



Construction and Standardization of Teacher Absenteeism Description Questionnaire

KEYWORDS

Education, Teachers, Absenteeism, Elementary schools.

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Introduction:

Teacher Absenteeism is a failure of a Teacher to report for or to remain at work as scheduled, regardless of reason. Absenteeism is a habitual failure to appear, especially for work or other regular duty. Absenteeism is referred to herein as failure of employees to report for work. Teacher absenteeism is studied within the school context with special attention to the fact that the teacher is part of the school he/she works in. The teacher is a part of the school culture, which includes school norms, characteristics of the other teachers and their behavior regarding absenteeism.

Teacher Absenteeism in Primary Schools- An International Perspective

Sl.No	Country	Absence (%)
1	Peru	11
2	Ecuador	14
3	Papua Guinea	15
4	Bangladesh	16
5	Zambia	17
6	Indonesia	19
7	India	25
8	Uganda	27

Source: Chaudhury, Hammer, Kremer, Muralidharan and Rogers (2004) for most countries; Habrarimana and others (2004) for Zambia; World Bank (2004) for Papua New Guinea.

Teacher absence rates are influenced by:

- Power gender, age years of service and status of a head teacher. Male teachers were found to be 1.5 to 2% more likely to be absent than women teachers;
- Distance from home to school – longer commuting time led to higher absence;
- Multi-grade schools – where one or two teachers manage children of two or more classes in the same room;
- Poor infrastructure – no building very poor quality building, no amenities; Schools away from paved road and not easily accessible;
- Where Parent Teachers Association have to meet at least once in three months ;
- Level of economic development in the state (richer

states have lower absence rates as against poorer states which record high rates of absence);

- School management – the absence rate and level of teaching activity in private aided schools were pegged at 20% and 50% respectively. In comparison, absence and level of teaching activity in government schools were 24.8% and 44.8% respectively).

Validity of the Tools:

Teacher Absenteeism Description Questionnaire consisted of Part-A (Personal Proforma) and Part-B, which has 15 main items along with sub items. Content validity was established since the tool used was a questionnaire. The validity of questionnaire depends on whether the right questions were phrased in an unambiguous way and the items survey a significant aspect of the purpose of the investigation. This was established by sending the tool to a panel of experts in the field of education including the personnel of SSA, BEO's. These experts rated the tool high in terms of how effectively it samples the significant aspects of extent and impact of Teacher Absenteeism in Karnataka state. However, a few suggestions given by the experts were incorporated and the tool was finalised. Thus, content validity was established.

The Researcher has formulated Teacher Absenteeism Index (TAI) in order to calculate the Absenteeism scores of the teachers

TEACHER ABSENTEEISM INDEX [TAI]

T - S

TAI = -----

N

T = Total number of days of Absence of All teachers in an Academic year.

S = Days of Absence due to School related works in a Academic year

N = Total numbers of Teachers

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