

**A STUDY OF ABSENTEEISM AMONG
TEACHERS AND STUDENTS IN
ELEMENTARY SCHOOLS IN AIZAWL
DISTRICT**

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TEACHERS AND STUDENTS IN
ELEMENTARY SCHOOLS IN AIZAWL
DISTRICT**

BY

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DECLARATION

I, Zodinsanga Sailo, hereby declare that the subject matter of the dissertation entitled “A Study of Absenteeism among Teachers and Students in Elementary Schools in Aizawl District”, is a record of work done by me, that the content of this dissertation does not form a basis for the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University or Institute.

This dissertation is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER -1

INTRODUCTION

CHAPTER -1

INTRODUCTION

1.1 ABSENTEEISM

Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students.

The term “absenteeism” is sometimes used to refer to the problem of high levels of absence among teachers. We use the term “absence” instead, because absenteeism typically implies that providers are irresponsible or derelict in their duties. While this implication is sometimes correct, we recognize that absence is sometimes caused by circumstances beyond the control of the teacher, such as illness or official duties.

Absenteeism is extremely popular in the countries where the whole power is concentrated in the hands of a dictator and so on. In such totalitarian countries people are afraid of losing their life and they do not try to change the situation losing the hope for progress and success. Many young people support absenteeism because they believe that politics, meetings,

elections, army are simple games of the government and they simply do not want to participate in this unfair game. On the other hand absenteeism is a big disadvantage, because politically ignorant people and people who do not care for their country can be ruled and dictated easily. The government can create laws which are profitable for them and most of ignorant people will even not know about the existence of such a law.

Absenteeism is severely criticized by military forces which claim that young generation has become ignorant and too independent, careless about the fate of their native country. A case study on the topic should illustrate the definition of absenteeism in detail and explain its meaning, advantages and disadvantages. One should understand the cause and effect of absenteeism and find the methods which can cope with this problem. Teachers offer students to understand the negative sides of absenteeism on the concrete examples from the real life and young people have to prepare good case studies on this topic. Students have to analyze the reasons and consequences of the case to be able to draw the right conclusions and suggest alternative ways out to the problem under research.

A free example case study on employee absenteeism is a good source of data for students who do not understand the meaning and importance of the problem. Such samples illustrate to the young people the dangerous consequences of

absenteeism in all spheres of human activity. A free sample case study on absenteeism in the workplace is a good way out for students who have no idea how to compose and format the paper according to the general requirements and how to analyze the problem and support your point of view successfully.

More and more children go to primary schools in rural India. Since the late 1980s, and especially since the mid-1990s, enrolment rates have gone up considerably. On the one hand, the demand for education has gone up. As has been documented, for instance by the Pratiche Research Team (2002) and the PROBE Team (1999), many parents have become convinced of the value of education. On the other hand, there have been some major government efforts to bring all children to school, notably the District Primary Education Programme and the Sarva Shiksha Abhiyan (SSA). By 2003-04, more than 94 per cent of the estimated 210 million children in the age group of 6-14 years were reported to be enrolled in schools (MHRD GoI, 2006). The large majority of these children go to a government school, though the importance of private fee-charging schools is also rapidly increasing. Almost all so-called first generation learners access government schools. The closing of the educational gap, hence, depends to a large extent on the quality of education in these government schools

Unfortunately, however, there are major problems with rural government primary schools. A recent nationwide survey in rural India found that overall, 40 per cent of students studying in class five in government schools could not read a class two text and 58 per cent could not solve simple division sums (Pratham, 2006). Children may, hence, complete primary schooling without having acquired the expected literacy and numeracy skills.

One of the problems, and the main focus of this paper, is teacher absenteeism. As has been reported in many studies, there is a problem with (unauthorized) teacher absenteeism in many parts of the country (Mehrotra, 2006; PROBE Team, 1999). The most recent authoritative study on teachers absenteeism in the country is the World Bank National Absence Survey (WBNAS) carried out by Kremer et al in 2003. Making unannounced multiple visits to 3700 government primary schools across 20 states within India, 35000 observations on teachers were collected. Overall 25.2 percent or roughly one in four teachers were found to be absent in rural areas. Official non-academic duties accounted for only four per cent of the total absence and ten per cent of absences were on account of officially sanctioned leaves. The PROBE restudy conducted in 2006 found that in the course of ten years many things had improved (i.e. enrolment, school infrastructure, school incentives, school meals etc) but classroom activity had not (Shiva Kumar et al, 2009).

In an attempt to explain the high level of unauthorized teacher absenteeism, several scholars have emphasized the lack of motivation on the part of the teachers. This has been ascribed to overcrowded classrooms, poor infrastructural facilities, unfilled vacancies, too many non-academic tasks to be completed, lack of adequate training to deal with multi-lingual and multi-ability classes, declining social status of the teaching profession and increasing social class difference between teachers and the clientele of government schools. Other reasons have to do with the institutional context: lack of accountability and the absence of incentives for teachers to work well.

Teacher absenteeism is considered a major obstacle in achieving the goals of universalisation of elementary education (UEE). It is realized that a primary school in a remote village with a nonresident parents and children fail to relate to such an institution leading to a high dropout rate.

School is a fundamental educational establishment where practical educational activities are carried out systematically. Although in most cases teachers work alone in classrooms, they are members of a group, which works together to develop what could be called a school culture. We can hardly expect high-quality school education without good leadership on the part of the headmaster and active co-operation of teachers in school management.

Quality of learning in the classroom can to be ensured with the total involvement of teachers and administrative structures with supportive and facilitative. In order to provide education of satisfactory quality an important requirement is that teachers teach whatever they are supposed to teach and students remain in the class when teaching is going on. If teachers are not present on all the working days and no teaching takes places because of the absence of teachers, either the prescribed course of any given class will not be completed or will be completed in unsatisfactory manner. Thus teacher's absence affects the quality of education.

A major problem faced in achieving quality education is the chronic absenteeism among school children and teachers. The proposed study will provide representative data on students' and teachers' absence, from unannounced visits to the primary and upper primary schools in Aizawl District. A teacher will be considered to be absent if the investigator could not find the teacher in the school during regular working hours.

A study of six developing countries—Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda—found that on average 19 per cent of teachers were absent on any given day. Across the countries surveyed, absence rates were higher in poorer regions, and in schools with poor infrastructure and no recent school inspections. Analysis also indicated that absences are not

concentrated in a few repeat offenders, but are fairly widespread (Chaudhury et al., 2005).

Normal reasons for absenteeism include family problems, health, pregnancy, or emergency leave. Other causes included teacher training courses that take teachers out of classrooms without providing substitutes, assignments requiring travel, travel to collect salary, and educational leave (Rogers et al., 2004). In South Asia, only four per cent of absences were attributed to official non-education-related duties. Unauthorized absences, including leaving early or arriving late, accounted for 30–50 per cent of all absences (Chaudhury et al., 2005).

The focus of this research is a problematic phenomenon with many organizational, economic, social and cultural aspects that has not been widely studied so far – teachers' absenteeism from school. This study attempts to shed light on the phenomenon from a number of viewpoints, and should improve the understanding of the studied field on both the individual level and the school level (Jacobson, Gibson & Ramming, 1993; Bray & Murray, 1996).

Employee absenteeism is one of the major management problems faced by modern organizations. Absenteeism has many varied implications on business organizations, in which

the main direct and indirect influence is economic (Barrick, Mount & Strauss, 1994; Schmid, 1996; Zahavi, 1999). However, the problem is especially difficult in schools, in which absenteeism causes additional damage, beyond the economic, and strongly affects the school's general existence (Ehrenberg et al, 1989; Capitan, Costanza & Klucher, 1980; Jacobson et al, 1993; Taub, 1997 and others) – loss of school days that diminish the pupils' achievements (Smith, 1984), cause damage to the school's reputation and induce pupil absenteeism.

This study refers to terms concerned with absenteeism: excused and non-excused absenteeism, their interpretation within the school context and the connection between them. Teacher absenteeism is studied within the school context with special attention to the fact that the teacher is part of the school he works in. The teacher is part of the school culture, which includes school norms, characteristics of the other teachers and their behavior regarding absenteeism. Furthermore, the school is typified by its form of management, including human resources management, in the context of control and supervision of the human resource element in the school.

Since the teacher "belongs" to the school (sociologically), he adapts to it and internalizes its cultural norms and the behavior of others in his workplace (the school absenteeism culture). The study assumes that belonging to a certain school

will constitute a unique interpretation in addition to the traditional explanations of teacher absenteeism. The present research examines this aspect by means of multi-linear analysis, which enables scrutiny of both levels (the teacher and the school) and their connection in a single analysis. That is to say, instead of assuming that the influence of schools is similar for all teachers, or negligible, it will be examined here as a source of influence that is expressed differently by teachers' absenteeism behavior.

The study also focuses on examining the differences in school absenteeism. A school is part of a (concentric) system; it belongs to a certain education stage, to a certain geographic area, to a certain education trend, even to a specific sector. All these cultural environments affect the school and its teachers. Inasmuch as schools differ in many factors, this research presumes that they differ in their degree of absenteeism, and that some of the variance in school absenteeism (beyond teachers' absenteeism as individuals) can be explained by environmental cultural factors and by the in-school teachers' attributes.

Absenteeism can be defined as persistent, habitual, and unexplained absence from school (Brooks, 1997, as cited in Bond, 2004). Bond noted that chronic absenteeism occurs when a student is absent without reason 20% or more of school time;

—this nominal figure is consistently identified regardless of the specific circumstances of the absenteeism (p. 8). Bond identified three dimensions of absenteeism: truancy, condoned absenteeism, and school refusal, whereas the Auditor General Victoria (Australia, 2004) identified four major dimensions of absenteeism: truancy, school refusal, school withdrawal, and early leaving. It is important to identify the different dimensions of absenteeism in tackling the problem because they may require different interventions.

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ABSENTEEISM It is an expectation that an employee who is hired to perform a job attend work on a regular basis in order that scheduled work assignments can be carried out by the most appropriate staff without disruption to other staff . People who have professional problems and cannot cope in an efficient way with these problems experience distress (Pithers and Fogarty, 1995). Absenteeism is defined 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). Sometimes people are too sick to come in, and in some cases, they are making excuses. Both physical and psychological disorders can stop a person from attending school or work. A study conducted by Romer (1993) found that class size affected absenteeism, that is, larger classes tend to have higher absenteeism than smaller classes. In a study, a question of

whether class attendance should be mandatory was raised (Glasure, 2001). Also, teachers absent themselves as a result of wanting to leave the profession they are engaged in, when it becomes unattractive to them (Lens and De Jesus,1999).

Education is not merely the delivery of knowledge, skills and information from teachers to students. What is really important about being and becoming educated? Being an educated person means you have access to optimal states of mind regardless of the situation you are in. You are able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations. The study of absenteeism is very important for any college. The word absenteeism means the absence of student from class when he is scheduled to be present at school/college. when teacher has no information in advance, that the student will not be present for class if he has taken leave to which he is entitled or on ground of sickness or in case of accident. Thus absence may be authorized or unauthorized willful or caused by circumstance beyond teacher's control. Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent. Chronic truancy (frequent unexcused absence) is a strong predictor

of undesirable outcomes in adolescence, including academic failure, dropping out of school, substance abuse, gang involvement, and criminal activity. Many factors can contribute to student absenteeism. Family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with a child's frequent absence from school.

Student absenteeism is a serious issue in public education. Concerted efforts have been expended aimed at engaging students and promoting active learning, but schools are still full of "clock -watchers"

Many high scholars regularly skip classes and, according to some inside reports, "the hallways are virtually empty some Friday afternoons."

1.2 STUDENTS ABSENTEEISM AND TEACHERS ABSENTEEISM

Student absenteeism is a major concern for elementary and secondary school educators today. It has become a complex, educational, political and social problem that is generating increase in interest among educators, researchers

and policy makers. The problem of absenteeism is becoming the concern of every member of society since it has negative consequences at both individual and social level. The problem is precipitated by the interplay of factors which are both internal and external to the student and/ or the school. The paper highlighted the common causes of student absenteeism like family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitude towards education are among the conditions that are often associated with a child's frequent absence from school. This paper throws the light on the effects of classroom absence e.g. Disconnected to school, Compromised Learning, Lack of Positive Social Support, Strained School Budgets and Removal from school. Teacher should try to respond to the problem of student absenteeism by exploring creative techniques to increase class attendance. Obviously, one way of operationalising this ideal is through the use of innovative teaching methods, the use of better equipped classrooms and change in attitude. Some possible solutions to reduce the student absenteeism have also been discussed in the paper.

Student absenteeism has been consistently identified by educators as a major concern (Marvilde 1981). Classroom absence is a major factor responsible for falling standard in school education system today. Future of the nation always takes place in schools. School is such an organization which deals with the betterment of society (Khatri, 2013).School

absenteeism has a far-reaching impact on a child's academic progress and future. Absenteeism creates a dead, tiresome and unpleasant classroom environment that makes students who come to class uncomfortable and the teacher irritable (Marburger, 2001). It disturbs the dynamic teaching learning environment and adversely affects the overall well being of classes (Segel, 2008). In quality terms, absenteeism is a waste of educational resources, time and human potential. Students who have absenteeism problem generally suffer academically and socially (William,2000). Absenteeism can be defined as persistent, habitual and unexplained absence from school (Brooks, 1997, as cited in Bond, 2004). They noted that chronic absenteeism occurs when a student is absent without reason. The Auditor General Victoria (Australia, 2004). Identified four major dimensions of absenteeism truancy, school refusal, school withdrawal and early leaving. It is important to identify the different dimensions of absenteeism in tackling the problem because they require different interventions. Truancy as the persistent, habitual and unexplained absence from school of a child of compulsory school age, although it can occur with parental knowledge and sometimes consent. Bond (2004) included fractional truancy, which occurs when student arrive late or leave early or spend entire days away from school. School refusal differs from truancy in that children refuse to attend schools even in the face persuasion and punitive measures from parents and school. These students stay at home with the knowledge of their parents and school administrators (Mcshane, Walter & Ray, 2001). School withdrawal means children are

absent from school because their parents keep them away from school on a frequent basis. Their parents do not enroll them at school. Early leaving refers to children fewer than 15 who drop out of school before completing their schooling.

