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A Study on Absenteeism of Secondary School Teachers With Regard To Type of Management of Schools

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Abstract

The destiny of the nation is being shaped in the classroom is not rhetoric. It focuses on the essential role; the teaching community is expected to play in making education qualitative. Education is a bed-rock to any nation's development either socially, economically or politically. School factors (Physical Factor) are institutional characteristics and working conditions that in different ways influence teachers' absenteeism. They include: Lack of group accepted norms, poor leadership style of the principal, lack of effective supervision and monitoring policies by the school administration and Ministry of Education, the status of the school whether private or public, poor school infrastructure and equipment, lack of in-service training programs among other motivation policies, high pupil-teacher ratio and assignment of other school administrative duties. Absenteeism has been a major human relations problem, irrespective of government and private organizations across the globe. It brings about a huge financial burden on the organizations. Consequently, it has a detrimental effect on their productivity and performance (Barmase & Shukla, 2013). Comparatively, public schools are affected drastically than private schools in terms of absenteeism of teachers in providing quality education to learners. The problem of teacher absenteeism is a growing concern at worldwide. It has caused broad-ranging consequences for governments, school boards, Heads of the school, teachers, students, and other stakeholders. A teacher in the classroom is an important prerequisite for learning to take place. Teacher absenteeism, thus, represents a problem that reduces the opportunities for children to learn at school.

Keywords: Absenteeism, Type of Management, and Secondary School Teachers.

Introduction

Absenteeism has been a major human relations problem, irrespective of government and private organizations across the globe. It brings about a huge financial burden on the organizations. Consequently, it has a detrimental effect on their productivity and performance (Barmase & Shukla, 2013). According to Abeles (2009), absenteeism is a period of not attending to duty by the employee, while for teachers it is being in school but fail to visit class to teach or being in an unfit condition to the children effectively. A school where the principal's leadership style does not involve teachers in decision making, that which does not allow teachers to participate in policy making demotivates them hence increasing rate of absenteeism, while in schools that have good leadership style by the principal, teachers' absenteeism rate has been reduced by a big percentage. The multi-country survey has indicated that schools with good quality infrastructure and adequate teaching and learning equipment

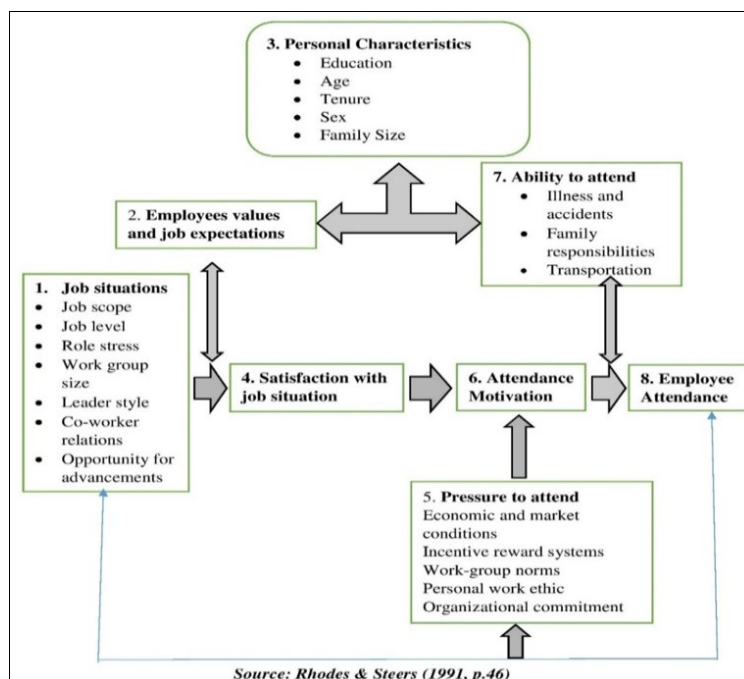
have smaller absence rate since the teachers are more motivated.

Need and Significance of the Study

A significant number of teachers are absent from their workstations on any particular working day at worldwide. Teacher absenteeism is a chronic problem that cuts across national boundaries and it is a much bigger challenge, especially for developing countries comparatively to developed countries. The study has revealed that though there are more reliable approaches in place of measuring attendance through direct observation of teachers during surprise visits to schools, teacher absenteeism is still a growing hot issue across the world (Chaudhary, Hammer, Kremer, Muralidharan & Rogers, 2006). Teacher absenteeism is a serious problem, not only in terms of monetary alone, but also for contributing to lowering students' achievement. It has been remarked that education has changed little in the past century. To address

the impact of teacher absenteeism, it requires more information about the underlying causes and conditions that keep teachers away from the classrooms and responsibilities.

Hence the Researcher interested to study on 'Absenteeism of Secondary School Teachers with respect to Type of School Management'.



Source: https://myhomeworkhelp.com/wp-content/uploads/2017/10/NM_2.jpg

Fig 1: Rhodes and Steers Model for Job Stress

Objectives

1. To find out any significant difference in absenteeism of secondary school teachers with regard to Type of School Management.

Null Hypothesis

1. There will be no significant difference between the absenteeism of secondary school teachers with respect to Type of Management.

Method and Sample of the Study

The descriptive survey method was adopted for this study. A

simple random sampling technique was chosen with 800 samples of high school teachers, who were working in different type of school management located in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu for collection of data.

Sample Distribution by Type of Management of the School

Out of 800 teachers, 35% were Govt.; 37% were Govt. Aided and 28% were Private.

