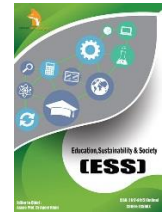


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REVIEW ARTICLE

EVALUATING QUALITY TEACHING AND LEARNING, PERCEIVED TEACHERS' ABSENTEEISM IN SENIOR HIGH SCHOOLS

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ABSTRACT

Perceived teacher absenteeism, effective teaching and learning, and academic achievement in senior high schools is the topic under investigation. A questionnaire was employed to gather data because of the nature and goal of this investigation. The study's sample consisted of teachers and students from the few senior high schools. The population of students in the schools is about 5000 of which 700 students sample was selected for the study. Out of teachers' population of about 900 teachers, 300 teachers were selected for the study. The study revealed teacher absenteeism in selected senior high schools is as a result of several factors. According to the findings, illness and financial problems due to poor remuneration are among the major reasons for teacher absenteeism in selected senior high schools. Poor of supervision was also mentioned among the causes of teacher absenteeism in selected senior high schools. When head teachers are always busy attending meetings, workshops and other programs thereby not getting time to stay in the school to monitor teachers' attendance and execution of duties, teachers take advantage of the situation and adopt a *laissez faire* attitude towards work because there is no control towards them. Also, the study revealed how teacher absenteeism affects quality teaching and learning. According to the findings, rampant absences of a teacher from his academic duties result in the inability to complete topics that ought to be completed and will also rush to catch up on lost time. The findings also revealed that teacher absences result in combining classes as another means to catch up on lost time. Students lack of interest to attend class was also indicated as one of the most harmful effects of teacher absenteeism. Cited among the effects of teacher absenteeism include; poor continuous assessment of students and poor performance of students in external examinations. Given its detrimental effects on both teaching and learning, teacher absenteeism has grown into a canker that needs to be eradicated from our educational system.

KEYWORDS

Teacher, Absenteeism, Quality, Teaching, and Learning

1. INTRODUCTION

Absenteeism is considered to be one of the most complex employee problems associated with a range of variable as well as an array of classifications. Employee absenteeism remains a thorny issue within organizations worldwide (Westhuizen, 2006). In many enterprises and nations, there is discussion over the rates of employee absences and how they affect productivity. High employee absenteeism rates may indicate ineffective management and strained labor-management relations, which is one explanation. Another justification is the potential for increased productivity by lowering employee absence rates. Absenteeism has historically been seen as a sign of poor performance on an individual level as well as a violation of an implied agreement between employers and employees (Bashiru, 2013).

Research on the extent and effects of employee absences, particularly those of teachers, is both doable and interesting in the field of education. The feasibility stems from the ability to use student test scores, net of prior achievement, as measures of teacher productivity. The interest comes from several sources. First, most school systems contain many schools (work sites), and the quality of leadership and informal norms about attendance

are likely to vary among schools (Miller et al., 2008). The National Inspectorate Board (NIB) of the Ghana Education Service (GES) has identified that teacher absenteeism remains a threat to educational system of the nation. One of the major inefficiencies in the education sector is the high percentage of teacher absenteeism, according to a World Bank analysis from 2008 on Ghana's education system.

In a study done by the average teacher absence rate was 27%. It was shown that absenteeism was more prevalent in rural schools and appeared to be associated with higher incidences of low pay, low teacher certification, and instructors pursuing further education (Centre for Democratic Development, 2008). The study found that whereas teachers in Ghana skip 43 days per year, those in Tunisia and Morocco miss 11.6 and 13.4 days, respectively. According to the survey, the key underlying causes of the high absence rate include a lack of supervision, insufficient pay, low teacher morale, illness and medical treatment, collecting money from a distant bank, and frequent attendance at funerals. Consequently, the goal of this study was to evaluate academic achievement in senior high schools and perceptions of teacher absenteeism, as well as the quality of instruction and learning.

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In order to address the issue of teachers who often miss work, this research will help increase our understanding of the reasons behind teacher absenteeism and how it affects students' academic achievement. Also, it will help management of senior high schools to develop strategies to reduce or eradicate absenteeism among teachers. The results of this study can assist the government and its agencies, including the Ghana Education Service (GES), the Ministry of Education (MOE), the West Africa Examination Council (WAEC), and others, in formulating new policies and improving existing ones to address teacher absenteeism in Ghanaian high schools. Lastly, the results of this study will be used as a source of reference in academia and for additional research.

