

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING ABSENTEEISM AMONG JUNIOR HIGH SCHOOL
TEACHERS IN ATIMATIM CIRCUIT IN THE AFIGYA KWABRE SOUTH DISTRICT



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**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfilment of the requirements for award of the Master
of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

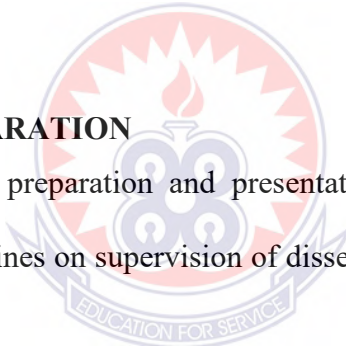
I, ANGELINA TSAKLE, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

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



NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SUPERVISOR'S SIGNATURE.....

DATE.....

ACKNOWLEDGEMENT

I acknowledge the Almighty God for his grace that kept me throughout this research, study. I also acknowledge Dr. Philip Oti Agyen, my supervisor for his patience, guidance and the lessons taught throughout this research. Again, I thank Mad. Vivian Serwaa Amaniampong for her assistance, and all teachers and head teachers in Atimatim Circuit in the Afigya Kwabre South District.



DEDICATION

To my Mother Mrs. Theresah Tsakle, my husband Martin Kamasah and our children
Yvonne Kamasah, Cecila Kamasah, and Martin Kamasah

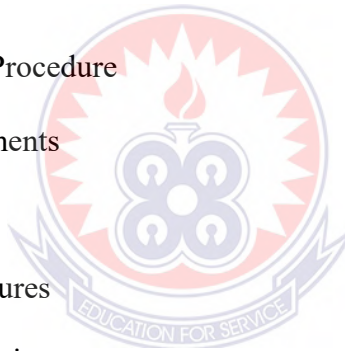


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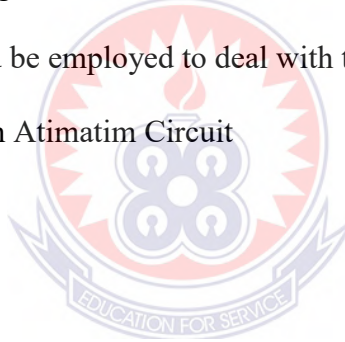


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ABSTRACT

The purpose of this study was to find out factors influencing absenteeism among Junior High Schools teachers in Atimatim Circuit in the Afigya Kwabre South District. Descriptive survey design using the mixed method approach was employed for the study. Census sampling technique was used for the study. In all a sample size of one hundred and twenty four (124) were used for the study comprising of 116 teachers and 8 heads. Questionnaire and interview guide were used as the data collection instruments. Descriptive statistics were used to analyse the quantitative data whilst the qualitative study was analysed using themes. The study revealed that personal factors influence teacher absenteeism, it was established that illness, low salary, engagement in other economic activities, further studies and bereavement among others constitute the personal challenges influencing teacher absenteeism. Again, the study found that poor leadership style which provides un-enabling working environment, poor staff welfare in the school and teachers who are given other administrative duties among others were school factors that affect teacher absenteeism. As to how environmental factors cause teacher absenteeism, the study established that assigning of non-teaching duties to teachers, being members of teachers' union and teachers' strike affects teacher absenteeism. The study further revealed that issuing of query letters to teachers' who absent themselves will serve as deterrent while institution of recognition and reward systems for teacher attendance could be employed as motivating/incentive strategies to stop teacher absenteeism. The study recommended that Ghana Education Service (GES) should enforce regular supervision and monitoring of teachers' by heads of institution. This can be done through encouraging all schools to have frequently updated teachers attendance registers, class attendance registers and teachers permission book/file.

CHAPTER ONE

INTRODUCTION

This chapter presented the introduction of the study which included the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of key terms and organization of the study.

1.1 Background to the Study

Educational institutions were established with the responsibility of teaching the younger ones to have a responsible life in the society. This responsibility to teach was done through regular attendance of both teachers and students to promote systematic teaching and learning to acquire knowledge, skills and attitude (Taylor & Buku, 2006).

Smith (2012) postulated that students regularity in school determines the success of the school in carrying out its primary charge of educating and socializing students. Educators, parents and politicians who are major stakeholders in education are continuously searching for innovative ways of improving solution to reform the educational system and establish a perfect system of education for the youth, by providing them with quality education (Edwards, 2002). In spite of this efforts one of the major challenges confronting educational system of Ghana is attributed to teacher absenteeism. Absenteeism is a serious problems that extend beyond the school that can eventually affects the student, the family and the community at large. Investigating the cause, effects and strategies to minimize, if not to eliminate teacher absenteeism is very paramount.

According to Obeng-Denteh, Yeboah, Asiamah and Monkah, (2011), Teacher absenteeism is a serious problem in all educational systems worldwide. They continued that adequate educational attainment, especially at the Junior high school level is perceived as one of the main vehicles for spurring economic growth and improving living standards in the developing countries. However, educational attainment in the developing countries is at a standstill because of certain factors, of which teacher absenteeism is a contributor. Literature reviewed that when a teacher is absent from the classroom, students learning is sometimes disrupted. According to Usman, Akhmandi, and Suryadarma (2007), some teachers receive pay without being in the classroom, and this constitutes a waste of government resources, incurring heavy costs of salary for no work done and having to employ substitute teachers. In a similar view Hackett (2009) indicted that teacher absenteeism strongly affects school effectiveness, leading to loss of contact hours with students. They continued that the outcome of teacher absenteeism results in poor student academic achievement, damaging school's reputation among other factors. Hackett continued that teacher absenteeism should be given the needed attention since it has a ripple effect on teaching and learning.

In the view of Chandhury, Hammer, Kremer, Muralidharan and Rogers, (2010) absenteeism can be influenced by many factors which include personal illness, a sick relative that need attention, family conflicts, lack of job satisfaction leading to low morale, lack of personal competence, lack of friendly work group norms, poor leadership at the work place, lack of effective supervision and inspection of employees, assignment of other duties outside work place, bad weather conditions, union influence and poor working conditions. While these challenges are common in many organizations, employee

challenges vary from one organization to another. It is therefore anticipated that the constraints causing teacher absenteeism differ from basic schools to secondary schools and therefore, there is the need to establish the key factors leading to teacher absenteeism in the study area.

1.2 Statement of the Problem

Bowers (2011) argues that when absenteeism rate in any organization exceeds 3%, the employer incurs huge costs. It is therefore necessary for organizations including educational institutions to put in place measures to minimize absenteeism.

A report by the World Bank in 2015 on Ghana's educational system has identified the high rate of teacher absenteeism as a major problem in the educational sector. According to a survey conducted by "The Centre for Democratic Development", teachers in Tunisia and Morocco miss 11.6 days and 13.4 days a year respectively while teachers in Ghana miss 43 days per year (Abadzi, 20014). Among the main underlying reasons for the high absentee rate according to the report are lack of supervision, sickness/medical care, collection of salary at a bank located at a distance, and frequent funeral attendance. Other reasons are long distances to school, religious practices (for instance, Friday prayers among Muslim teachers), schools lacking facilities, especially sanitation: toilets and potable water, schools located far from lorry/bus stations and healthcare facilities, and rural teachers supplementing their income by engaging in activities related to farming.

It is worth noting that teacher absenteeism is synonymous to loss of contact hours by teachers with their pupils or students. The phenomenon has been noted to be on the upsurge in Ghana, despite several attempts by successive governments to eradicate the

menace. According to MoE (2015), there was a 20% lost in contact hours in public basic schools in 1993, with 14% of teachers being absent and 16% of head teachers being absent. Eleven years earlier, a similar study conducted by Karikari-Ababio (2015) indicated that in 2010, the southern sector of Ghana including the Greater Accra, Eastern, Central and Volta regions recorded a loss of 27% in contact hours, with 28% of teachers being absent and 15% of head teachers being absent. In the same study, the middle belt of the country including the Brong-Ahafo and the Ashanti regions lost 14% of contact hours with 16% and 22% teacher and head teacher absenteeism respectively.

It is therefore imperative that the loss of contact hours as a result of teacher absenteeism across the country including the Atimatim Circuit in the Afigya Kwabre South District of Ashanti Region should be carefully investigated in order to establish the factors leading to teacher absenteeism in the country, in order to find the appropriate measures and strategies to deal with it. Moreover, it appears not much has been done on factors influencing teacher absenteeism in the Afigya Kwabre South District, hence the researcher's decision to look into the critical factors leading to teacher absenteeism in the Atimatim Circuit in the Afigya Kwabre South District.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District.

