

Perception of Students and Teachers About Instructors' Absenteeism at Elementary Level

Namirah Aslam^a

Ayesha Rehman^b

Naveera Parvez^c

Abstract

Teacher's presence has a significant importance to maintain discipline in classroom but in Pakistan teacher's absenteeism is one of the major issue which directly affect quality education. Mostly in public schools teachers were no present in her classes according to timetable and schedule duties assigned. The current study was designed to identify the students and teachers perception about teacher absenteeism at elementary level. The public school were selected for that mix method research study. The semi-structured interview questions and observation checklist and standardized test were used to identify of students and teachers perceptions and performance. By using random sampling technique, about 15 students and 6 teachers were selected from elementary level for interviews to identify the causes and effects of teacher absenteeism, whether it is due to personal or professional reasons. The observation checklist was used to observe the presence of teachers and the causes & effects of teacher absence on students learning. To check the reason of teacher absenteeism, the result of the study showed that there has been little attention towards teacher absenteeism and its relationship to the student performance. This study focusing on teacher absenteeism and student performance adds to the body of knowledge.

Keywords: Discipline in classroom, Instructors' absenteeism, Public schools, Student's performance

Article history:

Received on: October 03, 2024

Revised on: December 20, 2024

Accepted on: December 28, 2024

Published on: December 31, 2024

^a Lahore College for Women University, Lahore – Pakistan email: namirah.aslam@lcwu.edu.pk

^b Lahore College for Women University, Lahore – Pakistan email: ayesharehman12@gmail.com

^c Lahore College for Women University, Lahore – Pakistan email: naveera.17@hotmail.com

INTRODUCTION

Teacher's involvement in classroom directly focuses on students' deep leaning and level of understanding instead of teaching course or bookish material. Reflective teaching also involves active teaching and learning process, moreover focuses on reflection in action, reflection on action and reflection for action. However, reflective classroom practices showed teacher learnt new knowledge build already prior knowledge, new information making bridge to cover the gaps in their knowledge¹. The absenteeism of teachers has been one of most significant issue which cannot be neglect especially in public educational institutions. In the absence of teachers' students can't take interest in their study which directly affect their learning habits. Teacher's absenteeism might be creating disturbance in school management and discipline. It was observed that in the public school of both developed and under developed countries ignored excessive absenteeism of teachers².

Absenteeism was the time in which teachers are in unsuitable situation to perform their duty well and do not attend class while they are present in school. Abeles (2009) stated that many factors affected teacher attendance such as salary, school environment having supportive school principal and appropriate workload³. Hence, there was a direct and indirect effect of teacher absenteeism on students learning. According to Ehrenberg, et al (1991), the structural funding decreased teacher absenteeism because it has reduced teachers' stress⁴. Absenteeism rate was heigh where teachers get demotivated when there was no team work, Weak welfare of school staff and lack of team work. Some school policies which increased personal absence of teacher include leadership style of principal such as no involvement of teachers in polices and decision making on the other hand teacher absenteeism reduced where leadership of principal was good.

Rosenblatt and Shirom (2005) developed a framework of school and teachers factors which includes 3 variables teacher level variables, school level variables and contextual level variables for teacher absenteeism⁵. These concepts guide that how teachers' absenteeism in public secondary school was affected by personal, school and environment. According to Bruno (2002), the equity and excellence at school setting were aimed. Geographical location of school effected on teacher absence and effected on students' education opportunity⁶. Study examined relation between quality of geographical context and environment of school setting and the rates of teacher absenteeism at the school site for all high schools that are in a large urban District. The conclusion

¹ Farrell, D., & Stamm, C. (1988). Meta-analysis of the correlates of employee absence. *Human Relations*, 41(3), 211, <https://doi.org/10.1177/001872678804100302>

² Murnane, R. J., & Willett, J. B. (2010). *Methods Matter: Improving causal inference in educational and social science research*. Oxford University Press.