2. LITERATURE REVIEW

2.1 Teacher Absenteeism

Any failure on the part of an employee to arrive at or stay at work on time, regardless of the cause, is known as absenteeism (Ivatts, 2010). Abeles, describes a period of time during which employees are away from their jobs as absenteeism (Abeles, 2009). For teachers, it's attending class but not actually teaching or acting in a way that makes it difficult to instruct the students (Castrol, 2007). Absence from work is viewed as a symptom of a root issue rather than as a standalone issue (Brayfield and Muchnisky, 2006). According to Bashiru, it can be a sign that the employee is disheartened or unhappy with their job (Bashiru, 2013). The majority of employers do not distinguish between absences that were required and those that were not when calculating the impact of absenteeism on the performance of the business. According to studies, teacher absenteeism is a global issue that affects underdeveloped nations more than industrialized ones. The teacher absenteeism rate is above 40% in poor nations, while it is just 10% in developed nations (Hubbell, 2008). According to Glewwe and Kremer, teacher absence rates in Kenya vary by region and range from 20% to 28.4% of the time (Glewwe and Kremer, 2006). Additionally, he claimed that 12.4% of teachers were present at work but not in the classroom.

Ivatts notes that there is a dearth of research on teacher absenteeism and that there are few plausible explanations for the causes (Ivatts, 2010). Ghana, a country in the third world, is not exempt from the threat of teacher absenteeism. In Ghana, there have been documented examples of teacher absenteeism for hundreds of years. The issue has often been raised in numerous World Bank reports. For instance, in 2008, the national average for teacher absenteeism was 27%, according to both the World Bank and Ghana's Centre for Democratic Development. The shocking finding from the World Bank Policy Research Working Paper 4376 entitled "Absenteeism and Beyond: Instruction Time Loss and Consequences" was highlighted by Abadzi in the table that followed (Abadzi, 2009). In this study, Helena contrasts the situations in the specified countries by comparing Ghana to Tunisia, Brazil, and Morocco. It would be noted that students in Ghana are engaged in learning only 38.7% of the permitted time. Translated into a number of days effectively available for learning, only 76.3 days were spent on learning out of a total of 197 officially stipulated available days. Thus, the educational effectiveness of a Ghanaian student was 30.5%. Teacher absences and tardiness are the two key variables that affect these numbers. Such is the foundation of Ghana's Educational System.

2.2 Causes of Teacher Absenteeism

According to a study done on Nicaraguan schools in Zambia, a lack of local control over schools may occasionally be a factor in teacher absenteeism (King and Ozler, 2001). Ivatt (2010) claims that although the evidence is thin, inadequate motivation, a lack of accountability, personal illness, family issues, training programs, and work unhappiness are some of the reasons why there is a high prevalence of teacher absenteeism in many African countries. But well-paid teachers might be less prone to take on a second job and might feel more valued and rewarded (Benveniste et al., 2007). According to research by Glewwe and Kremer, teacher absences were mostly due to permitted reasons in Zambia and Kenya but were frequently caused by unlawful absences in many other African nations (Glewwe and Kremer, 2006). A third of primary school instructors in Ghana and Zambia were found to be missing due to low motivation, and many of these teachers wished to advance to secondary school teaching positions where motivation is stronger. A key factor of teacher absence, according to the World Bank, is sickness (World Bank, 2002). According to reports, teacher absenteeism rates in Tanzania were greater among contract instructors than permanent teachers, and they were lower in private schools than in public schools (Crocetti et al., 2014).

The World Bank's study on teacher absenteeism makes reference to the fact that a sizable percentage of teachers in several nations were on full-

time study leaves but were nevertheless paid and counted as if they were in the classroom (World Bank's, 2004). Programs to upgrade teacher qualifications may require students to regularly miss class to attend after-hours classes and promote sandwich and remote learning. According to the research, a lack of teacher and school accountability to parents and the community directly leads to poor teacher attendance. People who are not satisfied with their jobs are absent more frequently (Nelson and Quick, 2008). They continued by stating that employee discontent with the task itself is the kind of dissatisfaction that frequently causes workers to miss work. Other times, they are dissatisfied with their pay or lack of drive.

