

**AKENTEN APPIAH MENKAUNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT**

**TEACHERS' ABSENTEEISM AND PUPILS' ACADEMIC PERFORMANCE:  
THE CASE OF SOME SELECTED PUBLIC BASIC SCHOOLS AT  
BOSOMTWE DISTRICT OF GHANA**

**THERESAH MENSAH**

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**A dissertation submitted to the Department of Educational Leadership, School of  
Graduate Studies, Akenten Appiah-Menka University of Skills Training and  
Entrepreneurial Development in partial fulfilment of the requirements for the award of  
Master of Arts (Educational Leadership) degree.**

**OCTOBER, 2022**

## DECLARATION

### STUDENT'S DECLARATION

I, **THERESAH MENSAH** declare that this dissertation, with the exception of quotations and references contained in published works which have all being 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 the presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the Akenten Appia-Menka University of Skills Training and Entrepreneurial Development.

Name of Supervisor: **PROF. YARHANDS DISSOU ARTHUR**

Signature.....

Date.....

## **DEDICATION**

This research project is dedicated to my family; my loving husband and my children, who have given me firm support and inspires me greatly. May God shower you with blessings.

## **ACKNOWLEDGEMENTS**

I thank the Almighty Father God for giving me robust health, strength and courage to undertake this study. I sincerely appreciate and adore persons whose tireless efforts made me complete my study successfully. Special gratitude goes to my supervisor Prof. Yarhands Dissou Arthur for their guidance, fatherly advice and construct support in writing this project and the entire department of Educational Leadership. Besides, I appreciate all my classmates who encouraged, assisted and gave advice when there was a need.

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## ABSTRACT

The purpose of the study was to investigate the effect of teachers' absenteeism on pupils' academic performance at the Bosomtwe District of Ghana. This study was guided by four research objectives. The study used a quantitative approach with a descriptive survey design. Close and open-ended questionnaire was used to solicit for data from 200 respondents. The researcher resorted to purposive sampling and simple random sampling. Purposive sampling was used in selecting 5 headteachers and simple random sampling was then used in recruiting 195 teachers out of 230. Data was analysed using frequency and percentage tables. The study revealed that schools within the Bosomtwe district face a higher rate of teacher's absenteeism as teachers often absent themselves from school. The prevalence reasons were teacher's responding to personal emergency, national and social reasons and the subject's teachers teach in their various schools. Additionally, the study showed that the causes of teacher's absenteeism were poor remuneration, furthering studies on distance learning and side business/job. Notwithstanding, the study confirmed that teacher's absenteeism affected pupil's academic performance as teacher's absenteeism has led to inadequate coverage of syllabus. The study also showed that more male teachers absent themselves from school than female teachers. The study recommended that there should be an increment in teacher's remunerations and there should be attendance records for teachers in order to enforce rigorous disciplines among teachers. Lastly, institution offering long distance programmes should readjust their academic calendar to a time where teachers are on vacations.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Employee's absenteeism has been a major challenge for business organizations and industry worldwide. This has placed a huge financial burden on organizations and has a detrimental effect on their productivity and performance (Barmase & Shukla, 2013). In the educational system, teachers are the most essential part of the society, an important consideration is that they play a crucial role in the development of the student to promote their skills (Myra Pollac, 2008). Einstein's words about education are a supreme art of teaching to stir delight in inspired appearance and knowledge. They have a moral duty to train the young generation for the first guiding roadmap soon (Mishra, 2005). Concerning the teacher with student, teachers act mostly like a friend, guider, and philosopher. Student development is improved when teachers provide a relaxed and satisfied environment, whereas this is possible when teachers enjoy in a facilitated environment. Education in any nation is for development of manpower in the nation (Aggarwal, 2002). The educational attainment, especially basic education, is perceived as one of the main vehicles for spurring economic growth and improving living standards in developing countries. However educational attainment in a developing country like Ghana is at a standstill because of certain factors of which teacher's absenteeism in school is also a contributor.

A report by the World Bank on Ghana's educational system has identified the high rate of teacher absenteeism as a major problem in the educational sector. In the report, titled "Education in Ghana: Improving Equity, Efficiency and Accountability of Education Service Delivery", said absenteeism is more common in public basic schools. It was released on February 23, 2011. According to the report, teachers in Ghana miss school 43 days in a year. Among the main underlying reasons for the high absentee rate, are lacks of supervision, poor

remuneration, poor teacher morale, sickness/medical care, long distance education and frequent funeral attendance.

Effective basic education is the fundamental to achieving the literacy and numeracy levels required for sustainable economic growth. The present public basic school education system is characterized by absenteeism, poor teaching, inadequate management and insufficient community participation among others with the result that children learn little and their performances is low. USAID has been helping to strengthen the policy and institutional framework at the Ministry of Education, including the printing and distribution of textbooks. The limited results achieved from these efforts have shown the need to focus attention more at the school and community level. The Government of Ghana issued a programme outlining a framework for providing nine years of free compulsory education for the more than 2 million children. Ghana has 12,130 basic schools and 5,450 junior high schools (Education in Ghana, Ghanaweb.com). Any residual activities under the Basic Education Project will be subsumed under this Strategic Objective. The external constraints are inefficient management at the ministry level, lack of experience in decentralization and poor physical infrastructure. Absenteeism disrupts overall school achievement, lowering the level of training and resulting in the loss of all students (Balfanz & Byrnes, 2012). Recent studies have used more reliable approaches of measuring attendance through direct observation of teachers during surprise visits to schools (Chaudhary, Hammer, Kremer, Muralidharan & Rogers, 2006)

More importantly, high rates of teacher absenteeism often signal deeper problems of accountability and governance that are themselves barriers to educational progress. But in countries with such high absenteeism rates, administrative records may be poor guides to actual teacher attendance to the classroom. Education is a large enterprise and very costly. The financial cost of teacher absenteeism is therefore quite significant. (Bowers, 2001; Jacobs & Kritsonis, 2007; Rosenblatt & Shirom, 2005). Such losses mirror the inefficient use of

taxpayer's money. Estimates indicate that some 10 to 24 percent of recurrent expenditure on education worldwide is lost to teacher absenteeism annually (Chapman, 1994). For developing countries, the impact of teacher absenteeism is more damaging to the overall economy. This is because not only are the absenteeism rates much higher, but also because as much as 90% of educational recurrent expenditure is allocated to teachers' salaries (World Bank, 2010). It still usually requires a teacher in front of a classroom full of students, meaning that the physical presence of both is required. In a developing country setting such as Ghana where substitute teachers are uncommon, absence of a teacher may have various consequences such as doubling up of classes, idle time for pupils and even student dropout if absence becomes frequent enough. Research evidence worldwide indicates that teacher absenteeism translates to lower student achievements (Clotfelter, Ladd & Vigdor, 2007; Murnane & Willett, 2008; Mooij & Narayan 2010; Rodgers & Vegas, Uwezo, 2013).

Basic school children suffer more from the absenteeism of teacher in Ghana. Ampiah (2010) even reminded educationists that absenteeism affects quality of education in the country. Bassaw (2017) mentioned that absenteeism becomes "a very serious problem when teachers are solely involved in this act because it then becomes extremely difficult to curb. According to a report by Ghana Education Service in 2018, teacher absenteeism continues to be on the rise due to low level of supervision by school administrators. The Basic Education Coalition (2013) did not mince words when it comes to teaching children to perform at examinations. It mentioned that nations can be transformed if teachers are teaching well.

Hugo (2012) studied the decline in academic performance in the Volta Region of Ghana and found that school children academic performance at the BECE is in decline because of stakeholders influence such as teachers' behaviour towards teaching and learning. Stakeholders' attitudes and values of learning such as teachers, parents, and educational leaders can affect school results tremendously. These stakeholders' influence may affect their

performance at school. Schools with teachers or staffs regularly staying away from work or school for no apparent reason are likely to have their academic performance affected.

## **1.2 Statement of the Problem**

The Ghanaian government's initiative to improve literacy by introducing free and compulsory basic education (FCUBE) in 2005 resulted in an increase in enrolment. Learning outcomes, on the other hand, are yet to be fully realized (Akyeampong, 2009). Despite tremendous efforts, pupils' achievement in public basic schools has deteriorated. The issue of low performance is deeply established in management methods, which must alter if education sector expectations are to be met.

According to Conradson (2021), teacher's absenteeism effect the smooth running of a school calendar. Studies have confirmed that teacher absenteeism among basic school teacher is evidence in Ghana and it exists in public schools especially those in rural areas (Tamanja, 2016; Ayine, 2020; Tsakle, 2020; Lewis, 2020).

The researcher had an informal interaction with the Bosomtwe district school improvement support officer (SISO) and some headteachers within the district and they all affirmed that teachers' absenteeism still exist in the district which has consequence on pupils' performance. Meanwhile, it is common knowledge that government over the years has initiated measures to curb teachers' absenteeism through seminars and workshops (Atetwe, 2021). Educational bodies such Parent Teachers Association and school management committee is put in place in measures to check teachers' absenteeism. Also, Mosques, churches and other non-governmental organization have initiated dialogue among teachers curb this menace. Teachers' absenteeism has long-term consequences on governments, Education officials, head-teachers, students' parents and society in general. (Atetwe, 2021)

It is very baffling when school children tend to be at the receiving end of teacher absenteeism in most school districts. Performance of students is a product of socio-economic, psychological and environmental factors. The learning environment must therefore be conducive for students to be able to achieve positive educational outcomes (Hakim et al, 2014).

