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CAUSES OF TEACHER' ABSENTEEISM AND ITS IMPACT ON STUDENTS' ACHIEVEMENT AT SECONDARY SCHOOLS OF DISTRICT KECH BALOCHISTAN, PAKISTAN

*Najeeb Ullah¹, Amir Jan², Niamatullah³, Munir Ahmed⁴, Muhammad Hassan Veesar⁵,
Muhammad Nadeem⁶, Arshad Ahmed⁷*

^{1,6}University of Sindh, Jamshoro, Sindh, Pakistan,

²Lasbela University of Agriculture, Water and Marine Sciences, Uthal, Balochistan, Pakistan,

^{3,7}Lasbela University of Agriculture, Water and Marine Sciences, Uthal, Balochistan,
Pakistan,

⁴Subject Specialist Bureau of Curriculum and Extension Centre, Balochistan, Quetta,

⁵PhD Scholar, Department of Education, University of Sindh, Jamshoro, Sindh, Pakistan

E.mail: ¹Najeebullah206@gmail.com, ²amirluawms@gmail.com, ³nemo71711@gmail.com,

⁵veesar.hassan@gmail.com, ⁶shaymureednadeem@gmail.com, ⁷Irshadmehr002@gmail.com

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ABSTRACT

Paper aims to explore causes of Teacher' absenteeism and its impact on students' achievement at secondary level of schools of District Kech Balochistan, Pakistan. No doubt, education plays a key role in the progress and prosperity of the country; however, the Teacher' absenteeism in schools in Pakistan has been a serious question. In order to find the causes of Teacher' absenteeism in schools, a sample was taken from the population of 60 secondary school teachers (SST) and 15 headmasters of secondary school of the said District. In this research, questionnaire survey was used to collect data and were analysed through SPSS version 23. Findings of the study revealed that there are many factors which are causing Teacher' absenteeism in secondary school that includes personal factors, school-related factors, and environmental factors. In personal factors, married teachers, unsatisfied with their job, family conflict, higher qualification teachers, transportation problem, poor performance and drug addiction are the major causes of Teacher' absenteeism. Furthermore,

lack of strong staff welfare in schools, Laissez-faire leadership style, poor supervision of teachers, extra duties on the teachers, poor salary, lack of in-service training programme, no check and balance on attendance are school factors which are causing Teacher' absenteeism. Thus, research findings indicate that high absenteeism ratio in schools affects the performance of the students at secondary school.

INTRODUCTION

Education plays a constructive role for any society because it develops the social and economic sectors of the country. In addition, education is the basic right of every child. United nation (UN) Millennium Development Goal (2015) ensures that every child gets free education in the world. In this context, it has become the main responsibility of the every state to provide quality education and enhance the students' ability and skills for a better role in the country's development. In the educational process, teachers are the crucial part of society and they can play important roles to upgrade the students' skills (Polak, 2012) and awaken the slumbering potentialities of the students. However, in the process of the delivery of education, Teacher' absenteeism is curse since students would get less chances to interact with their teachers to get quality education. In Pakistan, Teacher' absenteeism is a growing trend in the educational institutions. It does not only disturb the school routine, however, it also creates a low morale attitude among teachers and students interaction process (Murnane & Willett, 2010). Teacher' absenteeism has a direct impact on students' learning opportunities, goals, and targets which are set for the students in schools. Regular absence of the teachers in schools would affect the students' performance negatively (Dorward, Hawkins, & Smith, 2000). Absence from school teacher on a regular basis will affect the student's performance negatively (Ameeq, Hassan, Jabeen, & Fatima, 2018). It is disappointing to note that Pakistan stands on 113th position out of 120 countries where Teacher' absenteeism was taken on account (Memon, 2007).

Pakistan is facing many challenges in education system and Teacher' absenteeism is one of them. According to Annual Statistical Educational Report of 2014 which shows high teachers absenteeism ratio in Pakistan and particularly in Balochistan. The Teacher' absenteeism in Balochistan rates up to 15%, KPK 14 %, Sindh 13%, and Punjab 7% in the report. There are many other factors which are causing Teacher' absenteeism, personal factors, school-related factors, environmental factors, such as personal illness, family conflicts, lack of job satisfaction, poor leadership, lack of effective supervision, Teacher' union influence and poor-working conditions, transportation problem, higher qualification, poor salary are the key points for Teacher' absenteeism in school. District Kech which is very backward in education, has a low literacy rate which is the direct effect of Teacher' absenteeism. Therefore, the research is conducted to explore the causes of Teacher' absenteeism and its impact on the students' performance at secondary school of District Kech Balochistan. The empirical findings of the study are presented and discussed. Specifically, it deals with causes of teacher absenteeism and its impact on student achievement and the suggested solutions to curb teacher absenteeism in the study area (Niamatullah, Rab, Shah, & Uthal, 2020).