The cause of the phenomenon was initially attributed in a USAID paper written by Christine Harris-Van Keuren under the topic of "Teacher Absenteeism and Teacher Accountability" in 2009 to teachers' lack of professionalism, fragile and conflict-ridden regions, poor working conditions, and an outrageous factor: collusion between some individuals to maintain some ghost names and inflate the number of teachers when such teachers are actually not on the ground working. According to the research, "in nations with teacher incentive systems, local administrations manipulate attendance numbers in order for teachers to receive bonuses. Additionally, "ghost teachers" are legally maintained on the school's payroll in nations with enticing pension plans, but their salaries are instead split among the teachers who cover the teaching load. In the best case scenario, the "ghost teacher" can return to teaching later in life thanks to this technique, which enables them to maintain the uninterrupted years of public service (which is a pre-requisite for eligibility for the Pension Plan).

2.3 Teacher Absenteeism on Quality Teaching and Learning

According to Malungo, the quality and effectiveness of an education system depends on the quality of its teachers in terms of competence, commitment and resourcefulness (Malungo, 2010). Bruno emphasizes that when the normal instructor is frequently absent and the education is given by a variety of substitute teachers, children in a classroom gradually lose the motivation to study (Bruno, 2002). According to Mr. Patrick Burton, Director of the Centre for Justices and Crime Prevention in South Africa, "Teacher Absenteeism was a stimulant for violence among children in the classroom," as quoted in (Khulekani and Phetan, 2013). The Northern Network for Education Development in Ghana published a report in April 2013 detailing the effects of teacher absenteeism, which included merging classes, which created chaotic classroom environments and high student-teacher ratios, the inability to finish curricula, spending less time on learning tasks, and teachers rushing to make up for lost time. This prevented students from asking the questions they needed to fully understand the concepts and materials they were learning.

2.4 Teacher Absenteeism on Academic Performance

We know from experience and from study that when a teacher is not present in the classroom, student learning is hindered. The performance of the students may be adversely affected when that teacher is absent frequently. The number of days a teacher spends away from the classroom tends to have an impact on how well kids perform on standardized tests. The idea that greater teacher absences cause students to do worse is supported by actual data, according to a study of literature. In a major urban school system, Raegan Miller and colleagues examined the effect of teacher absences on fourth-grade test scores and discovered that 10 absences within a year result in a significant loss in math proficiency, lowering student performance by 3.3 percent of a standard deviation (Miller et al., 2007).

They also discovered that for every ten days a teacher is absent, student performance drops by one to two percent. In their 2007 study, Woods and Montagno looked at how student reading performance on the standardized Iowa Test of Basic Skills was affected by teacher absences (ITBS). They discovered "much higher improvements in grade equivalence" for children whose teachers missed fewer days of class. They studied third-grade students and discovered that the teachers who missed the most school had pupils with poorer test scores, drawing the conclusion that teacher absences do have a major detrimental effect on pupil achievement. Another study discovered a link between excessive teacher absenteeism and low student performance, finding that the more days a teacher missed from work, the worse the level of student achievement was (Uehara, 2009).

Higher teacher absence substantially corresponds with worse student results on the mathematics test, according to research done in Indonesia to examine how well kids perform in developing nations (Suryadarma et al., 2006). According to pupils whose teacher missed ten days of class experienced a decline of 1.7% in arithmetic and a 9 percent decline in

reading (Clotfelter et al., 2007). Higher teacher absence substantially corresponds with worse student results on the mathematics test, according to research done in Indonesia to examine how well kids perform in developing nations (Suryadarma et al., 2006). Varlas claims that one way teacher absences can affect students' achievement is by reducing the intensity of the lesson plan when a regularly allocated teacher is not present (Varlas, 2001).

3. METHODOLOGY

3.1 Research Design

Research design, according to Orodho is the structuring of conditions for data collection and methodology (Orodho, 2008). According to Mouton, a descriptive survey is a type of inquiry that just and accurately observes current phenomena before precisely describing what is observed (Mouton, 2001). The best method for data collection for the purpose of describing a population large enough to be observed directly is probably a descriptive survey. According to Bassey, such surveys are also great tools for measuring the attitudes and orientations that are prevalent among a broad population (Bassey, 1995). In order to evaluate perceived teacher absenteeism, effective teaching and learning, and academic performance in Senior High Schools, this research used a descriptive survey design.