Absenteeism in one angle view point is one of the most common causes of degrading performances of the students. Especially to those who are included in the advance intelligence curriculum, absenteeism causes a great lose and may result to giving up an aimed position. It can also cause social repletion especially when a class is composed of a great number of students. This habit can cause a dilemma to the school administration when big figures are involved and may decrease the school's performance. The student body is the greatest contributor to the success or the ground falling of the school. An individual who have habitually made absences in class may have lost the chance of learning. He or she might have less chances of getting an aimed position. The school who plays an important role to a child's motivation has known the impact of absenteeism to a student and to the school performance itself. The chronic spread of absenteeism may have roots that affect the attendance of an individual. "A constant doing may lead to a constant result, just like Domino" (Asia Child Data Trend, 2008). Coping up is never easy, especially when there is a lot of work to be done. Some teacher's are also considerate that slows down the run of class discussion

Absenteeism alone when a large part of the school population is involved may not only cause a problem to the school but also to the local administration (Williams, 2001). Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. (Epstein & Sheldon, 2002; Ready, 2010). Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent. Chronic truancy (frequent unexcused absence) is a strong predictor of undesirable outcomes in adolescence, including academic failure, dropping out of school, substance abuse, gang involvement, and criminal activity (Mc Cluskey, Bynum & Patchin 2004; Baker, Sigmon, & Nugent, 2001). Students who are absent have lower achievement and may be penalized on test scores (Barker and jansen, 2000) Lotz & Lee (1997) indicated that sustained absences may affect retention as it may degenerate into truancy. The study also revealed that the act of delinquency are more frequent among students who exhibit low grade, have spotty attendance and later on drop out of school. Many factors can contribute to student absenteeism. Family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with a child's frequent absence from school (Teasley, 2004).

Student absenteeism is a major concern for lecturers at institutions of higher learning. Absences create a dead, tiresome, unpleasant classroom environment that makes students who come to class uncomfortable and the lecturer irritable (Marburger 2001). Absenteeism disturbs the dynamic teaching-learning environment and adversely affects the overall well-being of classes (Segal 2008). In quality terms, absenteeism is a waste of educational resources, time and human potential. Student absenteeism also causes rework and wasted time for lecturers (Lalek 1995; Rumberger 1997). Lecturers who spend class time re-teaching lessons take instructional time away from students who attend class regularly, and the extra time spent going over absentee homework and class assignments takes time away from lecturer planning periods and time needed to provide individual assistance (Weller 1996). When students are absent from class, they miss valuable information resulting from peer-lecturer interaction and the benefits of the specific examples lecturers use to clarify difficult concepts.

Teacher absenteeism in government primary schools in rural India is a huge and well-documented phenomenon. Using Christopher Hood's cultural-theory framework of doing public management, this paper analyses this problem from four different perspectives, i.e. the hierarchist, egalitarian, individualist and fatalist management approach.

The paper proceeds with a discussion of three innovative strategies currently proposed or pursued in India to deal with teacher absenteeism. These are

- 1) The creation of local-level institutions that could hold teachers accountable,
- 2) The creation of a voucher system to allow parents to choose the school (government or private) for their children, and
- 3) The recruitment of volunteers on contract basis to do a teaching job. These three strategies, the paper argues, can be interpreted as responses that fit, respectively, within an egalitarian, an individualist and a fatalist approach. The paper concludes that none of the four perspectives can be expected to provide 'quick fix' solutions, especially because they 'act on' teachers rather than 'act with' them. Teachers, it is argued, should get a larger role themselves in the formulation and implementation of a strategy to address teacher absenteeism.

1.3 ABSENTEEISM AND STUDENTS PERFORMANCE

People have strong opinions about almost anything and the issue of education is no exception. How these opinions have been formed needs to be examined. This is what good research does. It informs and guides. A myriad of factors influence education and oftentimes, these factors are not independent from each other. Factors interact, sometimes these add, and

other times, these subtract. General notions therefore need to be carefully drawn. Writing articles on education can also be quite challenging. When problems in basic education involve an inability to think critically, it is difficult to reach the audience and convey the correct message. Oftentimes, sarcasm is lost so such style of writing needs to be avoided. For people who are convinced of their wisdom and understanding of how education works, profound messages from basic research can be often easily lost. Education Week recently came out with an article, "School Absences Translate to Lower Test Scores, Study Says". One of the first comments on the article was "Really? We need a study to show a link between absences and achievement". This is followed by "Another obvious finding..., A wise man once said that data that is easy to gather is meaningless". And then, "Duh!" The article related the following important findings from the study: "Three days, if you multiply that out by nine months, is five weeks a year," Mr. Ginsburg said. "You've got more than a quarter of the below-basic kids who are going to miss five weeks of school a year or more," he said, noting that only 8 percent of students at the advanced level had missed that much school. "That, to me, would be something that if you are a chief state school officer or a superintendent, you might worry about." "Being absent for three days in a month strongly correlates with poor performance. As educators, it is important to know the threshold. Drawing policies on school intervention regarding absenteeism requires guiding information on where to draw the line. Policies cannot be simply drawn out of thin air. Three days in a month, that number, a result of research, is

a useful guide for teachers and school administrators. The study as described by the article is only an initial analysis of the data. On going research will continue to unravel further the underlying factors that result into absenteeism. This is an important task since this information likewise is necessary to design the interventions that are relevant. Among the comments on the article is an informed one and it brings us to another website," Attendance Works: Advancing Student Success by Reducing Chronic Absence".

Sure, the connection between attendance and achievement is obvious. But do you know how many students in your district or your school are missing 10% of the school year, the point where research shows that absenteeism undermines academic performance? Unless you live in Maryland, probably not. Most schools measure average daily attendance(who shows up) and truancy (who's skipping). But they don't look at who's missing too much school in excused and unexcused absences. When they do, they get to some of the"why"--asthma, homelessness, transportation problems, boredom--and they can figure out how to address it."

1.4 TYPES OF ABSENTEEISM

1. **CULPABLE ABSENTEEISM:** Culpable absenteeism refers to lateness or absence problems for which the employee should be held responsible because the problems are within the employee's power to address and correct (Anonymous, 2004). For instance an employee who is on sick leave even though he/she is not sick, and can be proven that the employee was not sick is guilty of culpable absenteeism. The four key types of culpable absenteeism are: 1. Lateness / leave early; 2. Failure to notify; 3. Absences without leave; and 4. Abuse of leave

2. NON-CULPABLE (INNOCENT) : ABSENTEEISM

Innocent absenteeism refers to the absence of employees due to illness or injury for reasons beyond the employees' control. Innocent absenteeism is not culpable which means that it is blameless. Innocent absenteeism is not subject to disciplinary action but is approached on the basis of identifying and understanding the medical needs of the employee and any restrictions as identified by the employees' health care practitioner. **CAUSES OF ABSENTEEISM** : 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

1.5 RATIONALE OF THE STUDY:

Teacher's absenteeism and student's absenteeism have been consistently identified by educators as a major concern since 1940's (Mervilde, 1981). Limited research is available on the extent, causes and impact of teacher absenteeism on students learning. Similarly limited research is available on the extent of students absenteeism its causes and impact of learning.

Aizawl District is the largest district in Mizoram having the highest number of teachers and students at the elementary level of education. The investigator felt that a study on teachers and students absenteeism and its related issues in the elementary

schools of the district will throw light on the whole situation in Mizoram. Hence, the present study has been undertaken.

1.6 STATEMENT OF THE PROBLEM

“A Study of Absenteeism among Teachers and Students in Elementary Schools in Aizawl District.”

1.7 OBJECTIVES OF THE STUDY

- 1) To analyse the extent of teachers’ absenteeism in elementary schools in Aizawl District.
- 2) To analyse the extent of students’ absenteeism in elementary schools in Aizawl District.
- 3) To compare Government and Private elementary school teachers in relation to absenteeism
- 4) To compare male and female elementary schools teachers in relation to absenteeism.
- 5) To compare regular and contract/temporary teachers in elementary schools in relation to absenteeism.
- 6) To compare primary and upper primary teachers in relation to absenteeism.
- 7) To compare Government and Private elementary school students in relation to absenteeism.

- 8) To compare primary and upper primary school students in relation to absenteeism.
- 9) To find out the average number of teachers present on the day of visit to school.
- 10) To find out the average number of students present on the day of visit to school.
- 11) To find out the reasons for teachers' absenteeism.
- 12) To find out the reasons for students' absenteeism.
- 13) To examine corrective measures undertaken by schools to check absenteeism among teachers and students.

1.8 HYPOTHESES:

On the basis of the objectives identified for the present study, the following hypotheses were framed:

- 1) There are no significant differences between extent of absenteeism among male and female elementary school teachers.
- 2) There are no significant differences between extent of absenteeism among regular and contract/temporary elementary school teachers.
- 3) No significant difference exists between the extent of absenteeism among primary school and upper primary school teachers.

- 4) No significant difference exists between the extent of absenteeism among government and private elementary school teachers.
- 5) There are no significant differences between extent of absenteeism among government and private elementary school students.
- 6) There are no significant differences between extent of absenteeism among primary school and upper primary school students.
- 7) There are no significant differences between the percentage of attendance of teachers on a typical working day and an academic year.
- 8) There are no significant differences between the percentage of attendance of students on a typical working day and an academic year.

1.9 OPERATIONAL DEFINITIONS OF THE TERMS USED

Absenteeism: For the present study, absenteeism refers to absence from the school to engage in classroom activities on a working day. The absence rate of teachers and students has been considered for the past one academic year, collected from the attendance registers of teachers and students respectively.

Teachers: Teachers in the present study refers to teachers of government and private elementary schools.

Students: Students in the present study refers to students of government and private elementary schools.

Elementary Education: Elementary education means the education from first class to eight classes.

1.10 DELIMITATION OF THE STUDY

The study has been delimited to 3 educational blocks of Aizawl District.

CHAPTER II

LITERATURE REVIEW

CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION

Literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic.

Before taking up any research study, it is imperative that the researcher has a thorough understanding of the study he is to undertake. In order to understand the past as well as the present situation related to his study, the researcher has to seek all relevant studies and literature related to the proposed problem. The following few pages are devoted to the review of related literature which were collected and reviewed by the investigator, after consulting all possible literature to the present study.

The review of related literature in the present study has been classified broadly into three categories

1. Literature related to students' absenteeism
2. Literature related to teachers' absenteeism

3. Literature related to absenteeism and students' achievement

2.2 LITERATURE RELATED TO STUDENT ABSENTEEISM

Although considerable evidence has been collected on increasing rates of student enrolment in schools across the world, most education systems in developing countries do not collect or analyse attendance data on a consistent basis. In the absence of reliable data, there is little definitive information. However, periodic studies and anecdotal observations in many countries show that 'enrolled' students are frequently not in school. Although student absenteeism has been consistently identified by educators as a major concern since the 1940s, limited research is available on its extent, causes, and impact on learning.

Washington (1973) conducted a study on "*Student absenteeism in an American urban high school*" concluded that most student absences were the result of academic weakness, followed by personal psychological problems and employment outside school.

Wright (1976) conducted a study on "*explored the relationship between attendance and school factors*" found that as school size increased so did the absence rate. In addition, it

concluded that schools with lower teacher–student ratios had lower absence rates.

Duke and Mackel (1980) conducted study on “*Student attendance problems and school organization*” found out that although student absenteeism was a problem, the organization of school was not designed to help eliminate it. The responsibility for enforcing the attendance policy was passed back and forth between stakeholders with no one prepared to take direct responsibility. Moreover, the system of rewards and sanctions for teachers for enforcing the attendance policy was not effective, and students did not have an effective system of rewards or sanctions that encouraged regular school attendance

Mervilde (1981) conducted a study on “*Student Absenteeism: Causes, Effects, and Possible Solutions*” found out that many factors can lead to student absenteeism. Family health or financial concerns, poor school environment, drug and alcohol use, transportation problems, and differing community attitudes towards education are all conditions that can affect whether a child is attending school.

Bell et. al (1994) writes that truancy is associated with sexual promiscuity, alcohol and drug abuse, and dropping out of school. Teasley (2004) believes that truancy from school may be one of the “first sign in a series of antisocial behaviors that lead to negative personal and developmental outcomes” (p.1). Moreover it is influenced by a “lack of community support, an unsupportive school environment, disorderly family life, inclement weather, transportation problems, personal deficits, and poor health.” Students in urban settings are confronted with many challenges. According to the study, as childhood poverty increases nationally, truancy rates have skyrocketed to new levels. Students who go to urban schools where the majority of the students are minority and have low socioeconomic statuses experience a larger teacher absent rate than their peers in rural or suburban settings. Since many of students in urban schools operate in the affective domain instead of the cognitive domain, these students tend to believe that school and teachers do not care or believe in them and are more apt to skip or be truant to class. As a result, more staff development must be established to better aide teachers and administrators in discovering ways to build relationships with these students.

Woods and Montagno (1997) conducted a study on “Determining the negative effect of teacher attendance on student achievement.” revealed that the teacher attendance rate has a negative effect on student achievement. The study looked

at students in grade three in schools in the states of Indiana and Wyoming. They discovered that in classes where teachers had the greatest number of absences, individual standardized test scores were lowered, student rank in class was lowered, and over all school scores were down as a result of frequent absences .

Epstein,J. and Sheldon (2002) in their Journal on *“Improving student attendance through family and community involvement”* reveal that to prevent and correct serious attendance problems, schools need to change they way they are structured, improve the quality of the courses, and intensify interpersonal relationships between students and teacher according to. They further recommend three general strategies that will aide in reducing student absenteeism: “taking a comprehensive approach to attendance with activities that involve students, families, and the community; using more positive involvement activities than negative or punishing activities; and sustaining a focus on improving attendance over time” (p. 316).

BEPS, (2004) conducted a study on *“Teachers’ and Students’ Use of Time in Government Primary Schools in Bangladesh”* found that daily student attendance ranged from four per cent to 67 per cent, with about half of children regularly attending classes, 20 per cent with excessive

absences, and another 30 per cent with absences frequent enough to cause concern about their achievement.

CERCA, (2006) in their report on “*Communities Creating Educational Quality, Final Report*. Academy for Educational Development (AED)” concluded that approaches to addressing student attendance must start with using attendance as a management tool, and in understanding the underlying causes of absenteeism. Strategies can include scholarships, food programmes, school–parent activism to assure attendance, and systems of accountability.

2.3 LITERATURE RELATED TEACHERS ABSENTEEISM:

Steers,R. and Rhodes’ (1978) in their *Journal of Applied Psychology* ” *Major influences on employee attendance*” reveals that the most cited absenteeism model that is used in a multitude of studies on teacher absenteeism was the model. They used a multi- variable approach that encompasses psychological as well as personal characteristics of teachers. Based on the ideas of Steer and Rhodes (1978), demographic variables such as personal and family- related characteristics are slated as well as psychological variables such as job satisfaction, motivation to be absent, and the ability to attend work. The model emphasizes that attendance is highly influenced by the practices of the organization, an absence of

school culture, and employee attitudes, values, and goals. The number one factor identified by Steers and Rhodes was job satisfaction.