In most public schools such as in the Bosomtwe School District in Ghana, it appears that there are some classrooms without a teacher and sometimes without any cogent or tangible reason. Just that the teacher has decided not to come to school. The issue is that when there is much absenteeism at the school level it adversely affects the results of teaching and learning. It seems the level at which teaching and learning is not effective at the Bosomtwe School District is as a result of teacher's absenteeism and needs to be investigated. Since there is low performance at most schools the intention of this study is to find the effect of such loss of contact hours on pupil's academic performance.

Current studies on teacher absenteeism are abundant in the literature. (Thompson, 2020; Lewis, 2020; Wilson, 2021). Meanwhile, in the Bosomtwe district, not enough evidence is available on basic school teachers' absenteeism studies. It is in this light that the decision was reached to undertake this basic school teachers' absenteeism studies.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the effect of teachers' absenteeism on pupils' academic performance at the Bosomtwe District of Ghana.

#### **1.4 Objectives of the Study**

The following objectives are also set to guide the study;

- i. To determine the level of absenteeism among teachers in the Bosomtwe School District of Ghana.
- ii. To identify the major causes of teacher absenteeism in the Bosomtwe School District of Ghana.
- iii. Examine the effect of teacher absenteeism pupil's academic performance in the Bosomtwe School District of Ghana.
- iv. To analyse the differences in absenteeism of teachers based on gender (male/female) among teachers in the Bosomtwe District of Ghana.

#### **1.5 Research Questions**

- i. How often do teachers absent themselves in Bosomtwe School District of Ghana?
- ii. What are the causes of Teacher absenteeism in the Bosomtwe School District of Ghana?
- iii. How does teacher absenteeism affect, pupil's academic performance in the Bosomtwe School District of Ghana?
- iv. Which of the gender, male or female, tends to be more absent from the classroom in the Bosomtwe School District of Ghana?

#### **1.6 Significance of the Study**

The study is a significant to probe into the phenomenon of teacher absenteeism in the Bosomtwe School District that is assumed to affect academic performances of school children in the study area. The study would therefore inform the teaching profession, head teachers educational leadership, education policy direction, and GES administration and management



at the district level. It is such empirical evidence that should be important in school management of teachers and staffs for improving teacher motivation, school children's academic performance in the BECE at the district level.

It is also hoped that the practice of absenteeism would be dealt with by paying particular attention to causes and effect of such a phenomenon. The study would also help strengthen supervision in public schools especially at the Bosomtwe District. Additionally, the study would help promote Parent Teacher Associations (PTAs) in all schools to enhance effective supervision. Lastly, this study will add up to the existing literature on teacher's absenteeism and it will also serve as additional material for any other researchers interested in similar study.

### **1.7 Delimitation of the study**

The study was delimited to the effect teacher's absenteeism had on pupil's academic performance. Again the study focused on only four public basic schools within the Bosomtwe District even though there are over 53 basic schools in the district.

### **1.8 Limitation of the study**

The limitation of this study was the assumption that research placed on itself in executing this project. The study definitions are limited in one way or the other. School children's academic performances are affected by several factors including parental influence and the learning behaviour of the child. However, data available from this study may be limited by the scale of causes and effect of the absenteeism among teachers. Next, limiting assumptions may also include the research design, which is quantitative paradigm where the instrument used to measure teacher absenteeism may not be comprehensive enough to draw large scale conclusion of the issues because the causes on academic performances may be wider. Even the sampling technique may limit others from sharing their opinions on the phenomenon at the Bosomtwe School District.

## **1.9 Organization of the Study**

This entire study was organized into five chapters. The chapter one presented the background to the study, the statement of the problems, research questions, research objectives, significance of the study, limitation of the study, and the organization of the report. Chapter two looked at the review of related literature that is relevant to the study, while chapter three presented in detail the methodology used to carry out the research. Chapter four looked at the analysis of data and presentation of results and the interpretation of the data, and finally chapter five dealt with the conclusion and discussions of major findings, recommendations, suggestion, and the furtherance of the study.

## CHAPTER TWO

### REVIEW OF RELEVANT LITERATURE

#### 2.0 Introduction

This chapter is intended to review related literature on the issues under this study, that is, teachers' absenteeism and pupils' academic performance in the Bosomtwe School District. The purpose is to review the literature of some scholarly works in the field of education. I have therefore chosen to review the literature on the following themes:

- i. The Essence of Education
- ii. Teacher Absenteeism
- iii. Causes of Teacher Absenteeism
- iv. Nexus between Teacher Absenteeism and Academic Performance

#### 2.1 The Essence of Education

Education in any nation is for development of manpower in the nation (Aggarwal, 2002). Oduro (2000) emphasized that basic education in Ghana is the nation's assets to national development, human capital development, and human resource development. In every nation such as Ghana the children are our future. Oduro (2000) and Ampiah (2010) agreed that quality education at the basic level is paramount in the Ghanaian economy. But what do they mean by quality education in Ghana is a subject for debate.

According to Edwards and Amoah (2020), in their article titled "*Education and Democratization*" following John Dewey, the American philosopher who believed that "Education ... is the chief social instrumentality for forming a type of human beings that carry on the beliefs and traditions of a community and that "Education is not preparation for life; education is life itself" (p. 2). They wrote, based on John Dewey's philosophy of education that

Education serves as training of faculties. Other outcome of is that, education should be the creation of specific power of accomplishment. A trained person is one who can do the chief things which it is important for him to do better than he could without training: “better” signifying greater ease, efficiency, economy, promptness, etc.” (p. 19)

In order to have quality education there have been several educational reforms as a “necessary measure for restructuring the content of the educational system to meet the ever changing developmental goals of every nation. Young and Levin (1999) defined educational reforms as a program of educational change that is government directed and initiated based on an overtly political analysis and justified on the basis of the need for a very substantial break from current practice.” (Osafu Apeanti & Asiedu-Addo, nd). Bello (2007) highlighted some of the major reasons for reforms in education to include the need to:

- have education that is relevant to the need of the country,
- equip students with the relevant knowledge to change their private and professional lives,
- make education accessible to more people,
- pay more attention to science and technology.
- equip students with contemporary information and communication technology skills,
- equip schools with adequate resources,
- improve teaching methods and educational practices,
- improve financing and management of education,
- improve the school assessment system, and
- Prepare the citizens of the country to face the challenges of globalization.

Since Ghana's independence, successive governments have demonstrated their recognition of the importance of education to national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technological development of the country (MOE, 2007). The education landscape in Ghana today is the result of major educational reform policies.

The Constitution of the Republic of Ghana 1992 chapter 5, section 25 (1) guarantees "All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right". With this constitutional provision Ghanaian children are given access to public schools in each community. This means by the constitution all districts in the country are supposed to have proper public basic schools to take care of school-age children. Teachers' presence in schools may guarantee this for the Ghanaian child. Absence of teachers from the classroom is therefore seen as against education provision.

## **2.2 Teacher Absenteeism**

Teacher absenteeism is an issue that goes deeper than many stakeholders may imagine. It is an issue that affects developing as well as developed countries, their economies, their schools, and their students. The Report of World Bank (2010) (Auld, Rappleeye, & Morris, 2019) showed that teacher's absenteeism ratio is higher in rural regions as compared to the urban regions in Pakistan. The report further revealed that untrained teachers face more difficulties in schools. In a research study in KPK province of Pakistan in 2014 reveals Teacher' absenteeism ratio was 18% (Ali & Reed, 1994). Annual statistics education issue report (2014) found that teachers' absenteeism rate is high in Pakistan (Ramberg, 2021). The global standards of absenteeism rate are up to 10% which is considered normal.

Absenteeism is unavoidable because teachers may miss some school activities and lessons from time to time, and it becomes a problem if the teacher is absent for several days. Chronic absenteeism is defined by Balfanz & Byrnes (2012) as the number of days missed from school,

including both excused and unexcused absences. Chronic absenteeism is commonly described as missing 10% or more of school days; in practical terms, this amounts to 18 days per year; on the other hand, missing 20% or more of school days, or 40 days or more, is defined as extremely or excessively chronically absent, according to the authors. Nawaz, et.al. (2018) opined that, the act of routinely avoiding work or school without justification is referred to as absenteeism. It is evident that personal characteristics of teachers influence absence from their workstations, and although mixed evidence exists, recent studies have revealed that age, gender, marital status and educational level influence teacher absenteeism differently depending on the context and culture of the study location (Barmby et al, 2002; Chaudhury, et al; Dionne & Dostie, 2007; Pitts, 2010; Rhodes & Steers, 1990; Scott & McClellan, 1990). They defined absenteeism as failing to attend class or failing to complete the courses without a valid reason. They argue that, there are numerous factors that have a negative impact on student performance, and they labeled absenteeism as one of the most significant factors that contribute to student underperformance. Over the last two decade and recently, the Government of Ghana has made significant strides in education. The implementation of Free Compulsory Universal Basic Education (FCUBE) in 2005 and Free Senior High School Education in 2017 has led to an upsurge in student enrolment in both Basic and secondary schools. Absenteeism is classified as either an excused or an unexcused absence. That, absenteeism might be forgiven for sickness, passing of the close family, court command, religious recognition, and school approved work or action, unsafe climate conditions, state crisis, absence of approved transportation, and suspension. Student absenteeism may be influenced by teacher absenteeism. Schools and substance may be important explanations for absenteeism (Galloway, 2014).