³ Abeles, L. (2009). Absenteeism among teachers- Excused absence and unexcused absence, *Internal Journal of Educational Administration*, Vol.1 (2) pp 31-49, <https://doi.org/10.12691/education-3-12-2>.

⁴ Ehrenberg, R. G., Ehrenberg, R. A., Rees, D. I., and Ehrenberg, E. L. (1991, January). School district leave policies: Teacher absenteeism and student achievement. *The Journal of Human Resources*, 26(1), 72-105, <https://doi.org/10.2307/145717>

⁵ Rosenblatt, Z., & Shirom, A. (2005). Predicting teacher absenteeism by personal background factors. *Journal of Educational Administration*, 43(2), 209-225. <https://doi.org/10.1108/09578230510586597>

⁶ Bruno, J. E. (2002). Teacher absenteeism in urban schools. *Education Policy Analysis Archives*, 10, 32-32. <https://doi.org/10.14507/epaa.v10n32.2002>

of the study indicates that teacher absenteeism increases by school District resources and intensification of student.

Teacher Absenteeism

Teacher absenteeism is defined in the study as any type of teacher absence from the classroom. It includes both personal and professional absences⁷.

Personal Absence

When a teacher is absent from the classroom due to a personal reason. The teacher decides to be absent for such reasons as illness, death in the family, to attend a child's graduation, or for other personal reasons. Personal absence is distinguished from professional absence in that the teacher makes the decision to be absent⁸.

Professional Absence

Professional absences are distinguished from personal absences in that the teacher is asked or required to be absent⁹.

LITERATURE REVIEW

Finlayson (2009) recognized that students showed negative impact when teachers are/ were continued absent. Her study demonstrated that students' performance in all tests was lower when teacher's were absent from classroom¹⁰. Clotfelter (2006) observed that focus on teacher absenteeism and impact on students' performance increased¹¹. According to Murnane (2010), few studies were concerned with teachers' absence and knowledge about teacher absenteeism that impact on students' performance¹². According to Mlotshwa (2022), teacher absenteeism reasons most of we're personal illness, family matters and some of them were professional reasons included not effective supervision of employees also effected quality education, while these challenges differed from one institution to another¹³. Student had negatively affected by teachers' behaviour that had poor attendance, poor preparation and lack of interest in teaching¹⁴. The performance of students depended on teachers' positive behaviour and presence in classroom.

⁷ Fisher, J. W. (2008). Impacting teachers' and students' spiritual well-being. *Journal of Beliefs & Values*, 29(3), 253-261. <https://doi.org/10.1080/13617670802465789>

⁸ Ibid.

⁹ Ibid.

¹⁰ Finlayson, M. (2009). *The impact of teacher absenteeism on student performance: The case of the Cobb County School District*. Dissertations, Theses and Capstone Projects. Paper 4.

¹¹ Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2009). Are teacher absences worth worrying about in the United States?. *Education Finance and Policy*, 4(2), 115-149. <https://doi.org/10.1162/edfp.2009.4.2.115>

¹² Murnane, R. J., & Willett, J. B. (2010). *Methods Matter: Improving causal inference in educational and social science research*. Oxford University Press.

¹³ Mlotshwa, N. C. (2022). *An evaluation of China's influence in Zimbabwe's internal affairs from 2003 to 2018* (Doctoral dissertation, North-West University (South Africa)).

¹⁴ Norton, M. S. (1998). Teacher absenteeism: A growing dilemma in education. *Contemporary education*, 69(2), 95.

Students' performance had directly affected by teacher's positive behaviour. It is also mentioned that teachers had to show unselfishly their personal and professional counselling skills to students from single parent home, violence and low academic success. Teacher's expected to showed exceptional skills & motivation, but these demands often produced a lack of interest and motivation because they are dissatisfied with the conditions they were forced to operate & become unable to make a difference¹⁵.