1.4 Objective of the Study

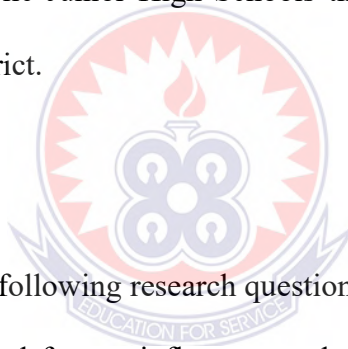
Specifically, the study sought to:

1. Find out how personal factors influence teacher absenteeism in the Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District.
2. Discuss how factors in the schools influence absenteeism of teachers in Public Junior High Schools the Atimatim Circuit in the Afigya Kwabre South District.
3. Examine how environmental factors influence absenteeism of teachers in Public Junior High Schools the Atimatim Circuit in the Afigya Kwabre South District.
4. Determine the coping strategies that could be employed to deal with teacher absenteeism in Public Junior High Schools the Atimatim Circuit in the Afigya Kwabre South District.

1.5 Research Questions

The study is guided by the following research questions:

1. How do personal factors influence teacher absenteeism in the Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District at Kwabre East District?
2. In what ways do school factors contribute to teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District?
3. What influence do environmental factors have on teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District?



4. What coping strategies could be employed to deal with teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District?

1.6 Significance of the Study

The outcome of the study may expose issues on teacher absenteeism and its management to education administrators in the study area who might use such information to reduce incidences of the behaviour. Specifically, the rates of causes of teacher absenteeism found out in this study are expected to alert headteachers and education officers on the extent of the problem.

In addition, the suggested measures to curb teacher absenteeism might also be tried out or adopted by either the government or individual education administrators to control the problem. Knowledge generated by this study might be helpful for better management of teachers as the most important human resource to enhance quality education. As a result, the information might be important to the ministry responsible for educational management, owners of schools, education administrators, teachers, parents and the whole society.

Finally, the outcome of the study may serve as a blueprint for future researchers on teacher absenteeism in other parts of the country.

1.7 Delimitations of the Study

The study was delimited to the factors influencing teacher absenteeism in public junior high schools in Atimatim Circuit in the Afigya Kwabre District of the Ashanti

Region of Ghana. The respondents of the study were also delimited to head teachers and teachers in the selected schools to partake in the study. Therefore, the study may be generalized with caution.

1.8 Limitations of the Study

A typical limitation of this study had to do with the likert-scale type of questionnaire adopted in this study. This type of questionnaire did not allow respondents to explain further than the limits of the questionnaire items as they were closed in nature.

Data collection was a daunting task as a consequence of the busy nature of some headmasters and teachers. Some respondents misplaced their questionnaires many times that needed replacement. Respondents were prompted many times before releasing the answered questionnaires to the researcher. Because of the covid -19 situation the researcher sometimes had to visit the homes of some of the respondents in order to collect the questionnaire given them, which was quiet difficult.

These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.9 Definition of Terms

Absenteeism: Refers to the failure of a teacher to report for duty when scheduled to be in school.

Personal factors: These are the individual and family-based challenges that make teachers not to report to duty as required.

School factors: These are institution-based challenges that discourage teachers from attending duty.

Environmental factors: These community-based characteristics contribute to teacher absenteeism.

Key factors: Refer to the variables that make a teacher not to attend lessons when scheduled to attend.

Mitigation measures: These are policies and acts that can be put into place to minimize unauthorized absenteeism of teachers.

1.10 Organization of the Study

The study is made up of five chapters. Chapter One comprises background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. Chapter Two deals with the literature related to the topic under study. Chapter Three outlines the research methodology, research design, study population, sample and sampling procedures, research instrument, reliability and validity of the instrument, data collection procedure, data analysis and ethical consideration. Chapter Four outlines the analysis of data and discussion of the findings of the study. Chapter Five, covers summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature from previous studies and the works of other scholars. The review is done under the following key headings: Meaning of Absenteeism, The Concept of Teacher Absenteeism; Personal factors influencing teacher absenteeism; School Factors influencing Teacher Absenteeism, Environmental factors influencing Teacher Absenteeism, School Management and Teacher Absenteeism, Methods used to curb Teacher Absenteeism.

2.1 Meaning of Absenteeism

There are many variations to the definition of absenteeism. For the purpose of this study, an overview of some of the definitions of absenteeism was presented. Absenteeism can be defined as any failure of an employee to report for or to remain at work as scheduled, regardless of the reason (Ivatts, 2010). According to Abeles (2009), absenteeism is a period of not attending to duty by the employees while for teachers it is being in school but fail to visit class to teach or being in unfit condition to teach the children effectively (Castrol, 2007). The implications and repercussions of absenteeism is more pronounced if engagement in the act which takes the worker away from his or her duty or obligation becomes habitual but not accidental (Gyansah et al., 2014).

In addition, Iannuzzi (2013, as cited in Gyansah et al., 2014) indicated that absenteeism has to do with indulging in acts that take the worker away from his or her duty, that are not authorized by the organizations or employers. In his view, any acts that make employees to take time off from work for valid reasons like vacation and sickness, are expected and

authorized by employers, which do not therefore constitute absenteeism. However if employees habitually stay away from work for invalid reasons, then they are indulging in absenteeism.

Similar to Iannuzzi's definition, Vanderweerd (2013) identified two forms of absenteeism which include: Innocent Absenteeism - which refers to employees who are absent from work for reasons beyond their control, such as injury, sickness among others. Such cases cannot be remedied by disciplinary measures. Culpable Absenteeism – refers to employees who absent themselves without authorization for reasons which are within their control.

In a more formal manner, Johnny (2007, as cited in Gyansah et al., 2014) also suggests two forms of absenteeism including: Planned Absenteeism – consisting of annual leaves, study leaves, paternity and maternity leaves, etc Unplanned Absenteeism – consisting of sick leaves, family responsibilities, absence without leave, among others.

According to Reid (2005), absenteeism is defined as simply not attending school, with or without an excuse. To Martocchio and Jimeno (2003), Absenteeism constitutes a single day of missed work. Absenteeism 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).

Commenting on the term 'absenteeism' from the business point of view Alessandro Iannuzzi in 2013 says "the problem with defining Absenteeism is about deciding what is authorized and what an unauthorized leave is". He goes further to say that "Organizations and employers generally expect employees to take time off from work for valid reasons

like vacation and sickness. Such reasons are considered authorized leave. Companies are not worried about such cases. What is a matter of serious concern however are employees who habitually stay away from work for invalid reasons” (source:blog.mbaco.com/what-is-absenteeism)

The South African Labour Guide also opines that Absenteeism does not only mean not being at work. It actually includes:

- arriving late for work
- leaving the workplace early
- having extended tea or lunch breaks
- attending to private business during working hours
- not attending to assigned roles in respect of employment contract terms even though one is at the workplace
- extended toilet breaks
- feigned illness
- undue length of time in fetching water
- other unexplained absences from the workstation or from the premises.

(Source: www.labourguide.co.za/general/absenteeism)

2.2 .The Concept of Teacher Absenteeism

Research has shown that teacher absenteeism is a global phenomenon facing developing countries more than the developed ones. In developing countries, the teacher absenteeism rate is above 40% while in developed countries it is as low as 10% (Hubbell,

2008). According to Ivatts (2010), literature on teacher absenteeism is scarce and very few reasonable findings have been established on the causes.

According to Gyansah et al. (2014) teacher absenteeism can be considered as the percentage of contractual days that permanent teachers were absent from the classroom due to their personal issues. In the definition, emphasis should be placed on two important phrases, contractual days and permanent teachers. That is, a teacher's contractual days refer to those days when he or she is bound by law to be with his or her students either for teaching and learning or for co-curricular activities. It is for the sake of these contractual days that teachers are even paid salaries whenever schools are on holidays. On the average, Basic School Teachers in Ghana are bound to spend between 195-205 days yearly for their contractual responsibilities. Compared with their counterparts in other civil services who spend between 125-135 days as a rest day, teachers in Ghana have the advantage of about 30 days more for the rest (Gyansah et al., 2014). It is however strange to note that some teachers still attempt to spend part of the contractual days for their personal needs.

According to Ghana's Educational Sector Performance Report of (2013), Teacher absenteeism continues to be a substantial barrier to quality education in Ghana. Recently the sector has initiated the first comprehensive tool to collect data and regularly monitor the level of absenteeism - the School Report Card (SRC). This will be completed for the first and third terms of each year, and the results presented on the school notice board to raise transparency and accountability. The report outlined a review of the first SRC data collected in 2013.

At a local level, districts are well aware of the problems of teacher absenteeism and lateness, as reported in their Annual District Performance Reports (ADPR 2013). For

example, Savelugu-Nanton in the Northern Region made the following points in its ADPR 2013:

- Absenteeism was found to be pronounced in the first week of the term, on Fridays and Mondays due to most teachers commuting from Tamale. These teachers therefore had a tendency to start the weekends on Friday and return on Monday.
- Pay-week and payment schedules of financial institutions were found to affect absenteeism.
- Lateness to schools was found to be due largely to the teachers who commute and rely on getting free means of transport to school.
- Poor commitment and dedication to work by teachers was found to be the underlying cause of teacher absenteeism.
- Circuit supervisors' reports included regular occurrences of teacher absenteeism and lateness; poor teacher preparation for lessons; poor use of instructional hours; and head teachers' lack of will to apply appropriate sanctions to recalcitrant teachers.