Absenteeism refers to days missed from work that disrupt the work process and reduce the productivity capacity of the organization. It is an unplanned interruption in the work process

caused by sick days or other non-statutory leave (IBEC, 2015). When teachers are missing from school on a regular basis, students are left unsupervised. Furthermore, teacher absenteeism limits the amount of teaching time, resulting in syllabi not being finished. As a result, the students' output of work is reduced (Ubogu, 2004). Teacher absenteeism, according to Bray and Percy (2003), has a wide and significant impact on a country's educational system. High absenteeism has a detrimental impact on student accomplishment, tarnishes the school's reputation, leads to the profession's downfall, and, in turn, causes student absence. According to a research by UWEZO (2011), chronic teacher absenteeism is widely recognized as a serious impediment to the country's education system's effective and long-term reform.

Absenteeism is also defined by Abeles (2009) as a period in which employees do not report to work. According to Adeyemi and Akpotu (2009), pupil achievement could be negatively impacted through the creation of discontinuities of instruction, the disruption of regular routines and procedures of the classroom. Pupils may have difficulty forming meaningful relationships with substitute teachers lowering their academic achievement. Absenteeism, according to Ivatts (2010), is any failure of an employee to report for or remain at work as scheduled, regardless of the reason.

There are different kinds of absenteeism:

- a) Officially present, but away on government duty-related to education or tasks unconnected to education.
- b) Officially present but not in class or in school- typically teachers come in the morning, mark their attendance and leave on personal work/chores.
- c) Teacher absent herself/himself without information- but routinely leaves a permission behind just in case a senior officials visit the school. Authorities confirm they have seen a bunch of leave letters without a date in the attendance register.

d) The school itself is unofficially shut down due to a local festival, extreme weather, and agricultural activity (harvesting, planting etc).

e) Teachers come to school but do not teach. They are busy filling registers, reading newspapers, knitting or mending, conducting their business on mobile phones and so on.

Absenteeism can be described as a habitual pattern of absence from an obligation, Bassaw (2017). Truancy is also defined as any deliberate, unapproved, or illegal absence from compulsory education. A study commissioned by the World Bank and done by Harvard University (Kremer, Chaudhury, Hammer & Rogers, 2004) compiled information of teacher absenteeism in India after surprise visits to 3750 schools across India. The study revealed that “the more powerful (male teachers, older teachers, more educated teachers and head teachers) are more likely to be absent. In Ghana, basic school children suffer more than anything else from teacher absenteeism. Ampiah (2010) remembered educators that teacher absenteeism has an impact on the country's educational quality.

A study by Obeng-Denteh, Yeboah, Sam, and Monkah (2011) in Kumasi showed that absenteeism is a contributing factor against students’ performance in the Kumasi Sub Metro District, Ashanti Region. The purpose of Obeng-Denteh et al. (2011) research is to explore and answer the question “How does teacher/student absenteeism affect students’ performance in the Basic Education Certificate Examination?” (p. 8). They defined absenteeism as “the persistent absence from work or some other place without good reason. Absenteeism as a symptom refers to the reasons that a person may be absent from school (truancy) or work (absenteeism)” (p. 9). The authors identified four key types of culpable absenteeism as:

- i. Lateness /leave early
- ii. Failure to notify
- iii. Absences without leave



- iv. Abuse of leave.

### **2.3 Causes of Teacher Absenteeism**

Several factors thought to be related to teacher absenteeism have been investigated in educational research. Age, gender, race, marital status, family size, education level, job level, tenure, years of experience, stress, and organizational influences is among these factors. Following is a review of the research on each of these factors. A particularly concerning finding is that teacher absenteeism and substitute teaching may be highest in school districts that require the most consistent attendance of permanent teachers. Teachers are more likely to be absent in schools where students are the poorest and performing the worst academically. Lens and De Jesus (1999) argue that teachers absent themselves as a result of wanting to leave the profession, when it becomes unattractive to them. The causes of absenteeism are many and include: stress, lack of job satisfaction, boredom on the job, serious accidents and illness, low morale, poor working conditions, excessive workload, transportation problems, inadequate leadership and poor supervision, poor physical fitness, inadequate nutrition, personal problems (financial, marital, substance abuse, childcare eldercare etc.), the availability of income protection plans (collective agreement provisions which continue income during period of illness or accident), employee discontent with a collective bargaining process and / or its results. According to research on teacher absenteeism, there is a link between days away from school and remuneration or compensation.

Teachers in Tanzania outlined poor wages as the most serious obstacle to meeting their aims, the ability to care for and provide for their children, the ability to live in a satisfactory home that make it safe and emotional stability, and the money secondary jobs are frequently taken on by teachers in developing countries (Ngimbudzi,2009).Teacher absenteeism, according to stakeholders in Malawi, is a major issue for the region because teachers cannot live solely on

their teaching salary (Kadzamira, 2006). According to a Malawi Ministry of Education official, "teacher absenteeism is high." Teachers become vending machines or take on second jobs. Few teachers, for example, go through the process of marking exam papers these days. They argue that doing other things is preferable, (Kadzamira, 2006, p. 12). Teachers in Tanzania have admitted to leaving school during the school day to look for alternative employment (Tao, 2013). The nature of teacher working relationships with schools was discovered to potentially influence teacher absenteeism in Papua and West Papua, Indonesia. Teachers who had indirect working relationships with the school (those hired by the school through the government) had higher absence rates in private institutions than teachers who had direct working relationships with the school (that is, when the school contracts teachers directly; UNICEF, 2012). Private and basis schools with a high percentage of civil servant teachers (who have indirect working relationships with the school) had the highest absenteeism rates of all teacher categories percent, whereas teachers recruited directly by the schools had the lowest absenteeism rates of all teacher categories, possibly due to a sense of greater accountability to or investment in their institutions (UNICEF, 2012).

In Nigeria teachers in urban schools had slightly lower absentee rates than teachers in rural schools, which was attributed to more regular school supervision and higher visibility of inspectors in urban locations (Adelabu, 2005). In India teacher absenteeism was higher in the rural, less developed regions than in the most developed areas. Schools were sometimes staffed by a single teacher, and they closed completely when that teacher did not come to work, which may have discouraged students and families and thereby increased student absenteeism (Chaudhury et al., 2006; Rogers & Vegas, 2009).

Norms that develop in the workplace highly interdependent jobs, for example, are thought to promote higher attendance rates because any one worker's absence increases the workload of work colleagues. According to Bridges (1980, p. 44), high worker interdependence creates a

"norm of reciprocity" in which people can feel an obligation to those with whom they work most closely to satisfy their work responsibilities. The pressures that generate these norms are the result of reciprocal responsibilities, which means that individuals recognize that their absences harm coworkers and that coworkers' absences harm them. Conversely, low worker interdependence (which characterizes typical working relationships among teachers) produces little reciprocal pressure, so people are less concerned with the consequences of their own or colleagues' participation behavior.

Teachers are the most important members of society in the educational system. An important consideration is that they play an important role in the student's development in order to promote their skills (Myra Pollac, 1997). Einstein's words on education are a supreme art of instructing to arouse delight in inspired appearance and knowledge. They have a moral obligation to prepare the next generation for the first guiding roadmap, which will be released soon (Mishra, 2005). In the teacher-student relationship, the teacher acts primarily as a friend, guide, and philosopher. It is preferable for student development to provide a relaxed and satisfied environment, which is possible when the teacher enjoys himself in a facilitated environment. In Pakistan, there are two types of sectors: government schools and private schools.

Steers and Rhodes (1978) created a modeling approach of employee attendance that is primarily a synthesis of these alternative approaches, drawing on factors from both the personal and collective domains. These elements are as follows:

- i. Individual Characteristics: such as education, tenure, age, sex, race, marital status and family size;
- ii. Characteristics of the Job: such as the scope of the job, the amount of role stress, work group size, leadership style, co-worker relations, opportunity for advancement;

- iii. Pressures to Attend: such as economic and market conditions, policies related to absence and leave usage, incentive/reward systems, work group norms, personal work ethic and organizational commitment; and finally,
- iv. Ability to attend: such as illness and accidents, family responsibilities and transportation problems. In Steers and Rhodes' model attendance behavior is a function of interactions between individual and organizational factors that works as follows:
  - Individual characteristics influence employee values and job expectations;
  - The characteristics of specific job situations are assessed in light of these values and expectations;
  - Subjective job assessments produce differential levels of job satisfaction;
  - The greater the level of job satisfaction, the greater the individual's motivation to attend;
  - Motivation to attend is subject to constraints of both ability and pressure to attend;
  - Actual attendance behavior reflects individual decisions made as a result of this dynamic process.

Teacher professional levels (related to level of education and credentialing) and age-related seniority lead to increasing absenteeism rates in developing countries (Abadzi, 2009). In Indonesia, highly educated teachers and headmasters had greater absence rates than grade teachers (those who teach areas of study other than physical education and religion, for instance). Better opportunities for extra jobs outside of school for highly educated teachers were not found to be a significant factor in teacher absence rates. Because of a lack of daily oversight by the District Education Office, headmasters were absent at a higher rate than grade-level teachers (Usman & Suryadarma, 2007).

When teacher's absenteeism becomes persistent, it becomes a problem. It is widely assumed that situations will arise that will force teachers to miss school. In any case, it is when teachers' truancy is considered acceptable and its continued existence is a source of concern for both students and schools.

According to one study, researchers spent time speculating that school absenteeism might be associated with a proclivity for job absenteeism. According to Lounsbury, Steel, Loveland, and Gibson (2004), "adolescents with truancy tendencies may develop into adults through a proclivity for absenteeism from work."