3.2 Sampling

Non-probability sampling was used in the investigation. In order to participate in the study, a convenient sample of 700 pupils and 300 teachers was chosen. This sampling technique was necessitated by the unwillingness of most of the potential respondents to respond to the questionnaire. Most teacher feared to respond because they taught their responses may be used to victimize them although effort was made to convince them about the purpose of the study and ethical considerations.

3.3 Data Collection Instruments

Through the use of questionnaires, the researcher gathered information about teacher absence. A questionnaire, according to offers a significant advantage in administration because it gives a lot of people a consistent stimulus potential at once and makes it simple for the researcher to gather data (Gorrell et al., 2011). In addition to ensuring anonymity, questionnaires also gauge attitude and elicit other data from participants. The researcher employed two types of questionnaires, which were designed to solicit information from teachers and students. Four sections of the surveys collected information on the respondents' profiles, the reasons for teacher absences, their impacts, and the gender of the instructors who are most frequently away from work. Ticking strongly disagree, disagree, neutral, agree, or strongly agree indicated agreement or disagreement on the closed-ended questions. The use of questionnaires was chosen because they are simple to assess, provide accurate and pertinent information to a study issue, reduce the possibility of biases, and offer quantitative results.

3.4 Validity and Reliability of Instrument

The degree to which an instrument is accurate and appropriate for the study is referred to as its validity. The goal of the validity was to determine how accurate the measure was for that particular use. The questions on the survey were written in plain and straightforward language. According to reliability is the measure of how consistently a research instrument produces outcomes or data after numerous trials (Hallinger et al., 2013). Pre-testing the research tool and using the Cronbach alpha reliability coefficient helped to demonstrate the tool's dependability. The scale for the study is credible, according to the alpha co-efficient of 0.83 that was achieved after selecting 100 participants.

3.5 Data Collection Procedures

The Researcher's intention to collect data from the class was communicated to the representative of the class (class captains) a day before. The questionnaire was used to collect data from the students' classroom. I respectfully explained the questionnaire to them, and the reason behind the data collection and a room was allowed to ask any question that seemed to border anyone. The researcher further approached the assistant headmaster for academics to seek permission to administer the research questionnaire to teachers. Explanation regarding the purpose of the research was communicated to the assistant headmaster and permission was granted. I respectfully explained the questionnaire to the teacher respondents, and the reason behind the data collection and a room was allowed to ask any question that seems to border them.

3.6 Data Analysis

According to the major goal of research data analysis is to comprehend the case by identifying links, examining problems, and categorizing the data (Stake, 2003). Stake supported a limited approach to data analysis in which themes and patterns were created from the data obtained based on the research questions supporting the study; as a result, a limited analysis was employed to examine the data acquired. Utilizing the Statistical Package for Social Scientist Version 16 for data entry and analysis. The information was then summarized, judgments were reached, and suggestions for future research and policy were made.

3.7 Data Analysis and Results

3.7.1 Respondents (Students') Profile

This was to find out the gender and age group in relations to background analysis of data which reveals data that are not related to the research questions but are essential for analyzing and understanding the results of the study and the responses are discussed. In terms of gender, out of the 700 respondents, 310 were males representing 44.3% and 390 were females representing 55.7% of the respondents. Again, in terms of age, 120 respondents were below 15 years representing 17.1%, 550 respondents were between 16 and 19 years representing 78.6% and 30 respondents were between 20 and 24 years representing 4.3% of the respondents.

3.7.2 Respondents' Years of Been in School

For years spent in the school by the respondents, 40 representing 5.7% had spent less than 1 year in the school, 190 representing 27.1% had spent 1 year, 440 representing 62.9% had spent 2 years and 30 representing 4.3% of the respondents had spent 3 years and above in the school.

3.7.3 Respondents' Accommodation Type

In terms of accommodation type, 310 representing 44.3% were day students whereas 390 representing 55.7% of the respondents were boarders.