Role of Teacher Absenteeism in Pakistan

Banerjee et al. examined the relation between teacher absenteeism and students' absenteeism in Northwest Frontier Province in Pakistan (NWFP). They were selected 257 schools from 20,000 schools in NWFP Pakistan. 68% schools were selected from rural area. 82% of government schools, 4% of masjids schools and 14% of private schools management were disturbed. Attendance pattern of masjids schools were the same as government schools due to the low number of masjids schools they are categorized as purpose of government schools study. Teachers were randomly selected average of teacher attendance in government & masjids schools were 84% and 93% in private schools. Although private school teacher salary was doubled by civil service, government school's teacher attendance was low as compared to private school teachers. Teachers of government schools are allowed to do 25 holidays per year, they were punished in a form of salary cutting if they do extra holiday and action against these teachers were not taken seriously because record of attendance were considered inaccurate. In private and public schools; official and spot rate of teacher attendance were compared. Official rate of teacher absenteeism was lower in both public and private school than spot rate; however, government schools were high rate of teacher absenteeism. Government schools teacher had report of lower rate of teacher absence in the form of casual days as opposed to private school teachers.

25 holidays per year are allowed to public school teachers, in extra holiday they have faced punishment in form of salary reduction. Official registry of teacher absenteeism is not a true reflection of the actual teacher absenteeism rates because reality is that the absenteeism rate for government teachers is more than double that of private school teachers. 79% parents whose children attended private schools & 93% parents whose children attended government schools said that teachers' absence effected students' education. 62% of government school teachers and 35% of private school teachers also said yes teacher absence had impacted negatively on students' education. The differences in the responses between government and private schools emphasized the inaccuracy of the official attendance registry. It was founded the attendance rates of the male teachers whether they had supervisory or other official duties in school, outside the classroom and the absenteeism rates of women educators who were married & had pre-school age children¹⁶.

The Principal Problem Theory

¹⁵ Shah, S. S. A. (2009). Impact of teacher's behaviour on the academic achievement of university students. *Journal of College Teaching & Learning*, 6(1), 69-74.

¹⁶ Chaudhury, N. Hammer, J. Kremer, M. Muralidharan, K. & Rogers, F. Halsey. (2006). missing in action: teacher and health worker absence in developing countries. *The Journal of Economic Perspectives*, 20(1), 91-116, <https://doi.org/10.1257/089533006776526058>

Teacher absenteeism has been discussed in the ‘Principal–Agent Theory’ framework¹⁷. This theory has been used not only in the education system but also to understand different models of job relationships and human behaviour when it is possible to establish who the principal is and who the agent is. This theory explains how principals, like the employers of the system, design compensation structures to get agents, like employees; -in this case teachers- to work in the principals’ interest.

Objectives of the Study

1. To explore the reasons of teacher’s professional and personal absenteeism in classroom.
2. To identify the perception of students and teachers regarding teacher’s absenteeism.
3. To measure students’ conceptual knowledge in the absence of teacher in classroom.