Table 1: Sample Distributions by Type of Management of the School

| Type of Management of the School | Frequency | Percentage (%) | Cumulative Percentage |
|----------------------------------|-----------|----------------|-----------------------|
| Govt. & Govt. Aided | 574 | 72 | 72 |
| Private | 226 | 28 | 28 |
| Total | 800 | 100 | 100 |

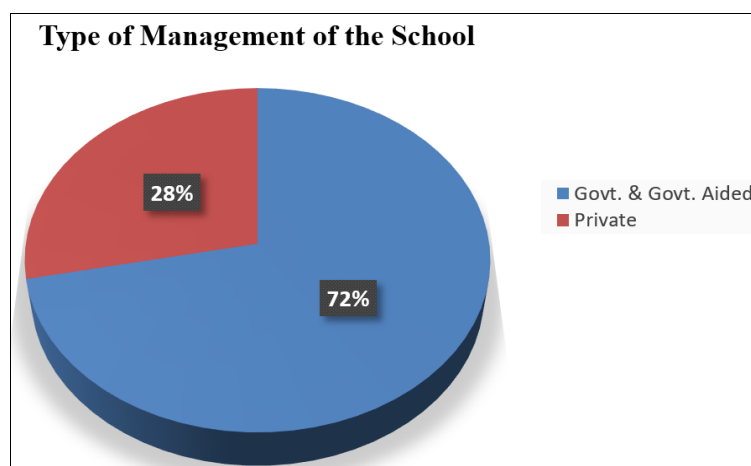


Fig 2: Pie Diagram showing distinction of Sample based on Type of Management of the School

Tool used in the Study

Any quality of research entirely depends upon the appropriate selection and adoption of research tools for its study. Henceforth, the researcher must have care in selection of tools, because without proper tool, research cannot be completed. The following research instrument was administered for the present study.

1. Teachers' Absenteeism Scale (TAS) was constructed and validated by the researcher and the research supervisor (2019).

Reliability and Validity of the Scale

In order to appraise the effectiveness teachers' absenteeism, the Teacher Absenteeism Scale (TAS) was developed. The test-retest method was adopted to establish the reliability of the scale through pilot study from 50 samples by obtaining scores for the tool with an interval of two weeks' duration between the first and second time administration of the scale to the same set of teachers. The correlation co-efficient between the two sets of scores were 0.81, which is significant at 0.01 level. Accordingly, the scale is considered as having high level of reliability.

Validity

A test is highly valid only if it measures what is intended to measure. Validity indicates truthfulness. There are various methods of estimating validity of a measuring instrument. For the present study, content validity method was applied. This form of validity is estimated by evaluating the relevance of the test items, individually and as a whole. Validity of content should not depend upon the subjective judgment of only one specialist. For establishing validity, the investigator distributed a set of objectives and the tool constructed to 15 experts including ergonomists, physiotherapists and teachers to check whether the statements given in the tool satisfy the objectives of the study. On the basis of their suggestions, minor corrections were made for clarity in the tool.

Absenteeism and Type of Management of the School

H₀ 1: There will be no significant difference between the mean scores of absenteeism of Government (including Govt. Aided) and private secondary school teachers.

Table 2: Mean Difference in Absenteeism of Government and Private Secondary School Teachers

| Factors of Teachers' Absenteeism | Type of School Management | | | | | | 't' Value | Level of Significance |
|----------------------------------|---------------------------|-------|-------|---------|-------|-------|-----------|-----------------------|
| | Government & Govt. Aided | | | Private | | | | |
| | N | Mean | SD | N | Mean | SD | | |
| Psychological Factor | 375 | 22.48 | 9.92 | 425 | 23.03 | 9.48 | 2.11 | Significant |
| Physiological Factor | | 24.72 | 9.30 | | 23.23 | 8.70 | 2.31 | Significant |
| Physical Factor | | 24.83 | 9.74 | | 22.21 | 8.71 | 3.71 | Significant |
| Socio-Economic Factor | | 26.26 | 8.52 | | 25.75 | 9.25 | 0.81 | Not Significant |
| Overall Absenteeism | | 100.6 | 32.63 | | 94.23 | 38.43 | 2.09 | Significant |

It could be noticed from the table 4.15, the calculated 't' values 2.11, 2.31, 3.71, 2.09 are significant at 0.05 and 0.01 level and 0.81 is not significant even at 0.05 level. It reveals that the teachers, who were working in Government (including Govt. aided) and Private secondary schools differ significantly with respect to the factors of psychological, physiological, and physical respectively whereas, the socio-economic factor do not significantly differ.

Therefore, the null hypothesis is partially accepted with respect to socio-economic factor, and it is rejected for the factors of psychological, physiological, and physical and overall absenteeism.

Findings of the Study

It is found that the teachers working in government and private secondary schools differ significantly in terms of psychological, physiological, and physical factors and overall absenteeism.

Conclusion

The present study reveals that the teachers, who were working in Government (including Govt. aided) and Private secondary schools differ significantly with respect to the factors of psychological, physiological, and physical respectively whereas, the socio-economic factor do not significantly differ.

It is found that the teachers working in government and private secondary schools differ significantly in terms of psychological, physiological, and physical factors and overall absenteeism. Based on the findings of the present study, absenteeism of secondary school teachers with respect to type of management of school, it is observed that there is a significant difference between absenteeism of secondary school teachers (dimensions) and type of management of schools.

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