

# The Environmental Factors Influencing Teacher Absenteeism in Pru East District, Ghana: Case of Yeji Senior High School

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**Abstract-** This study aims to identify the environmental factors influencing teacher absenteeism in Pru East District, Ghana: Case of Yeji senior high school. This research employed a descriptive explanatory sequential design to collect data for the study. The study population was teachers and headmaster in Yeji senior high school. The sample size was 56 teachers and one (1) headmaster. The study also applied purposive sampling techniques to sample the headmaster and simple random sampling techniques to sample 56 teachers for the study. The tools used in the study were a self-structure questionnaire and interview guide designed by the investigators to collect data on the environmental factors influencing teacher absenteeism. The questionnaire was closed and open-ended questionnaire. The questionnaire was grouped into five like-points scale, which included Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Eight (8) respondents were sampled to take part in the interview. The quantitative data was analysed by employing Analysis of Variance (ANOVA), and the qualitative data were subjected to the interpretive mode of analysing data from direct quotes and narrative pieces. The study found that funerals and Friday prayers, long distance to school, lack of teacher accommodation in rural areas, and teachers engaging in church activities contribute to teacher absenteeism in the district. The study recommends that Pru East District assembly should provide teachers accommodation for teachers in the rural communities and solar electricity to enable them to stay in these communities to help curb teacher absenteeism. The government of Ghana should try as much as possible to remunerate teachers better, which will motivate teachers and prevent them from leaving the classroom to look for other jobs such as examination marking, electoral commission work, and census work, among others.

**Index Terms-** Teacher Absenteeism, Environmental Factors, Senior High Schools.

## I. INTRODUCTION

Education is a never-ending discussion issue necessary for all sectors to get involved and contribute to the debate. According to Clotfelter (2009), education helped advance more significant communities and provided jobs for people to work in the industries, private sector and public sectors.

According to Osafo & Asamoah (2009), the quality of the educational level of citizens in a country determines the state of socio-economic development in that country. Furthermore, education refers to what one generation purposefully passes on to another generation, intending to assist them in living with one another in an environment. This implied that societies considered education to transmit knowledge, skills, attitudes, values, and principles from the older generation to the younger generation to promote continuity (Adu & Sarpong, 2023; Aggarwal, 1995).

World Bank (2013) conducted research in eight (8) countries from three (3) continents, which included Uganda, India, Peru, Kenya, etc, to be delivered at the Human Development Forum in 2008. The research findings show that India and Uganda recorded high teacher absenteeism rates, and Peru recorded lower teacher absenteeism rates. The total teacher absenteeism rate for the eight (8) sampled countries was 18%. However, in developing countries, such as Kenya, teachers' absenteeism rate is as much as 20%, which poses a serious challenge to the country's educational sector. This posed a heavy challenge in providing quality and effective education, which is the Fourth (4) goal of Sustainable Development Goals (SDGs) Glewwe & Kremer (2006). One of the major problems facing the Kenya educational sector is the high teacher absenteeism rate (World Bank, 2013). Also, the report further revealed the following about teacher absenteeism: the average teacher absenteeism rate is 16% in Kenya. The report revealed that teachers in senior high school were absent from class more than teachers in the basic school, also the report further indicates that 55% of the

teachers were actually teaching, while 27% reported to school but not teaching during instructional hours, the teacher left within the district turned to frequently absent themselves from school than teachers who residents outside the district and the report indicated that males teachers turned to frequently absented themselves from school more than their female teachers in Kenya ( World Bank, 2013)

In addition, World Bank (2013) reported that teachers in Morocco were absent 11.6% from school within a year, and teachers in Tunisia were absent 13.4% within a year. Ghana recorded a high teacher absenteeism rate of 43% within a year with the following reasons outlined: poor salaries, travelling long distances to banks for salaries, poor monitoring and supervision, attending funerals, families' problems, and distance and sandwich courses (World Bank. 2013).