3.8 Results on the Causes of Teacher Absenteeism

Various statements on the reasons why teachers absent themselves from class were presented to respondents (students) to indicate the extent to which they agree or disagree to the various causes of teacher absenteeism by ticking Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The results depicted the causes of teacher absenteeism and it is being embedded with seven questions of which respondents are supposed to disagree or agree to the statement. However, on the question on illness causes teacher absenteeism, 30% of the respondents went in favor of strongly disagree, 17.1% were neutral and 52.9% strongly agreed. On the question of poor supervision as a cause of teacher absenteeism, 32.8% of the respondents went in favor of strongly disagree; whereas 25.7% were neutral and 41.5 went in favor of strongly agree.

On funeral attendance as cause of teacher absenteeism, 45.7% of the respondents strongly disagreed, 27.1% were neutral and 27.1% strongly agreed. On the collection of salaries from the bank, 62.9% strongly disagreed, 12.9% were neutral and 24.3% strongly agreed. As teachers busy on other economic activities as cause to absenteeism, 52.8% of the respondents strongly disagreed, whilst 15.7% were neutral and 31.4% strongly agreed. On the question of enrolling in sandwich course been a cause as far teacher absenteeism is concerned, 47.2% of the respondents strongly disagreed, 34.3% were neutral and 18.6% strongly agreed. On the issue of financial problems as a result of poor remuneration, 41.4% strongly disagreed, 21.4% were neutral and 37.1% of the respondents strongly agreed.

3.9 Results on the Effect of Teacher Absenteeism

Respondents (students) were asked by the researcher to indicate the extent to which they agree or disagree to the way teacher absenteeism affects quality teaching and learning as well as students' performance by ticking Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The result explains the effects of teacher absenteeism on quality teaching and learning as well as students' performance. However, on the question of topics to be treated cannot be completed, 28.5% of the respondents went in favour of strongly disagree, 2.9% were neutral and 68.6% strongly agreed. On the question of rushing to catch up on lost times, 24.3% of the respondents went in favour of strongly disagree; whereas 18.6% were neutral and 57.1% went in favour of strongly agree. On combining classes, 27.1% of the respondents strongly disagreed, 14.3% were neutral and 58.5% strongly agreed. On the question on students lack interest in

attending class, 32.9% strongly disagreed, 15.7% were neutral and 51.4% strongly agreed. On poor continuous assessment, 30% of the respondents strongly disagreed, whilst 18.6% were neutral and 51.4% strongly agreed. On the question of poor students' performance in external examination, 28.5% of the respondents strongly disagreed, 11.4% were neutral and 60% strongly agreed.

3.10 Respondents (Teachers) Profile

This was to find out the gender and age group in relations to background analysis of data which reveals data that are not related to the research questions but are essential for analyzing and understanding the results of the study and the responses are discussed. In terms of gender, out of the 300 respondents, 190 were males representing 63.3% and 110 were females representing 36.7% of the respondents. In terms of age, 40 of the respondents were below 25 years representing 13.3%, 90 of the respondents were between 25 and 35 years representing 30%, 140 of the respondents were between 36 and 45 years representing 46.7% and 30 of them were between 46 and 55 years representing 10% of the respondents.

3.11 Respondents Marital Status

The results revealed respondents' marital status. Out of the 300 respondents, 180 representing 60% is married and 120 representing 40% is single.

3.12 Respondents' (teacher) Years of Been in School

This talks about years spent in the school by the respondents. 90 representing 30% had spent below 6 years in the school, 60 representing 20% had spent between 6 and 10 years, 100 of them representing 33.3% had spent 10 to 15 years and 50 of them representing 16.7% of the respondents had spent 16 years and above in the school.

3.13 Results on the Causes of Teacher Absenteeism

The results shows the causes of teacher absenteeism and it is embedded with seven questions of which respondents (teacher) are supposed to disagree or agree to the statement. However, on the question on illness causes teacher absenteeism, 20% of the respondents went in favour of strongly disagree, 10% were neutral and 70% strongly agreed. On the question of poor supervision as a cause of teacher absenteeism, 23.3% of the respondents went in favour of strongly disagree; whereas 10% were neutral and 66.6 went in favour of strongly agree. On funeral attendance as cause of teacher absenteeism, 56.6% of the respondents strongly disagreed, 10% were neutral and 33.4% strongly agreed.