According to Obeng-Denteh et al. (2011) some of the causes of absenteeism include:

- stress
- lack of job satisfaction boredom on the job
- serious accidents and illness
- low morale
- poor working conditions
- excessive workload
- transportation problems
- inadequate leadership and poor supervision
- poor physical fitness (p. 10)
- Personal problems (financial, marital, substance abuse, childcare eldercare etc.)
- The availability of income protection plans (collective agreement provisions which continue income during period of illness or accident).
- Employee discontent with a collective bargaining process and / or its results

In another study back in United States Mary Finlayson (2009) mentioned that "California Charter Schools serving low socioeconomic status students, researchers concluded that student

performance on standardized tests is influenced by their socioeconomic status (citing Slovacek, Kunnan, & Kim, 2002).

#### **2.4 Nexus between Teacher Absenteeism and Academic Performance**

Absenteeism and actual time spent on school and in teaching and learning activities have of late become highly emotive and controversial issues. Poor academic performance of children in government schools has been making headlines and has become a highly contentious issue. Public debates on quality of education have invariably led to the question of how teachers can be made accountable and what the teachers actually attend school and teach children.

Educational production function (EPF) report describes that there is no effect of Teacher' absenteeism on the students' performance. However, many other research studies reported that Teacher' absenteeism affects the students' performance (Meier, 2004). Teacher absenteeism data collected through direct observation in Indonesia by Rogers, Chadhury, Hammer, Kremer & Muralidharan (2004) showed that teacher absenteeism is indeed a significantly negative correlate of student performance. Studies have yielded preliminary results on correlation between absence and student performance in India, higher Basic- teacher absence is correlated with a small but strongly significant reduction in predicted test scores (Kremer et al 2004). Ehrenberg & Rees, (2008) relate teacher absenteeism- measured by leave days used, taken from administrative records to student pass rates in various tests using data from New York. They found that teacher absenteeism had lower student pass rates on elementary level test but not on high school level tests. The same research indicated that teachers with secure jobs work less hard, but that any lack of effort affects only students' math skills, just as absence.

A study by Harris (2009) found that political involvement, teacher union, salaries, and job dissatisfaction are the major causes of absenteeism of teachers in schools (Iqbal, Muhammad,

& Haider, 2015). Researchers claim that it strongly affects school effectiveness; that it results in the loss of school days, which in turn has been found to diminish student academic achievement; that it helps to damage a school's reputation; and that it creates and sustains a ripple effect on student absenteeism.

Finlayson (2009) said that "one should not conclude from this ...that teacher absenteeism has no impact on student learning. Our analyses focus on pass rates on a set of standardized tests, they thus do not permit one to conclude anything about how teacher usage of leave days affects students whose academic performance is well above the minimum passing level on exams or how it affects aspects of learning not measured by the exams" (p. 15). With the study at Kumasi it was evident that "Regression analysis performed with mean score of student in the BECE as the response and student absenteeism rate and log (teacher absenteeism rate) as predictors gave the P-value is equal to 0.047 which means we have enough evidence to say at least one of the model's predictors is useful to explain the Students' mean scores" (Obeng-Denteh et al., 2011, p. 14). Obeng-Denteh et al. concluded that "The teacher absenteeism rate had a greater influence on the performance of the student with all other factors remaining constant. We realized that the teacher absenteeism rate is inversely related to student performance. Which means that the higher the teacher absenteeism rate the lower the student mean score. Also the lower the teacher absenteeism rate the higher the mean student score" (p. 15). Studies have found a negative relationship between teacher absences and student achievement (Bayard, 2003, Cantrell, 2003), although these studies do not give explicitly the correlation between measures of teachers' absences and effort. For example a teachers' high level of absences may signal the teachers' lack of effort when he is in school.

Elementary schools, schools with lower student achievement, schools with economically disadvantaged and minority students, and schools that do not require teachers to notify their

immediate supervisor about a pending absence, urban school districts, and districts with enrollments greater than 257,000 have the highest rates of teacher absenteeism. Pitkoff (1993), Norton (1995)

Investigations have revealed progressive outcomes of school strategies aimed at reducing absenteeism by improving non-cognitive abilities such as self-assurance and enthusiasm (Holmlund & Silva, 2014). Furthermore, research has revealed a link between non-cognitive abilities and student achievement; previously, an extra authoritative link has been established between non-cognitive abilities and postsecondary and occupational outcomes for students (Rosen et al., 2010).

On the other hand, several studies that investigated the relationship between educational level and absenteeism produced conflicting results. Absenteeism decreased as personnel's educational level increased, according to a study conducted in Chicago, Illinois (National Education Association 1960). However, no relationship was found between education level and absenteeism in Redmond's (1978) study.

According to the Office of Juvenile and Delinquency Prevention, student absenteeism can have a negative impact on all aspects of an educational system, and the educator who is frequently absent may fall behind, receive poor grades, and face an increased risk of dropping out (n.d). Dropping out is associated with negative self-recognition or low confidence, low yearnings, being exhausted or distanced by the school, and pursuing options such as taking employment or assisting families (Shannon & Bylsma, 2003). A large number of studies on student absenteeism focused on the uniformity of absentee students. The emphasis was placed on how similar the students were, assuming a few similarities among the students that caused all of them to be absent from school.



In another study researchers concluded that “students in a classroom eventually lose the desire to learn when the regular teacher is frequently absent and the delivery of instruction is by an array of substitute teachers” (Bruno et al., 2007). Learning is influenced by teacher’s presence in the classroom. While much research has been done on how absenteeism affects students' academic performance, little has been done on how students' performance influences absenteeism. It has been discovered, for example, that absences from class are associated with lower testing performance (Gottfried, 2015; Gottfried & Kirksey, 2017). This indicates that in order to pass a test, students must actually engage in all classes. The involvement identification model, which concentrates on students' engagement, is related to this. According to theorists, a youngster's likelihood of completing his or her 12-year compulsory education is dependent on his or her participation in school-related activities (Finn, 1989).

Ahmad, Ul-Saufie, Mohamed, Ahmat, and Zahari (2018) discovered a statistical difference between class attendance and academic performance in their study on the impact of class absenteeism on student academic performance using regression models. The study found a negative correlation between class absences and academic achievement.

The traditional method of determining the relationship between absenteeism and academic performance has been to measure and link the number of times students exposed to classroom instruction to their test scores. This measure, however, makes no mention of the method of surrogates for test marks or the number of times. The uncertainty has been whether to measure by the number of times per week, month, or year. Furthermore, there is no specificity as to which grades (standardized test grade, final exam grade, or simply average percentage score of all class scores) to use when measuring test performance. Moreover, in order to properly

evaluate the effects of school attendance on students' academic performance, previous attendance for an academic year and average final test scores from the same year could be an excellent way to measure.

Teachers are models for their students. While this is obvious and desired during instruction, there are often times that teachers are unintentional models for their students. Banerjee, King, Orazem & Paterno (2012) in their research found a strong correlation between teacher attendance and student attendance. If students are absent from school often, their teacher is also more likely to be absent. If a teacher is repeatedly absent from school, students are more likely to be absent. "Higher teacher absentee rates may reduce students' motivation to attend school and further lead to higher student absentee rates" (Ehrenburg, Ehrenburg, Rees, & Ehrenburg, 1989, p. 7). School systems strive to provide students with resources to support their academic success. Teachers are perhaps the most valuable and most effective resource for students within a school when it comes to the impact they make on students. This takes on additional importance when it comes to reading achievement on the elementary school level. "Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways in which they interact with one another and the world around them" (Stronge, 2018, p. 3).

However, not every teacher provides the same amount of influence on their students. Araujo et al. (2016) explain that teacher quality is often measured through student learning outcomes and assessment scores, as well as, the relationships that teachers build with students. Teacher quality is something to consider when measuring the connection between teachers and student outcomes. Teacher quality is significantly positively correlated to student success and achievement (Rockoff, 2004). Quality teachers are stronger indicators of student achievement than socioeconomic status, home language, and ethnicity (Darling-Hammond, 2000).

Additionally, an overall high-quality teacher makes a bigger positive impact on academic achievement for young students than years of teacher experience and even the highly sought-after smaller class sizes (Rivkin, Hanushek, & Kain, 2005). "Despite conventional wisdom that school inputs make little difference in student learning, a growing body of research suggests that schools can make a difference, and a substantial portion of that difference is attributable to teachers" (Darling-Hammond, 2000, p. 2).

While Ehrenburg et al. (1991) found that student absenteeism has a greater impact on achievement than teacher absenteeism, more recent studies suggest that teacher attendance is a leading factor in student achievement. According to Griffith (2017), "teachers are the single most powerful instrument that schools have to boost student learning. When teachers miss school, students miss out on education" (p. 4). In fact, Cantrell (2003) reported that "students in classes taught by teachers with the lowest absence rates outperformed their peers in classes taught by teachers with the highest absence rates" (p. 7). "The consistent presence of the teacher in the classroom is of supreme importance to provide effective instruction to students" (Porres, 2016, p. 6). When teachers are absent from school, their students are less successful academically (Pitkoff, 1993). The curricular pace of instruction is interrupted when teachers are absent and simple classroom routines are off, causing students to suffer. "When a qualified teacher is absent from the classroom, student achievement is negatively affected. Teachers are the educational leaders in the classroom and their roles cannot be compromised" (Woods & Montagno, 1997, p. 314). "Student achievement, to a large degree, depends on the continuity of instruction" (Hawkins, 2000, p. 5). Continuity of instruction depends not only on the presence of an instructor, but also their qualifications. Teacher qualifications and level of education have a positive relationship with student achievement. The higher ranked the college program attended and the higher a prospective teacher scores on licensure assessments, the

better students tend to do in that teacher's classroom (Wayne & Youngs, 2003). However, the average American public-school student spends the equivalent of one year under the guidance of a substitute teacher (Glatfelter, 2006). Many substitute teachers do not possess higher education degrees and most are not certified teachers.