According to Ivatt (2010), poor motivation, lack of accountability, personal illness, family matters, training programs and job dissatisfaction are some of the causes of the high level absenteeism of teachers in many African Countries although the evidence provided is weak. Research by the Glewwe and Kremer (2006), found that teachers' absenteeism in Zambia and Kenya was dominated by legitimate reasons but unauthorized absenteeism was common in many other African countries. It was also established that in Ghana and Zambia a third of all primary school teachers were absent due to poor motivation where many primary school teachers wanted to be upgraded to become secondary school teachers

whose motivation level is higher. In Tanzania, teacher absenteeism was reported to be lower in private schools than in public schools and the rate was higher among the contract teachers, than those with permanent status (Crocetti, et al. 2014).

Ivatts (2010) argues that there are several causes of teacher absenteeism which vary from one country to another and from one region to another. These causes include teacher demography, gender, seniority, type of employment, type of school, job satisfaction, professional commitment, school and institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, health, secondary employment, class size, quality of school infrastructure, distance to school, isolation, level of training, formal duties, quality of learning environment, social contest of the school, community social economic status, school leadership and community participation.

This study will discuss these causes under three main headings; personal challenges, school challenges and environmental challenges.

2.3 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 Uganda and Zanzibar 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 in Peru and Indonesia have higher rates of absenteeism because they spend more time exploring alternative employment. Researcher's 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 Akazar, 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.

2.4 School Factors influencing Teacher 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. According 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. 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's have smaller absence rate since the teachers are more motivated.

Aaronson, et al. (2007), observed that teachers training can lead to teachers' 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. The current study attempted to find out how the school challenges influence teacher absenteeism in the Junior High Schools in the Atimati Circuit of Afigya Kwabre South District.

2.5 Environmental Factors influencing Teacher 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 Ecuador, it was 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, additional 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 afar 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. Akazar, 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. In addition, insecurity in the northeastern region areas of Kenya made teachers to boycott reporting to work for the first term in 2015.

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.

2.6 School Management and Teacher Absenteeism

Research reports mixed findings on how management (of schools and teachers) relates to teacher absenteeism. Four factors involving management that relate to teacher absenteeism are:

- School type (public or private).

In some emergent nations private schools have lower teacher absenteeism rates than public schools. In Lagos State, Nigeria, private schools had higher rates of teaching activity and lower teacher absenteeism than public schools (Tooley, Dixon, & Olaniyan, 2005). Contrary to the conventional notion that private schools serve the needs of small minorities from wealthy families, "a lower cost private sector has emerged to meet the demands of poor households," delivering higher quality education than public and government schools do (Tooley et al., 2005, p. 125). This trend appears not only in Nigeria, but across Sub-

Saharan Africa, including in Malawi and Uganda. While cautioning against the unconditional acceptance of this claim (as private schools also can exhibit considerable problems), Tooley et al. (2005) describe government school conditions such as overpopulated classrooms, high student poverty, and poor school planning that likely contribute to higher absence rates among public school teachers.

Additionally, in Lao People's Democratic Republic teachers at private schools were much less likely to be absent than teachers at public schools (Benveniste et al., 2007). Based on a series of surprise visits across a sample of 155 public and private schools (with the number of teachers visited per school, up to 20, dependent on school size), 4.4 percent of private school teachers were absent, while 7.4 percent of public school teachers were absent. This difference was statistically significant; however, no specific reasons were given to explain this finding.

- School governance (locally or centrally controlled).

In primary schools in India, “locally controlled schools had marginally higher absence rates than schools run by the state government” (Kremer, Chaudhury, Rogers, Muralidharan & Hammer, 2005, p. 658)

- Enforcement of sanctions

The enforcement of sanctions may vary within schools and lead to further absenteeism by teachers who do not experience the same consequences as other teachers (Kremer et al., 2005). The reasons for poor attendance in India can be related to the power or influence teachers carry at their schools, based on factors such as professional background, position, and personal characteristics. While the risk of being dismissed for excessive absenteeism is low in India overall, “the costs and benefits of attending school

on a given day could vary depending on...[teachers'] vulnerability to sanctions" (Kremer et al., 2005, p. 662). Contracted and conventional teachers had similar absence rates, even though teachers who were hired under a contract were not paid as well as conventional teachers. The lack of relationship between pay and teacher absenteeism could be because "teachers feel little risk of being fired for absence" (Kremer et al., 2005, p. 661). Only one head teacher out of 3,000 public schools had ever discharged a teacher due to excessive absenteeism. Teachers regarded their vulnerability to sanctions as being related to how and how often they were supervised, as well as to their "level of power" (Kremer et al., 2005, p. 662). This power association is apparent in significantly higher absence rates for men, older teachers, head teachers, and teachers with more education and experience (Kremer et al., 2005). The above-mentioned effects may not be the only effects influencing teacher absenteeism in the school, hence the need for this study.

2.7 Methods used to curb Teacher Absenteeism

Teacher absenteeism and its effects on productivity are topics of discussion in some schools in the district. One reason is that high rates of teacher absence may signal weak management and poor labor-management relations. In the educational sector, employee absenteeism is a special problem as the wasted education-time is liable to impair the sense of confidence that the general public has in education.

To overcome teacher absenteeism is to issue advice and guidance either orally or in writing to the teacher. And if the preliminary steps are ignored, action is taken against the teacher concerned (Weasmer & Woods, 2013). Issuing warning will be the first step followed by imposing fines, revoking salary rights, withholding salary

increment, salary education, demotion, and dismissal. Bennell (2004) believes that a pay incentive plan helps to decrease teacher absenteeism. Teachers will remain at school to obtain a pay incentive.

Scott, and Wimbush (1991) believe that recognition motivates teachers to stay at school and that pay incentives can be used if they are designed properly.

Scott, and Wimbush further states 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.

Additionally, the Ghana Education Service (GES) could 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 not all routes leading to the school will be covered.

The few routes that would be covered would be determined by the concentration of teachers living along those routes. However, this transportation system would have its own problems, as evidenced from the past experiences of other schools. For example, during a particular crisis situation the buses from a major school were to be set ablaze but fortunately, the law enforcement agents intervened. The excuse from the angry mob was that the school makes huge revenues from the society without using some of the profits to the community in order to improve the standard of living in the community.

Thus, such a transportation service needs to be carefully managed. For instance, it could be contracted out to other firms for effective management (Scott & Wimbush, 1991)

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 that may engender some work aspirations and disciplines among the workers (Scott & Wimbush, 1991).

Monitoring is also 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 (Scott & Wimbush, 1991).

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 (Reid, (2005).

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 (Reid, 2005). Thus, the focus on junior staff is justified.

The act of changing the culture and motivating teachers who indulge in absenteeism 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 from 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 (Reid, 2005). Reid (2005) 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.

With regard to teacher absenteeism in Ghana, the findings of WNED (2009) also revealed that the placement of salary embargo is the commonest measure to ensure discipline among teachers. This is understandable because when people lose income it

has a direct effect on their lives. Salary embargo also elicits quick response from the teachers. Deferred promotion and disciplinary committees are the next measures that are also given prominence in application. The results also show that there are no non-mandatory regulatory practices at the district level meant to check teacher behavior.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section describes the sources of data and the methods employed to gather data. It further describes the research design, target population, and sampling procedures. The chapter also discusses the validity and reliability of the data collection instruments, methods of data analysis and ethical consideration.

3.1 Research Design

Burns and Grove (2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the finding. Polit and Hungler (2001) also defines a research design as “the researcher’s overall strategy for answering the research question or testing the research hypothesis”. Research design also describes how the study is conducted. It indicates the general plan, what happens to the subjects and which method of data collection are used in order to generate empirical evidence to answer research questions (McMillan & Schumacher, 2006).

The researcher adopted a descriptive survey design to investigate key factors across public Junior high schools teachers in relation to teacher absenteeism. Orodho (2008), maintains that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of respondents. Also Creswell (2003) defined the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. In a study like this, the researcher’s task according to Borg and Gall (1996) is to understand

the strengths and weaknesses, analyse any particular situation in the light of those strengths and weaknesses, and then select the appropriate approaches on the basis of that analysis. Descriptive survey like other research designs has its own strengths and weaknesses. The major strength for using the descriptive design is that it provides researchers with a lot of information from various respondents. The data collected are also easy to analyze. However, one major weakness of descriptive survey design is how to retrieve all the questionnaires administered

On the research approach, the mixed method research was used. In the view of Creswell, (2011) the mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone. (Creswell, 2011) One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation that is the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. Successful triangulation requires careful analysis of the type of information provided by each method, including its strengths and weaknesses.

It is also important to note that the sequential explanatory type of mixed method was employed. This design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The priority is given to the

quantitative data, and the findings are integrated during the interpretation phase of the study. (Wisdom & Creswell, 2013)

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviours (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analysing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses. (Tashakkori & Teddlie, 2003).

Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text or behaviours) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection. (Tashakkori & Teddlie, 2003).

By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself.