On the collection of salaries from the bank, 70% strongly disagreed, 10% were neutral and 20% strongly agreed. On teachers busy on other economic activities as cause to absenteeism, 46.7% of the respondents strongly disagreed, whilst 6.7% were neutral and 46.6% strongly agreed. On the 3% of the respondents strongly disagreed, 16.7% were neutral and 50% strongly agreed question of enrolling in sandwich course been a cause as far teacher absenteeism is concerned. On the issue of financial problem as a result of poor remuneration, 53.3% strongly disagreed, 3.3% were neutral and 43.3% of the respondents strongly agreed.

3.14 Results on the Effects of Teacher Absenteeism

This explains the effects of teacher absenteeism on quality teaching and learning as well as students' performance. However, on the question of topics to be treated cannot be completed, 100% of respondents strongly agreed. On the question of rushing to catch up on lost times, 10% of the respondents went in favour of strongly disagree and 90% went in favour of strongly agree. On combining classes, 13.3% of the respondents strongly disagreed, 23.4% were neutral and 63.3% strongly agreed. On the question on students lack interest in attending class, 33.4% strongly disagreed, 10% were neutral and 56.6% strongly agreed. On poor continuous assessment, 26.6% of the respondents strongly disagreed, whilst 13.3% were neutral and 60% strongly agreed. On the question of poor students' performance in external examination, 10% of the respondents strongly disagreed and 90% strongly agreed.

3.15 Discussion of Findings on the Causes of Teacher Absenteeism

3.15.1 Illness

In the selected senior high schools, a significant portion of respondents from all target groups named sickness as one of the main causes of teacher absenteeism. Malungo (2004) names HIV/AIDS as one of the causes of teachers' frequent absences from the classroom.

3.15.2 Poor Supervision

Poor supervision was also cited by the majority of the respondent as a cause of teacher absenteeism in Kofi Agyei Senior High School. According to King and Ozler, lack of control over schools may sometimes be a contributing factor of teacher absenteeism (King and Ozler, 2001). When head teachers are always busy attending meetings, workshops and other programs thereby not getting time to stay in the school to monitor teachers' attendance and execution of duties, teachers take advantage of advantage of the situation and adopt a laissez faire attitude towards work because there is no control towards them.

3.15.3 Funerals

Significant numbers of the respondents oppose the fact that funeral attendance is among the causes of teacher absenteeism in Kofi Agyei Senior High School. To them funerals in most Ghanaian societies are mostly scheduled to weekends (usually Saturdays) when schools are off. Some of the respondents agreed that one of the key factors contributing to teacher absenteeism at school is attending funerals. They were of the opinion that attending funerals in far places can cause teachers to be tired thereby making them absent from school the following day just because they want to rest. However, some also were indifferent about the situation.

3.15.4 Collecting Salaries from the Bank

On the question concerning whether collecting salaries from the bank is among the main causes of teacher absenteeism in selected senior high schools, it can be inferred from both tables that majority of the respondents do not agree to the fact that collecting of salaries from the bank causes teachers to absent themselves from school. To them, even though you would have to join longer queues at the bank to get whatever you want, it does not take you the whole day. So there this factor should not be an excuse for teachers to absent themselves from school. However, others supported the argument whilst some were indifferent.

3.15.5 Busy Doing Other Economic Activities

Some teachers tend to absent themselves from their academic duties due to their private businesses. Malungo, discovered that, due to the mushrooming of private schools and tuition centres, these centres engage government teachers to help them because they did not have qualified teachers (Malungo, 2004). This brought about absenteeism in class which those teachers handled in the government schools. This problem was worsened by teachers need for extra income to meet life requirements. He further opines that, other than private tuition, some teachers engaged themselves in different businesses such as trading and making of pamphlets. This meant that teachers have to move from one place to another looking for markets. Adversely, majority of the respondents disagreed to the issue that; teachers' engagement in other economic activities is among the factors that cause absenteeism among teachers of selected senior high schools.

3.15.6 Sandwich Courses

Even though some respondents attributed teacher absenteeism to enrollment in sandwich programs by teachers, from the responses in both Table 5 and Table 11, it was established that this factor is minimal as far as teacher absenteeism is concerned since majority of respondents were against the notion.