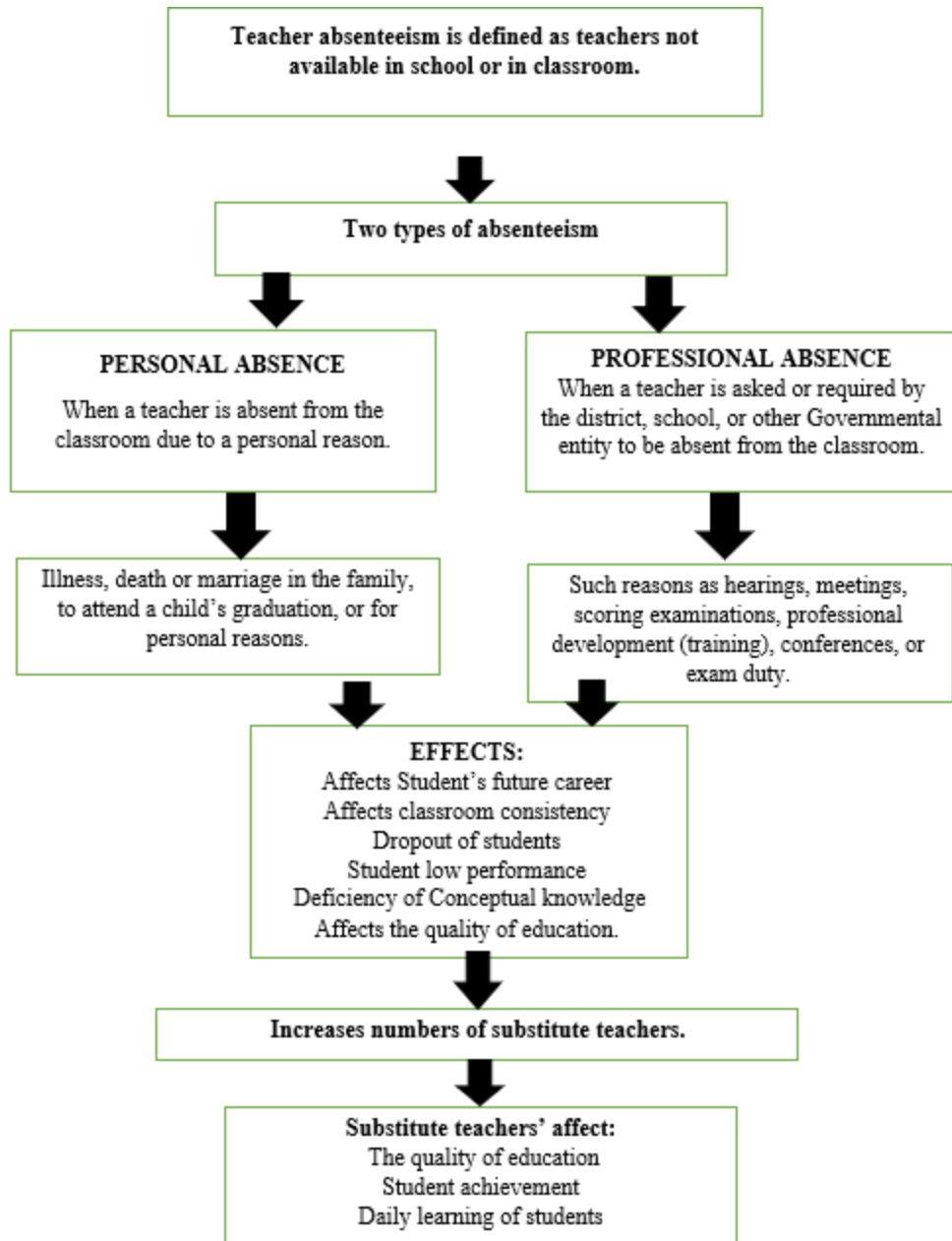


Figure 1: Students showed lack of interest when teacher was absent in classroom

CONCEPTUAL FRAMEWORK OF TEACHER ABSENTEEISM

¹⁷ Braun, D., & Guston, D. H. (2003). Principal-agent theory and research policy: an introduction. *Science and Public Policy*, 30(5), 302-308. <https://doi.org/10.3152/147154303781780290>

Perception of Students and Teachers About Instructors' Absenteeism



METHODOLOGY

Research was mix method in nature to determine the causes and effects of teacher absenteeism in public schools. Students and teachers at elementary level of 3 public schools of Lahore District were considered as the population of the study. 6 elementary teachers and 15 students were randomly selected for interview to identify students and teachers perceptions regarding teacher absenteeism. The semi- structured interview questions and observation checklist was used to explore the reasons of teacher absenteeism in classroom. A standardized test were administered to measure the students' conceptual knowledge. The researchers personally collected data with the help of interviews and observation checklist and standardized test. About 21 interviews were

recorded included of 6 teachers and 15 students. About 6 observation checklists were used through coding method was used to analyse the observation checklist about teacher’s absenteeism in classroom. Thematic analysis was used to analyse the recorded interviews from students and teachers. The issue of teachers being absent from their classrooms has been studied primarily from the interviews.