Porwoll (1980) conducted a study on "*Employee absenteeism*" believes that novice teachers with two to four years of experience and veteran teachers who have worked within the educational arena between twenty- three to twenty-five years miss the fewest number of days of school. Novice teachers are still in the infant developmental phase of their career and tend to have fewer personal responsibilities, such as child rearing.

Scott, k. and McClellan (1990) conducted a study on "*Gender differences in absenteeism. Public Personnel Management*" found out that male teachers tend to miss fewer days than women by a ratio of 3.39 days to 5.29 days per academic year. Additionally, elementary school teachers missed far more days of work than secondary school teachers by a ratio of 6.63 days to 3.32 days. Secondary school employees tend to remain at work more.

Jacobson,S. (1990) conducted a study on “*Attendance incentives and teacher absenteeism. Planning and Changing*” found that teachers who were nearing retirement were absent on a more frequent basis.

Scott, K. and McClellan (1990) conducted a study on “*Gender differences in absenteeism. Public Personnel Management*” writes that the school level taught and the level of the teaching license were two primary predictors of teacher absences. Through their investigation, it was discovered that the higher the degree obtained by the teacher, the higher the number of days they were absent from the classroom. Elementary teachers missed the most days.

Limited research is available on the extent, causes, and impact of teacher absenteeism on student learning, especially in developing countries where information systems are not sufficiently strong to collect, analyse and report on daily attendance. However, the lack of definitive research is somewhat counterbalanced by widespread recognition that teacher absenteeism is a serious problem, particularly in rural areas.

Ehrenberg, Rees, and Ehrenberg (1991) in their Journal of Human Resources on “*School district leave policies, teacher absenteeism and student achievement.*” reveals that the term “absenteeism” is sometimes used to refer to the problem of high levels of absence among teachers. We use the term “absence” instead, because absenteeism typically implies that providers are irresponsible or derelict in their duties. While this implication is sometimes correct, we recognize that absence is sometimes caused by circumstances beyond the control of the teacher, such as illness or official duties. What we are interested in investigating is the extent and causes of excessive absence, at least some of which seem likely to involve incentive structures. 15 percent and 17 percent, respectively, among primary-school teachers. Even in developed countries, the empirical literature on teacher absence is sparse), and there are no studies using nationally representative samples based on direct observation of teachers.

Unicomb et. al (1992) conducted a study on “*Teacher absenteeism: A study of short term teacher absenteeism in nine Nova Scotia schools which shows that teachers are absent significantly less than workers in other professions*” found out that gender and life stage plays an important part in determining the profiles of teachers who are absent from the instructional environment. It was discovered that female teachers tend to be absent more as they increased with age.

Male teachers were out more days in their thirties than at any other time in their teaching career.

Unicomb et. al (1992) conducted a study on "*Teacher absenteeism: A study of short term teacher absenteeism in nine Nova Scotia schools which shows that teachers are absent significantly less than workers in other professions*" discovered that teachers are more likely to be absent during the months of November, January, and April. This usually resides around holidays or in times of long periods between holidays. More research needs to be addressed here.

Pitkoff, E. (1993) conducted a study on "*Teacher absenteeism: What administrators can do*" found out that teachers who received low performance markings tend to miss a larger number of days than those who did not. Teachers with low marks do not feel a connection to the workplace and believe that they are ineffective in the classroom. This gives an impetus for school administrators to develop teacher growth plans early in the academic year for low performing teachers than later in the year.

Glewwe, et al.,(1999) in their studies on “*The Relationship between Buy-Back Provisions and Teacher Attendance Rates*” reveals that until recently, the problem of high levels of absence among teachers has not been the subject of much detailed empirical analysis. In the case of developing countries, a handful of recent studies have looked into the extent of teacher absence using direct observation, but they have generally used samples that are either non-representative or are representative of particular sub national areas. Major exceptions include the other papers from this project (mentioned below), as well as two recent studies based on surveys from Papua New Guinea (World Bank 2004) and Zambia (Das, Dercon, Habyarimana, and Krishnan 2005) that are roughly nationally representative.

King E.M. and Ozler,B., (2001) conducted a study on “*Endogenous School Quality and Student Performance in Nicaragua Strategies*” reveals that teacher absenteeism are varied, but must start by identifying the issue as a critical management concern. In Nicaragua, parental involvement and administrative autonomy positively influenced teacher attendance, especially in poor, rural areas

The District Management Council (2004) conducted a study on “*Management advisory brief: Reducing teacher absenteeism*” concluded that teachers average approximately two weeks out of the classroom per year due to sick days,

personal days, and other excused absences” and “districts pay for substitute salaries, recruiting, administrative tasks, and absent teacher salaries.” Nationally, based on findings from the same study using NCES statistics from 2000, the total cost of teacher absenteeism is \$25.2 billion dollars.

Habyarimana. J., (2004) conducted a study on “*Measuring and Understanding Teacher Absence in Uganda*” found that teachers with additional training after their pre-service programmes were less likely to be absent, and that lower student–teacher ratios were associated with lower teacher absence rates. Research has also shown that the rate of teacher absenteeism drops when incentive schemes such buy-backs of unused sick and other personal leave and salary cuts for unauthorized absences are introduced (Boyer, 1994). Boyer also claimed that bonuses or rewards for exceptional attendance can reduce teacher absences.

Chaudhury et al., (2005) A study of six developing countries—Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda—found that on average 19 per cent of teachers were absent on any given day. Across the countries surveyed, absence rates were higher in poorer regions, and in schools with poor infrastructure and no recent school inspections. Analysis also indicated that absences are not concentrated in a few repeat offenders, but are fairly widespread. In South Asia, only

four per cent of absences were attributed to official non-education-related duties. Unauthorized absences, including leaving early or arriving late, accounted for 30–50 per cent of all absences

Rogers et al., (2006) conducted a study on “*Teacher and health worker absence in developing countries*”, found out that normal reasons for absenteeism include family problems, health, pregnancy, or emergency leave. Other causes included teacher training courses that take teachers out of classrooms without providing substitutes, assignments requiring travel, travel to collect salary, and educational leave

Chaudhury et al. (2006) in their Journal of Economic Perspectives on “*Missing in action: Teacher and health worker absence in developing countries*” found that teachers who were required to seek permission directly from the principal for their absence were less likely to be absent than teachers who reported indirectly.

Ivatts, A (2010) in his studies reveals that there has been noted concern that the term ‘absenteeism’ can portray absent teachers as ‘lazy’, ‘irresponsible’ or ‘unprofessional’, regardless of the legitimacy of their absence. In response, some studies have thus used categories of ‘excused’ and ‘unexcused’ absence

to distinguish between teachers who are legitimately away from school and those who are not (Abeles, 2009)

2.4 LITERATURE RELATED TO ABSENTEEISM AND STUDENT ACHIEVEMENT

Scott,K., Markham, and Taylor (1987) conducted a study on “*Employee attendance: Good policy makes good sense. Personnel Administrator*” believed that “a good attendance policy also includes a progressive discipline clause” p. 100. Employees under this guidance must receive increasing levels of punishment for more severe or repeated violations of the organization’s policy. The goal is to shape the employee’s behavior and to give the information they need to understand the consequences of their actions. The policy needs to be procedural and must be ingrained throughout the academic year to staff members. They believe that recognition motivates employees to stay at work and that pay incentives can be used if they are designed properly.

Jacobson (1988) believes that a pay incentive plan helps to decrease teacher absenteeism. Teachers will work or remain at work to obtain a pay incentive.

Ehrenberg et al.,(1991)in their studies on “*School District Leave Policies, Teacher Absenteeism, and Student Achievement.*” shows that there is empirical evidence to support the hypothesis that higher absenteeism by teachers contributed to lower student performance. Statistical evidence showed that students whose teachers miss more days of class have lower scores on state achievement tests. Raegen Miller looked at the impact of teacher absences on fourth-grade test scores in a large, urban school district and found that ten teacher absences within a school year causes a significant loss in math achievement. Though there is evidence from one older research study involving 700 New York schools in 1991 which concluded that the absences of teachers were not “largely associated with student test performance,” the researchers stated in their conclusion that “one should not conclude from this ...that teacher absenteeism has no impact on student learning.

Ehrenberg et.al,. (1991) studied the effect of teacher absenteeism on school level pass-rates using variation in school district leave policies as an instrument for absenteeism. They do not find any direct effects of absenteeism on pass-rates, although they do find that higher teacher absenteeism is associated with higher student absenteeism.

Woods and Montagno (1997) studied “the impact of teacher absenteeism on student reading scores on the standardized Iowa Test of Basic Skills (ITBS)”. They found that students with teachers who had fewer absences had “significantly larger improvements in grade equivalency.” They conducted research on third-grade students and found that the teachers with the highest number of absences had students with lower standardized test scores, thus concluding that teacher absenteeism does have a significant negative impact on student achievement.

Bedi, A., and Marshall, J.H (1999) conducted a study on “*School attendance and student achievement: Evidence from rural Honduras. Economic Development and Cultural Change*” found that the strongest factors associated with gains in academic achievement were student-teacher ratios, preschool programmes, and teacher quality.

Uehara, (1999) in his study on “*Where are the Teachers? A Policy Report on Teacher Attendance in the Pacific Region.*” found that there is a negative correlation between student performance and high teacher absenteeism, stating that the more days a teacher was absent, the more the level of student performance decreased.

Varlas, (2001) conducted a study on “*Succeeding with substitute teachers*. Education Update” reveals that several mechanisms through which teachers absences may reduce student achievements have been reported. These studies reported that (i) instructional intensity may be radically reduced when a regularly assigned teacher is absent; and (ii) low skill levels of substitute teachers may contribute to a reduction of instructional focus. Another way that teacher absences affect students was through the creation of discontinuities in instruction and disruption of regular routines and procedures in the classroom.

Bruno, J., (2002) in his studies on “*The geographical distribution of teacher absenteeism in large urban school district settings: Implications for school reform efforts aimed at promoting equity and excellence in education*” stresses that “students in a classroom eventually lose the desire to learn when the regular teacher is frequently absent and the delivery of the instructional is by an array of substitute teachers” (p.1). As a result of this key finding, substitutes are hard to find to replace absent teachers in urban schools. Regular education teachers who are off during their conference period do not particularly volunteer to substitute (Mckay 1999). Student academic achievement falls and students do not feel connected to the classroom.

Bruno, J., (2002) also purports that “when there is a high teacher absence, it tends to lower the morale of remaining teachers resulting in high teacher turnover” (p. 1). Other teachers tend to feel more burdened because they may have to plan for the teacher who is absent. Addition to teacher morale, urban teachers tend to become frustrated with poor resource allocations in their schools and tend to desire to disconnect from the inner city campus with high rates of minority children whose families are labeled as low-income. Because of this, Bruno (2002) emphasizes that “teaching at low-income area schools increases the propensity of teachers to be absent” (p. 1).

Epstein and Sheldon, (2002) in their studies on “*Present and accounted for: Improving student attendance through family and community involvement*” show that higher attendance is related to higher achievement for students of all backgrounds.

Monazza (2003) conducted a study in Pakistan focusing on factors that determine “students achievements” in reading and maths. Initial results suggested that both home background and school-related factors were important in explaining student achievement. School variables, such as student-teacher ratio, peer group variables and school resources were significant determinants of pupil achievement.

Chesterfield, R.,(2005) in his studies on “*School Success amid Hardship: First Grade Completion in Rural Guatemala*” shows that a study in Guatemala of promotion from Grade 1 to Grade 2 found that children who had to repeat Grade 1 were present only about two-thirds of the time, whereas children promoted to Grade 2 had been present for over 80 per cent of the time.

U.S. Department of Education,(2006) conducted a study on “*Opportunity to Learn: A High-Impact Strategy for Improving Educational Outcomes in Developing Countries*” reveals that students who attend school regularly score higher on achievement tests than their peers who are frequently absent.

Duflo and Hanna’s (2006) in their experimental study on “*Monitoring Works: Getting Teachers to Come to School*” implies that financial incentives for good attendance were given to teachers in primary schools in India, provides strong evidence of a causal relationship between teacher absence and student achievement. A year after the intervention began, test scores for students in the treatment schools were substantially higher than those for students in control schools. This finding could be peculiar to the context in which the study was done where student absences were as high as 42 per cent; however, the context of this study and the current Karnali study share several similarities. This study implied that teacher attendance

increase when attendance and performance were linked with incentives, and improved teacher attendance resulted in increased student achievement.

Suryadarma et.al. (2006) conducted a study on *“Improving Student Performance in Public Primary Schools in Developing Countries: Evidence from Indonesia.”* found that “higher teacher absence significantly correlates with lower student scores in the mathematics test”.

Miller et al.(2007) conducted a study on *“Do Teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District.”* found that urban school district and found that ten teacher absences within a year causes a significant loss in math achievement, reducing student performance by 3.3 percent of a standard deviation They also found that student performance is lowered by one or two percent for each ten days that a teacher is absent.

Clotfelter et al.(2007) in his studies found that students whose teacher had ten days of absences showed a decline of 1.7 percent of a standard deviation in math and a .9 percent decline in reading, less than what was found by Miller, Murnane, and Willett (2007).

Bradley, Green, and Leeves, (2007) in their study found evidence that an individual teacher's usage of leave is affected by the behavior of their peers.

Clotfelter et.al,. (2007) In studies conducted at "Duke University", they found that schools having more low socioeconomic and minority students also had higher teacher absence rates, and that then leads to lower student test scores. They also found that the teachers in the poorest schools in North Carolina took an average of one extra sick day per year compared to teachers in wealthier schools.. also found that absences affect low-income students more and that teachers at schools with higher free and reduced lunch recipients, also typically low-income schools, had more absences (p.15).

Miller, R.T., et.al,(2008) in an investigative article done for the Chicago Tribune, Darnell little and Tracy Dellangela found through a six-year analysis of teacher absenteeism that the highest absenteeism problems were found in a certain cluster of failing schools. That district began publishing teacher absence rates in directories given out to parents. The absences ranged from 2 to 35 days per teacher among the 500 elementary schools. Miller and colleagues found in their research big differences in teacher absence rates among schools in the same district. In an interview in the Associated Press in 2009, Raegen Miller was quoted as saying the "professional

culture of a school and the relationship between teachers and administrators affect absenteeism”

Miller, Murnane, and Willett (2008) in their studies on “*Do Teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District.*” found that data was gathered on 285 fourth-grade teachers and their student’s scores on the annual state mathematics test. They found a small but statistically significant negative impact of teacher absences on the student math scores.