LITERATURE REVIEW

Absenteeism can be defined as the employee fails to attend the scheduled workplace or institution (Nyangarika & Mtani) where he/she is posted. World Bank report (2015) shows that reading facilities in school would build the nation positively; however, if the teachers are not regular in schools, it would affect the students' performance as well as the provision for the quality education. Another research explores that professional and healthy culture in schools would build a sound relationship among the teachers and administration which helps the reduction of absenteeism (Oakes, Lipton, Anderson, & Stillman, 2015). Inspection on a daily basis also can help to mitigate the irregularity of teachers in schools (Chaudhury, Hammer, Kremer, Muralidharan, & Rogers, 2006). In developing countries, the absenteeism ratio is higher as compared to the developed countries. This issue is alarming and quite disturbing in developing countries (Duflo & Kremer, 2003).

The Report of World Bank (2010) (Auld, Rapple, & Morris, 2019) showed that Teacher' 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 statics education issue report (2014) found that teachers absenteeism rate is high in Pakistan (Ramberg, 2021). The global standers of absenteeism rate is up to 10% which is considered normal. However, in Pakistan especially in Balochistan, the ratio is much higher. The ratio in Balochistan is 15%, KPK 14 %, Sindh 13% whereas in Panjab, it is only 7% .

In Nepal, a research study was established at Karnali and Gandaki which showed that 18% of the teachers were not present at schools during school hours while 21% of the teachers did not present class lectures during their classes (Rao, Narasimha, & Narayanan, 1971). Another research survey was conducted in Ultra Pradesh, India in respect to Teacher' absenteeism where 17 % of teachers were found absent during their duties in schools while 20% of the teachers did not have class lectures with them during the class (Rao et al., 1971). According to UNESCO's Global Education Monitoring (GEM) report of 2017-18, Pakistan is among the countries with the lowest levels of education where it spends very low amount on its education. However, the level of Teacher' salaries in the country has been identified as the core of its education problems (Ramberg, 2021).

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). 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).

Statement Of The Problem

There is no doubt, the absence of teachers from their duty has serious implications on the performance of the students since there would be lack of physical interactions and face-to-face learning environment in the classes. It is a serious problem which does not only exist in Pakistan, it has proliferated in most of developing countries in Africa and Asia. It is the key issue of the education system where it does not only affect the academic performance of the students, it also affects the prestige and dignity of the school at large. Most disappointingly, it distracts the student achievement detrimentally and disruptively. Teachers who failed to ensure their presence in schools during their duty hours, have neither be intimidated, warned or suspended since they have either strong financial or political background (Niamatullah et al., 2020).

Regular absenteeism of teacher from school disturbs the student daily performances (Niamatullah et al., 2020). Similar trend has been witnessed in the Secondary level of Schools of District Kech where the local administration failed to stop the very trend which has ultimately, has been affecting the achievements, performance and reading-culture of the students. Thus, it has become a challenging task for the local administration to deal with issue and stop teacher' absenteeism in the said District. Thus, the study has been carried out to focus the challenges of the teacher's absenteeism and find out a way-forward to get the situation better at the Secondary Schools of District Kech, Balochistan

Objective Of The Study

To explore the factors which cause the Teacher' absenteeism in secondary school of District Kech, Balochistan

To assess the impact of Teacher' absenteeism and students' achievement at secondary school level

To take suitable measures to reduce the Teacher' absenteeism in District Kech Balochistan

METHODOLOGY AND METHOD

The research design of this study is descriptive in nature. Sixty Secondary School Teacher (SSTs) and 15 headmasters had been taken from the population as a sample of the study. Teachers were selected through random sampling techniques and for selection of head teachers, purpose sampling was used. Questionnaire was used as a research tool for the purpose of research for all the respondents, teachers and headmasters' public secondary school of District Kech. Before the administering the questionnaire to the respondents, validity and reliability was checked with help of professional expert of the field. All the questionnaire reliability was checked by using Cronbach's Alpha which shows the reliability of the questionnaires. In descriptive statistic personal related factors, school-related factors and environmental related factors, to check the students school performance at secondary level and

Pearson correlation test was used to check the correlation of the factors by using SPSS version 23.

Reliability Test

Table 1 Reliability Statistics of the Questionnaires

Items	Number of items	Cronbach's Alpha
Personal factor causes Teacher' absenteeism	11	.934
School factor causes Teacher' absenteeism	08	.789
Environmental Factor Causes Teacher' Absenteeism	06	.907
Teacher perception causes Teacher' absenteeism which effects the achievements of students in school.	08	.969
Total Items with Cronbach's Alpha	33	.898

The researcher collected the data via personal visits. However, before the data collection process, questionnaire reliability was confirmed by the use of SPSS. All difficult terms were defined by the researcher personally and informed about the purpose of the study. After data collection, all materials were arranged and tabulated by using descriptive statistics, percentage, mean, and standard deviation through SPSS version 23.