RESULTS & FINDINGS

Table 1
Responses of student’s interview questions

Sr.#	Responses	Yes Percentage	No Percentage	Some how Percentage	Mean	S.D
1.	Do you satisfied with your learning in the absence of teacher?	5 33.3%	10 66.7%	0	1.67	488
2.	Does substitute teacher take class in case of absence to subject teacher?	8 53.3%	3 20%	4 26.7%	1.73	884
3.	When your subject teacher is absent, does anybody is responsible for class?	4 26.7%	10 66.7%	1 6.7%	2.13	915
4.	Do you learn when your class teacher is present in school but don’t take class?	5 33.3%	3 20%	7 46.7%	1.80	561
5.	Do you have any problem (environmental or lecture) with your substitute teacher?	7 46.7%	3 20%	5 33.3%	1.80	561
6.	Do you take interest in study when teacher is absent	0	15 100%	0	1.00	000

The above table 1 showed the responses of students’ interview questions. In the first statement from students were asked about the absence of teacher ‘do you satisfied with your learning in the absence of teacher. Where 5 frequency and 33.3% student’s responded in yes they are satisfied with learning if class teacher was absent but 10 frequency and 66.6% students answered in no they are not satisfied with learning in the absence of teacher in the classroom, where the Mean was (1.67) and S.D (488). In the second statement students were asked that “does substitute teacher take class in case of absence to subject teacher?” Where frequency 8 and 53.3% students respond yes, while frequency 3 and 20% students said no and frequency 4 26.7% students where responded somehow substitute teacher take class in the absence of subject teacher, where the Mean was (1.73) and S.D (844).

In the third statement students were asked that “When your subject teacher is absent, does anybody is responsible for class”. Where frequency 4 and 26.7% students respond yes, while frequency 10 and 6.7% students said no and frequency 1 and 6.7% students where responded somehow substitute teacher take class in the absence of subject teacher, where the Mean was (2.13) and S.D (915). In the fourth statement students were asked that “Do you learn when your class teacher is present in school but don’t take class”. Where frequency 5 and 33.3% students respond yes, while frequency 3 and 20% students said no and frequency 7 and 46.7% students where responded somehow we learnt when class teacher was present in school but don’t take class, where the Mean was (1.80) and S.D (561). In the fifth statement students were asked that “do you have any problem (environmental or lecture) with your substitute teacher”. Where frequency 7 and 46.7% students respond yes, while frequency 3 and 20% students said no and frequency 5 and 33.3% students

Perception of Students and Teachers About Instructors' Absenteeism

where responded somehow we have to face problems with substitute teacher, we didn't satisfied with learning, where the Mean was (1.80) and S.D (561).

In the sixth statement students were asked that "do you take interest in study when teacher is absent". Where frequency 7 and 46.7% students respond yes, while frequency 3 and 20% students said no and frequency 5 and 33.3% students where responded somehow we have to face problems with substitute teacher, we didn't satisfied with learning, where the Mean was (1.80) and S.D (561). The above students' interview responses showed that they are not satisfied with their learning n he absence of teacher and not adjust easily with substitute teacher as they less know about routine classroom schedule so fluency of the topic was disturbed.