Present concerns on the quality of substitute on overall student achievement (Miller et al. 2018; Porres, 2016), replacement with uncertified substitutes has shown to have a greater detrimental effect on achievement than certified substitutes (Clotfelter, Ladd, and Vigdor, 2007). Full-time classroom teachers generally confirm that many substitutes are ill-equipped to manage a classroom, lack curricular knowledge, and are less competent with instructional strategies (Glatfelter, 2006). Herman and Rockoff (2012) report that "extremely little production appears to take place when a teacher is absent for a single day, despite the presence of a paid temporary substitute" (p. 750). "Because of high levels of teacher absence and the extensive use and reliance on substitute teachers to deliver instructional programs there is a strong attenuation or a lessening of the impact of school resources that are devoted to instruction" (Bruno, 2002, p. 3). This level of exposure to substandard instruction is particularly critical in the area of literacy. Moore et al. (2016) noted that "reading comprehension is as critical for beginning readers as it is for proficient, skilled readers; therefore, reading comprehension skills need to be taught and reinforced in all stages" (p. 21). When the idea that early reading comprehension is critical to development is coupled with the notion that substitute teachers are often underqualified, it becomes crucial to better understand the impacts of absenteeism on student literacy development, particularly at the early stages. As teacher absences increase, student achievement scores go down. (Finlayson, 2009, p. 3). In their study of Ohio school teacher absenteeism and student achievement, Roby (2013) found that the schools that performed the best on assessments of academic standards also had the highest rates of teacher attendance.

These high performing schools reported that over 91 percent of their students were meeting expected academic standards. The lowest performing schools had the lowest teacher attendance rates with only 20 percent of students meeting academic standards expectations.

## **2.5 Professional Implications of Teacher Absenteeism**

The teacher is central to school work and school activities. It is part of National Teaching Council's standards of teacher professionalism to show commitment and high standards of attitudes (Edwards, 2019; NTC Standard Framework, 2014). According to Edwards (2019), the work of teaching is a complex in nature. Edwards (2019) claimed that there is the need for ethical teachership in Ghana. According to Edwards (2019), teachers have to be examples of high moral reasoning.

Smith, (2001, p. 12) indicate that, increasing teacher morale is an important factor in increasing teacher attendance. There are numerous factors that contribute to high morale in a work environment. Teachers must feel that they are:

- Treated fairly and equally.
- Valued and appreciated for their work.
- Recognized for their work.
- Paid a fair wage for their work.
- Doing work that is important.

The World Bank published a report on teacher absentees in Asia in (2015), which found that, while donors provide textbooks to assist in the construction of a constructive nation, students cannot learn properly if teachers are absent from school on a regular basis. It is also argued in this report that absent high school teachers will have significant problems with quality control,

alienation, morale, stress, and liability in education. A positive professional culture in a school fosters positive relationships between administration and teachers, which reduces teacher absenteeism (Oakes, Jeannie, et al). The researcher looks into the effects of teacher absenteeism on student education, as evidenced by data from Asia and Latin America.

Schools should be places of learning, and students should be able to see their teachers when they arrive for class. Students must be allowed time to study with the subject teacher if they are to succeed, as recommended by Brophy (1988) and Spencer (1988). In the current study, teachers' frequent absences sent a negative message to their students, who believe they do not want to teach them. Teachers who are constantly present for work should try to encourage their peers to come to school as well, as this can lead to strained relationships between teachers who must constantly substitute. It will therefore be the parents' responsibility to make representations to the Ministry of Education on their children's behalf in order to ensure that corrective measures are implemented. It would then be the Ministry of Education's responsibility to determine what is causing these absences. The school administration should make an effort to improve staff morale at the schools if teachers are to feel comfortable at school and want to be there. This appears to be one of the factors preventing some teachers from attending the three schools under investigation.

There is a widespread perception of teaching as a profession (Buijs, 2005). Buijs (2005), asserts that at the K-12 level, teacher associations are in charge of teacher certification and the code of conduct. However, when discussing professional work involving Basic or secondary school teachers, the main focus is on the freedom the teacher has in determining how he or she will teach the class based on the curriculum (Gambell, 1995; Henderson, 1992, cited in Buijs, 2005). Although teachers may wish to see themselves as professionals, they have few parallels with other recognized professions. It is because of these 'freedoms' that, teachers have that it is

difficult to compare them to other traditional professions such as 'medicine, law, and accounting.'

Teachers in Ghana are to aim at professional skills, attitudes and values as well as innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning. The teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community and act as agents of change (NTC Standards Framework, 2014). The framework states that teachers are to be professional and give value to the work of teaching as an example in the society.

Absenteeism from the classroom means teachers are not professionally responsible (Starratt, 1994). In building an ethical school system Starratt (1994) teachers must have a “reasonably solid idea of what they want to do”; teachers should understand their professional job of teaching, have a reasonable amount of moral integrity, be trusted, and show commitment that parents can have confidence. With absenteeism parents lose respect and trust in teachers.

## **2.6 Summary of Relevant Literature Reviewed**

This literature review exercise looked into the idea of education in general as Constitutional rights in Ghana. The need for education is important. Then the review looked at what is defined as teacher absenteeism as defined by researchers such as Bassaw (2017), Obeng-Denteh et al. (2011), and Finlayson (2009). Obeng-Denteh et al. gave some of the causes of absenteeism include: stress of the work, fall in morale, and so forth. Then we looked at the relationship between teacher absenteeism and students' academic performance. From there the professional implications of teacher absenteeism was reviewed to show that it is unethical for teachers to be absent from the classroom, students lose interest in learning, and parents lose confidence (Edwards, 2019; Finlayson, 2009). National Teaching Council framework for teaching

standards calls for teacher professional behaviour and attitudes and values for the teaching profession (NTC Standards Framework, 2014).



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covered the research method that was adopted by the researcher in arriving at the findings. It describes the research design, research approach, the population, sampling and sample procedures, data gathering instruments, data collection measures, data analysis and ethical consideration would also be dealt with in this chapter.

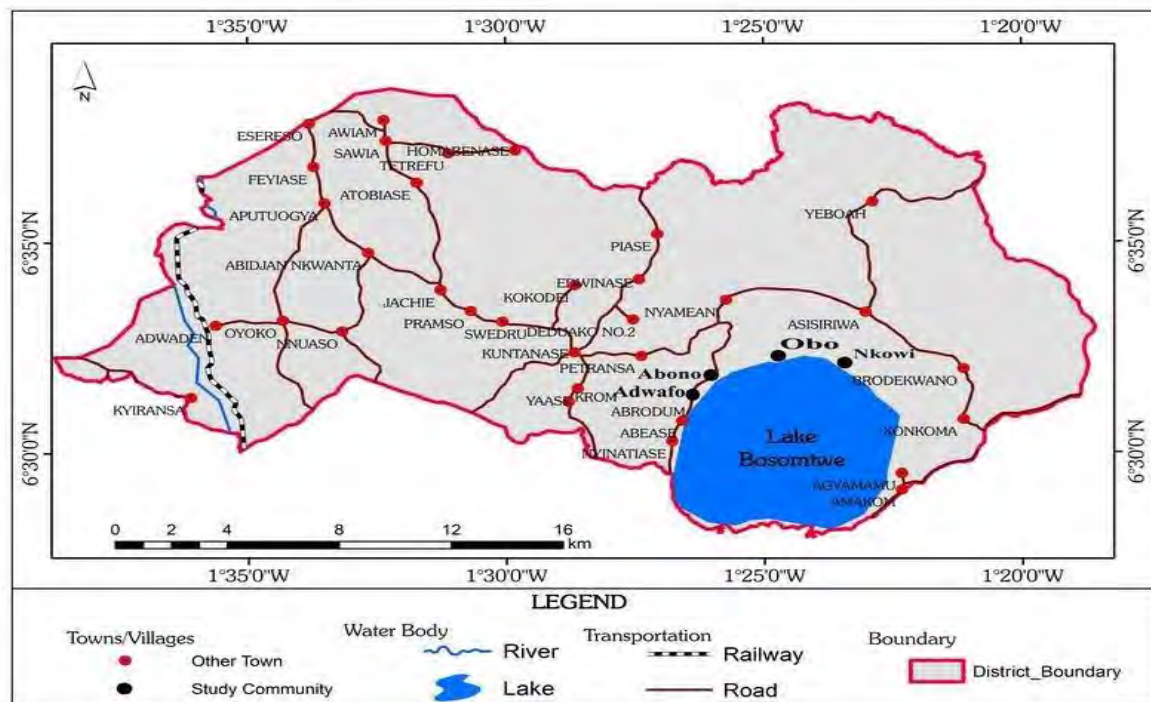
#### **3.1 Research Design**

A research design is described as a plan or a strategy of how a researcher intends to conduct the research in order to address the research questions. It is essentially a plan that enables answers to be obtained from the research questions (McMillan & Schumacher, 2009). A research design is a plan or blue print of how one intends to conduct a research (Kothari, 2006).

The research design that was used in the study was the descriptive survey. The purpose of descriptive survey, according to Merriam (2009), is to collect detailed and factual information that describes an existing phenomenon. Descriptive survey involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject under study. Descriptive survey ensures that the questions to be answered are clear and not misleading, getting questionnaire completed and returned so that meaningful analysis can be made (Fraenkel & Wallen, 2000). Descriptive survey design was considered appropriate to conduct this study because it enabled the researcher to collect and describe large variety of data on teachers' absenteeism.

### 3.2 Location of the Study

The area should be relevant to the research objectives (Kombo & Tromp, 2006). This study was conducted in the Bosomtwe District in the Ashanti Region of Ghana. Bosomtwe district has several villages with schools. The most predominant economic activity is farming. We have some traders and government workers but the socio-economic activity surrounds farming.