3.2 Population of the Study

Babbie (2007) describes the population of a study as that group of people regarding whom we want to draw conclusions. In like manner, Gay and Airasian (2003) defined population as the group of concern to the researcher, the group to which the outcome of the study will be preferably generalised. That is any group of individuals that have one or more characteristics that are of the interest to the investigator. A target population is the total sum of members of the real population or a set of people, events or objects to which

a research wishes to generalize the results of the study (Borg & Gall, 2007). The target population of the study consisted of all teachers and head teachers in public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District. The population of teachers and head teachers in public Junior High School is indicated in the table below

Table 3.1: Population of Teachers/Head teachers Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District

S/N	NAME OF SCHOOL	NO. OF HEAD TEACHERS	NUMBER OF TEACHERS
1	Atimatim D/A Experimental JHS	1	21
2	Atimatim D/A JHS A	1	19
3	Atimatim D/A JHS B	1	21
4	Atimatim Devine D/A JHS	1	10
5	Christian Home D/A JHS	1	12
6	Perfect Educational Complex D/A JHS	1	9
7	Good Foundation D/A JHS	1	11
8	Mark Finley Adventist JHS	1	13
Total		8	116

Source: Field data, District Education Office 2020

3.3 Sample and Sampling Procedure

Sampling, according to Krejcie and Morgan (1970), is the process of selecting a portion that represents the entire study population. In the view of Agyedu, Donkor and Obeng (2010) a sample is a subset of the population and consists of the individuals, objects

or even that form part of the population. While not contradicting that view, Cohen, Manion, and Morrison (2007) insist that there is no clear-cut answer as to the correct sample size. They argue that a suitable sample size could only be dependent on the purpose and nature of the population under scrutiny. In order to obtain the appropriate sample size for the study, the researcher went to Afigya Kwabre South District education office to inquire about the total number of teachers and head teachers in the Circuit. Considering the size of the population, census sampling technique was used and as a results all the 124 teachers and head teachers in the 8 public Junior High Schools in the Atimatim circuit were used for the study. The decision by the researcher to choose this sampling technique was supported by Moy and Murphy (2016). According to them, census sampling technique is a method of sampling every unit, everyone or everything, in a population. It is known as a complete enumeration of universe thus, a complete count. One advantage of using census method was the fact that it provides more accurate and reliable results as compared to the sample method. It also ensures a better and wider coverage. In all a sample size of 124 comprising 116 teachers and 8 head teachers.

3.4 Data Collection Instruments

The researcher used questionnaire and interview schedule to collect data related to teacher absenteeism. According to Gorrell, Ford, Madden, Holdridge, & Eaglestone, (2011) (2011), a questionnaire offers considerable advantage in administration; it presents an even stimulus potential to a large number of people simultaneously and provides the investigator with an easy accumulation of data. A questionnaire can also be described as a

systematic compilation of questions that are administered to a sample of a population in research (White, 2005).

The questionnaire used for the study was divided into five sections. The first section was on the demographic characteristics of respondent, the second section consisted of items on personal factors that influence teacher absenteeism. The third section tackled issues on school factors that influence teachers' absenteeism. The fourth section also looked at the environmental factors that influence teacher absenteeism whilst the last section comprised of items on the coping strategies that could be employed to deal with teacher absenteeism. An interview protocol was granted to the head teachers on the various schools that were selected for the study. The interview protocol was also made up of five areas which include: head teachers demographic information, personal factors affecting teacher absenteeism, school factors affecting teacher absenteeism, environmental factors affecting teacher absenteeism and the coping strategies that could be employed to deal with teacher absenteeism.

3.5 Pilot Testing

Instruments pre-testing, also known as piloting is a preliminary study conducted on small scale to ascertain the effectiveness of the research instruments, (Kothari, 2004). Piloting is done to get the bugs out of the instrument so that the respondents in the study will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. A pilot study was conducted at Maase D/A Junior High School and Adubinsu D/A Junior High School High School before the actual data collection was done. This was done to

ascertain the validity and the reliability of the questions. According to Orodho (2009), validity is concerned with establishing whether the instrument content is measuring what it is supposed to measure. To determine the validity of the instrument the prepared questionnaires were given to 10 teachers in each of the schools that is Maase D/A Junior High School and Adubinsu D/A Junior High School to respond to, this was to find out if the instrument was serving its purpose. The responses from both the teachers and head teachers helped to modify some questions to suit the research objectives. Hollinger, et al. (2013), defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Kothari (2004), define reliability of a test instrument as a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals.

In this study, split-half reliability measure was employed to determine the reliability of the instrument. This was done by dividing the questionnaire items into two equal parts on the bases of odd and even appearances. The first part of the research questions was administered and the result obtained, a week later the second part was subsequently administered and the results noted. Pearson's product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable (Field, 2013).

3.6 Data Collection Procedures

According to Kothari (2004), data collection procedures comprises of the steps and actions necessary for conducting the research effectively and the desired sequencing of these steps. The researcher presented an introductory letter approving the research work

from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the Afigya Kwabre South District Education office to conduct the study. The researcher then visited the schools involved after the permission has been given to brief the sample population about the study after which the questionnaire was administered. The questionnaires were administered to some of the teachers at the teachers' common room while others were sent to their private homes. The researcher had to visit the homes of some of the respondents to give the questionnaire to because of the covid -19 situation and that not all teachers are present in school at the time of data collection. But before the questionnaires were given the researcher gave instructions to the respondents on how to fill and complete the questionnaire. The respondents filled the questionnaire the same day and collected by the researcher for analysis. All the 116 distributed questionnaire given to the teachers were retrieved by the researcher due to the frantic effort she put up. This therefore indicated a return rate of 100%. The head teachers of the various schools that participated in the study were also interviewed in order to solicit for their perception as far as the causes of teacher absenteeism was concerned. The interview was conducted at the various offices of the head teachers in their own convenient time. Permission was sought from them to tape record their view and opinions on the questions they were asked. After the interview the tape recordings were played back to their hearing. This was done to validate the opinions they gave.

3.7 Methods of Data Analysis

Given the fact that the study was descriptive in its major characteristics, descriptive statistics was used as main method of data analysis. The analysis of the data commenced

with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social scientists (SPSS) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables. The qualitative data on the other hand was transcribed and analysed based on themes that emerged from the data to support the quantitative data.

3.8 Ethical Considerations

According to Resnik (2011), there are several reasons for the adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness. For instance, many ethical norms in research, such as guidelines for relationships, copyright, and patency policies, data sharing policies and confidentiality and peer reviews are designed to protect intellectual property interest while encouraging collaborations. Many of the ethical norms help to ensure that researcher can be held accountable to the public. William (2006) lists some of the ethical issues as informed consent, confidentiality and anonymity.

Given the importance of ethical issues in several ways, the researcher avoided taking any ones work and where someone's work was included, such were acknowledged.

In the process of data collection, respondent's identities were concealed and any information obtained was handled with utmost confidence. Respondents were assured they could opt out of the study at any point in time. No harm of any nature was meted out on any respondent, aspects of privacy were observed and any cruelty avoided.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the results of the study. It discusses and analyses the demographic profile of respondents, the personal challenges, school challenges environmental challenges that influence teachers absenteeism and coping strategies used to deal with teacher absenteeism at Atimatim Circuit in the Afigya Kwabre South District.

4.1 Demographic Profile of the Respondents

The demographic characteristics of respondents considered for the study includes gender, age, educational level, rank, number of years in teaching, profession and number of years taught.

4.1.1 Gender Distribution of Respondents

Table 4.1 Gender of Respondents for the Study

Gender	No. of Teachers & Head teachers	(%)
Male	56	45
Female	68	55
Total	124	100

(Source: Authors field work, 2020)

The gender distribution of respondents in this study was relevant due to the immense role which gender group plays when it comes to teacher absenteeism. It is against this background that respondents were asked about their gender. The findings show that

female respondents were largely sampled which is indicated by 55% as against the males with a 45%. This implies that more females participated in the study than males.

4.1.2 Age of respondents for the Study

The table below gives the age distribution of respondents of the study.

Table 4.2 Distribution of Respondents by Age

Age	No. of Teachers & Head teachers	(%)
20-30	38	31
31-35	31	25
36-40	28	23
Above 40	27	21
Total	124	100

(Source; Author's fieldwork 2020)

Majority of the teachers' ages were in the range of 20-30 years represented by (31%) followed by 31 – 40 years (25%). The next in line was those within the age range of 36 -40 years (23%), and lastly those above 40 years constitute (21%). This implies that majority of teachers who participated in the study were young, active and vibrant who can avail themselves any time their responses are needed.

4.1.3 Educational Level of Respondents

Table 4.3 shows the level of education attained by the respondents of the study.