Craig Hubbell (2008) in a report to the Wisconsin Association of School Boards, states that attendance improves when teachers are required to report their absences to their direct supervisor.

Raegen Miller (2008) conducted a study on “*Do worker absences affect productivity? The case of teachers.*” for the Center for American Progress titled “Tales of Teacher Absence: New Research Yields Patterns that Speak to Policy Makers”, reveals that teachers in the United States are absent between nine and ten days per school year. This results in an individual student having a substitute teacher for the equivalent of two-thirds of a school year during his school career from of days missed by the teacher would be 108 to 120 days, which is two-

thirds of a typical 180 day school year. Cobb County School teachers were absent from the classroom an average of 14 days during the 2007/2008 school year when training leave is included in the total. Overall, Miller concluded that teacher absences do have a negative affect on student performance.

From an analysis of the literature reviewed the investigator has come to learn that absenteeism in schools whether it is the students or the teachers is a common problem faced in different parts of the world. This review thus led the investigator to conclude that a study in this area is very relevant to find out solution to one of the problems faced in the educational system.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This study was primarily qualitative in nature, supplemented by quantitative information where available. Qualitative information was collected through open-ended interviews, discussions, interactions and consultations with respondents such as head-teachers, teachers, students, community members, etc. in selected schools. Quantitative information was generated through a structured questionnaire administered to head-teachers, teachers, and students. These primary data were supplemented by secondary data obtained from other relevant documents such as school attendance registers for teachers and students. In addition, a literature review of relevant documents was undertaken.

3.2 POPULATION AND SAMPLE

The population for the present study consisted of all teachers and students in the elementary schools of Aizawl District.

Three educational blocks were randomly selected and the sample consisted of 10% of elementary schools in these three educational blocks. Proportional representation on the basis of category, management and locality was maintained by using Stratified Random Sampling Method.

Table 1

Schools selected for the study

DISTRICT	BLOCK	SCHOOL NAME	TYPE	RURAL/ URBAN
AIZAWL	BAWNGKAWN	Durtlang P/S:II	Primary	Urban
		Bawngkawn P/S:II	Primary	Urban
		Durtlang P/S: V	Primary	Urban
		Sihphir P/S:I	Primary	Rural
		Sihphir M/S:I	Middle	Rural
		Bawngkawn M/S:II	Middle	Urban
		Durtlang M/S:I	Middle	Urban
		Presbyterian English School Durtlang	Primary with Middle	Urban
		Z.N. English Medium School	Primary with Middle	Urban
	CHANMARI	Hlimen P/S:I	Primary	Rural
		Dinthar P/S:I	Primary	Urban
		Chanmari P/S	Primary	Urban
		Chanmari West P/S	Primary	Urban
		Springdale English Medium School	Primary with Middle	Urban
		Neuhof School	Primary with Middle	Urban
		New Horizontal School	Primary with Middle	Urban
		Chanmari M/S	Middle	Urban
		Chanmari West M/S	Middle	Urban
		Dinthar M/S:I	Middle	Urban
		THING SULTH LIAH	Seling P/S:I	Primary
	Thingsulthliah P/S:I		Primay	Rural
	Seling M/S		Middle	Rural
	Thingsulthliah M/S:I		Middle	Rural

3.3 CONSTRUCTION OF TOOLS

The following tools will be constructed by the investigator for collecting necessary information in relation to the study:

- 1) Questionnaire for teachers for studying the causes of their absenteeism
- 2) Interview schedule for students studying the causes of their absenteeism
- 3) Schedule for recording of teachers and students attendance
- 4) Questionnaire for headmaster for studying the causes of teachers and students absenteeism.

3.4 PROCEDURE OF DATA COLLECTION

Primary data for the present study were collected by visiting sample elementary schools in the district of Aizawl thereby administering the tools meant for them. While visiting schools for data collection, data collection instrument which was designed to elicit information on the rate and trends of absenteeism of teachers, students and the head master were also collected by administering questionnaire prepared for them. Primary data were also collected from the students by conducting an interview schedule. These primary data were supplemented by secondary data obtained from other relevant documents such as school attendance registers for teachers and students.

3.5 TABULATION OF DATA

The mass of data, relating to teachers and students absenteeism in elementary school in Aizawl district, collected from different sources and through the questionnaire and interview scale of absenteeism was properly edited and classified before tabulation. All raw data were tested on the basis of the purpose for which it was collected, and only the useful and useable data were tabulated, according to the objectives and variables under study.

In this manner, the primary and secondary data collected relating to the study of teachers and students' absenteeism in elementary school were tabulated as per the requirements of the study. Primary and secondary data collected has been tabulated separately in order to find out the reasons for absenteeism.

3.6 STATISTICAL TREATMENT OF DATA

Keeping in view the nature of the data and objectives of the study, the following statistical techniques were applied for data analysis:-

- 1) To understand the nature of absenteeism of teachers and students statistical technique like percentage is applied.

2) For item discrimination and significance of difference in absenteeism of teachers and students in elementary school, 't' test was applied.

CHAPTER IV
ANALYSIS AND
INTERPRETATION

CHAPTER IV

ANALYSIS AND INTERPRETATION

To find out answer to the issues raised in the objectives, primary information using questionnaire, interview schedule and observation was given to the respondents personally by the investigator. Secondary information related to teachers and student's attendance was collected from all the sample schools. The collected information was then sifted edited and tabulated using appropriate statistical techniques.

SECTION I

4.1.0 EXTENT OF ABSENTEEISM AS PER RECORD

The extend of absenteeism for the whole academic year was collected and analyzed for teachers as well as students from the attendance register prepared and maintained by the sample schools. The findings on the basis of available records are presented as follows:

4.1.1 EXTENT OF TEACHERS' ABSENTEEISM IN ELEMENTARY SCHOOLS

To find out the extent of teachers absenteeism in elementary schools of Aizawl District, the investigator analyzed the teacher's attendance record of the past academic year (2012-2013).

Analysis was done after collecting all the details regarding the number of teachers, number of working days, number of days in which every teacher was present.

Table 4.1.1

Extent of Teacher's Absenteeism during 2012-2013

SI. No	Particulars	Primary School	Middle School	Male Teachers	Female Teachers	Govt. Teachers	Private Teachers	Temporary Teachers	Permanent Teachers
1	No. of teachers	96	111	97	110	120	87	99	108
2	No. of working days	177	177	177	177	177	177	177	177
3	Total No. of working days for all teachers	16992	19647	17169	19470	21270	15399	17523	19116
4	Total No. of absence days for all teachers	563	685	577	671	761	487	368	880
5	Percentage of absence days	3.31	3.48	3.36	3.44	3.58	3.16	2.8	4.6

From the above table no 4.1.1 we can find out that there were 96 primary school teachers and 111 middle school teachers and the number of working days for primary and middle school teachers was 177. The total number of working days for all teachers in primary school was 16992 days where as the total number of working days for all teachers in middle school was 19647 days. The above table also reveals that the number of teacher days lost due to absenteeism in primary school was 568 days and the number of teachers days lost due to absenteeism in middle school is 685 days and from this we can find out that the absence percentage of primary teachers was 3.31% and the absence percentage of middle school teachers was 3.48%.

There were 97 male teachers and 110 female teachers which means that the total number of working days for male teachers was 17169 days and for female teachers it was 19470 days. From the above table(4.1) it can be seen that the number of male teacher days lost due to absenteeism from school was 577 days and the number of female teachers days lost due to absenteeism in school was 671 days and from this we can find out that the absence percentage of male teachers was 3.36% and the absence percentage of female teachers was 3.44%.

Out of the total number of 207 teachers 120 were from Government schools and 87 private schools. The total number of working days for all government teachers was 21270 days where as the total number of working days for all private teachers was 15399 days. The above table also reveals that the number of government teacher days lost due to absenteeism from school was 761 days and the number of private teachers days lost due to absenteeism in school was 487 days and from this we can find out that the absence percentage of government teachers was 3.58% and the absence percentage of private teachers was 3.16%.

Out of the total number of 207 teachers 99 were belong to temporary teachers and 108 were belong to permanent teachers. The total number of working days for all temporary teachers was 17523 days where as the total number of working days for all permanent teachers was 19116 days. The above table also reveals that the number of temporary teacher days lost due to absenteeism from school was 368 days and the number of permanent teachers days lost due to absenteeism from school was 880 days and from this we can find out that the absence percentage of temporary teachers was 2.8% and the absence percentage of permanent teachers was 4.6%.

4.1.1.1 Significance of difference between the percentage of absenteeism of government and private elementary school teachers

Table No. 4.1.1.1

Comparative Analysis of Percentage of Absenteeism of Government and Private Elementary School Teachers

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Government Elementary School teachers	120	96.42	3.58	2.5*
2	Private Elementary School Teachers	87	96.84	3.16	

**Significant at 0.05 level*

Source: Field Study

Table no.4.1.1.1 shows a comparative statistics of Government and Private Elementary School Teachers in relation to their absenteeism from school. The t-value for Government and Private Elementary School Teachers in respect to their percentage of absence as well as presence in school for working

day with $df=205$ is 2.5. as the required 't' value to determine significance of difference at 0.05 level is of 1.97, the findings shows that there is significance at 0.05 level between the two groups of respondents in regard to their percentage of absenteeism of school on working days. Therefore, the hypothesis no .4 which stated that "No significant difference exists between the extent of absenteeism among government and private elementary school teachers" is rejected.

4.1.1.2 Significance of difference between the percentage of absenteeism of male and female elementary school teachers

Table No. 4.1.1.2

Comparative Analysis of Percentage of Absenteeism of Male and Female Elementary School Teachers

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Male School Teachers	97	96.64	3.36	2.49*
2	Female School Teachers	110	96.56	3.44	

**Significant at 0.05 level*

Source: field study

Difference between the percentage of absenteeism of male and female elementary school teachers.

A perusal of data vide table 4.1.1.2 reveals that the t-value for the significance of difference between percentage of days of presence of male and female elementary school teachers and percentage of days of absence of male and female elementary school teachers is 2.49, whereas the required t-value is with $df=205$ is 1.97 at 0.05 level of significance. Since the t-value 2.49 is greater than the criterion t-value at 0.05 levels therefore it can be concluded that there is significant of difference between the percentage of absenteeism of male and female teachers. Therefore, the hypothesis no .1 which stated that “there is no significant difference exists between the extent of absenteeism among male and female elementary school teachers” is rejected.

4.1.1.3 Significance of difference between the percentage of absenteeism of Temporary and Permanent elementary school teachers

Table No. 4.1.1.3

Comparative Analysis of Percentage of Absenteeism of Temporary and Permanent Elementary School Teachers

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Temporary school teachers	99	97.2	2.80	2.61**
2	Permanent school teachers	108	95.4	4.60	

***Significant at 0.01 level*

Source: Field Study

The above table shows a comparative statistic of temporary and permanent elementary school teachers in relation to their absenteeism at school.

A perusal of data vide table 4.1.1.3 reveals that the t-value for the significance of difference between percentage of days of presence of temporary and permanent elementary school teachers and percentage of days of absence of temporary and

permanent teachers is 2.61, whereas the required t-value is 2.60 at 0.01 level of significance. Since the t-value is greater than the criterion t-value therefore it can be concluded that there is a significant difference between these two groups of respondents with regard to their percentage of absenteeism of school on working days. Therefore, the hypothesis no .2 which stated that “ there is no significant difference exists between the extent of absenteeism among regular and contract/temporary elementary school teachers” is rejected.

4.1.1.4 Significance of difference between the percentage of Absenteeism of primary and middle school teachers

Table No. 4.1.1.4

Comparative Analysis of Percentage of Absenteeism of Primary and Middle School Teachers

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Primary School Teachers	96	96.69	3.31	2.49*
2	Middle School Teachers	111	96.52	3.48	

**Significant at 0.05 level*

Source: Field Study

The above table reveals the significance of percentage of absenteeism of primary and middle school teachers. The t-value for primary school teachers and middle school teachers in respect to their percentage of absence as well as presence in school for working day with $df=205$ is 2.49. Since the calculated t-value is greater than the criterion t-value therefore it can be concluded that there is significance at 0.05 level of percentage of absenteeism of primary and middle teachers. Therefore, the hypothesis no .3 which stated that “ No significant difference exists between the extent of absenteeism among primary and middle school teachers” is rejected.

4.1.2 EXTENT OF STUDENT’S ABSENTEEISM IN ELEMENTARY SCHOOLS

To find out the extent of students absenteeism in elementary schools of Aizawl District, the investigator analyzed the teacher’s attendance record of the past academic year (2012-2013). Analysis was done after collecting all the details regarding the number of students, number of working days, number of days in which every student was present.

Table 4.1.2

Extent of Student's Absenteeism during 2012-2013

SI No	Particulars	Govt. Students	Private Students	Primary Students	Middle Students
1	No. of students	1100	1417	1250	1267
2	No. of working days	177	177	177	177
3	Total no. of working days for all students	194700	250809	221250	224259
4	Total no. of absent days for all students	9880	6113	10007	5986
5	Percentage of absence days for all students	5.07	2.43	4.52	2.66

Source: Field Study

From the above table no.4.1.2 we can find out that there were 1100 government students and 1417 private students is 1417 and the number of working days for government and private students was 177. The total numbers of working days for all government students was 194700 days where as the total number of working days for all private students was 250809 days. The above table also reveals that the number of government students days lost due to absenteeism from school was 9880 days and the number of private students days lost due to

absenteeism from school was 6113 days and from this we can find out that the absence percentage of government students was 5.07% and the absence percentage of private students was 2.43%.

Out of the total number of students there were 1250 primary students and 1267 were middle students. The total numbers of working days for all primary students was 221250 days where as the total number of working days for all middle students was 224259 days. The above table also reveals that the number of primary students days lost due to absenteeism from school was 10007 days and the number of middle students days lost due to absenteeism from school was 5986 days and from this we can find out that the absence percentage of primary students is 4.52% and the absence percentage of middle students is 2.66%.

4.1.2.1 Significance of difference between the percentage of absenteeism of government and private elementary school students

Table No. 4.1.2.1

Comparative Analysis of Percentage of Absenteeism of Government and Private Elementary School Students

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Government School Students	1100	94.93	5.07	0.74 ^{NS}
2	Private School Students	1417	97.57	2.43	

NS= Not Significant

Source: Field Study

The above table shows a comparative statistic of government and private elementary school students in relation to their absenteeism at school.

