students and also help them to give out their best in terms of their delivery. This motivation could come from associations such as, the Parents and Teachers Association, Old Students and funds such as Teacher Motivation Fund and Teacher welfare Fund. This will show that the work of the teacher is appreciated which will eventually reduce teacher absenteeism as Scott, Markham, and Taylor (2007) conceives that, teachers were more likely to work efficiently and effectively when motivated either by being intrinsic motivation or extrinsic motivation. Again Worrall and Cooper (1999) also opined that teachers will come closer and explain concepts to students whose parents often motivate them than their counterparts who do not.

Furthermore, provision of proper accommodation to teachers at school premises ($M=4.63$, $SD =\pm.458$) was also another measure respondents recounted could curb the scare of teacher absenteeism. When teachers are given accommodation at their respective schools, the issue of absenteeism would reduce because, teachers would not be able to give out flimsy excuses for being absent from class. Even in case of any unavoidable absenteeism it could be communicated to the staff or students for advance preparation.

Similarly, proper and regular supervision by supervisors ($M= 4.55$, $SD =\pm.476$) could also curb teacher absenteeism. The supervision and monitoring team at the Metropolitan Education Directorate should regularly supervise various schools to ascertain the work of individual teachers. This will bring teachers on their toes thereby reducing absenteeism.

Relatedly, provision of proper and adequate infrastructure ($M = 4.50$, $SD =\pm.465$) was strongly agreed to as a measure to reduce teacher absenteeism. Teachers saw unconducive environment as an excuse to absent themselves from school.

Therefore if adequate infrastructure is provided, then teacher absenteeism would be reduced because, the issue of uncondusive environment would have been solved.

Again, organizing regular in-service training for teachers ($M = 4.15$) could reduce teacher absenteeism. This is because regular in service training, for teachers would make them current aware and understand the effects their absence had on the performance of their students and the need to make adequate preparation for substitution whenever the need be to be absent from school arises. This will reduce teacher absenteeism because second thought would be given before a teacher absents himself from school or class.

Finally, among the measures that could solve the menace of teacher absenteeism was good leadership skills from Headmasters ($M = 4.00$, $SD = \pm.587$). Respondents reported that, teachers sometimes absented themselves due to the disgusting leadership skills some headmasters/headmistress put up. Some headmasters autocratically abuse their powers which makes their subordinates uncomfortable with their work. As a result, teachers chose to be absent from school just to avoid their superiors. Therefore if a headmaster/headmistress exhibits good leadership skills, the rate at which teachers absent themselves from school would be reduced. This finding supports that of Nelson and Quick (2008), who in their study conducted on finding the principal causes of absenteeism in public institutions at the Kano State, Nigeria, found that bad leadership skills of some heads of institutions caused high rate of absenteeism of which teachers were not exceptional.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the key findings of the study, conclusions, recommendations and the areas for further research.

5.2 Summary of the Study Findings

The purpose of this study was to determine factors influencing teacher absenteeism in public secondary schools in Kumasi Metropolis and to propose some mitigation measures for addressing the vice. The research attempted to answer the following questions:

1. How often are teachers absent?
2. What are the causes of teacher absenteeism?
3. What are the effects of teacher absenteeism on students' performance?
4. What are the measures that can be put in place to curb teacher absenteeism?

The following were the key findings of the study based on the objectives:

The study revealed that, about 35% of the teachers in second cycle public schools in the Kumasi Metropolis absented themselves from school within a particular term and that some of them could be absent for between 7 and 14 days within a term.

The study identified Unconducive working environment, Personal stress, poor supervision, Lack of accommodation at school and Illness as the five most significant causes of teacher absenteeism in the Kumasi Metropolis.

The five most important effects of teacher's absenteeism in the Kumasi metropolis were identified as Waste of student's time, increased work load within a period, increased student's absenteeism, Failure of students in exams and Teachers rushing through topics to catch up time lost.

The four leading measures for curbing the incidence of absenteeism put forward by the teacher respondents were: Proper remuneration to teachers, Institution of proper motivation incentives, Proper accommodation to teachers at school premises and Regular supervision by superiors.

5.4 Conclusion

Based on the findings of this study, several conclusions have been made.

Firstly, it is concluded schools can hardly achieve high academic standards if the incidence of teacher absenteeism are not checked. It can also be concluded that, the problem of teacher absenteeism can be adequately addressed only when the causes are identified. Again, it is also concluded that, the problem of teacher absenteeism can best be addressed only when the views of teachers are taken into consideration.

Finally the findings of the study suggest that close supervision and regular assessment of the teachers as well as good leadership skills by school heads, and proper motivational incentives are the key mitigating measures for reducing teacher absenteeism in senior high schools in the Kumasi Metropolis.