INTERVIEWS OF TEACHERS

Table 2

Effects of teacher absenteeism on student's education

Sr #	Statement	No. of responses	No. of responses
1	Do teacher's absenteeism in classroom has negative & direct effects on student's achievement and motivation.	yes 5	No 1
2	What are the reasons of your absenteeism in school?	Personal reasons 4	Professional reason 2
3.	What are the reasons of your absenteeism in classroom?	Personal reason 2	Professional reason 4
4.	What do you do when you are not feeling well or ill	Give test or task 4	Leave 2
5.	What are you doing when you are unable to take class? (Give them a task\activity\substitute teacher)	Assign task 3	Substitute teacher 3
6.	If you provide substitute teacher, do you inform early so that he/she can prepare the lecture?	Yes 1	No 5
7.	What occur with student's performance in the presence of substitute teacher?	satisfactory 1	Depend upon teachers performance 5
8.	Do you feel guilty when you are unable to take class?	Yes 5	No 1
9.	What do you think that substitute teacher is good for student's learning	Good 1	Not good 5

In the above table 2 showed teachers' interview responses about teacher absentiseem. In the first statement 'do teacher's absenteeism in classroom has negative & direct effects on student's achievement and motivation?', out of 6 respondents R1, R2, R3, R4, R6 said "yes it have negatively effects on student's motivation". R2 further indicated that "the fluency of the topic is disturbed & sometime students forget the prior concepts and lecture". In the second statement 'What are the reasons of your absenteeism in school?' five respondents R1, R2, R3, and R4 responded that "the reason of absenteeism is personal", while R5, R6 said that sometimes due to professional reason teacher was unable to take class on time.

In the third statement, 'what are the reasons of your absenteeism in classroom', R1 and R2 responded that "the reason of absenteeism from class is personal not professional" while R3, R4, R5, R6, responded professional due to professional reasons like "school task such as admission and co-curricular activities" unable to take class. In the fourth statement, 'what do you do when

you are not feeling well or ill’ R1, R3, R4, R5 responded that “take test or give some written task” when not feeling well, while R2, R6 responded “take leave when not feeling better”. In the fifth statement ‘what are you doing when you are unable to take class? (Give them a task\activity\substitute teacher)’, R1, R4, R5 responded “they have assign them a task”. R2, R3, R6 responded “substitute teacher engaged them towards learning when subject teacher was unable to take class”. In the sixth statement, ‘if you provide substitute teacher, do you inform early so that he/she can prepare the lecture? R6 responded that yes inform earlier so that she can prepare the lecture”, while R1, R2, R3, R4, R5 responded “not inform before time”. In the seventh statement ‘What occur with student’s performance in the presence of substitute teacher?’ R1, responded “students’ performance were satisfactory with substitute teacher, while R2, R3, R4, R5 and R6 responded that it depend on substitute teachers performance in class”.

In the eight statement ‘do you feel guilty when you are unable to take class?’ R1, R2, R3, R4, R5 responded “yes we feel guilty because have to cover our syllabus & have to explain principle if syllabus is not completed”, while, R6 said that ‘not felt guilty when unable to take class’. In the last statement ‘what do you think that substitute teacher is good for student’s learning? R1 responded yes ‘substitute teacher is good for student learning’, while R2, R3, R4, R5 and R6 responded “substitute teacher is not good for student it’s just time pass”.

OBSERVATION CHECKLISTS

Table 3

Classroom observation checklist

Sr.#	Responses	Yes	No
		Percentage	Percentage
1.	Is subject teacher present in class?	1 16.7%	5 83.3%
2.	Subject teacher complete the scheduled topic in time?	3 50%	3 50%
3.	Subject teacher is on leave?	2 33.3%	4 66.7%
4.	In case teacher is not present somebody is responsible for class?	1 16.7%	5 83.3%
5.	Is subject teacher absent from school?	2 33.3%	4 66.7%
6.	Is subject teacher absent from class?	3 50%	3 50%

In the above table 3 showed the checklist of classroom observation by the researchers. the first point of observation checklist where researchers observed that frequency 1 and 16.7% subject teacher was present in class while frequency 5 and 83.3% teachers were absent in class. In the second important point of observation where researcher observed that frequency 3 and 50% teacher completed topic in time while frequency 3 and 16.7% teachers were not completed topic on time. In the third point of observation where researcher observed that frequency 2 and 33.3% teacher as on leave while frequency 4 and 66.7% teachers were absent without leave. In the fourth point of observation where researcher observed that frequency 1 and 16.7% only one teacher was responsible for class while frequency 5 and 83.3% nobody were responsible for class in the absence

Perception of Students and Teachers About Instructors' Absenteeism

of class teacher. In the fifth point of observation checklist, frequency 3 and 50% teachers were absent from class while frequency 3 and 50% teachers were taking their class.