Table 4.3 Distribution of Respondents by Level of Education

Level of Education	No. of Teachers & Head teachers	(%)
Diploma	64	52
Bachelors	41	33
Masters	19	15
Total	124	100

(Source; Author's fieldwork 2020) District Education Office

Taking into account the educational level of teachers, the study revealed that majority of the participants / teachers had diploma certificate with a percentage of 52%. 33% of the teachers had their Bachelor's degree and lastly 15% of the respondents were holders of Master Degree Certificate. This finding implies that majority of teachers who participated in the study were holders of Diploma Certificate which affirms the Ghana Education Service minimum qualification to teach at the public Junior High Schools according to the Anamoah Mensah Education Reform of 2008. It also implies that the public Junior High Schools in the Atimamim Circuit in the Afigya Kwabre South District of Ashanti have teachers with required qualifications to teach according to the educational principles and policies.

4.2 Research Question One: How do personal factors influence teacher absenteeism in the Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District at Kwabre East District?

Research question one sought to find out the personal challenges that influence teacher absenteeism in the study area. Salient factors mostly given by the teachers resulting in their absenteeism are appraised using Likerts scale approach and the results are shown in Table 4.4.

Table 4.4 Personal Reasons why Teachers Absent Themselves

Personal reasons why teachers absent themselves in school	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Illness of self or family member contributing to teacher absenteeism	52(45)	30(26)	6(5)	16(14)	12(10)
Low salary as a contributing factor to teacher absenteeism	58(50)	28(24)	10(9)	12(10)	8(7)
Family conflict as a contributing factor to teacher absenteeism	12(10)	15(13)	16(14)	41(35)	32(28)
Lazy attitude	22(19)	26(22)	28(24)	24(21)	16(14)
Engaging in other economic activities	16(14)	12(10)	8(7)	38(33)	42(36)
Further Studies	40(34)	34(29)	12(10)	20(17)	10(9)
Bereavement / Funerals	32(28)	38(33)	16(13)	18(16)	12(10)

(Source; Author's fieldwork 2020)

Table 4.4 indicates that most of the respondents were with strong view that illness causes some teachers to absent themselves from school as 45% and 30% strongly agree and agree to this fact. However, 14% and 10% of the respondents disagreed and strongly disagreed respectively. Few of the respondents 5% remained neutral about it. This study means that public Junior High School teachers at Atimatim Circuit believe that illness is one of the personal factors leading to teacher absenteeism. The interview results from the head teachers also confirmed that some teachers absent themselves from school due to illness. One of the interviewed head teachers had this to say:

‘Ohhh, sometimes teachers absent themselves with the reason of being sick and I know that if someone is sick you can’t force the person to work’

On the same issue, another head teacher had this to say:

In my school, sickness constitute one of the factors that lead to teacher not attending school

Finally, another head teacher also shared a similar opinion by stating that:

‘When my teachers absent themselves I know it’s sickness because when you inquire from them that is what they normally say, especially the women among us’

This finding thus confirms a study conducted by Chaudhury, et al. (2010). In their study on multi-country survey, the findings indicated that 10% of the teachers’ absenteeism is attributed to illness. Likewise, Habyarimana, et al. (2004), found similar results in Uganda and Zanzibar that HIV infection was responsible for the largest share of teachers absenteeism.

As to whether low salary was as a contributing factor to teacher absenteeism majority 50% and 24% of the teachers strongly agreed and agreed respectfully with the statement, 9% of the teachers remained neutral while 10% and 7% disagreed and strongly disagreed with the statement. The implication of this finding is that teachers at public Junior High School in Atimatim Circuit believe that insufficient salaries given to them is one of the factors that cause teachers to absent themselves from schools, probably to do extra job to cater for themselves and families. The head teachers who were interviewed also confirm the views given by the teachers. Some of them indicated that:

'You know that the salary given to teachers have been complained about so many times and because nothing has been done on it, sometimes some teachers give some flimsy excuse to absent themselves from school'

A different head teacher also said

'Because the salary is not all that good, teachers complain a lot and because of that they are not fully committed to their work. Sometimes I see some of my teachers finding some excuse not to come to school at all or come and leave early'

This finding is in agreement to that of Dionne and Dostie (2007) in their study on determinants of absenteeism concluded that poor salary and remunerations given to employees cause them to absent themselves from the workplace.

Moreover, respondents were asked to indicate their opinion on whether family conflict was a contributing factor to teacher absenteeism. Majority of the teachers representing 35% and 28% disagreed and strongly disagreed respectfully to the fact that family conflict leads to teacher absenteeism, 16% of the teachers remain neutral about this

factor. Nevertheless, 10% and 15% strongly agreed and agreed respectfully to this point. This therefore implies that teachers at the study area do not perceive family conflict as a personal factor that contributes to teacher absenteeism.

Moreover, most of the respondents thus 33% and 36 % disagreed and strongly disagreed to the statement that engagement in other activities constitutes part of the factors that affect their attendance to school. Thus the respondents did not buy the assertion that teachers absent themselves in order to engage in other economic activities. Although 8% remained neutral where as 14% and 10% of the respondents supported the fact that teachers engage in other economic activities which take them away from the classroom sometimes. This result implies that public Junior High School teachers do not accept the fact they engage in other economic activities which take them away from the classroom. This result was in contradiction with the interview results obtained from the head teachers. The head teachers were of the opinion that some teachers sometimes skip classes to engage in other economic activities which fetch them extra income as the amount of money they receive at the end of the month was not enough. One of the head teachers had this to say:

'I tell you some of the teachers escape classes to go and do their business somewhere. They don't care if they will miss class or not. All that they are interested in is that they need to do something (business) to supplement the amount of money they receive at the end of the month'

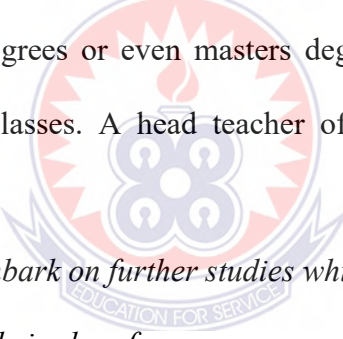
Another head teacher also supported this by stating:

'Some teachers engage in other activities to generate extra income, this is because they see that the salary they receive is not sufficient to cater for them and their families so they have to do other

things as well. In doing so some of these teachers miss classes or just give the students some exercise to without been there to supervise'

This finding confirms a study by Rosenblatt and Shirom (2005), To them male teachers absent themselves form schools to do extra work to fend for their families, and this extra responsibility take them away from the school.

Moving on, approximately 63% of respondents as against 26% believe furthering of education as one of the causal agent of teacher absenteeism. However, 10% of the respondent were indecisive and remained neutral about this statement. This result is supported by the views of some of the interviewees. They had this to say, recently, JHS teachers are expanding their horizon by furthering their education either pursuing education programmes, bachelor's degrees or even masters degrees, and therefore, such teachers abandon their respective classes. A head teacher of one of the Junior High Schools specifically said that:



'some teachers embark on further studies which take them away from their class for over one month while others engage in some economic activities which also take them away from their classes. Sometimes this issue is becoming rampant now a days and something needs to be done about it as soon as possible.'

Further, respondents were of the strong view that bereavement or funeral activities contribute to the menace of teacher absenteeism as more than half of the respondents 28% and 33% strongly agreed and agreed respectfully to this fact. 13 % of the respondents remained neutral about this statement. However, 16% and 10 % of the respondents

indicated otherwise. The head teachers were also in agreement to the fact that bereavement or funerals, was a reason why some teachers absent from school. One of the head teachers indicated that:

‘Sometimes because of funerals some teachers don’t come to School, especially when the funeral involves someone very close or closer to them but such cases usually happen once in a blue moon’

Other personal factors stated by the interviewees included poor motivation. One of the head teachers had this to say “*most of the teachers are not intrinsically motivated to teach and normally find excuses to stay away from school*”. Other interviewees also mentioned maternity leave and financial constraint as causes of teacher absenteeism.

4.3 Research Question Two: In what ways do school factors contribute to teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District?

Respondents highlighted the challenges posed by their schools which bring about absenteeism. Their responses were appraised using five point likerts scale approach and their results are shown in table 4.5.

Table 4.5 School challenges that cause teacher absenteeism

School reasons why teachers absent themselves in school	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Poor leadership style of the head teacher	36(31)	45(39)	2(2)	21(18)	12(10)
Poor staff welfare in the school Teachers who are given other administrative duties miss classes regularly.	46(40)	37(32)	-	18(16)	15(13)
Schools which fail to provide in- service- training for its teachers experience more absenteeism	18(16)	20(17)	47(41)	17(14)	14(12)
Poor supervision by head teachers	40(34)	32(28)	12(10)	20(17)	12(10)
Schools with poor infrastructure experience more teacher absenteeism	25(21)	21(18)	16(14)	30(26)	24(21)

(Source: Author's fieldwork 2020)

From table 4.5, the majority of the respondents were of the view that poor leadership style of head of the school causes teacher absenteeism as 31% and 39% strongly agree and agree to this point respectively. However 18% and 10% of the respondents

disagreed and strongly disagreed to this assertion while 2% expressed uncertainty about this statement. This point is in agreement with the opinion of majority of the head teachers who were interviewed. One of them specifically said that:

“poor leadership style causes teacher absenteeism because some of the heads do not properly perform their supervisory roles as the head of the school. This indirectly makes teachers use contact hours to do other things, or absent themselves ‘

One more head teacher also said that:

‘What I know is that good leadership style provides conducive working environment which reduces teacher absenteeism , on the other hand poor leadership employed by some of my colleague heads give teachers the room to do whatever they like’

These results thus confirmed the study conducted by Glewwe and Kremer (2006). In their study it was found out that when the rate of teachers absenteeism tends to be higher when principals or heads of school fail to conduct regular monitoring of the teachers as they perform their duties, causing some teachers to abandon class for other activities.