Difference between the percentage of Absenteeism of Government and Private elementary school students:

A perusal of data vide table 4.1.2.1 reveals that the t-value for the significance of difference between percentage of days of presence of government and private elementary school students and percentage of days of absence of government and private school students with $df= 2515$ is 0.74, where as the required t-value to determine the significance of difference is 1.96 at 0.05 level of significance. Since the calculated t-value is less than the criterion t-value therefore it can be concluded that there is no significant difference between these two groups of respondents with regard to their percentage of absenteeism of school on working days. Therefore , the hypothesis no .5 which stated that “ there is no significant difference exists between the extent of absenteeism among government and private elementary school students” is rejected.

4.1.2.2 Significance of difference between the percentage of absenteeism of primary and middle school students

Table No. 4.1.2.2

Comparative Analysis of Percentage of Absenteeism of Primary and Middle School students

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Primary School Students	1250	95.48	4.52	0.74 ^{NS}
2	Middle School Students	1267	97.34	2.66	

NS= Not Significant

Source: Field Study

The above table shows a comparative statistic on the significance of percentage of absenteeism of primary and middle school students. The t-value for the significance of difference between the percentage of presence of primary and middle school students and percentage of absence of primary and middle school students with $df=2515$ is 0.74. As the required 't' value to determine significance of difference at 0.05 level is 1.96 the findings of the t-value shows that although there is no significance of difference between the percentage of absenteeism of primary and middle school students in respect

to the percentage of present and absent days in school. Therefore , the hypothesis no .6 which stated that “ there is no significant difference exists between the extent of absenteeism among primary and upper primary school students” is rejected.

SECTION II

4.2.0 EXTENT OF ABSENTEEISM AS PER OBSERVATION ON THE DAY OF VISIT TO SCHOOL

In order to understand the actual position regarding absenteeism of teachers and students the scholar has also collected data on this issue on the day of visit to the school. Analysis of the percentage of teachers and students who were found present/ absent was done and interpretation is presented as follows:

4.2.1 ABSENTEEISM OF TEACHERS

This section is devoted to an analysis of absenteeism of teachers on the day of visit to school

4.2.1.1 Difference between the percentage of Absenteeism of primary and middle school teachers on the day of visit

After analyzing the collected data on absenteeism of teachers on a typical working day (on the day of visit) comparison was made between Primary and Middle School Teachers. Following is the analytical table:-

Table No. 4.2.1.1

Comparative Analysis of Percentage of Absenteeism of Primary and Middle School Teachers

S.I	Category	N	Percentage of school teachers present on the day of visit	Percentage of school teachers absent on the day of visit	t-value
1	Primary School Teachers	91	81.32	18.68	4.73**
2	Middle School Teachers	121	88.43	11.57	

**Significant at 0.01 level

Source: Field Study

The above table shows a comparative statistic of primary and middle school teachers in relation to their absenteeism at school on the day of visit.

A perusal of data vide table 4.2.1.1 reveals that the t-value for the significance of difference between percentage of days of presence of primary and middle school teachers and percentage of days of absence of primary and middle school teachers with $df= 210$ is 4.73, where as the required t-value to determine the significance of difference is 2.60 at 0.01 level of significance. Since the calculated t-value is greater than the criterion t-value therefore it can be concluded that there is a significant difference between these two groups of respondents with regard to their percentage of absenteeism of school on the day of visit.

4.2.1.2 Difference between the percentage of Absenteeism of government and private elementary school teachers on the day of visit to school

After analyzing the collected data on absenteeism of teachers on a typical working day (on the day of visit) comparison was made between Government and Private School Teachers. Following is the analytical table:-

Table No. 4.2.1.2

Comparative Analysis of Percentage of Absenteeism of Government and Private Elementary School Teachers

S.I	Category	N	Percentage of teachers present on the day of visit	Percentage of teachers absent on the day of visit	t-value
1	Government Elementary School Teachers	122	81.15	18.85	4.86**
2	Private Elementary School Teachers	90	90.12	8.88	

***significant at 0.01 level*

Source: Field Study

The above table shows a comparative statistic of government and private elementary school teachers in relation to their absenteeism at school on the day of visit.

A perusal of data vide table 4.2.1.2 reveals that the t-value for the significance of difference between percentage of days of presence of government and private elementary school teachers and percentage of days of absence of government and private elementary school teachers with $df= 210$ is 4.86, where as the required t-value to determine the significance of difference is 2.60 at 0.01 level of significance. Since the calculated t-value is greater than the criterion t-value therefore it can be concluded that there is a great significant difference between these two groups of respondents with regard to their percentage of absenteeism of school on the day of visit.

4.2.2 ABSENTEEISM OF STUDENTS

This section is devoted to an analysis of absenteeism of students on the day of visit to school

4.2.2.1 Difference between the percentage of Absenteeism of government and private elementary school students on the day of visit

After analyzing the collected data on absenteeism of students on a typical working day (on the day of visit) comparison was made between Government and Private School Teachers. Following is the analytical table:-

Table No. 4.2.2.1

Percentage of Absenteeism of Government and Private
Elementary School Students

S.I	Category	N	Percentage of students Present on the day of visit	Percentage of students absent on the day of visit	t- value
1	Government School Students	1120	79.29	20.71	1.37 ^{NS}
2	Private School Students	1442	88.27	11.73	

NS=Not Significant

Source: Field Study

The above table 4.2.2.1 reveals shows a comparison between Government and Private elementary school students in relation to their absenteeism from school on the day of visit. The t-value for Government and Private elementary school students in respect to their percentage of absence as well as presence in school for working day with $df=2560$ is 1.37. As the required 't' value to determine significance of difference at 0.05 level is 1.96, the findings shows that there is no significant difference between the two groups of respondents in regard to their percentage of absenteeism on the day of visit to school

4.2.2.2 Difference between the percentage of Absenteeism of primary and middle school students on the day of visit

After analyzing the collected data on absenteeism of students on a typical working day (on the day of visit) comparison was made between Primary and Middle School Teachers. Following is the analytical table:-

Table No. 4.2.2.2

Percentage of Absenteeism of Primary and Middle Students

S.I	Category	N	Percentage of students present on the day of visit	Percentage of students absent on the day of visit	t-value
1	Primary School Students	1295	84.25	15.75	1.28 ^{NS}
2	Middle School Students	1267	88.64	11.36	

NS=Not Significant

Source: Field Study

The above table 4.2.2.2 shows a comparative statistic on the percentage of absenteeism of primary and middle school students on the day of visit. The t-value for the significance of difference between the percentage of presence of primary and middle school students and percentage of absence of primary and middle school students with $df=2560$ is 1.28. As the required 't' value to determine significance of difference at 0.05 level is 1.96, the findings of the t-value shows that there is no significance of difference between the percentage of absenteeism of primary and middle school students in respect to the percentage of present and absence on the day of visit to school.

SECTION III

4.3.0 COMPARISON BETWEEN ABSENTEEISM FOR AN ACADEMIC YEAR AND ON THE DAY OF VISIT

In order to find out whether absenteeism of teachers and students differ significantly between available records and actual observation on the day of visit, the data collected through both these sources were compared.

4.3.1 Comparison between Absenteeism of Teachers for an Academic Year and on the Day of Visit

To find out if there is any significant difference between the absenteeism of teachers for an academic year and on the day of visit ‘t’ test for percentage was employed.

Table No. 4.3.1

Attendance of teachers for the whole academic year and attendance of teachers on the day of visit

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Attendance for an academic year	207	96.60	3.40	2.79**
2	Attendance on the day of visit	212	85.38	14.62	

***significant at 0.01 level*

Source: Field Study

The above table shows a comparative statistic of total number of teacher’s attendance on all working days and attendance on a typical working day in relation to the number of teachers posted in schools.

A perusal of data vide table 4.3.1 reveals that the t-value for the significance of difference between percentage of days of presence of all teachers for the whole academic year and attendance of teachers on the day of visit to school is 2.79, whereas the required t-value is 2.60 at 0.01 level of significance. Since the t-value is greater than the criterion t-value therefore it can be concluded that there is a significant difference between absenteeism of teachers as per record for the whole academic year and absenteeism on the day of visit. Therefore, the hypothesis no .7 which stated that “ there is no significant difference between the percentage of attendance of teachers on a typical working day and an academic year” is rejected.

4.3.2 Comparison between Absenteeism of Students for an Academic Year and on the Day of Visit

To find out if there is any significant difference between the absenteeism of students for an academic year and on the day of visit ‘t’ test for percentage was employed.

Table No. 4.3.2

Attendance of students for the whole academic year and attendance of students on the day of visit to school

S.I	Category	N	Percentage of Present days	Percentage of absent days	t-value
1	Attendance for an academic year	2517	96.41	0.57	0.80 ^{NS}
2	Attendance on the day of visit	2562	86.03	13.97	

NS= Not Significant

Source: Field Study

The above table shows a comparative statistic of total number of working days of all students for the whole academic year and attendance of all students on the day of visit to school.

A perusal of data vide table 4.3.2 reveals that the t-value for the significance of difference between percentage of days of presence of all students for the whole academic year and attendance of all students for the whole academic year and attendance of students on the day of visit to school is 0.73, whereas the required t-value is 1.96 at 0.05 level of significance. Since the t-value is not greater than the criterion t-value therefore it can be concluded that there is no significant difference between absenteeism of students as per record for the whole academic year and absenteeism on the day of visit. Therefore, the hypothesis no .8 which stated that “ there is no significant difference between the percentage of attendance of

students on a typical working day and an academic year” is accepted.

SECTION IV

4.4.0 REASONS FOR ABSENTEEISM

To find out the reasons for students and teachers absenteeism in school, sample teachers and headmaster were asked the possible reasons using a check list included in the questionnaire.

4.4.1 REASONS FOR TEACHERS ABSENTEEISM

In order to find out the reasons for teachers’ absenteeism a questionnaire was given to the headmaster and the headmaster can give more than one reasons for the reasons of teachers absenteeism from school.

4.4.1.1 To find out the reasons for teachers absenteeism in school, headmaster was asked the possible reasons using a check list included in the questionnaire.

Table no. 4.4.1.1

Reasons for Teachers Absenteeism in Government School

	Reason	No.	Percentage
a.	Ill health	17	94.44
b.	Lack of sincerity	0	
c.	Involvement in NGOs etc	3	16.67
d.	Weak Monitoring	12	66.67
e.	Weak School Administration	9	50
f.	Teacher living far from school	7	38.89
g.	Attended an event/marriage etc	5	27.78
h.	Other (specify)	1	5.56

Source: Field Study

The above table no. 4.4.1.1 reveals about the reasons for teachers absenteeism in government school. Data has been collected from 18 government schools and a question on reason for teachers absenteeism has been put in headmaster questionnaire. Out of the 18 headmaster 94.44%(17) believe the teachers mainly absent due to ill health. There were 66.67%(12) of headmaster who believe that teachers absent due to weak monitoring from the Government. 50%(9) of the headmaster believed that teachers from the government school were absent due to weak school administration, although government

schools have a well set up administration but it is difficult for them to follow each every rules and regulations. They also believe involvement in NGOs seasonal migration and teachers living far from school can also be the reasons for absent

4.4.1.2 To find out the reasons for teachers absenteeism in school, headmaster was asked the possible reasons using a check list included in the questionnaire.

Table no. 4.4.1.2

Reasons for Teachers Absenteeism in Private School

	Reason	No.	Percentage
a.	Ill health	5	100
b.	Lack of sincerity	0	
c.	Involvement in NGOs etc	2	40
d.	Weak Monitoring	0	
e.	Weak School Administration	2	40
f.	Teacher living far from school	0	
g.	Attended an event/marriage etc	5	100
h.	Other (specify)	1	20

Source: Field Study

Only 5 private schools have been selected for sample data collection. Out of the 5 private schools visited we find out that 100%(5) headmaster believe that teachers were absent due to ill health and attended an event/marriage and 40%(2) of the headmaster believe that involvement in NGOs and weak school administration was also be the reasons for teachers absenteeism.

4.4.2 REASONS FOR STUDENTS ABSENTEEISM

In order to find out the reasons for students' absenteeism a questionnaire was given to the teachers in which the teachers can give more than one reasons for the reasons of students absenteeism from school.

4.4.2.1 To find out the reasons for students absenteeism in primary school, sample teachers were asked the possible reasons using a check list included in the question

Table no 4.4.2.1

Reasons for Students Absenteeism in Primary School

	Reason	No. of teachers	Percentage
a.	Helping family members with household chores	16	17.58
b.	Seasonal migration	35	38.46
c.	Family poverty	10	10.99
d.	Afraid of strict teachers	0	
e.	Lack of child friendly environment in school	0	
f.	Teachers absence	0	
g.	Medical / Health problems	59	64.84
h.	Other (specify)	1	1.10

Source: Field Study

Out of the 91 teachers in primary school 17.58 %(16) believe that students absent due to helping their parents with household chores and 38.46 per cent of teachers(35) believe that students were absent due to seasonal migration. Family poverty as a reason for absence from school was given by 10.99

%(10) of the teachers and 64.84%(59) opined that students were absent due to medical/health problems.

4.4.2.2 To find out the reasons for students absenteeism in middle school, sample teachers were asked the possible reasons using a check list included in the questionnaire

Table no. 4.4.2.2

Reasons for Students Absenteeism in Middle School

	Reason	No.	percentage
a.	Helping family members with household chores	25	20.66
b.	Seasonal migration	42	34.71
c.	Family poverty	19	15.70
d.	Afraid of strict teachers	0	
e.	Lack of child friendly environment in school	0	
f.	Teachers absence	0	
g.	Medical / Health problems	91	75.21
h.	Other (specify)	5	4.13

Source: Field Study

From the data collected in middle school there are 20.66 % (121) of teachers believe that students mainly absent due to helping family members with household chores and 34.71% of teachers believe that seasonal migration may also be the reason for students absence from school. Some teachers also believe that family poverty can also be one fact for students absenteeism. Majority of teacher (91) believe that students are mainly absent due to medical /health problems.

4.4.2.3 To find out the reasons for private school students absenteeism in school, sample teachers were asked the possible reasons using a check list included in the questionnaire

Table no.4.4.2.3
Reasons for students absent in Private School

	Reason	No.	percentage
a.	Helping family members with household chores	4	4.44
b.	Seasonal migration	49	54.44
c.	Family poverty	1	1.11
d.	Afraid of strict teachers	0	
e.	Lack of child friendly environment in school	0	
f.	Teachers absence	0	
g.	Medical / Health problems	70	77.78
h.	Other (specify)	1	1.11

Source: Field Study

Out of the 207 teachers in private schools 77.78% (70) of teachers mainly believe that the students absent due to medical/health problems. On the other hand they also believe that students absent due to seasonal migration helping their families with household chores and a least number of teachers believe that absenteeism among students can also be happen due to poverty.