Table 4
Conceptual Knowledge test percentage % correct responses of male & female students

Items	Male students	% correct	Female student	% correct	Difference	Effect size	p-value
Elementary Content Knowledge items							
1	1(c)	39	1(c)	41.4	-2.4	-0.05	0.64
4	3	38	3	55.13	-17.13	-0.34	0.00
5	4	61	4	62.6	-1.6	-0.03	0.76
7	5 (a)	44					
	5 (b)	48					
	5 (c)	74					
8	6	29					
9	7	41					
Total	11	50	6	54.41			
Conceptual Knowledge items							
11	8	49	5	49.53	-.53	-0.01	0.92
12			6	63.8			
13			7	63.4			
14 (a)			8 (a)	73.46			
14 (b)			8 (b)	68.53			
14 (c)			8 (c)	54.53			
14 (d)			8 (d)	68.46			
15			9	53.33			
17 (a)	9 (a)	57	10	61	-4	-0.08	0.44
17 (b)	9 (b)	51					
17 (c)	9 (c)	59					
17 (d)	9 (d)	56					
Total	5	54.4	9	61.78			
Elementary and Middle School Knowledge of Content items							
20	10	45					
21	11	45	11	40.73	4.27	0.09	0.41
22	12	60					
23	13	43					
24	14	49					
25	15	36	12	51.4	-15.4	-0.31	0.00
26	16	28					
27	17	24					
Total	8	41.25	2	46.06			
Middle School Conceptual Knowledge items							
29			13 (a)	48.2			
			13 (b)	47.93			
			13 (c)	66			
			13 (d)	57.67			
30	18 (a)	50					
	18 (b)	58					
	18 (c)	37					
	18 (d)	62					
31			14 (a)	55.87			
			14 (b)	62.4			
			14 (c)	46.73			

			14 (d)	55.8			
32	19	41	15	29.8	11.2	0.22	0.03
33 (a)	20 (a)	79	16 (a)	60	19	0.38	0.00
33 (b)	20 (b)	73	16 (b)	57.47	15.53	0.31	0.00
33 (c)	20 (c)	77	16 (c)	53.13	23.87	0.48	0.00
33 (d)	20 (d)	74	16 (d)	64.67	9.33	0.19	0.07
33 (e)	20 (e)	82	16 (e)	67.27	14.73	0.29	0.00
33 (f)	20 (f)	73	16 (f)	69.4	3.6	0.07	0.49
35	21	46	17	47.13	-1.13	-0.02	0.83
Total	12	62.67	16	55.59			
Grand total	36	52.89	33	56.49			

The table 4 summarized the results of correct responses percentage of both male and female students conceptual knowledge (CK) test related with Elementary School Knowledge of Content items. The female students mean scores of correct responses minimum range value 29.8% and maximum value 73.46% while, male students mean scores of correct responses minimum value was 24% and maximum value 82%. In only two questions female students were significantly better than the male students (with low effect sizes in both cases). However, overall performance of male students were significantly better than the performance of female students with one trivial (below 0.2) and five low (0.2 - 0.5) effect sizes related to Middle School Content Knowledge.