Respondents who thought that poor staff welfare in the school causes teacher absenteeism were in the majority as 72% (40% and 32% strongly agreed and agreed respectfully) supported the notion and 28% did not believe in the idea. The implication is that schools with strong welfare packages for their teachers has the potential of motivating teachers to work and once motivation is there commitment level increases which directly reduces absenteeism This finding is in agreement with a study by Ehremberg et al (1991) who found in their work that; Lack of strong staff welfare encourages higher absenteeism

among teachers. In a similar view this finding is in agreement with that of Mazola & Pila (2005), that in the school where teachers are not given material incentives and have no promotion policies, they are less motivated and the rate of absenteeism is high. Mazola and Pila (2005), also found out that in Chile teacher attendance rate increased when teachers were offered a bonus ranging from 5-7% of their annual salary

A large number of respondents 71% (41% strongly agree and 30% agree) agreed that teachers who are given other administrative work usually miss classes. However, 12% and 9% of the respondents did not support this idea and view. Few of the respondents thus 7% remained neutral about this fact. This finding is in consonance with the view of the head teachers who were interviewed.

One head teacher had this to say:

'teachers assigned official duties in addition to their classroom teaching usually have their lessons clashed with such duties and hence miss those lessons'.

Another head teacher also said that:

'It is true when teachers are given additional responsibilities it mostly take them away from class to attend to this demands which are equally useful'

This finding concurs with Glewwe & Kremer (2006), that when teachers are assigned other duties outside the school for example taking students for games, drama, music, science congress, they are kept out of classrooms thereby increasing absenteeism rate unlike those other teachers who are not assigned such duties.

Further, opinions were virtually split on the issue of in-service-training and teacher absenteeism while 41% remained uncertain, 16% and 17% were in agreement as against 14% and 12% in disagreement. Aaronson, et al. (2007) rather concluded in their findings that, 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. Aaronson, et al. (2007), also observed that teachers training can lead to teacher's absenteeism when teachers are removed from class for a period of time without a substitution. Aaronson, et al. (2007, further argues that in many schools in-service training for various subjects is usually conducted during the working hours thereby keeping the concerned teachers out of class.

Further, 70% of the respondents (36% strongly agreed and 34% agreed) voted to the fact that schools controlled by religious bodies experience lower absenteeism than schools that are not under the control of religious bodies. However, 16% and 10% of the respondents disagreed and strongly disagreed to this assertion. Few of the respondents 3% remained neutral. This finding could be attributed to the fact that the nature of supervision at this mission schools is quite stringent than other schools who are not under the control of missions school. The head teachers who were interviewed also responded in a similar manner by stating that mission schools usually experience less teacher absenteeism rate because of the frequent visit by some of the religious leaders. Some of them had this to say:

'My experience as head teacher in three different schools indicate that school that are owned by churches receive regular supervision than those own by the district and local assemblies

because of that absenteeism rate is on the low rate'

Another head teacher also indicated that:

'What I can say is that in mission schools supervision is more frequent than government owned schools'

Another head teacher also commented that:

'Most of the times school that belong to religious organisation take keen interest in the activities that goes on in the school so they mostly pat visits to the school to make sure that things are in right other and because of that staff are very careful in terms of attendance to school'

On the question of whether poor supervision by head teachers causes teacher absenteeism, most of the respondents 34% and 28% strongly agreed and agreed respectfully to this point. Few of them 10% remained neutral where as 17% and 10 % disagreed and strongly disagreed to this point. This means that public Junior High School teachers in Atimatim Circuit regards regular supervision by head teachers as an aspect, which reduces teacher absenteeism. The findings were same to those found by Rockoff (2008), in New York City that monitoring program reduce teacher absenteeism, and improve retention. The same evidence was established in a multi country survey report by Glewwe & Kremer (2006), that monitoring of teachers by school directors accompanied by disciplinary action reduces teachers absenteeism by a high rate. Similarly, Glewwe & Kremer (2006), report found that teachers who teach in schools located closer to educational offices and therefore receive more routine monitoring have lower absence rate. Likewise,

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.

Lastly, 39% of the respondents (21% strongly agreed and 18% agreed) indicated that schools with poor infrastructure leads to teacher absenteeism. 14% of the respondents remain uncertain about it. However, 47% (26% disagreed and 21% strongly disagreed) expressed their disagreement to the statement that poor infrastructure causes teacher absenteeism. All the head teachers who were interviewed were in agreement that they do not see poor infrastructure as one of the causes of teacher absenteeism. Specifically some of the head teachers had this to say:

'I don't see infrastructural issues as causes of teacher absenteeism because it doesn't happen in my school.'

Another head teacher also shares her experience by stating that:

'Teacher absenteeism is high in schools now a days which occurs as a result of numerous factors but I don't see infrastructural problems as one of them'

An additional head teacher also said that:

'In my school we really do not have good furniture and other school plant but I don't see as a reason why teacher should not come to school'.

The findings are contrary to those by Chaudhury, et al. (2010), that average schools with best infrastructure and equipment had far much lower absence rate than those with worst infrastructure even after controlling other factors. The study findings also differ from

those of Glewwe & Kremer (2006), which indicated that schools with good quality infrastructure and adequate teaching and learning equipments have smaller absence rate.

4.4 Research Question Three: What influence do environmental factors have on teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District?

Research question three sought to find out the environmental challenges that influence teachers to absent themselves. Table 4.6 depicts the environmental challenges that bring about teachers absenteeism at the Atimatim Circuit in the Afigya Kwabre South District?

Table 4.6 Environmental Challenges that influence teacher absenteeism

School reasons why teachers absent themselves in school	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Absence rate is higher for teachers who do not reside from the local community	38(33)	32(28)	20(17)	16(14)	10(8)
Assignment of other non-teaching duties in the community causes teacher absenteeism.	48(41)	35(30)	10(9)	12(10)	11(9)
Teachers strikes causes teacher absenteeism	38(33)	32(28)	24(21)	14(12)	8(7)
Teachers who are union officials are absent more often.	44(38)	32(28)	10(9)	16(14)	14(12)
Teacher absenteeism is higher in rural than urban areas	48(41)	36(31)	8(7)	14(12)	10(9)
Market days in some communities influence absenteeism	12(10)	8(7)	22(19)	40(34)	34(30)

(Source: Author's fieldwork 2020)

Table 4.6 depicts the environmental factors that cause teacher absenteeism in public Junior High Schools in Atimatim Circuit. From the table 61% (33% strongly agreed and 28% agreed) to the fact that absenteeism is higher for teachers who do not reside from the local community. 14% and 8% disagreed and strongly disagreed respectively to this assertion, whilst 17% of respondent held a neutral position. The analysis of interview results from the head teachers were in agreement to the assertion of the teachers. They were of the view that teachers who do not reside in the community where the school is situated absent themselves more often than those residing in the community. One of them specifically said that:

‘sometimes teachers who do not stay in this community absent themselves mostly during the raining season. In fact when it rains they will use that as an opportunity not to come because they don’t stay around’

Another head teacher also buttress this point when he stated that

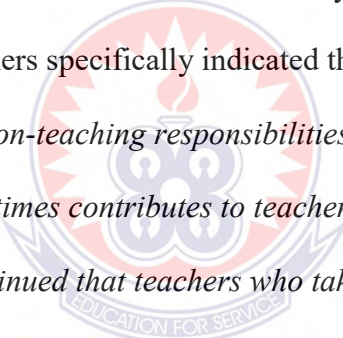
‘You know because accommodation has become a problem here some of my teachers have to travel far from their residence to school, they complain of traffic situation and transportation problem which sometimes leads to the boycotting of class’

In a like manner a different head teacher also said that:

‘Hmmm, in my own way I wish we have teacher residence and we are all staying around so I can monitor my teachers in terms of attendance to school so I will know when they are giving flimsy excuse for absenteeism’

This finding is in contradiction to Alcazar, et al, (2004) and Hubbell (2008), who observe that teachers having a local origin have lower absenteeism rate than those from other communities and that indigenous teachers tend to be more absent than nonindigenous teachers

Moving on, assignment of other non-teaching duties such as unit committee member, assembly man, Sub-chief, family elder, etc.in the community was detected to be one of the factors of teacher absenteeism as agreed by majority (71%) of the respondents. only 19% of the respondents could not agree with this assertion. This is in consonance with the views of the interviewees (head teachers) who aptly indicated that, indeed teachers who are assigned other responsibilities in their community normally absent themselves form class. One of the head teachers specifically indicated that:



“engaging in other non-teaching responsibilities from the community sometimes contributes to teacher’s absenteeism. He continued that teachers who take leadership roles in churches, community associations and sometimes duties at the palace often have to leave the class to attend to some of these roles.”