5.5 Recommendations of the study

Emanating from the findings and conclusions drawn, the study recommends the following:-

1. Since conducive school climate reduces teacher absenteeism schools should strive to create the same. Creating a strong teacher welfare association in the schools could even help in curbing teacher absenteeism as teachers will have a sense of belonging
2. There is the need for regular supervision and monitoring of teachers by the head of school and regular and proper school assessment by the supervising and monitoring team within the Metro Educational Directorate. This can be done through encouraging all schools to have teacher's attendance registers, class attendance registers and teacher's permission book/file. Automated check-in machines will also go a long way to help in quality supervision.

3. Since teachers who are poorly remunerated tend to be more absent from school, the government needs to review salaries of teachers so that reasonable salaries are paid to them
4. Head of schools should do their possible best to exhibit a good leadership skill that will foster unity and sense of belonging among staff. This will definitely reduce absenteeism among teachers because they will feel free to discuss matters that are of concern to them.
5. Adequate accommodation should be provided at the school premises for the teachers through the support of all stake holders in education such as the Old Students association. This will reduce absenteeism because the movement of the teacher will be checked.
6. The government should employ more staff who will cater for other non-teaching duties to relieve teachers from being assigned other administrative duties.
7. Teachers need to be provided with financial incentives as a form of motivation such as the teacher motivation paid in some schools. Attendance should be used as one of the criteria for teacher promotion.
8. Firm action in line with the code of ethics of the teaching profession should be taken against teachers who absent themselves because of drug and substance addiction.

5.6 Suggestion for Further Studies

Given that this study was carried out in some selected public senior high schools, similar study needs to be done in private senior high schools to establish if the causes are similar to those in public secondary schools

Again, similar study needs to be done in urban and rural settlements to establish if the causes of teacher absenteeism are similar in these different settlements.



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APPENDIX A
QUESTIONNAIRE
UNIVERSITY OF EDUCATION WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION-KUMASI
DEPARTMENT OF EDUCATION AND COMMUNICATION SCIENCES

QUESTIONNAIRE FOR TEACHERS

This Questionnaire seeks to solicit views from, teacher's on the causes of teacher absenteeism. This is purely for academic work in partial fulfillment of the award of the Masters of Arts in Educational Leadership. You are kindly request to provide responses to the questions to enable the researcher contribute knowledge in the field of study. All information given will be treated with strict confidentiality. Your response would be highly appreciated for the success of the research. Thank you for your co-operation

SECTION A: BIO DATA OF RESPONDENTS

1. Gender Male Female
2. Age Below 30 years. 31– 40 years 41– 50 years 51– 60 years
3. Terms of service Permanent Temporary Contract
4. Educational Qualification Diploma Degree Masters PhD Others
5. Teaching experience Less than 5 6 – 10 years 11 – 15years. 16 – 20years
6. Designation Deputy Principal Senior Teacher H.O.D
Teacher
7. Work load per week
8. State the total number of days you were absent from school this year
9. Mode of transport Motor bike Private car Walking
public transport

PART B: FACTORS CAUSING TEACHER ABSENTEEISM

Please indicate your level of agreement to the following factors as causes of teacher absenteeism

1 – Strongly Disagree, 2-Disagree 3-Neutral, 4- Agree, 5 –Strongly Agree. Please tick []

Factors	1	2	3	4	5
1. Lack of professionalism					
2. Job hunting					
3. Poor working condition					
4. Bully and harassment of teachers					
5. Injuries s					
6. Feeling of being unappreciated					
7. Personal stress					
8. Religious commitments causes teachers absenteeism					
9. Lack of accommodation at school					
10. Poor supervision					
11. Collection of salary					
12. Illness					
13. Administrative duties to teachers					
14. Drug and substance Abuse among teachers cause absenteeism					
15.					

PART C: EFFECTS TEACHER ABSENTEEISM

Please indicate your opinion on value of the following statements as effects of teacher absenteeism

1 – No value, 2-Limited value 3-Average Value, 4- Much value, 5 –Extremely value

SCHOOL FACTORS	1	2	3	4	5
16. Merging of classes					
17. Inability to complete syllabi					
18. Violence among students					
19. Prescribed courses cannot be completed					
20. Waste of student's time.					

21. Rushing through topics to catch up time lost.					
22. Increased work load within a period.					
23. Failure of teachers					

PART D: MEASURES THAT COULD CURB TEACHER ABSENTEEISM

Please indicate the level of importance attached to the following statements as solutions to teacher absenteeism.

1 – Not important at all, 2-Not Important 3-undecided,4- Important , 5 –very Important

Measures to curb teacher absenteeism	1	2	3	4	5
24. Good leadership skills					
25. Regular supervision by superiors					
26. Provision of proper and adequate infrastructure					
27. Harmony between parents and teachers					
28. Regular in – service training to teachers					
29. Proper remuneration to teachers					
30. Proper accommodation to teachers at school premises					
31. Institution of proper motivation incentives					
32. Effective staff welfare.					
33. Irregular teachers should be sanctioned					

Suggest ways of dealing with teacher absenteeism

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