*GO GET IT.* Figure 1: Map of Bosomtwe District of Ashanti Region, Ghana

### 3.3 Population

A population can be defined as a group of individuals, objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). The population may be all individuals, or a group of individuals such as all public-school teachers, all basic school teachers or all Senior high school teachers etc. According to Mugenda & Mugenda (2003), in order to provide an accurate and reliable description of characteristics, attitude and behaviour of its members, a sample of the population to be studied is sufficient. On this basis, the major target population of this study comprised of teachers and headteachers in the Bosomtwe District. School teachers

and headteachers were used in this study because they were considered as the key persons effecting teacher absenteeism. Therefore, they had the required information about the phenomenon.

There are 1096 public school teachers in the district, (Bosomtwe, District Assembly, 2021). Teachers were involved in the study, since they would provide the information concerning the extent to which factors affecting them in not coming to school as a duty also affect students' academic performance.

### **3.4 Sample and Sampling Technique**

The potential or accessible participants sampled for this study comprised of 195 teachers and five headteachers, therefore the participants who took part in the study were 200. Purposive sampling technique was used to select five (5) schools for the study of which the head teacher from these selected schools were also involved in the study. According to Fraenkel and Wallen (2006), "researchers who engage in some forms of quantitative research are likely to select a purposive sample" (p. 439). The justification is that the sample teachers have the information needed to complete the study. The researcher identified the five (5) schools using the criterion of academic performance that is low performing schools versus high performing schools. Thus, three high performing schools and two low performing schools were involved in the study.

After the five schools was selected, a simple random sampling technique is used to select 195 teachers out of 230 teachers from the five schools that were involved in the study. All teachers were given a chance to participate in the study. For this reason, to select Yes/No from a bowl. The fish-bowl technique is where YES/NO was written on papers, cut out and put into a bowl or container. The potential participants are asked to pick and whoever picks YES is a participant, those who select NO are not to join. This is also termed probability sampling (Fraenkel & Wallen. 2006). The table below shows the school that was used in the study.

Name of school	No. of headteacher	No. of teachers	No. of teachers sample
New Kokobiriko D/A JHS	1	42	35
Aputuogya D/A JHS	1	56	49
Feyiase D/A JHS	1	46	38
Jachie D/A JHS	1	48	40
Oyoko D/A JHS	1	38	33
<b>Total</b>	<b>5</b>	<b>230</b>	<b>195</b>

### 3.5 Instrument for Collecting Data

Mugenda and Mugenda (2003) define research instruments as instruments with which to collect the necessary information. The data was collected through use of questionnaires. Questionnaires contained both open-ended items and closed-ended questions (4-likert type items). Questionnaire was preferred because it was a quantitative study, again, questionnaire are not time consuming and are easy to administer to a large population. They also simplified the task of categorizing, tabulating and summarizing reactions or responses from the respondents. A questionnaire enables the researcher to collect information that can easily be analysed. They also allow for anonymity of respondents. Questionnaires comprised of two section; section A and Section B. Section A consisted of respondents' demographic information while section B consisted of information on the teacher absenteeism and pupils' academic performance.

### **3.6 Validity and Reliability of Instrument**

#### **3.6.1 Validity of Instrument**

While reliability is necessary, it alone is not sufficient. For a study or a test to be reliable it also needs to be valid. Validity refers to how well a test measures what it is purported to measure. Validity encompasses the entire experimental concept and establishes whether the results obtained meet all the requirements of the scientific research method (Moskal & Leydens, 2000).

The validity of the instrument represents the extent to which the instruments measures, what it purports to measure. It refers to the accuracy of the inferences or interpretations one makes from the data collected. Content validity of the two instruments was determined with the help of the supervisor of the project. Other measures put in place to address issues of instrument validity took the form of exposing the questionnaire to the experts and peers for judgement and review, respectively. Validity of the instrument was also assured through randomization that proved helpful in checking the influence of extraneous variables. Randomization is considered crucial for it is the best technique of ensuring the representativeness of the sample to the target population.

#### **3.6.2 Reliability of Instrument**

Reliability is the degree to which an assessment tool produces stable and constant results. The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results (Moskal & Leydens, 2000).

With regard to the reliabilities of the questionnaire, a pilot test of instruments was carried out 20 teachers from Kkobon D/A JHS at Atwima Kwawoma District which shares similar characteristics with the selected schools. This was done to ascertain reliability of the questionnaire, and also to enable the researcher to make changes if any, to the questionnaire items which may be inappropriate or level of ambiguity of the questions for corrections to be made. To achieve this, the internal consistency of the research instrument (questionnaire) was tested using the Cronbach's Alpha (Ndubisi, 2006). The reliability test yielded a Cronbach Alpha of 0.72 indicating high reliability. The reliability was reported based on results from Cronbach's alpha reliability.

### **3.7 Data Collection Procedure**

Initially, I embarked on several familiarization visits to the five schools to introduce myself formally to authorities. I was given access to the respondents. Firstly, the respondents were assured of their utmost confidentiality and then administered the questionnaires to them. Respondents used 45 minutes in completion the questionnaire. I was available to give the teachers the needed assistance and also made necessary clarifications to them. In the next phase of data gathering, the headteachers in each school were given the questionnaires to respond.

### **3.8 Data Analysis**

Data analysis refers to a variety of activities and processes that a researcher administers to make certain decisions regarding the data collection from the field, in order to get meaning and be able to explain various features from raw materials (Mbwesa, 2009). The data was edited first to identify the errors made by the respondents. Data gathered was analysed quantitatively using descriptive statistics technique and presented in frequency distribution, tables and percentages that displays systematically and meaningful report provided adequate report to the findings.

### **3.9 Ethical Consideration**

A letter of introduction was collected from the researcher's department of study and was presented to all head teachers of schools involved in the study within the district seeking their consent for the study to be undertaken in their respective institutions. Participants who took part had their consent sorted. The purpose of the data collection was made known to the respondents prior to the answering of the questionnaire and it was held at convenience of the respondents upon reaching agreement with them. Respondents were assured of confidentiality and their anonymity was maintained by using pseudo names and identities. Respondents were informed of their right to withdraw from the study at any point of the study without fear of being victimized or intimidated.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter was intended to discuss teachers' absenteeism and pupils' academic performance within Bosomtwe district. 200 participants was presented with a set of questionnaire to ascertain their responses with respect to the topic under investigation, which was based on four research questions. All the 200 questionnaire was retrieved.

The study sought to establish whether respondents' gender caused teachers' absenteeism influencing on pupils' performance. The respondents were thus, requested to indicate their gender and the findings were presented as shown in Table 4.1.

#### 4.1 Demographic Characteristics of Respondents

**Table 4.1 Head teachers and teachers' distribution by gender**

Gender	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency (N)	Percent (%)
Male	2	40	67	34.1
Female	3	60	128	65.9
<b>Total</b>	<b>5</b>	<b>100.0</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Study findings presented in Table 4.1 showed that 3(60%) and 2(40%) of the head teachers in public schools were female and male respectively. While 128(65.9%) and 67(34.1%) of teachers in basic schools in Bosomtwe district were female and male respectively. These findings implied that majority of the public schools were headed by female teacher as well as majority of the teachers at the basic level in the Bosomtwe district were females. This case was



to show that females remained in the teaching profession than their male counterpart therefore handed leadership posts than males causing the existing gender disparity in basic school administration. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women. In view of that, women are well represented in administrative positions in the teaching jobs.

The study further sought to find out the head teachers and teachers age bracket and presented their responses as shown in Table 4.2.

**Table 4.2 Head teachers and teachers' distribution by age**

No. of years	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency (N)	Percent (%)
Below 35	0	0	29	14.8
36-40	1	20	101	51.9
41-50	2	40	47	24.1
Above 50	2	40	18	9.3
<b>Total</b>	<b>5</b>	<b>100.0</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Information contained in Table 4.2 showed that majority of the head teachers 4(80%) in public basic schools were above 40 years old while 1(20%) of the headteachers were between the age 36-40. None of the head teachers where below 30years. With respect to the teachers, 101(51.9%) of teachers in public schools in the study area were between 36 to 40 years. Also, 47(24.1%) of the teachers were between age 41-50 and 18(9.3%) were above the age 50 year. The findings were an indication that more head teachers from the schools were older than majority of the teachers.

The study sought to establish head teachers and teachers' highest professional qualifications and presented the findings in Table 4.3 below.

**Table 4.3 Head teachers and teachers' academic qualification.**

Qualification	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency (N)	Percent (%)
Certificate 'A'	0	0	0	0.0
Diploma	1	20	43	22.2
Under graduate	3	60	112	57.4
Post graduate	1	20	40	20.4
<b>Total</b>	<b>5</b>	<b>100.0</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Information presented in Table 4.3 showed that both the teachers and head teachers in public schools had attained different levels of professional qualification. For instance, 3(60%) of the school head teachers were graduate teachers, as 1(20%) of the headteacher had post graduate holder and 1(20%) of the headteacher had diploma. On other hand, 112(57.4%) of the teachers representing the majority were graduate teachers, followed by 43(22.2%) who were diploma holders and 40(20.4%) of teachers being post graduate. These findings were an indication that the teachers in both categories of schools were professionally prepared to handle issues that were within their profession thus making them liable to handle absenteeism cases in their schools.

The study also sought to find out the duration head teachers had been in leadership of their current stations. The responses were presented in Table 4.4.