Another head teacher also explained that:

‘Sometimes WAEC marking exercise causes teacher absenteeism because during marking coordination all examiners spend few days to attend to this assignment there by missing the class’

Another head teacher also shared a similar opinion by stating that:

‘Teachers who are assembly members and unit committee members sometimes miss class because of an equally important meetings they attend’

This finding is in agreement to that of Kremer et, al. (2005). They discovered the same outcome that, teachers’ absenteeism increases as a result of using the teachers for community activities such as voter registration, public health campaigns, election oversights etc.

Further, when teachers were asked to indicate their opinion on whether strikes activities causes teacher absenteeism, majority of them 33% and 28% strongly agreed and agreed respectfully that indeed strike action causes teacher absenteeism. 21% of them were uncertain about it. However, 12% and 7% of the respondents indicates their disagreement that strike does not constitute some of the factors that causes teacher absenteeism. This finding indicates that teachers at public Junior High Schools in Atimatim Circuit perceive teachers strike as a factor that leads to teacher absenteeism. The finding that teachers strike causes teacher absenteeism according to majority of the teachers and the head teachers affirms the suggestion by Rodgers, et al. (2004), in Ecuador, that teachers strike in 2007, lasted for six weeks influencing teachers absenteeism for the same period.

In addition, 66% (38% strongly agreed and 28% agreed) of the respondents suggested that teachers who are union officials are absent more often than those who are not. However, 26% (14% disagreed and 12% strongly disagreed) responded in a negative way that teachers who are union officers absent themselves more often from school. 9% of the respondents remained in the neutral position. The interviewed head teachers also

indicated in a like manner that teachers who are union leaders absent themselves from school to meet and discuss issues concerning the welfare of teachers, this usually keep them away from class. Some of the head teachers had this to say:

‘Union officials meet occasionally to deliberate on matters concerning teachers and sometimes their meeting times coincide with the instructional time, when it happens they go for the meeting and leave the class’

‘It is true that teachers who hold positions in NAT and other associations sometimes attend meetings and this makes them skip classes but this do not happen frequently though’

These finding negates those established in Latin America by Di Cropello & Marshall (2005), in which teachers were found to be less frequently absent due to activities related to union participation. 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.

Despite the fact that all the schools are located at the urban and peri-urban areas, 72% (41% strongly agreed and 31% agreed) of the respondents maintained that teacher absenteeism is more prevalent in rural areas than urban areas. 7% remained neutral, where as 21% (12% disagreed and 9% disagreed). One assistant head teacher supported this by stating that:

‘For me I think teachers in the rural area sometimes absent themselves from school because they are based at a rural area no external supervisor will come there.’

Another head teacher also indicated that:

“Because the accommodation facilities meant for hiring in most of our local communities are not modernized, the majority of our teachers prefer to stay in central Kumasi and come to school every day, the teachers don’t want to stay in the rural communities and they sometimes gives excuses of transportation problems such as reporting to school late due to traffic or not getting means of a transportation at all.’

‘Some teachers

In their studies, Chaudhury, et al. (2010) also confirmed the above finding that, teachers from remote areas have increased absenteeism because they cannot reach the school on time.

Finally, most of the respondents 64% disagreed (34% disagreed and 30% strongly disagreed) to the statement that market days in some communities influence teacher absenteeism. 19% were uncertain about this claim whereas 17% agreed (10% strongly agreed and 7% agreed) to the fact that market days in some communities do affect or influence teacher absenteeism rate. The implication of this finding is that public Junior High School teachers in Atimati circuit do not perceive market days in certain communities as been a cause of teacher absenteeism. The interview result from the head teachers were in agreement to that of the teachers. one of the head teachers commented that:

‘I don’t see market days in communities as a cause of teacher absenteeism though there is no market around this area’

Another head teacher also said that:

‘ooh I think this may happen in the schools that are located in the rural areas but those of us in the city it usually don’t happen’

4.5 Researches Question Four: What coping strategies could be employed to deal with teacher absenteeism in Public Junior High Schools in Atimatom Circuit in the Afigya Kwabre South District?

Table 4:7 Coping strategies could be employed to deal with teacher absenteeism in Public Junior High Schools in Atimatom Circuit

Coping Strategies to deal with Teacher Absenteeism	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Institution of effective supervision and monitoring systems	46(40)	35(30)	10(9)	16(13)	9(8)
Provision of transportation system for teachers living far away from school	44(38)	42(36)	-	18(16)	12(10)
Banning teachers from performing non -school activities/business/farming activities	40(41)	33(30)	8(7)	16(12)	19(9)
Institution of recognition and reward systems for attendance	42(36)	30(26)	14(12)	16(14)	14(12)
Development of strong teamwork among teachers	21(18)	20(17)	42(36)	21(18)	12(10)
Issue written query to the teacher concerned	40(34)	32(28)	12(10)	20(17)	12(10)

(Source: Author’s fieldwork 2020)

Table 4.7 shows that 40% of the respondents strongly agreed that one of the measures that could be used to deal with teacher absenteeism was the institution of effective supervision and monitoring systems, 30% of the respondents agreed while 9% remained neutral. However, 13% and 8% disagreed and strongly disagreed to this assertion. The result means that the institution of effective supervision could be employed as a measure that could be used to combat teacher absenteeism. The head teachers who were interviewed also agreed to this point by indicating that if effective supervision are instituted it could go a long way to reduce absenteeism. One of the head teachers specifically that:

‘To me I believe that if we embark on effective supervision in schools it will go a long way in limiting the absenteeism rate we experience in our schools’

Another head teacher also shared a similar view by indicating that:

‘I think that when we strengthen supervision both internal and external it can be of help to minimize absenteeism’

Also, 38% of the respondents strongly agreed provision of transportation system for teachers living far away from school could be used as one of the measures to deal with absenteeism, 36% also agreed to this statement. However, 16% and 10% disagreed and strongly disagreed that institution of transportation system could not be used as a measure for dealing with absenteeism. This finding implies that Junior High School teachers at Atimatim Circuit perceive that if transportation system is provided to teachers staying far away from school it will help reduce absenteeism rate. The interviewed head teachers also responded in a similar fashion that at least transportation system given to teachers who are

not staying close to the school could somewhat reduce teacher absenteeism if not entirely eradicate it. One of the head teachers said that:

‘I know its not easy tough but if the government could do something about it by providing means of transport to teachers staying far away from schools it can help reduce absenteeism’

Another head teacher also said that:

‘I also think that if we provide transport to teachers it will help them to come to school early and also make them punctual to school.’

Moving on, the analysis of the results further indicated that discouraging teachers from performing private activities such as business, farming and non-school activities could be employ as one of the coping strategies to deal with teacher absenteeism a majority of the respondents 71%(41% strongly agreed and 30% agreed) agreeing to this assertion. However, 21% (12% disagreed and 9% strongly disagreed) indicated their disagreement to this assertion, whiles 7% of the respondents remained neutral. The analysis from the interview results was in agreement to the views from the teachers. One of the head teachers indicated that:

‘In my opinion I think banning of teachers from engaging in commercial activities during instructional hours should be done. Though it is in the teachers code of ethics some of the teachers disregard this rule and engage in commercial activities which does not help at all’

Another head teacher also indicated that

‘I think the government should enforce another law banning all

teachers from selling in the school this will help them to focus on what they were employed to do'

Another head also said that:

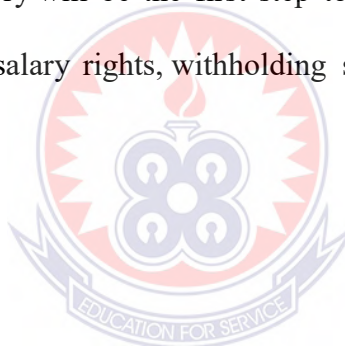
' I think teachers who engage in commercial activities in school should be made to pay a fine after several warnings.

I think if this is done it will such practice'

Again, 36% of the respondents strongly agreed that one of the measures that could use to deal with teacher absenteeism is the institution of recognition and reward systems for attendance, 26% of the respondents agreed while 12% of the respondents remained neutral. However 14% and 12% of the respondents disagreed and strongly disagreed to this. The implication of this finding is that public Junior High School teachers in the Atimatim Circuit believe that the institution of recognition and reward systems for attendance could be used to combat teacher absenteeism. This finding is in agreement to Bennell (2004). Bennell believes that a pay incentive plan helps to decrease teacher absenteeism. Teachers will remain at school to obtain a pay incentive. In a similar manner, Scott, and Wimbush (1991) believe that recognition motivates teachers to stay at school and that pay incentives can be used if they are designed properly.

Again, respondents opinion were split on whether the development of strong teamwork among teachers could be use a measures to deal with teacher absenteeism as 35% (18% strongly agreed and 17% agreed) indicated their agreement. However, 36 % of the respondents were uncertain whether this strategy could be used to deal with absenteeism where as 28% (18% disagreed and strongly disagreed) vehemently opposed this assertion.