4.4.2.4 To find out the reasons for Government school students' absenteeism in school, sample teachers were asked the possible reasons using a check list included in the questionnaire.

Table no. 4.4.2.4
Reasons for students absent in Government School

	Reason	No.	percentage
a.	Helping family members with household chores	37	30.33
b.	Seasonal migration	28	22.95
c.	Family poverty	28	22.95
d.	Afraid of strict teachers	0	
e.	Lack of child friendly environment in school	0	
f.	Teachers absence	0	
g.	Medical / Health problems	80	65.57
h.	Other (specify)	5	4.10

Source: Field Study

From the above table no. 4.4.2.4 we can find out that 65.57%(80) of government teachers mainly believe that their students were absent due to medical/health problems and 30.33 % (37) of teachers also believe that students were absent due to helping their family members with household chores. 22.95% (28)of government teachers believe that seasonal migration and family poverty were also the reasons for students absenteeism.

CHAPTER V
MAJOR FINDINGS,
DISCUSSION

CHAPTER V
MAJOR FINDINGS, DISCUSSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER RESEARCH

5.1.0 MAJOR FINDINGS

To study the status of Absenteeism among teachers and students in elementary schools in Aizawl District, their status in the field of absenteeism from school has been taken up through questionnaire interview and observation. These primary data were supplemented by secondary data obtained from other relevant documents such as school attendance registers for teachers and students.

5.1.1 FINDINGS ON THE STATUS OF ABSENTEEISM AMONG TEACHERS

- 1) The analysis of data collected through questionnaire, observation schedule and other relevant documents such as school attendance registers for teachers showed that all teachers were regularly attending the school.(attendance % was 96.6)

- 2) Absenteeism among primary school teachers was slightly lower than middle school teachers.(PS teachers= 3.31% MS teachers= 3.48%)
- 3) Temporary elementary school teachers were slightly regular than the permanent elementary school teachers.(Temporary teachers= 97.2% Regular teachers= 95.4%)
- 4) Absenteeism among private elementary school teachers was slightly lower than government elementary school teachers.(Private teachers= 3.16% Government teachers= 3.58%)
- 5) Absenteeism of male elementary school teachers was slightly lower than female elementary school teachers.(Male teachers= 3.36% Female teachers= 3.44%)
- 6) The attendance percentage of teachers on the day of visit was lower than the average percentage for an academic year.(attendance % of typical working day =85.38% whole academic year = 96.60%)
- 7) According to the attendance of teachers on the day of visit absenteeism of primary school teachers was higher than the middle school teachers.(absenteeism % of Primary teachers =18.68% Middle teachers=11.57%)
- 8) According to the attendance of teachers on the day of visit absenteeism of government elementary school teachers was higher than the private elementary school teachers.(absenteeism % of Government teachers =18.85% Private teachers=8.88%)

- 9) From the discussion with the headmaster it was found that the senior teachers in the school used to sign their attendance register on the day of their presence and signed for a week or even a month. Due to posting the headmaster may be junior in that school compare to the teachers. Some headmaster felt that they were in a very awkward position as (it was difficult to control) the senior teachers who were in the school for many years. Moreover, there was no higher authority to check the attendance register of the teachers.
- 10) From observation and discussion it was found out that even though teachers were present in the school they used to leave the school before noon and also send the students home after MDM.
- 11) No government authority or SMC monitored the school by checking the attendance of the teachers and students.

5.1.2 FINDINGS ON THE STATUS OF ABSENTEEISM AMONG THE STUDENTS

- 1) The analysis of data collected through observation schedule and other relevant documents such as school attendance registers for students showed that all elementary school students were regularly attending the school.(attendance % was 96.41%)
- 2) Students of private managed schools than government school student.(absenteeism % of private students= 2.43% government students=5.07%)
- 3) Students of middle school students were more regular than primary school students.(absenteeism % of middle students=97.34% primary students=95.48%)
- 4) The attendance percentage of students on a typical working day(the day of visit) was lower than the average percentage for an academic year.(Attendance % on a typical working day=86.03% ,whole academic year= 96.41%)
- 5) According to the attendance of students on the day of visit, absenteeism of government school students was higher than the private school students.(absenteeism % of government students=20.71% private students= 11.73%)
- 6) According to the attendance of students on the day of visit, absenteeism of primary school students was higher than the middle school students.(absenteeism % of primary students=15.75% middle students= 11.36%)
- 7) In some schools teachers were responsible for low attendance of the students because attendance of the

students was not recorded due to negligence. Through observation it was found out that most of the government teachers did not take the attendance of the students regularly.

- 8) From the data collected it was found out that children who come from poor family and broken family were most likely to be absent. As the parents were uneducated they did not even know the importance of education. The family environment of these students was not good for study and this resulted in wastage and stagnation.

5.1.3 SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM AMONG TEACHERS AND STUDENTS IN ELEMENTARY SCHOOL IN AIZAWL DISTRICT

Significance of difference between Government and Private Teachers’:

The t-value for Government and Private Teachers’ in respect to their percentage of absence as well as presence in school for working day with $df=205$ is 2.5. As the required ‘t’ value to determine significance of difference at 0.05 level is of 1.97, since the t-value 2.5 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of government and private teachers is significant.

Significance of difference between Male and Female teachers':

Since the t-value 2.49 is greater than the criterion t-value at 0.05 level, it can be concluded that the difference between the percentage of absenteeism of significant of male and female teachers is significant.

Significance of difference between Temporary and Permanent teachers':

Since the calculated t-value 2.61 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of significant of temporary and permanent teachers is significant.

Significance of difference between Primary and Middle teachers':

Since the calculated t-value 2.49 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of significant of primary and middle teachers is significant.

Significance of difference between Government and Private students':

Since the calculated t-value 0.74 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of significant of government and private students.

Significance of difference between Primary and Middle students':

Since the calculated t-value 0.74 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of significant of primary and middle students.

5.1.4 SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM OF TEACHERS AND STUDENTS ON ALL WORKING DAYS AND ATTENDANCE ON A TYPICAL WORKING DAY

Significance of difference between the percentage of Absenteeism of all Teachers for the whole academic year and attendance of a typical working day:

Since the calculated t-value 2.79 is greater than the criterion t-value at 0.05 level, therefore it can be concluded that there is a significant difference between the percentage of absenteeism of all teachers for the whole academic year and attendance of a typical working day.

Significance of difference between the percentage of Absenteeism of all Students for the whole academic year and attendance of a typical working day:

Since the calculated t-value 0.80 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of all students for the whole academic year and attendance of a typical working day.

5.1.5 SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM OF TEACHERS AND STUDENTS ON A DAY OF VISIT

Significance of difference between the percentage of Absenteeism of primary and middle teachers:

Since the calculated t-value 4.73 is greater than the required t-value it can be concluded that the difference between the percentage of absenteeism of primary and middle teachers on the day of visit is significant.

Significance of difference between the percentage of Absenteeism of government and private teachers:

Since the calculated t-value 4.86 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of government and private teachers on the day visit is significant.

Significance of difference between the percentage of Absenteeism of government and private students:

Since the calculated t-value 1.37 is less than the criterion t-value it can be concluded that there is no significant difference between the percentage of absenteeism of government and private students on the day visit.

Significance of difference between the percentage of Absenteeism of primary and middle students:

Since the calculated t-value 1.28 is less than the criterion t-value it can be concluded that there is no significant difference between the percentage of absenteeism of primary and middle students on the day visit.

5.1.6 REASONS OF ABSENTEEISM AMONG TEACHERS

1. Analysis of data collected through questionnaire shows that the main reasons for teachers absenteeism is due to ill health.
2. From the data collected we can also find out that involvement in NGOs or political parties, teacher's union is also one of the reasons for teacher absenteeism.
3. Seasonal migration like attending marriage, funeral, and other event is also one of the facts for teacher absenteeism.

4. The main non-seasonal factors cited for teachers absences were poor management of teachers in schools, with no system for providing a substitute during these periods.
5. Teachers identified as most likely to be absent were those originating from outside the district, followed by those attending training and seminars or involved in higher education, local teachers and female teachers.
6. The main shortcomings mentioned by study respondents in addressing Government teachers absenteeism include the lack of an effective mechanism for supervising, monitoring and controlling teachers attendance, the lack of adequate teachers positions in schools; inaccuracy of teachers attendance records; inflexibility in the development of individualized school calendars'; the inability to monitor teachers attendance in their schools; lack of accountability for head-master and teachers.

5.1.7 REASONS OF ABSENTEEISM AMONG STUDENTS

1. Analysis of data collected through questionnaire and interview schedule shows that the highest reasons for students' absenteeism are due to medical/health problems.
2. The main seasonal migration for students absences were attending marriages, funeral, social activities, local festival and because heavy rain during the season.

3. It was perceived that students were most likely to be absent because they were helping family members with household chores.
4. Students identified as most likely to be absent were children from poor families, children from household engaged in agriculture or livestock-raising, and children living from far from school.
5. There are also children who belong to a broken family and lives only with their mother or their grandparents. These children are usually the one who is not attending the school properly. This type of children are found much in poor families and are found both in government and private school.
6. Lack of parental awareness on the importance of education and school located far from home making it difficult for some children to reach school especially during adverse weather condition.

5.1.8 CORRECTIVE MEASURE UNDERTAKEN BY SCHOOLS TO CHECK ABSENTEEISM AMONG TEACHERS AND STUDENTS

Corrective measures undertaken by schools to check absenteeism among teachers in Government schools:

- a) Headmaster informed the teachers regarding the importance of their work in the teachers meeting.

- b) Teachers were instructed to inform the headmaster whenever they are to be absent from school.

Corrective measures undertaken by schools to check absenteeism among teachers in Private schools:

Proper rules and regulations had been made on absenteeism of teachers which included the following

- a) Deduction of the salary of the teachers who were absent without proper leave.
- b) Expulsion of teachers who were absent for more than one week without prior permission from school authority.

Corrective measures undertaken by schools to check absenteeism among students in Government schools:

- a) Conducting parents-teachers meeting.
- b) Group counseling of students on the importance of regular attendance in particular and education in general.
- c) Contacting and meeting parents of those students who had been absent for a long period of time.
- d) Visiting students who were absent for a long period of time.

Corrective measures undertaken by schools to check absenteeism among students in Private schools:

- a) Conducting parents teachers meeting.
- c) Students must bring leave letter whenever they are absent and action must be taken to those students who fail to bring the leave letter.
- d) Parents of those students who have been absent for more than 3 days should inform the headmaster or the class teachers. In case if the parents fail to informed the headmaster or the class teacher students were not allow to sit in the classroom.
- e) The teachers encouraged the students about the importance of their daily attendance.

5.2 DISCUSSIONS OF RESULT

TEACHERS

- 1) The findings that attendance of teachers on a typical working day was lower than the average for the whole academic year is one area of concern. This contradicting finding may be as a result of non-monitoring of teacher's attendance register which was taken as measurement for calculating teachers' trend of attendance.
- 2) The result presented in this paper shows that attendance of private school teachers for an academic year(2012-2013) were slightly higher than government school

teachers, whereas the attendance of private school teachers on a typical working day was much higher than those of government school teachers. This may be as a result of the school records which reflect daily attendance accurately for teachers were generally unreliable. In private school the headmaster set up and maintains proper strict rules and regulations regarding teachers and students' attendance and this have a good impact on the attendance of teachers and students but in government school administration was set up but it was not properly followed.

- 3) It was perceived that middle school teacher's attendance were slightly higher than primary school teachers whereas the attendance of middle school teachers on a typical working day was much higher than primary school teachers this may be the fact that the primary school teachers fail to follow proper school administration.
- 4) Temporary teachers were identified as having regular attendance than the permanent teachers this may be due to the fact that as the temporary teachers were not a permanent they can be expelled from the school so they give importance to their attendance.
- 5) Female teachers were identified as most likely to be absent than male teachers as they have a bigger responsibility in their household chores and also they are more unhealthy rather than male teachers

- 6) Unfortunately, research and observation for this study on teachers' absenteeism found that school records which should reflect daily attendance accurately for the teacher are generally unreliable.

STUDENTS

- 1) The findings that attendance of students on a typical working day was lower than the average for the whole academic year is one area of concern. These contradictory findings may be a result of teachers' absenteeism and improper records of students' attendance by the teachers.
- 2) It was perceived that the private school students had regular attendance rather than the government school students, the reason for this may be that strict administration have been followed in private schools rather than government school besides parents of children from private school give much importance to the education and attendance of their children's than that of the government school. Most of the students from government school belong to a poor family so sometimes they have to help their parents with household chores without attending the school.
- 3) Attendance of primary school students was lower than middle school students because they received illness more easily during a climatic change rather than the middle school students.

- 4) It can be identified that research and observation for this study on students absenteeism found that school records which should reflect daily attendance accurately for the students are generally reliable.
- 5) It was acknowledge by survey respondents that low students attendance hampers the learning process and adversely affects the quality of education received by students.

5.3 RECOMMENDATIONS FOR IMPROVING ATTENDANCE OF STUDENTS AND TEACHERS

1. Developing a strong regulatory and monitoring mechanism

Steps should be taken to improve monitoring and supervision of the education system from the ministry down to schools and teachers. A system of assessment should be introduced to review performance at each level of the education system. The SDEO should be empowered to strengthen school monitoring to ensure that students received the minimum required educational inputs. The post of School Inspectors positions should be filled, and made functional and effective. The Inspectors should be motivated with incentives and rewards, based on their performance in maintaining required school-days, instructional hours, student and teacher attendance, and students' academic performance.

2. Ensuring an adequate number of teachers in each school

There should be an adequate number of teachers in each school to run all classes smoothly. The SMC should take up the matter with government authorities to obtain an adequate number of teachers' positions for their school. Schools should be encouraged to engage local volunteer teachers as short-term substitute teachers. The volunteer teachers would be appointed and remunerated by SMCs.

3. Ensuring that student and teacher attendance records are properly maintained in government school:

The accuracy of student and teacher attendance records in government schools was found to be questionable. For effective management of attendance in the schools, these records need to be correct. They should be verifiable and shared with SMCs and the community. The Cluster Coordinators(CRCs) during their visit to schools should collect teachers and students attendance every month and should also visit the school and check the students and teachers attendance in the school without informing them.