RESULTS AND DISCUSSION

Table 2 shows that personal factors related to Teacher' absenteeism and the descriptive measure of statistics, revealed that senior teachers are more absent as compare to the young teachers mean score (mean=3.58, SD=1.488); married teachers found to be more absent than single teachers with (mean=3.70, SD=1.369); unsatisfied with their jobs (mean=3.52, SD=1.359); Teacher' illness, (mean=3.93, SD=1.233); high qualification, (mean=3.07, SD=1.205); poor performance of the teachers, (mean=3.57, SD=1.358); family conflict, (mean=3.62, SD=1.367); transportation problem, (mean=3.28, SD=1.474); drug addiction (mean=3.38, SD=1.415); and religious commitments (mean=3.28, SD=1.497); are the school related factors of Teacher' absenteeism.

Table 2 Descriptive Statistic of Personal Factor regarding Teacher' Absenteeism

S/ No	Statements	Mean	Std. Dev
1	Older teachers are absent more often than young teachers	3.58	1.488
2	Married teachers tend to be more absent than the Single teachers	3.70	1.369
3	Teachers who are not satisfied with their jobs	3.52	1.359

	more likely to be absent.		
4	Teacher' illness causes absenteeism	3.93	1.233
5	Teachers with high qualification are more absent than less qualified colleagues.	3.07	1.205
6	Poor performing teachers are more absent	3.57	1.358
7	Family conflict causes Teacher' absenteeism	3.62	1.367
8	The various types of leaves available for teachers have contributed to their absenteeism	3.40	1.452
9	Teachers who have transportation problem tend to be more absent	3.28	1.474
10	Drug addiction and substance abuse among teachers cause absenteeism	3.38	1.415
11	Religious commitments cause teachers absenteeism	3.28	1.497

Table 3 shows that school related factors regarding Teacher' absenteeism in which the descriptive statistic revealed that the lack of strong staff welfare in schools mean score, (mean=3.40, SD=1.417) Laissez-faire leadership style (mean=3.75, SD=1.202) Poor supervision of teachers, (mean=3.27, SD=1.339) other administer duty to the teachers (mean=3.03, SD=1.119) lack of in-service training programme, (mean=3.40, SD=1.343) poor salary, (mean=3.30, SD=1.381) lack of attendance register in schools (mean=3.25, SD=1.410) are the school related factors which cause Teacher' absenteeism.

Table 3 Descriptive Statistic of School Factor regarding Teacher' Absenteeism

S/ No	Statements	Mean	Std. Deviation
1	Lack of strong staff welfare in schools caused Teacher' absenteeism	3.40	1.417
2	Laissez-faire leadership style caused Teacher' absenteeism in school.	3.75	1.202
3	Poor supervision of teachers by the principal reduces their absenteeism	3.27	1.339
4	Schools with poor infrastructure experience more Teacher' absenteeism	3.23	1.226
5	Teachers who are assigned other administrative duties miss classes regularly	3.03	1.119
6	Schools which do not have good in-service training programmes for teachers increase absent ratio.	3.40	1.343
7	Teachers who get poor salary, tend to be more absent from schools	3.30	1.381
8	Lack of Teacher' attendance register in schools causes teacher absenteeism	3.25	1.410

Results in Table 4, shows that environmental factors also effect the Teacher' absenteeism. Descriptive statistic revealed that, non-local Teacher' mean score

(mean=3.70, SD=1.369); teachers strike (mean=3.28, SD=1.497); teachers who belong to union offices (mean=3.38, SD=1.415); have political background (mean=3.40, SD=1.429); rainy seasons (mean=3.13, SD=1.443); poor background (mean=3.58, SD=1.488); are the environmental factors which cause the teacher absenteeism.

Table 4 Descriptive Statistic of Environmental Factor regarding Teacher' Absenteeism

S/No	Statements	Mean	Std. Deviation
1	Non-local Teacher' absence rate is higher rather than local teachers.	3.70	1.369
2	Teachers strikes causes the Teacher' absenteeism	3.28	1.497
3	Teachers who belong to union officials are more absent in schools.	3.38	1.415
4	Teachers with political background are more absent in schools.	3.40	1.429
5	Teacher' absenteeism rate is higher during the rainy season.	3.13	1.443
6	Teachers who come from poor background are rarely absent	3.58	1.488

Results in the table 5 show that 60 % agreed that due to Teacher' absenteeism students get low marks in school and 80 % respondents believed that due to Teacher' irregularity, students can not complete their courses. Similarly, 60% respondents think that due to incomplete course, students cheat in exams, while 73.3 % Teacher' responses that Teacher' absenteeism caused the students poor performance in schools. Furthermore, 66.7% slowdown the study process, 53.3 % students do not come to school regularly, 60% Teacher' absenteeism caused the students' academic failure in schools and 53.3 % respondents agreed that, due to teachers absence, the violence of students increase in class.