Obeng et al. (2011) identify factors responsible for teachers' absenteeism in Ghana as the school culture, where some teachers frequently absent themselves from school, and no active action is taken against them, school physical condition, and additional job responsibilities contribute to teacher absenteeism. Moreover, Obeng et al. (2011) conducted a study in Accra Sub-Metro, noticing that learning is disrupted whenever a teacher misses a class. The study examined whether teachers and students' absenteeism influenced West African Senior School Certificate Examination (WASSCE). The research found that student absenteeism did not influence students' performance in WASSCE, while teacher absenteeism impacted student WASSCE performance. The study further indicates that the higher the mean score of students, the lower the teacher attendance at school, hence the conclusion that teachers' absenteeism influenced students' academic performance in the final WASSCE. On average, teachers in Ghana are absent 33 days every academic year, but teachers in Pru East district are absent 29 days every academic year (Pru East District Education Directorate, 2022). Also, when there is heavy rainfall, roads become muddy and flood rivers and streams, making it difficult for the teachers to attend school early/miss school that day in Pru East district, leading to teacher absenteeism (Pru East District Education Directorate, 2022).

Teacher absenteeism is one of the necessary areas to research to determine factors influencing teacher absenteeism in the district and find measures to mitigate the situation to improve effective teaching and learning. Hence, this study needs to identify the environmental factors influencing teacher absenteeism in Pru East District, Ghana.

## II. LITERATURE REVIEW

### 1. Environmental Factors Influencing Absenteeism of Teachers

Bradley et al. (2006) state that environmental factors are community and geographic characteristics. Environmental

factors comprised the following: school location, either rural or urban; poverty level of the community, whether the school is located on a major road; level of education of the parents, political powers, teacher accommodation, giving non-teaching tasks to teachers, etc. Teachers in rural communities had low attendance rates because of job dissatisfaction compared to teachers in urban communities with high job satisfaction (Sargent & Hannum, 2005).

However, World Bank (2004) revealed that teachers living in rural communities recorded lower teacher absenteeism rates than their teachers in the urban areas in Ecuador. This is because teachers in urban centres comfortably enjoy the good infrastructure without going to school. Also, teachers in the rural areas in Kenya are given hardship allowance to compensate them. Additionally, teachers are paid bonuses, rent allowances, and transport allowances for relocation from one rural school to another by the central government to motivate teachers to stay in the rural communities.

Furthermore, Chaudhury et al. (2004) found that teachers who stayed closer to their schools were absent less than their counterparts who lived far away from their schools. This is because such teacher will not attend school anytime, they find themselves late, have a motor breakdown, or miss a bus to their school. Again, the study indicates that teachers are absent from school frequently on Fridays and Mondays because some may not return to school after Friday prayers or leave the school early to start a long weekend and return to school late on Mondays; hence, they must miss classes on Mondays. However, teachers' absenteeism rate in rural areas is high because of the poor nature of their roads and transport (Nkonkonya et al., 2022). Some must travel long distances to receive their salaries at the banks and extern the weekends and holidays to meet their basic needs before returning to the station. Again, teachers in rural/poor areas recorded low teacher attendance rates because it is difficult for school authorities to effectively monitor and supervise these teachers (Abeles, 2009). Additionally, rural areas have no proper activity to undertake to reduce teacher absenteeism.

Again, Kremer et al. (2004) note that the government employed teachers in South Africa to undertake the following exercises: voter registration, population census, election time, and public health campaigns. However, some institutions identify teachers as knowledgeable, available, and always committed to performing any assigned work; hence, they prefer to take teachers out of the classroom to work for them, leading to high teacher absenteeism. Additionally, teachers who teach in the community of their origin turn to absent from school more frequently than teachers who are non-residence in the area because the residence teacher will have to attend to other families' issues such as funerals, naming ceremonies, married ceremonies than their others counterparts who are non-residence in the area (Hubbell, 2008).

Moreover, King & Ozeler (2005) found that teacher absenteeism is high in rural areas of Nicaragua because of low parents' education, they could not have control of the schools within their communities.

This is because parents with low levels of education don't see the importance of sending their children to school for education and don't have the required idea of supervising teachers to teach effectively. Dic Cropello & Marshall (2005) added that teachers in rural communities in Latin America were found to record high teacher attendance because of teacher union activities in which they take part. Also, teachers who are union leaders are more frequently absent from school than non-union leaders because they spend contact hours attending union meetings and other activities. Also, they are being protected by the constitution of the union.