4. Building capacity of SMCs to monitor attendance at their school :

SMCs should be strengthened and empowered to take greater charge of managing school affairs, including attendance of students and teachers. The SMCs may introduce giving of reward to students and teachers with outstanding attendance records to inspire others to be regular. The SMCs members should be given proper training on their roles and responsibilities as well as national educational rules and regulations. SDEOs should mobilize SMCs to have regular interactions with parents and the community, and help them to monitor schools to ensure that government regulations and guidelines concerning minimum attendance and school-days are maintained. SMCs should keep records of student and teacher absences and send reports to the SDEO. In order to control unauthorized absences by teachers, strict action should be to be taken against absent teachers by SMCs. To encourage better student attendance, SMCs should be empowered and facilitated to obtain support for improving their school's physical environment and for ensuring that teaching-learning is child-friendly and enjoyable.

5. Increasing the authority and accountability of head-teachers :

As the head-master is the main person responsible for management in individual schools, he/she should be the authorized to deal with management issues, including student and teacher absenteeism. Head-master should be accountable to their SMC for school affairs, with consequences for non-performance. Head-master should be a model for students and teachers as their own good attendance is essential for improving attendance of students and teachers. The SDEO should monitor the attendance and performance of head-teachers. Head-teachers should obtain approval for leave and the SDEO should also be informed.

6. Ensuring that schools are child-friendly, with adequate physical facilities and appropriate teaching-learning methodologies and materials

It must be ensured that the physical and learning environment in schools is child-friendly, with adequate learning materials including textbooks. The curriculum should be flexible, interesting and relevant to children's lives. Teachers should be trained in the use of child-friendly approaches and the development of joyful learning materials as well as in ways to use the curriculum flexibly so that children can engage in activity-based learning. There should be adequate provision of instructional materials to run activity-based classes. Teachers

with higher academic qualifications were considered to be more conscientious and regular than teachers with lower qualifications; this suggests that a strong programme of teacher development could improve attendance of teachers of government school.

7. Increasing awareness on the importance of education:

Government authorities should work with all stakeholders (teachers, students, SMCs, parents, and communities) to sensitize them on the importance of education in general and the need for regular attendance of teachers and students in particular. Local NGOs can conduct community mobilization on education and help poor children so that they can attend the school.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. Similar study on a larger scale covering the whole state on teachers' absence in primary and upper primary schools.
2. A study on the effect of absenteeism on academic performance can be taken up.
3. Students' absenteeism in relation to socio-economic status and locale on a larger scale can be taken up.
4. Comparative study of teachers' absenteeism at various levels of education may be taken up.
5. A study of absenteeism of students in relation to gender.

SUMMARY

SUMMARY OF THE STUDY

INTRODUCTION

Absenteeism as a symptom refers to the reasons that a person may be absent from school (truancy) or work (absenteeism). Sometimes people are too sick to come in, and in some cases, they are making excuses. Both physical and psychological disorders can stop a person from attending school or work. A study conducted by Romer (1993) found that class size affected absenteeism, that is, larger classes tend to have higher absenteeism than smaller classes. Glasure (2001) in his study raised a question of whether class attendance should be mandatory. Teachers also absent themselves as a result of wanting to leave the profession they are engaged in, when it becomes unattractive to them (Lens and De Jesus, 1999).

Quality of learning in the classroom can be ensured with the total involvement of teachers and administrative structures. In order to provide education of satisfactory quality, an important requirement is that teachers teach whatever they are supposed to teach and students remain in the class when teaching is going on. If teachers are not present on all the working days and no teaching takes place because of the absence of teachers, either the prescribed course of any given class will not be completed or it will be completed in

unsatisfactory manner. Thus teachers' absence affects the quality of education.

A major problem faced in achieving quality education is the chronic absenteeism among school children and teachers. The present study provided representative data on students' and teachers' absence, both from attendance registers and unannounced visits to the sample primary and upper primary schools in Aizawl District. A teacher was considered as absent when he did not sign the attendance register and also when the investigator could not find the teacher on the day of visit to the school.

In the same manner a student was considered as absent when he/she was marked as absent in the attendance register and also when the investigator could not find him on the day of visit to the school.

Teacher absenteeism is considered a major obstacle in achieving the goals of universalisation of elementary education (UEE). It is realized that a primary school in a remote village with a nonresident parents and children fail to relate to such an institution leading to a high dropout rate.

RATIONALE OF THE STUDY

Teacher's absenteeism and student's absenteeism have been consistently identified by educators as a major concern

since 1940's (Mervilde, 1981). Limited research is available on the extent, causes and impact of teacher absenteeism on students learning. Similarly limited research is available on the extent of students absenteeism its causes and impact of learning.

Aizawl District is the largest district in Mizoram having the highest number of teachers and students at the elementary level of education. The investigator felt that a study on teachers and students absenteeism and its related issues in the elementary schools of the district will throw light on the whole situation in Mizoram. Hence, the present study has been undertaken.

STATEMENT OF THE PROBLEM

“A Study of Absenteeism among Teachers and Students in Elementary Schools in Aizawl District.”

OBJECTIVES OF THE STUDY

- 1) To analyse the extent of teachers' absenteeism in elementary schools in Aizawl District.
- 2) To analyse the extent of students' absenteeism in elementary schools in Aizawl District.
- 3) To compare Government and Private elementary school teachers in relation to absenteeism

- 4) To compare male and female elementary schools teachers in relation to absenteeism.
- 5) To compare regular and contract/temporary teachers in elementary schools in relation to absenteeism.
- 6) To compare primary and upper primary teachers in relation to absenteeism.
- 7) To compare Government and Private elementary school students in relation to absenteeism.
- 8) To compare primary and upper primary school students in relation to absenteeism.
- 9) To find out the average number of teachers present on the day of visit to school.
- 10) To find out the average number of students present on the day of visit to school.
- 11) To find out the reasons for teachers' absenteeism.
- 12) To find out the reasons for students' absenteeism.
- 13) To examine corrective measures undertaken by schools to check absenteeism among teachers and students.

HYPOTHESES

On the basis of the objectives identified for the present study, the following hypotheses were framed:

- 1) There are no significant differences between extent of absenteeism among male and female elementary school teachers.

- 2) There are no significant differences between extent of absenteeism among regular and contract/temporary elementary school teachers.
- 3) No significant difference exists between the extent of absenteeism among primary school and upper primary school teachers.
- 4) No significant difference exists between the extent of absenteeism among government and private elementary school teachers.
- 5) There are no significant differences between extent of absenteeism among government and private elementary school students.
- 6) There are no significant differences between extent of absenteeism among primary school and upper primary school students.
- 7) There are no significant differences between the percentage of attendance of teachers on a typical working day and an academic year.
- 8) There are no significant differences between the percentage of attendance of students on a typical working day and an academic year.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Absenteeism: For the present study, absenteeism refers to absence from the school to engage in classroom activities on a working day. The absence rate of teachers and students has

been considered for the past one academic year, collected from the attendance registers of teachers and students respectively.

Teachers: Teachers in the present study refers to teachers of government and private elementary schools.

Students: Students in the present study refers to students of government and private elementary schools.

Elementary Education: Elementary education means the education from first class to eight classes.

DELIMITATION OF THE STUDY

The study has been delimited to 3 educational blocks of Aizawl District

ORGANISATION OF THE REPORT

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

CHAPTER I: The first chapter is an introduction which includes the concept and status of Absenteeism among Teachers and Students. Besides this, the chapter deals with rationale of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used and delimitation of the study has also been incorporated in this chapter.

CHAPTER II: Chapter II describes the review of related literature on teachers and students absenteeism.

CHAPTER III: This chapter describes the methodology and procedure adopted for the present study. The method of study, population, sample and sampling design, construction of tools, collection and tabulation of data and statistical techniques for data analyses have been discussed in this chapter.

CHAPTER IV: This chapter presents an analysis and interpretation of the collected data on absenteeism of teachers and students. In this chapter, extent of teachers and students absenteeism, comparative analysis of percentage of absenteeism and reasons for absenteeism was reported separately.

Analysis of corrective measures undertaken by the schools to check absenteeism was also presented in chapter.

CHAPTER V: The fifth chapter is the concluding chapter which is devoted to major findings and conclusions, recommendations and suggestions for further studies.

METHODOLOGY

POPULATION AND SAMPLE

The population for the present study consisted of all teachers and students in the elementary schools of Aizawl District.

Three educational blocks were randomly selected and the sample consisted of 10% of elementary schools in these three educational blocks. Proportional representation on the basis of category, management and locality was maintained by using Stratified Random Sampling Method.

TOOLS USED

The following tools were constructed by the investigator for collecting necessary information in relation to the study:

- 9) Questionnaire for teachers for studying the causes of their absenteeism
- 10) Interview schedule for students studying the causes of their absenteeism

- 11) Schedule for recording of teachers and students attendance
- 12) Questionnaire for headmaster for studying the causes of teachers and students absenteeism.

STATISTICAL ANALYSIS OF DATA

For analysis of collected data, descriptive statistics like percentage, frequency distribution and measures of central tendency were used. 't' test was employed to find out significance of difference.

MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS:

To study the status of Absenteeism among teachers and students in elementary schools in Aizawl District, their status in the field of absenteeism from school has been taken up through questionnaire interview and observation. These primary data were supplemented by secondary data obtained from other relevant documents such as school attendance registers for teachers and students.

FINDINGS ON THE STATUS OF ABSENTEEISM AMONG TEACHERS

1. The analysis of data collected through questionnaire, interview schedule and other relevant documents such as school attendance registers for teachers showed that all teachers were regularly attending the school.(attendance % was 96.6)
2. Absenteeism among primary school teachers was slightly lower than middle school teachers.(PS teachers= 3.31% MS teachers= 3.48%)
3. Temporary teachers were slightly regular than the permanent teachers.(Temporary= 97.2% Regular= 95.4%)
4. Absenteeism among private school teachers was slightly lower than government school teachers.(Private teachers= 3.16% Government teachers= 3.58%)
5. Absenteeism of male school teachers was slightly lower than female school teachers.(Male teachers= 3.36% Female teachers= 3.44%)
6. The attendance percentage of teachers on a typical working day(the day of visit) was lower than the average percentage

for an academic year.(attendance % of typical working day =85.38% whole academic year = 96.60%)

7. According to the attendance of teachers on the day of visit absenteeism of primary school teachers was higher than the middle school teachers.(absenteeism % of Primary teachers =18.68% Middle teachers=11.57%)
8. According to the attendance of teachers on the day of visit absenteeism of government school teachers was higher than the private school teachers.(absenteeism % of Government teachers =18.85% Private teachers=8.88%)
9. From the discussion with the headmaster it was found that the senior teachers in the school used to sign their attendance register on the day of their presence and signed for a week or even a month. Due to posting the headmaster may be junior in that school compare to the teachers. Some headmaster felt that they were in a very awkward position as (it was difficult to control) the senior teachers who were in the school for many years. Moreover, there was no higher authority to check the attendance register of the teachers.
10. From observation and discussion it was found out that even though teachers were present in the school they used to leave the school before noon and also send the students home after MDM.

11. No government authority or SMC monitored the school by checking the attendance of the teachers and students.

FINDINGS ON THE STATUS OF ABSENTEEISM AMONG THE STUDENTS

1. The analysis of data collected through interview schedule and other relevant documents such as school attendance registers for students showed that all students were regularly attending the school.(attendance % was 96.41%)
2. Students of private managed schools than government school student.(absenteeism % of private students= 2.43% government students=5.07%)
3. Students of middle school students were more regular than primary school students.(absenteeism % of middle students=97.34% primary students=95.48%)
4. The attendance percentage of students on a typical working day(the day of visit) was lower than the average percentage for an academic year.(Attendance % on a typical working day=86.03% ,whole academic year= 96.41%)

5. According to the attendance of students on the day of visit, absenteeism of government school students was higher than the private school students.(absenteeism % of government students=20.71% private students= 11.73%)

6. According to the attendance of students on the day of visit, absenteeism of primary school students was higher than the middle school students.(absenteeism % of primary students=15.75% middle students= 11.36%)

7. In some schools teachers were responsible for low attendance of the students because attendance of the students was not recorded due to negligence. Through observation it was found out that most of the government teachers did not take the attendance of the students regularly.

8. From the data collected it was found out that children who come from poor family and broken family were most likely to be absent. As the parents were uneducated they did not even know the importance of education. The family environment of these students was not good for study and this resulted in wastage and stagnation.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM AMONG TEACHERS AND STUDENTS IN ELEMENTARY SCHOOL IN AIZAWL DISTRICT

Significance of difference between Government and Private teachers’:

The t-value for Government and Private Teachers’ in respect to their percentage of absence as well as presence in school for working day with $df=205$ is 2.5. As the required ‘t’ value to determine significance of difference at 0.05 level is of 1.97, since the t-value 2.5 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of government and private teachers is significant.

Significance of difference between Male and Female teachers’:

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Significance of difference between Temporary and Permanent teachers’:

Since the calculated t-value 2.61 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of significant of temporary and permanent teachers is significant.

Significance of difference between Primary and Middle teachers’:

Since the calculated t-value 2.49 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of significant of primary and middle teachers is significant.

Significance of difference between Government and Private students’:

Since the calculated t-value 0.74 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of significant of government and private students.

Significance of difference between Primary and Middle students’:

Since the calculated t-value 0.74 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of significant of primary and middle students.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM OF TEACHERS AND STUDENTS ON ALL WORKING DAYS AND ATTENDANCE ON A THE DAY OF VISIT TO SCHOOL.

Significance of difference between the percentage of Absenteeism of all Teachers for the whole academic year and attendance on the day of visit to school:

Since the calculated t-value 2.79 is greater than the criterion t-value at 0.05 level, therefore it can be concluded that there is a significant difference between the percentage of absenteeism of all teachers for the whole academic year and attendance of a typical working day.

Significance of difference between the percentage of Absenteeism of all Students for the whole academic year and attendance of a typical working day:

Since the calculated t-value 0.80 is less than the criterion t-value therefore it can be concluded that there is no significant difference between the percentage of absenteeism of all students

for the whole academic year and attendance of a typical working day.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE PERCENTAGE OF ABSENTEEISM OF TEACHERS AND STUDENTS ON THE DAY OF VISIT

Significance of difference between the percentage of Absenteeism of primary and middle teachers:

Since the calculated t-value 4.73 is greater than the required t-value it can be concluded that the difference between the percentage of absenteeism of primary and middle teachers on the day of visit is significant.

Significance of difference between the percentage of Absenteeism of government and private teachers:

Since the calculated t-value 4.86 is greater than the criterion t-value it can be concluded that the difference between the percentage of absenteeism of government and private teachers on the day visit is significant.

Significance of difference between the percentage of Absenteeism of government and private students:

Since the calculated t-value 1.37 is less than the criterion t-value it can be concluded that there is no significant difference

between the percentage of absenteeism of government and private students on the day visit.