Table 5 Head Teacher perceptions regarding Teacher' Absenteeism on Students' Achievement

S/No	Statement	Yes	No
		Freq(%)	Freq(%)
1	Due to Teacher' absenteeism, students get low marks in schools	9(60)	6(40)
2	Due to teachers irregularity, courses are not complete on time.	12(80)	3 (20)
3	Teacher' absenteeism increases the violence in class	8(53.3)	7(46.7)
4	Students are compelled to cheat in exams due to incomplete courses.	9(60)	6(40)

5	Due to Teacher' absenteeism, students do not come to schools regularly	8(53.3)	7(46.7)
6	Teacher' absenteeism caused by the students poor performance in schools	11(73.3)	4 (26.7)
7	Students become slowdown in their study process due to teachers irregularity in class.	10(66.7)	5 (33.3)
8	Teacher' absence in classes causes students failure in their academic programs.	9(60)	6(40)

Pearson correlation test was applied to check the related factors which are causing Teacher' absenteeism in secondary school at District Kech As it has shown in Table 6 that there is positive correlation among personal, school and environmental factors in the given table above. Significant level of different related factors in the table shows that, .522**, .964** and .471** respectively with significant level at 0.01. Thus, the result revealed that there is positive correlation among the school, personal and environmental factors in the table.

Table 6 Pearson Correlation Test for the Related Factors

		School Factor	Personal Factor	Environmental Factor
School Factor	Pearson Correlation	1	.471**	.522**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
Personal Factor	Pearson Correlation	.471**	1	.964**
	Sig. (2-tailed)	.000		.000
	N	60	60	60
Environmental Factor	Pearson Correlation	.522**	.964**	1
	Sig. (2-tailed)	.000	.000	
	N	60	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

Research findings showed that personal factors, school factors, and environmental factors are the reasons of the teacher absenteeism in schools. Teacher' absenteeism effects the students' performance, which means higher Teacher' absenteeism lowers the students' academic performance. According to findings how personal factors is linked to Teacher' absenteeism. Moreover, older teachers, married teachers, unsatisfied with their jobs, family conflict, higher qualification of the teachers, transportation problems, poor performance and drug addiction are the causes of Teacher' absenteeism. In addition to this, how school related factors causes Teacher' absenteeism, lack of strong staff welfare in schools, Laissez-faire leadership style, poor supervision of the

teachers, additional duties on teachers, poor salary, lack of in-service training programs, no check and balance on attendance register are school factors which cause Teacher' absenteeism in Secondary Schools in District Kech. Considering environmental factors that includes non-local Teacher' teachers strike, Teachers 'union, political background, rainy days are the environmental factors which cause Teacher' absenteeism. Pearson correlation test was applied to check the related factors which are causing Teacher' absenteeism in secondary school. A significant level of different related factors in the table shows that .522**, .964** and .471** respectively with a significant level at 0.01. So, there is a positive correlation among the personal, school and environmental factors of the study.

Headteacher respondents remark about the students' performance due to Teacher' absenteeism in secondary school where 60% of respondents agreed that due to Teacher' absenteeism, students get low marks in school and 80% respondents believed that due to teachers' irregularity, students cannot complete their courses. Furthermore, 60% respondents think that due to incomplete courses, students cheat in exams, while 73.3% headteacher respondents said that Teacher' absenteeism caused the students poor performance in school. Furthermore, 66.7 % slowdown study, 53.3 % students do not come to schools regularly, 60% Teacher' absenteeism caused the students' academic failure in school. The findings of the research study showed that teacher illness, Laissez-faire leadership style, non-local teachers, and low marks of the students due to teacher absenteeism, were higher mean score of the study.

RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Based on aforesaid findings conclusion of the study, it is recommended that all staff teachers and headmasters should be aware, sincere and punctual to their duty in order to reduce Teacher' absenteeism. Most importantly, the Teacher' absenteeism need to be addressed quickly by working on school factors, personal factors and environmental factor of teachers. Regular supervision and monitoring of teachers should be ensured by the school principals with no compromise of attendance with the help of RTSM or modern technology. The school environment cans excellent if the problems of Teacher' absenteeism is addressed in a supportive and cooperative atmosphere. Strong teachers' welfare can help the principal to reduce high ratio of Teacher' absenteeism the government should provide good salary packages for high qualified or professional degree holder teachers. Furthermore, teacher's selection should be ensured by the government through (BPSC) Balochistan Public Service Commission with a high professional qualification. District Education Officers should monitor all the schools' employees by checking the leave records on regular basis. Moreover, Teacher' promotion and time scale should be linked with a good school records of the teachers.

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