Finally, 34% of the respondents strongly agreed that the issue of written query to the teacher concerned could be used to deal with teacher absenteeism, 28% of the respondents agreed while 10% of the respondents remained neutral. Further, 17% and 10% disagreed and strongly disagreed to this assertion. The result therefore means that teachers at Junior High School in Atimatim Circuit believe that the issue of written query to the teachers concerned could be used as a measure of dealing with teacher absenteeism. The interview results from the head teachers also confirmed the opinions of the teachers by stating that written query should be given to teachers who frequently absent themselves. This finding concurs with that of Weasmer and Woods, (2013). According to them issuing written query will be the first step to teacher absenteeism, followed by imposing fines, revoking salary rights, withholding salary increment, salary reduction, demotion, and dismissal.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This final chapter summaries the findings and concludes the study. It then ends with recommendations of the study, supporting the main objective of the study which aims to discover the challenges influencing teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District

5.1 Summary of the study

The purpose of this study was to find out factors influencing absenteeism among Junior High Schools teachers in Atimatim Circuit in the Afigya Kwabre South District. The specific objectives of the study were to identify how the personal factors, the school factors and the environmental factors influence absenteeism of public Junior High School teachers Atimatim Circuit in the Afigya Kwabre South District. Descriptive survey design using the mixed method approach was employed for the study. In all sample size of one hundred and twenty four (124) were used for the study comprising of 116 teachers and 8 heads. Census sampling technique was used and as a result all the 124 teachers and head teachers in the 8 public Junior High Schools in the Atimatim circuit were used for the study. Respondent were asked to identify the personal factors that influence teacher absenteeism. It was revealed from the study that factors such as illness, low salary, engagement in other economic activities, further studies and bereavement among others constitute the personal challenges influencing teachers' absenteeism at the Atimatim Circuit in the Afigya Kwabre South District.

Again, the study also revealed some school challenges that influence teachers' absenteeism, such factors included poor leadership style which provides un-enabling working environment thereby increasing teacher absenteeism. Poor staff welfare in the school and teachers who are given other administrative duties missing classes regularly among others.

Further, the study revealed some environmental challenges that influence teacher absenteeism. It was seen from the study, teachers who do not reside in the community where the school is situated normally absent themselves, other non-teaching duties which teachers do in the society were detected to be one of the causal agents of teacher absenteeism, teachers who were union officials was also detected to be one of the environmental factors that causes teacher absenteeism. The study again revealed that issue of written query to the teacher concerned, institution of recognition and reward systems for attendance, provision of transportation system for teachers living far away from school, development of strong teamwork among teachers and the institution of effective supervision and monitoring systems were some coping strategies that could be used to combat teacher absenteeism in the study area.

5.2 Conclusion

Based on the objectives and findings for this study, several conclusions have been made. It can be concluded from the study that personal factors influence teachers absenteeism, it was established that illness, low salary, engagement in other economic activities , further studies and bereavement among others constitute the personal challenges influencing teacher absenteeism at the Atimatim Circuit in the Afigya Kwabre South District.

Concerning how school factors influence teacher absenteeism, it was found that poor leadership style which provides un-enabling working environment thereby increasing teacher absenteeism. Poor staff welfare in the school and teachers who are given other administrative duties missing classes regularly among others. No conclusive evidence was established to show whether schools which fail to provide in service training to its teachers and schools with poor infrastructure has any influence on teacher absenteeism.

As to how environmental factors causing teacher absenteeism, the study established that assigning of non-teaching duties, being a member of teachers union and teachers strike increases teacher absenteeism. However market days in communities and cities where the school are situated do not cause teacher absenteeism and no conclusive evidence was established on it.

Finally it could be concluded that written query letter to teachers who absent themselves and institution of recognition and reward systems for teacher attendance could be employ to curtail teacher absenteeism rate. Again, provision of transportation system for teachers living far away from school, and the institution of effective supervision and monitoring systems could also be employ in school to eradicate teacher absenteeism. It could finally be concluded that these coping strategies if adhered to by heads of educational institutions would help to eliminate or reduce teacher absenteeism

5.3 Recommendations

Emanating from the aforementioned conclusions the study recommends the following.

1. The study revealed that most teachers absent themselves from school because there is ineffective monitoring and evaluation system. It is therefore recommended that Ghana Education Service (GES) should enforce regular supervision and monitoring of teachers by heads of institution. This can be done through encouraging all schools to have frequently updated teachers attendance registers, class attendance registers and teachers permission book/file.
2. The government should employ adequate teachers. This will reduce the teacher workload and teacher student ratio, which will eventually reduce teacher absenteeism. Specifically, there is need for regular checkup and quick treatment of teacher's illness. This needs to be factored in the National Health Insurance Scheme (NHS) such that medical checkup for teachers can be regularly conducted whenever required and when appropriate
3. Decent accommodation should be provided on campuses by the Government of Ghana through the Ghana Education Service to teachers as this will reduce the menace of teacher absenteeism.
4. Since teachers who are poorly remunerated tend to be more absent from school, the Government of Ghana needs to quickly review salaries of teachers to get them motivated to do the work. In addition, teachers need to be provided with financial incentives as forms of motivation. Teachers also need to be motivated by rewarding

and recommending those who are never absent from school based on the teachers attendance register.

5.4 Suggestion for Further Studies

Further research is recommended to be conducted on the impact of teacher absenteeism on the delivery of education in the entire country.



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UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

This questionnaire is to help me complete a project work investigate the factors influencing teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District. This study is purely for academic purposes and your identity is strictly confidential. Thanks for your co-operation.

Please (✓) tick the most appropriate response.

SECTION A: Demographic Information

1. What is your gender?
 - a. Female []
 - b. Male []
2. What is your age?
 - a. 21- 30 []
 - b. 31- 40 []
 - c. 41- 50 []
 - d. 51- 60 []
3. What is your highest qualification:
 - a. Diploma []
 - b. Bachelor's Degree []
 - c. Master's Degree []



SECTION B: Personal Factors about Absenteeism

Personal factors are the individual and family based challenges that make teachers not to report to duty as required. Please, respond to the statements by ticking [√] the number on the 5-point likert scale that reflects your opinion.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	Illness of self or family					
5	Low salary as a					
6	Family conflict as a contributing factor to					
7	Lazy attitude					
8	Engaging in other economic activities					
9	Further Studies					
10	Bereavement / Funerals					

SECTION C: School Factors

These are institution based challenges that discourage teachers from attending classes.

Please, respond to the statements by ticking [√] the number on the 5-point likert scale that reflects your opinion.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	Poor leadership style by the head teacher					
12	Poor staff welfare in the school					
13	Teachers who are given other administrative duties miss class regularly					
14	Schools which fail to provide in- service- training for its teachers experience more absenteeism					
15	Mission schools experience lower absenteeism as compared to the other schools					
16	Poor supervision by head teachers					
17	Schools that have poor infrastructure experience more teacher absenteeism					

SECTION D: Environmental challenges

These are community or the larger society based characteristics or demands that contribute to teacher absenteeism. Please, respond to the statements by ticking [✓] the number on the 5-point likert scale that reflects your opinion

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	Absence rate is higher for teachers who do not reside from the local community					
19	Assignment of other non-teaching duties in the community causes					
20	Teachers strikes causes teacher absenteeism					
21	Teachers who are union officials are absent more often.					
22	Teacher absenteeism is higher in rural than urban areas					
23	Market days in some communities influence absenteeism					

SECTION E: COPING STRATEGIES USED TO DEAL WITH TEACHER**ABSENTEEISM**

Please indicate your level of agreement or disagreement to the following statements on coping strategies used to deal with teacher absenteeism. Please, respond to the statements by ticking [\surd] the number on the 5-point likert scale that reflects your opinion.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24	Institution of effective supervision and monitoring systems					
25	Provision of transportation system for teachers living far away from					
26	Banning teachers from performing non -school activities/business/farming activities					
27	Institution of recognition and reward systems for attendance					
28	Development of strong teamwork among teachers					
29	Issue written query to the teacher concerned					

Thanks for your cooperation

APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

Introduction:

The purpose of this interview is to gather information on the factors influencing teacher absenteeism in Public Junior High Schools in Atimatim Circuit in the Afigya Kwabre South District. The researcher is a student conducting the study for the fulfilment of the requirement for the award of a Master of Arts in Educational Leadership from the UEW-K. Your contribution towards completion of this interview is highly appreciated and information provided will be used only for academic purposes and treated with the utmost confidentiality needed. Thank you.

1. For how long have you been on your current position in the school?
2. Are there cases of teacher absenteeism in your school?
3. If yes, what factors influence teacher absenteeism in your school based on;

- Personal Factors

Hint (These are school individual and family based challenges that make teachers not to report to duty as required)

- School Factors

Hint (These are school based challenges that discourage teachers from attending class)

- Environmental challenges

Hint (These are community or the larger society based characteristics or demands that contribute to teacher absenteeism)

4. What measures do you suggest could be put in place to reduce teacher absenteeism in schools.