**Table 4.4 Head teachers' duration of headship in current station**

No. of Years	Head teachers	
	Frequency (N)	Percent (%)
Less than 1 year	1	20
6 - 10 years	2	40
Over 10 years	2	40
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source: Field Data, 2022**

Information contained in Table 4.4 showed that majority of the head teachers 40(80%) in public schools in Bosomtwe district of Ghana had been in leadership of their current station for over six years. While 1(20%) had less than a year experience. This was an indication that majority of the school heads in both categories for schools had been in their current station for long enough to be able to give credible data on the influence of teachers' absenteeism on pupils' academic performance. The information captured from the head teachers was thus able to capture teachers' absenteeism in schools and its influence on pupils' performance since majority of the head teachers had been within the district for long enough to give accurate trends on the study's objectives.

To establish teachers' length of teaching experience, they were requested to indicate their teaching experience, this information was to show the distribution of teachers' teaching experience across public schools. Their responses were as shown in Table 4.5.

**Table 4.5 Teachers' distribution by teaching experience**

<b>Teaching Experience</b>	<b>Head teachers</b>	
	<b>Frequency (N)</b>	<b>Percent (%)</b>
Below 5 years	11	5.7
6 – 10 years	59	30.3
11 – 15 years	43	22.1
Over 15 years	82	41.9
<b>Total</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Data contained in Table 4.5 showed that majority 82(41.9 %) of the teachers had been in the teaching profession for over 15 years. 59(30.3%) had 6-10 years teaching experience forming the second highest while 43(22.1%) had 11-15 years teaching experience. 11(5.7%) of the teachers has 5 years or below teaching experience. This was an indication that more teachers had had been in the teaching profession. Therefore, the study findings implied that more teachers had acquired more field experience because of the vastness of their duration in the profession.

#### **4.2 Research Question 1: What is the level of absenteeism among teachers in the Bosomtwe School District of Ghana?**

The first study objective was to establish the magnitude of absenteeism among teachers in the Bosomtwe School District. The study sought to find out the extent to which teachers absent themselves from school. Respondents' responses were as presented in Table 4.6 below.

**Table 4.6 Head teachers and teachers' responses on the extent to which teachers absent themselves from school**

Response	Head teachers		Teachers	
	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)
To a large extent	3	60.0	130	66.7
To some extent	1	20.0	40	20.3
To a certain extent	1	20.0	25	13.0
<b>Total</b>	<b>5</b>	<b>100.0</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Data contained in Table 4.6 showed that 3(60%) of head teachers indicated that teacher's absenteeism at their school is to a large extent. 1(20%) and 1(20%) of headteachers affirm that teacher's absenteeism is a high level to some extent and to a certain extent respectively at their schools. Pertaining to the teachers response on the extent to which teachers absent themselves from school and 130(66.7%) of teachers asserted that teachers absenteeism is to a large extent in their school. in the schools indicated that teachers absent themselves from schools to a large extent. 40(20.3%) was to some extent and 25(13.0%) was to a certain extent. This was an indication that public schools are more faced by teachers' absenteeism to a large extent. This findings in line with a report by the World Bank in 2011 on Ghana's educational system has identified the high rate of teacher absenteeism as a major problem in the educational sector. In the report, titled "Education in Ghana: Improving Equity, Efficiency and Accountability of Education Service Delivery", said absenteeism is more common in public basic schools.

Further the respondents were requested to rate how often teachers were absent in their schools.

**Table 4.7 Presents head teachers and teachers responses.**

Response	Head teachers		Teachers	
	Frequency (N)	Percent (%)	Frequency (N)	Percent (%)
Rarely	0	0.0	0	0.0
Often	2	31.2	51	25.9
Very often	3	68.8	144	74.1
<b>Total</b>	<b>5</b>	<b>100.0</b>	<b>195</b>	<b>100.0</b>

**Source: Field Data, 2022**

Information contained in Table 4.7 showed that 3(68.8%) of head teachers and 144(74.1%) of teachers indicated that teachers in their schools were very often absent from schools while 2(25.9%) of teachers and head teachers with 51(31.2) of them said teachers in public schools often absent themselves from school. These findings indicated that most public teachers were often absent form schools from one time to another. The finding thus, implied that more teachers were more likely to register low pupils' performance. Based on the result obtained in the above analysis, about the level of absenteeism among teachers, it is revealed that, the teachers do not go to school if they have personal issues as well as when there are natural and social reasons. These findings are in line with a report by World Bank in (2011) finds out that teachers may come to school but have to leave early to deal with family emergency.

**Table 4.8: Prevalence Reason for Teachers' Absenteeism and headteachers**

Statements/Items	N	(%)				
		SA	A	DA	SDA	
When I have personal emergency, I do go to school.	200	13%	29%	35%	23%	
Natural and social reasons when they occur, I do go to school.	200	16%	20%	33%	31%	
Students indecent behavior do allow me to go to school.	200	15%	21%	44%	20%	
School administration related factors do allow me to go to school.	200	41%	16%	33%	10%	
The subject I teach influenced me to go to school.	200	18%	28%	33%	21%	

**Source: Field Data, 2022**

From table 4.8 above, 200 participants provide their assertions with regards to five items concerning the teachers' absenteeism in a classroom. It is observed that, thirteen percent (13%) of the participants strongly agree that, their personal emergency affect their attendance in schools while twenty-nine percent (29%) of the participants agree to that, thirty-nine percent (39%) of them also disagree to that. Forty-seven percent (47%) of the participants strongly disagree that, their personal emergency affect their school attendance.

With regards to the item, which affirms that, natural and social reasons do affect attendance to school, received support from seven percent (7%) of the participants, strongly agree to that, whereas twelve percent (12%) of the respondents also agree to it. Indeed, fifteen percent (15%)

and sixty-six percent (66%) of the respondents respectively disagree and strongly disagree to that statement. With regards to the statement which asserts that, students indecent behavior make teachers to attend school received support from twenty-eight percent (28%) and thirty-two percent (32%) of respondents, which respectively strongly agree and agree to that, while thirty-four percent (34%) and six percent (6%) declined to that assertion. With regards to administration related factors that contribute to school attendance received a support from forty-one percent (41%) and sixteen percent (16%) of the respondents, which respectively strongly agree and agree that, administration factors also influence their attendance to school while thirty-three percent (33%) and ten percent (10%) of the participants respectively disagree and strongly disagree to that statement. The motivation of the subject the participants teach also influence eighteen percent (18%) and twenty-eight percent (28%) some participants' attendance to school, which respectively strongly agree and agree to that, while thirty-three percent (33%) and twenty-one percent (21%) of the participants denied that statement. It also revealed that, the indecent behavior on the part of the pupils does not compel the teacher' to attend. It posits, that, administration related problems do make teachers to attend school. However, the subject in which the teachers taught does not influence their attendance to school. The findings concur with Banerjee, et al (2004) who states that the health status of the teachers and that of his/her family members is almost invariable. The need by a physically indisposed teacher to attend hospital taken to be the justification for staying away from schools from time to time. Pregnancy and childcare reasons are mainly associated with teacher's absenteeism.



### 4.3: Research Question 2: What are the causes of Teacher absenteeism in the Bosomtwe School District?

**Table 4.9. Causes of Teacher Absenteeism**

Statements	N	(%)					T
		SA	A	DA	SDA		
Educational Level do influence my attendance to school.	200	6%	8%	39%	47%	100%	
My qualification as a non-professional makes me absent from school.	200	7%	12%	15%	66%	100% teachers	
My remuneration influences my attendance to school.	200	28%	32%	34%	6%	100%	
The other jobs I do make me absent myself from school.	200	33%	40%	8%	19%	100% myself	
My furthering studies make me absent myself from school.	200	9%	16%	28%	47%	100%	

**Source: Field Data, 2022**

Table 4.9 above presents the causes of teachers absenteeism's with respect to the participants view about some of the possible causes. (6%) and (8%) of the participants respectively strongly agree and agree that their level of education is one of the reasons or cause their absence in school while another group of participants representing (39%) and (47%) denied the fact, that, their educational level as a cause of their absences to school. Meanwhile, (7%) and (12%) of the participants also assert that, their status as non-professional teachers is the cause of their absenteeism in schools whereas (15%) and (66%) of the participants do not support that claim. (28%) and (32%) of the respondents believes that, the level of the remuneration undermines

the school attendance while (34%) and (6%) of the respondents does not problems with their remuneration with regards to their attendance to school. (33%) and (40%) of the respondents claim that, the other jobs that they do, aside teaching, makes them to absent themselves from school while (8%) and (9%) of them do not agree to that. Some of the respondents feel that, their up grading makes them to absent themselves from school, this constitute (9%) and (16%) of the participants who respectively strongly agree and agree to that statement whereas (28%) and (47%) declined that assertion. On the causes of teacher's absenteeism in school, it revealed that, the level of remuneration of teachers and other jobs in which they engaged in undermine their school attendance.