Significance of difference between the percentage of Absenteeism of primary and middle students:

Since the calculated t-value 1.28 is less than the criterion t-value it can be concluded that there is no significant difference between the percentage of absenteeism of primary and middle students on the day visit.

REASONS OF ABSENTEEISM AMONG TEACHERS:

1. Analysis of data collected through questionnaire shows that the main reasons for teachers absenteeism is due to ill health.
2. From the data collected we can also find out that involvement in NGOs or political parties, teacher's union is also one of the reasons for teacher absenteeism.
3. Seasonal migration like attending marriage, funeral, and other event is also one of the facts for teacher absenteeism.
4. The main non-seasonal factors cited for teachers absences were poor management of teachers in schools, with no system for providing a substitute during these periods.

5. Teachers identified as most likely to be absent were those originating from outside the district, followed by those attending training and seminars or involved in higher education, local teachers and female teachers.

6. The main shortcomings mentioned by study respondents in addressing Government teachers absenteeism include the lack of an effective mechanism for supervising, monitoring and controlling teachers attendance, the lack of adequate teachers positions in schools; inaccuracy of teachers attendance records; inflexibility in the development of individualized school calendars'; the inability to monitor teachers attendance in their schools; lack of accountability for head-master and teachers.

REASONS OF ABSENTEEISM AMONG STUDENTS:

1. Analysis of data collected through questionnaire and interview schedule shows that the highest reasons for students' absenteeism are due to medical/health problems.

2. The main seasonal migration for students absences were attending marriages, funeral, social activities, local festival and because heavy rain during the season.

3. It was perceived that students were most likely to be absent because they were helping family members with household chores.
4. Students identified as most likely to be absent were children from poor families, children from household engaged in agriculture or livestock-raising, and children living from far from school.
5. There are also children who belongs to a broken family and lives only with their mother or their grandparents. These children are usually the one who is not attending the school properly. This type of children are found much in poor families and are found both in government and private school.
6. Lack of parental awareness on the importance of education and school located far from home making it difficult for some children to reach school especially during adverse weather condition.

Corrective measures undertaken by schools to check absenteeism among teachers in Government schools:

- a) Headmaster informed the teachers regarding the importance of their work in the teachers meeting.
- b) Teachers were instructed to inform the headmaster whenever they are to be absent from school.

Corrective measures undertaken by schools to check absenteeism among teachers in Private schools:

Proper rules and regulations had been made on absenteeism of teachers which included the following

- a) Deduction of the salary of the teachers who were absent without proper leave.
- b) Expulsion of teachers who were absent for more than one week without prior permission from school authority.

Corrective measures undertaken by schools to check absenteeism among students in Government schools:

- a) Conducting parents-teachers meeting.
- b) Group counseling of students on the importance of regular attendance in particular and education in general.
- c) Contacting and meeting parents of those students who had been absent for a long period of time.
- d) Visiting students who were absent for a long period of time.

Corrective measures undertaken by schools to check absenteeism among students in Private schools:

- b) Conducting parents teachers meeting.
- c) Students must bring leave letter whenever they are absent and action must be taken to those students who fail to bring the leave letter.
- d) Parents of those students who have been absent for more than 3 days should inform the headmaster or the class teachers. In case if the parents fail to informed the headmaster or the class teacher students were not allow to sit in the classroom.
- e) The teachers encouraged the students about the importance of their daily attendance.

RECOMMENDATIONS FOR IMPROVING ATTENDANCE OF STUDENTS AND TEACHERS

I. Developing a strong regulatory and monitoring mechanism

Steps should be taken to improve monitoring and supervision of the education system from the ministry down to schools and teachers. A system of assessment should be introduced to review performance at each level of the education system. The SDEO should be empowered to strengthen school monitoring to ensure that students received the minimum required

educational inputs. The post of School Inspectors positions should be filled, and made functional and effective. The Inspectors should be motivated with incentives and rewards, based on their performance in maintaining required school-days, instructional hours, student and teacher attendance, and students' academic performance.

II. Ensuring an adequate number of teachers in each school

There should be an adequate number of teachers in each school to run all classes smoothly. The SMC should take up the matter with government authorities to obtain an adequate number of teachers' positions for their school. Schools should be encouraged to engage local volunteer teachers as short-term substitute teachers. The volunteer teachers would be appointed and remunerated by SMCs.

III. Ensuring that student and teacher attendance records are properly maintained in government school:

The accuracy of student and teacher attendance records in government schools was found to be questionable. For effective management of attendance in the schools, these records need to be correct. They should be verifiable and shared with SMCs and the community. The Cluster Coordinators(CRCs) during their visit to schools should collect teachers and students attendance every month and should also visit the school and check the students and teachers attendance in the school without informing them.

IV. Building capacity of SMCs to monitor attendance at their school :

SMCs should be strengthened and empowered to take greater charge of managing school affairs, including attendance of students and teachers. The SMCs may introduce giving of reward to students and teachers with outstanding attendance records to inspire others to be regular. The SMCs members should be given proper training on their roles and responsibilities as well as national educational rules and regulations. SDEOs should mobilize SMCs to have regular interactions with parents and the community, and help them to monitor schools to ensure that government regulations and guidelines concerning minimum attendance and school-days are maintained. SMCs should keep records of student and teacher absences and send reports to the SDEO. In order to control unauthorized absences by teachers, strict action should be taken against absent teachers by SMCs. To encourage better student attendance, SMCs should be empowered and facilitated to obtain support for improving their school's physical environment and for ensuring that teaching-learning is child-friendly and enjoyable.

V. Increasing the authority and accountability of head-teachers :

As the head-master is the main person responsible for management in individual schools, he/she should be the authorized to deal with management issues, including student and teacher absenteeism. Head-master should be accountable

to their SMC for school affairs, with consequences for non-performance. Head-master should be a model for students and teachers as their own good attendance is essential/crucial for improving attendance of students and teachers. The SDEO should monitor the attendance and performance of head-teachers. Head-teachers should obtain approval for leave and the SDEO should also be informed.

VI. Ensuring that schools are child-friendly, with adequate physical facilities and appropriate teaching-learning methodologies and materials

It must be ensured that the physical and learning environment in schools is child-friendly, with adequate learning materials including textbooks. The curriculum should be flexible, interesting and relevant to children's lives. Teachers should be trained in the use of child-friendly approaches and the development of joyful learning materials as well as in ways to use the curriculum flexibly so that children can engage in activity-based learning. There should be adequate provision of instructional materials to run activity-based classes. Teachers with higher academic qualifications were considered to be more conscientious and regular than teachers with lower qualifications; this suggests that a strong programmed of teacher development could improve attendance of teachers of government school.

VII. Increasing awareness on the importance of education:

Government authorities should work with all stakeholders (teachers, students, SMCs, parents, and communities) to sensitize them on the importance of education in general and the need for regular attendance of teachers and students. Local NGOs can conduct community mobilization on education and help poor children so that they can attend the school.

SUGGESTIONS FOR FURTHER RESEARCH

- I. Similar study on a larger scale covering the whole state on teachers' absence in primary and upper primary schools.
- II. A study on the effect of absenteeism on academic performance can be taken up.
- III. Students' absenteeism in relation to socio-economic status and locale on a larger scale can be taken up.
- IV. Comparative study of teachers' absenteeism at various levels of education may be taken up.
- V. A study of absenteeism of students in relation to gender.

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APPENDICES

APPENDIX-I

QUESTIONNAIRE FOR TEACHERS

1. Name: _____
2. Sex: _____
3. Educational Qualification: HSLC /HSSLC /B.A/M.A.
4. Are you a trained teacher? Yes / No
5. Teaching Experience:
 - a. Month _____
 - b. Year _____
 - c. Trained _____
 - d. Untrained _____
6. In which category do you belongs.
 - a. Teacher from outside the district.
 - b. Temporary teacher.
 - c. Permanent teacher.
 - d. Part time teacher.
7. Did you take any leave in the last academic year? Yes / No

8. If so how many days did you take for different types of leave? Tick all appropriate answers.

	Types of Leave	No. of Days
a.	Medical(hospital, sick)	
b.	Maternity	
c.	Disability	
d.	Earned leave	
e.	Vocation	
f.	Casual leave	
g.	Study leave	
h.	Retirement preparation	
i.	Forced leave	
j.	Leaved without pay	
k.	Other	

9. Have you ever been criticize for being absent? Yes /No

10. If so, by whom? Tick all appropriate answers.

- a. Other teachers
- b. Headmaster
- c. Parents
- d. Other (specify_____).

11. During your absence what measures did you take to manage your class? Tick all appropriate answers.

- a. Substitute teachers comes
- b. Engagement of your class by other teachers
- c. Headmaster comes
- d. Other (specify_____)

12. What is the effect of your absence among the students? Tick all appropriate answers.

- a. Incompletion of the syllabus.
- b. Student failure to concentrate in the classroom.
- c. Decreasing the achievement of student.

- d. Others (specify_____).
13. In which category does your attendance of your students belong? Bad/Good/Very Good.
14. What is the condition of your student absenteeism in your school? Tick all appropriate answers.
- a. There is no problem with student attendance.
 - b. Absenteeism is very high.
 - c. Gradual improvement in student attendance in recent years.
 - d. Quality of education is low because of low attendance.
 - e. Others (specify_____).
15. In which months are students mostly absent? Tick all appropriate answers.
- a. Feb to April
 - b. April to May
 - c. June to August
 - d. August to October
 - e. October to December
 - f. No fixed period
16. Which groups of children have low attendance? Tick all appropriate answers.
- a. Girls
 - b. Boys
 - c. Children from poorer families
 - d. Children living far from the school
 - e. Children from households engaged in agriculture
 - f. Children from households engaged in business
 - g. Others(specify_____).

17. What are the major reasons for student absenteeism?(Tick all appropriate answers)

	Reason	Tick
a.	Helping family members with household chores	
b.	Seasonal migration	
c.	Family poverty	
d.	Afraid of strick teachers	
e.	Lack of child friendly environment in school	
f.	Teachers absence	
g.	Medical / Health problems	
h.	Other (specify)	

17. Does your school take any kind of action to reduce student absenteeism? Yes/No

18. Action taken to reduce student absenteeism.

- a. _____
- b. _____
- c. _____
- d. _____

APPENDIX- II

Questionnaire for Headmaster

1. Name of the school:_____
2. Name of the Headmaster:_____
3. Years of serving as Headmaster:_____
4. Years of serving as Headmaster in this school:_____
5. Educational Qualification:_____
6. Professional Qualification:_____

A: STUDENTS' ABSENTEEISM

1. What is the condition of student absenteeism in your school? Tick all appropriate answers.
 - a. Students are regular in attendance
 - b. Students attendance improved in recent years
 - c. Absenteeism is not decreasing in spite of several efforts
 - d. Quality of education is low because of low attendance
 - e. Absenteeism is very high
 - f. Others (specify_____)

2. In which months are students absent? Tick all appropriate answers.
- a. Feb to April
 - b. April to May
 - c. June to August
 - d. August to October
 - e. October to December
 - f. No fixed period
3. Which group of children's has low attendance? Tick all appropriate answers
- a. Girls
 - b. Boys
 - c. Children from poorer families
 - d. Children living far from the school
 - e. Children from households engaged in agriculture
 - f. Children from households engaged in business
 - g. Other (specify _____)
4. What are the major reasons for student absenteeism?(Tick all appropriate answers)

	Reason	Tick
a.	Helping family members with household chores	
b.	Seasonal migration	
c.	Family poverty	
d.	Afraid of strict teachers	
e.	Lack of child friendly environment in school	
f.	Teachers absence	
g.	Medical / Health problems	
h.	Other (specify)	

5. What are the common causes of absenteeism? Please state the reason and average days of absenteeism in the table given.

SN	Causes	Average Days of Absenteeism
1		
2		
3		

6. Suggest measures to reduce student absenteeism?

- a. _____
- b. _____
- c. _____
- d. _____

B: TEACHERS ABSENTEEISM

1. What is the condition of teacher absenteeism in your school? Tick all appropriate answers

- a. Teachers are very regular
- b. Teachers are frequently absent
- c. Teacher absenteeism is gradually reducing
- d. Teacher absenteeism is gradually increasing
- e. Despite efforts, teacher absenteeism is not being reduced
- f. Other(specify_____)

2. In which months are teacher absent? Tick all appropriate answers

- a. Feb to April
- b. April to May
- c. June to August
- d. August to October
- e. October to December
- f. No fixed period

3. Which groups of teachers are mostly absent?
- a. Female teachers
 - b. Male teachers
 - c. Teachers from outside the district
 - d. Temporary teachers
 - e. Permanent teachers
 - f. Teachers associated with teachers union
 - g. Other (specify_____)
4. What are the major causes of teacher absenteeism? Tick all appropriate answers
- a. Ill health
 - b. Lack of sincerity
 - c. Involvement in NGOs etc
 - d. Weak monitoring
 - e. Weak school administration
 - f. Teacher living far from school
 - g. Attended an event/marriage etc
 - h. Other (specify_____)
5. Who do you think will be most effective to reduce absenteeism? Tick all appropriate answers
- a. School management committee
 - b. Social organization
 - c. Professional organization
 - d. Government authorities.
6. Suggest measures to reduce teacher absenteeism?
- a. _____
 - b. _____
 - c. _____
 - d. _____

APPENDIX-III
OBSERVATION SCHEDULE

MONTHLY ATTENDANCE OF STUDENTS

CLASS:- _____

MONTH	NO. OF STUDENTS	NO. OF WORKING DAYS	Total Attendance	ABSENT DAYS	PERCENTAGE OF ABSENCE
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

MONTHLY ATTENDANCE OF TEACHERS

MONTH	NO. OF TEACHERS	NO. OF WORKING DAYS	Total Attendance	ABSENT DAYS	PERCENTAGE OF ABSENCE
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : ZODINSANGA SAILO

DEGREE : M. Phil

DEPARTMENT : Education

TITLE OF DISSERTATION : A Study of
Absenteeism
among Teachers
and Students in
Elementary School
in Aizawl District

DATE OF PAYMENT OF ADMISSION : 20.07.2012
(Commencement of First Sem)

COMMENCEMENT OF SECOND SEM/
DISSERTATION : January 2013
(From conclusion of end semester exams)

APPROVAL OF RESEARCH PROPOSAL

1. BOS in Education : 1.05.2013

2. SCHOOL BOARD : 7.05.2013

REGISTRATION NO & DATE : MZU/M.Phil/118 of
07.05.2013

DUE DATE OF SUBMISSION : 31st December, 2013

EXTENSION (IF ANY) : Upto 31st July, 2014

(Prof. LALHMASAI CHUAUNGO)
Head
Department of Education