CONCLUSION

The study concluded that teacher absenteeism not only affects the students learning but also affects ongoing instructions. Teacher absenteeism create gap in regular teaching instructions and interaction of student and teacher. Students were not satisfied with learning when teacher did not take class. However, it was observed that when the subject teacher was absent, sometimes substitute teacher take class. They teach according to timetable or sometime they teach different subjects, some students feel comfortable in his/her presence, and some students were dissatisfied. Researchers observed when teacher was on professional leave, in that situation class teacher have to assign some task to maintain discipline. Researchers also explored that teachers were absent due to their personal or professional reasons both situations had a negative effect on learning environment and student’s motivation level. The success of student’s achievement also dependent on teacher performance but substitute teacher did not take lecture seriously, she only fulfill her duty in some sort of time pass. She didn’t take class as properly as class teacher can conduct. Hence there is need that class teacher should properly inform the school management about her personal leave before time and school management provide sufficient and efficient substitute for her class. Moreover students’ showed low level of performance towards conceptual knowledge due to teacher absenteeism.

Effects of teacher’s absenteeism

1. Teacher absenteeism hampers students’ academic development.
2. Higher absenteeism by teachers contributes to lower student performance.
3. Absence of teacher causes dissatisfaction with learning and motivation level of students.
4. Teacher absenteeism disturbs continuity of student progress.
5. Higher teacher absence significantly correlates with lower student scores.

6. Overall performance of a student's conceptual knowledge was negatively affected by high teacher absenteeism.

Competing Interests

The authors did not declare any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

- Abeles, L. (2009). Absenteeism among teachers- Excused absence and unexcused absence, *Internal Journal of Educational Administration*, Vol.1 (2) pp 31-49, <https://doi.org/10.12691/education-3-12-2>.
- Braun, D., & Guston, D. H. (2003). Principal-agent theory and research policy: an introduction. *Science and Public Policy*, 30(5), 302-308. <https://doi.org/10.3152/147154303781780290>
- Chaudhury, N. Hammer, J. Kremer, M. Muralidharan, K. & Rogers, F. Halsey. (2006). missing in action: teacher and health worker absence in developing countries. *The Journal of Economic Perspectives*, 20(1), 91-116, <https://doi.org/10.1257/089533006776526058>
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2009). Are teacher absences worth worrying about in the United States?. *Education Finance and Policy*, 4(2), 115-149. <https://doi.org/10.1162/edfp.2009.4.2.115>
- Ehrenberg, R. G., Ehrenberg, R. A., Rees, D. I., and Ehrenberg, E. L. (1991, January). School district leave policies: Teacher absenteeism and student achievement. *The Journal of Human Resources*, 26(1), 72-105, <https://doi.org/10.2307/145717>
- Farrell, D., & Stamm, C. (1988). Meta-analysis of the correlates of employee absence. *Human Relations*, 41(3), 211, <https://doi.org/10.1177/001872678804100302>
- Finlayson, M. (2009). *The impact of teacher absenteeism on student performance: The case of the Cobb County School District*. Dissertations, Theses and Capstone Projects. Paper 4.
- Fisher, J. W. (2008). Impacting teachers' and students' spiritual well-being. *Journal of Beliefs & Values*, 29(3), 253-261. <https://doi.org/10.1080/13617670802465789>
- Mlotshwa, N. C. (2022). *An evaluation of China's influence in Zimbabwe's internal affairs from 2003 to 2018* (Doctoral dissertation, North-West University (South Africa)).
- Murnane, R. J., & Willett, J. B. (2010). *Methods Matter: Improving causal inference in educational and social science research*. Oxford University Press.
- Norton, M. S. (1998). Teacher absenteeism: A growing dilemma in education. *Contemporary education*, 69(2), 95.

Rosenblatt, Z., & Shirom, A. (2005). Predicting teacher absenteeism by personal background factors. *Journal of Educational Administration*, 43(2), 209-225.
<https://doi.org/10.1108/09578230510586597>

Shah, S. S. A. (2009). Impact of teacher's behaviour on the academic achievement of university students. *Journal of College Teaching & Learning*, 6(1), 69-74.