3.15.7 Financial Problems Due to Poor Remuneration

Finding from the tables revealed that financial problems as a result of poor remuneration is among the major factors that causes rampant teacher absenteeism in selected senior high schools.

3.16 Discussion of Findings on the Effects of Teacher Absenteeism

This section aims to highlight the study's inferences regarding how teacher absences affect students' performance and the quality of teaching and learning.

3.16.1 Topics to be Treated Cannot be Completed

A very large proportion of the respondents agreed to the notion that topics to be treated cannot be completed when teachers rampantly absent themselves from school. It can therefore be said that teacher attendance is very critical to completing topics captured in the syllabus.

3.16.2 Rushing to Catch Up on Lost Time

From Table 6 and Table 12, it is very clear that teacher absenteeism result

in teachers rushing to catch up on lost time. A significant percentage of respondents agreed strongly to the issue, whilst few disagreed and some others too did not know their fate as depicted by the tables.

3.16.3 Combining Class

Analysis made in Table 6 and Table 12 indicates that majority of the respondents were of the belief that teacher absenteeism leads to teacher combining class to catch up on lost time.

3.16.4 Students Lack Interest in Attending Class

From the tables, majority of the respondents agreed that teacher absenteeism negatively affects students' interest in attending class. When the teacher usually absents himself from class, students lack interest in attending class.

3.16.5 Poor Continuous Assessment of Students

From the tables, it was observed that most of the respondents agreed that teacher absenteeism leads to poor continuous assessment of students. Teachers' ability to give exercises, assignments and other tests to assess students' performance is curtailed if they rampantly absent themselves from school. Therefore, they will not get enough data to fill their continuous assessment.

3.16.6 Poor students' Performance in External Examination

From the tables, it was observed that majority of the respondents agreed that teacher absenteeism leads to poor students performance in external examination. When teachers usually absent themselves from their academic duties, there is a high likelihood that topics to be treated cannot be completed. Students can only perform better in external examination when they are able to cover most of the topics capture syllabus are treated.

4. CONCLUSION

It is important to keep in mind when drawing the research's conclusion that truancy is against the unified code of conduct for Ghana Education Service personnel. The phrase "it is misconduct for any Employee to absent himself/herself from duty for one (1) or more days continuously without authorization or justifiable excuse or causes" is found in Article 4(2) of the contract. Although there may be many different reasons for a teacher's absence, the impacts on the pupils' learning are undeniable and generally detrimental. Poor exam results are almost always the result of pupils not finishing the required courses. In a classroom, absent teachers eventually cause students to lose interest in learning, which is a surefire recipe for student absenteeism. Again, a high teacher turnover is often a result of a high teacher absence rate because it tends to reduce the morale of the remaining educators. Because they may need to make plans for the missing instructor, other teachers may feel more stressed. The reputation of schools and the teaching profession are suffering as a result of teacher absenteeism.

RECOMMENDATIONS

Every effort should be made to stop absentee teachers because their impact on educational quality is severe. The core causes and elements that encourage absenteeism must be looked at in order to successfully address the problem. As a result, the following suggestions are made: At the end of the school year, commendations for teachers who are extremely dependable should be given so that they can serve as examples for other instructors. Additionally, one of the requirements for promotion in the Ghana Education Service should be consistent attendance. Once again, the amount of missed days should be subtracted from teachers' salaries.

Teachers would be discouraged from skipping class as a result of this. Additionally, students should do Sandwich Courses or Distance Learning during breaks from school or during their chosen profession. As much as we understand that instructors need to advance, they shouldn't do so at the expense of the kids' class time. Additionally, school heads should periodically check on teacher attendance and have the authority to discipline those who frequently miss class. Based on the study's findings, the researcher advises that the Parent-Teacher Association/School Management Committee be given the authority to hold school administrators accountable for teacher absences.

SUGGESTION FOR FURTHER STUDY

Since this research was restricted to evaluating perceived teacher absenteeism, quality teaching and learning, and academic achievement in senior high schools, studies might be undertaken to determine how the issue of absenteeism could be addressed in Ghanaian schools.

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