#### 4.4: Research Question 2: Research Question 3: How does teacher absenteeism affect, pupil's academic performance?

**Table 4.10: Effects of Teacher Absenteeism on Academic Performance of Pupils**

Statements/Items	N	SA	A	DA	SDA	T
My absence in school will enable me complete my topics.	200	0	1%	17%	82%	100%
Inadequate coverage of syllabus will results in the performance of the pupils.	200	55%	22%	14%	9%	100%
My absence in the school can make pupils to study more on their own.	200	29%	34%	19%	82%	100%
Pupils academic performance will decrease to my absenteeism.	200	54%	28%	10%	8%	100% due
Pupils cannot learn without my guidance.	200	61%	27%	5%	7%	100%

**Source: Field Data, 2022**

From the table 4.10 above, results of the participants were presented with regards to the effects of teacher's absenteeism on pupils' academic performance. In that light, (1%) of the respondents believed that his absence would make him to complete the topics that he/she will

teach while (17%) and (82%) respectively strongly disagree and disagree to that statement. (55%) and (22%) of the respondents believed that their ability to complete the topics will improve pupils academic performance while (14%) and (9%) do not agree to that. However, (29%) and (34%) think that, their absence in school can makes pupils to study on their own whereas (19%) and (82%) disagree that, their absence in school can make pupils to study on their own. (54%) and (28%) believe that, pupils academic performance will decrease due to their absenteeism in schools while (8%) and (10%) of the respondent declined that assertion. (61%) and (27%) of the respondent claim that, pupils cannot study without their guidance while (5%) and (7%) declined that assertion. This implies that teacher's absenteeism one way or the other negatively affect the performance of the pupils. It further indicates that, teachers' inability to cover the topics they treat, their absenteeism as well as the inability on the part of pupils to study without the teachers' guidance do affect pupils' academic performance. The findings are in line with Bayard (2003) who states that a high rate of absence may signal a teacher's lack time to cover course content or effort needed to be delivered to learners when she or he is in school. If these were the dominant patterns, then the observed negative relationships between teachers' absenteeism and student's achievement would be upwardly biased estimate of the casual impact of teacher absence on student achievement. It further indicates that, teachers' inability to cover the topics they treat, their absenteeism as well as the inability on the part of pupils to study without the teachers' guidance do affect pupils' academic performance. The findings are in line with Bayard (2003) who states that a high rate of absence may signal a teacher's lack time to cover course content or effort needed to be delivered to learners when she or he is in school. If these were the dominant patterns, then the observed negative relationships between teachers' absenteeism and student's achievement would be upwardly biased estimate of the casual impact of teacher absence on student achievement.

**4.5: Research Question 4: Which of the gender, male or female, tends to be more absent from the classroom in the Bosomtwe School District?**

**Table 4.11: The gender that tends to be more absent from the classroom**

Statements/Items	N	SA	A	DA	SDA	T
Male teachers tends to absent themselves more to female teachers in classroom.	200	15%	16%	44%	25%	100%
Both gender do absent themselves from classroom.	200	91%	7%	2%	0	100%
There was an equal chance in which both gender do absent themselves from the classroom	200	66%	24%	6%	4%	100%
Female teachers hardly absent themselves in the classroom.	200	23%	34%	38%	5%	100%
None them absent usually absent themselves in the classroom.	200	0	0	19%	81%	100%

**Source: Field Data, 2022**

From the table 4 above, participants were asked to give their views about which gender tend to absent from school most. The statement which posits that, male teachers do absent themselves from school to female teachers received support from (15%) and (16%) of the participants while (44%) and (25%) denied that assertion. However, (91%) and (7%) of the respondents believed that both gender do absent themselves from school whereas (2%) does not support it. (66%) and (24%) argue that, that both gender do have equal chance when it comes to school absenteeism while (6%) and (4%) of the participants see that to be inappropriate. Also, (23%)

and (34%) of the respondents respectively strongly agree and agree to a statement that, female teachers hardly absent themselves from school whereas (38%) and (5%) of the respondents declined that assertion. Finally, the statement that indicated that, none of the gender do absent itself from the school does not a get support from the respondent while (19%) and (81%) disagree that, none of the gender of do absent itself from school.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter is aimed to explore the summary, conclusion and recommendation about the findings that was observed in the above.

#### 5.1 Summary

Teacher absenteeism has been and continues to be a major source of concern for school districts. There is little doubt that excessive absenteeism has an impact on educational quality. Although various studies on teacher absenteeism provide some guidance, the collective research has been comprehensive in attempting to link absenteeism with gender, race, experience, marital status, household income, and age. Moreover, there is some evidence that low teacher attendance is endemic in schools marked by disagreement over educational goals, low morale, poor supervision quality, and a lack of interpersonal relationships among teachers. Furthermore, the low status of the teaching profession and the introduction of collective bargaining have been identified as contributors to high absenteeism.

The study was intended to discuss teachers' absenteeism and pupils' academic performance within Bosomtwe District. Four research questions were asked in order to get data for the study: How often do teachers absent themselves in Bosomtwe School District? What are the causes of Teacher absenteeism in the Bosomtwe School District? How does teacher absenteeism affect, whether positive or negative, children's academic performance in the Bosomtwe School District? Which of the gender, male or female, tends to be more absent from the classroom in the Bosomtwe School District? A set of questionnaires was administered to 200 participants to ascertain their responses consistent with the research questions about this study.

## **5.2 Findings of the study**

It revealed that, teachers' personal reasons, natural and social reasons, students' indecent behavior as well as the subjects in the teachers teach can invariably make the teacher to attend school. It also revealed that school administration related problems were one of the key reasons why teachers do go school. However, the level of remuneration and other jobs in which teachers engaged in are the key causes of their attendance in school. Also, on the effects of teachers' absenteeism on pupils academic performances was seen to emanate as a result of the teacher's absenteeism, inability of the teachers to teach all the topics they were supposed to teach and the inability on the part of pupils to study without the guidance of the teacher. It revealed finally, that both gender male and female teachers do absent themselves in schools.

## **5.3 Conclusion**

It has been observed that, teachers' absenteeism in Bosomtwe Educational District has a great effect on pupils to excel academically. However, some the reasons why those teachers absent themselves from school can be explained as family responsibilities influenced teachers' absenteeism with teachers being more away from school to attend to family issues.

It showed that both males and females do have an equal chance of absenting themselves from schools.

## **5.4 Recommendations**

Based on the results given in the above about the teachers' absenteeism and pupils' poor academic performance in Bosomtwe Educational District, below recommendation could be adopted to address the situation as well as to improve academic performance of the pupils in the district.

1. The remuneration of teachers should be increased. Because an increment in teacher's remuneration, would help teachers meet their demands. This will limit the number of incidents of teachers absenting themselves from school to work in other enterprises.
2. Allowing teachers to preserve clean attendance records and enforcing rigorous disciplinary actions to discourage absenteeism should be supported by school administration. The issues that schools, particularly rural schools, face due to teacher absence should be addressed by school inspectors and other stakeholders. This might help to reduce teacher absence in the classroom, hence improving student performance.
3. It is suggested that teachers who have worked in the same school for more than 20 years be transferred. Such teachers are well-versed in the school and can take advantage of the fact that they will not be penalized if they are absent. These are usually older teachers who are not afraid of being reprimanded by younger head teachers.
4. Pupils should be provided with relevant materials that can help them to study, even without the guidance of the teacher.
5. Institutions running distance programmes for teachers up grade and further studies should plan their academic calendar so as teachers will be on vacation during their time of studies.

### **5.5 Suggestion for further study**

According to the limitations of the study, the researcher suggests that a similar study should be conducted to investigate teacher's absenteeism and student academic performance in other districts in the Ashanti Region.



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## APPENDIX A

### Section A: Demographic Characteristics of Respondent

This is designed to examine teachers' absenteeism and pupils' academic performance at Bosomtwe District of Ghana. The study is very confidential. Your identity will not under any circumstances be disclosed since you are not required to write your name.

Please complete this section by Ticking ( $\sqrt{\quad}$ ) the Applicable box.

1. What is your age?

A. 20 – 30 ( )    B. 31 – 40 ( )    C. 41 – 50 ( )    D. 51 – 60 ( )

2. What is your gender?

A. Male ( )    B. Female ( )

3. What is your educational degree level?

A. Bachelor's Degree ( )    B. Master's Degree ( )    C. Training College Degree ( )

D. Doctorate Degree ( )

4. What is your experience level?

A. 1 – 5 ( )    B. 6 – 10 ( )    C. 11 – 15 ( )    D. 16 – 20 ( )    E. 20 – 25 ( )    F. Above 25 ( )

### Section D

Instruction: Below are some statements. For each statement, kindly, indicate whether you strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SDA) with the statement by ticking [  ] against the statement in the column provided

Prevalence Reason for Teachers' Absenteeism.



Statement	SA	A	DA	SDA
5	When I have personal reason, I do go to school.			
6	I actively participate in both curricular and extra-curricular activities			
7	Students' indecent behavior do allow me to go to school.			
8	School administration related factors do allow me to go to school			
9	The subject I teach influenced me to go to school.			

**Section C: Causes of Teacher Absenteeism**

Statement		SA	A	DA	SDA
10	Educational Level do influence my attendance to school.				
11	My qualification as a non-professional teacher makes me absent from school.				
12	My remuneration influences my attendance to school.				
13	The other jobs I do make me absent myself from school.				
14	My up grading makes me absent myself from school.				

15 In your view how do you think you furthering your education on distance learning contribute to your absenteeism? (if any)

.....

.....

.....

16 How does absenteeism affect your

students?.....

.....

Section D: Effects of Teacher Absenteeism on Academic Performance of Pupils

<b>Statement</b>		<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SDA</b>
17	My absence in school will enable me complete my topics.				
18	My ability to complete my topics will results in the performance of the pupils.				
19	My absence in the school can make pupils to study more on their own.				
20	Pupils academic performance will decrease to my absenteeism.				
21	Pupils cannot learn without my guidance.				

**Section D:** Which of the gender, tends to be more absent from the classroom.

Statement		SA	A	DA	SDA
22	Male teachers tends to absent themselves more to female teachers in classroom.				
23	Both gender do absent themselves from classroom.				
24	There was an equal chance in which both gender do absent themselves from the classroom.				
25	Female teachers hardly absent themselves in the classroom.				
26	None them absent usually absent themselves in the classroom.				