Also, Adelabu (2005) suggested that schools in urban communities record lower teacher absenteeism rates than schools in rural communities due to the regular supervision of schools and regular visits by officers in the education directorate within the urban communities. Also, research conducted in India revealed that teacher attendance in rural areas was lower than in urban areas. Some schools had only one teacher and ultimately closed down when the teacher was absent or attended a meeting (Chaudhury et al., 2006; Rogers & Vegas, 2009).

Additionally, a teachers' strike in 2003 in Ecuador lasted about six weeks, contributing to teacher's absenteeism for that same time. Wars and other civil problems contribute to teacher absenteeism (Rogers et al., 2004). Schools were closed, leading to a high teacher absenteeism rate in Kenya during the 2007/2008 election conflict, where many people had to run away from their localities for safety. In 2015, teachers in northern Kenya went on strike due to high insecurity in those areas.

Tao (2013) and Kadzamira (2006) found that teachers' socio-economic status, illness, and school environment contribute to high teacher absenteeism rates. Other factors, such as the school's location, proper health care centre, water, and basic needs, negatively affect the teachers' ability to give their best.

## 2. Plan of the Study

This study aims to identify the environmental factors influencing teacher absenteeism in Pru East District, Ghana: Case of Yeji senior high school.

The study used a descriptive explanatory sequential design to collect data for the study. The population of the study was teachers and headmaster in Yeji senior high school. The sample applied purposive sampling techniques to sample the headmaster and simple random sampling techniques to sample 56 teachers for the study. The tools used in the study were a

self-structure questionnaire and interview guide designed by the investigators to collect data on the environmental factors influencing teacher absenteeism. The questionnaire was closed and open-ended questionnaire. The questionnaire was grouped into five like-points scale, which included Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

The interview guide was employed to collect the study's qualitative data response. Eight (8) respondents were sampled to participate in the qualitative study. These interviews were recorded and transcribed to identify themes and sub-themes, and field notes were also taken to enrich the study. The interview was conducted in English language because all the participants could read and write.

The instrument was pilot-tested in a private Senior high school in the study area. The pilot study was to determine instrument validation. The qualitative instrument yielded a value of 0.84 Cronbach Alpha.

The qualitative instrument was validated using the respondent validation approach. However, the quantitative data was analysed by employing Analysis of Variance (ANOVA), and the qualitative data were subjected to the interpretive mode of analysing data from direct quotes and narrative pieces.

## III. DISCUSSIONS AND DATA ANALYSIS

This section was divided into sections "A" and "B". Section A presents quantitative analyses, while Section B presents qualitative analyses of the study.

### 1. Demographic Information of Teachers

The information comprises data on the age, sex, educational background of teachers and headmaster who participated in this study.

Table 1: Sex of Respondents

Sex	Frequency	Percentage (%)
Male	50	87.7
Female	7	12.3
Total	57	100

Table 1 above revealed that there were 50 (87.7%) males and 7(12.28%) females. The study indicates that more male teachers than female teachers took part in the study. This is a true reflection of a more significant number of male teachers than female teachers in the district, according to the Pru District Education Directorate (2017). This shows that female teachers were still underrepresented in the senior high school's education while men remained dominant.

**Table 2: Age of respondents**

Gender	Frequency	Percentage (%)
Less than 30	10	17.5%
31-40	22	38.6%
41-50	17	29.8%
51-60	8	14.04%
Total	57	100

Table 2 illustrates that 17.5% of the respondents were less than 30 years old. The highest percentage of respondents, 38.6%, were aged between 31-40, followed by 29.8% of the respondents aged 41-50. Finally, 14.04% were aged between 51-60 years. This finding indicates that the majority of the teachers teaching in senior high schools were between the young adult ages of 31-40 years in the district.

**Table 3: Educational Background of the Respondents**

Gender	Frequency	Percentage (%)
Diploma	0	0
Degree	51	89.5
Master	6	10.5
Total	57	100

Table 3 shows 0% of the respondents had a Diploma degree. Degree holders recorded 89.5%, and 10.5% had Master's degrees. This could mean that more Degree holders participated in the research. It could also mean that more degree holders were teaching in the senior high schools. This aligns with Ghana Education Service (GES) policy that every teacher teaching in senior high schools must be a first-degree holder.

**Hypothesis 1H1: A Statistically Significant Relationship Exists between Environmental Factors and Teacher Absenteeism**

The researchers formulated this hypothesis to determine if there is a statistically significance difference between environmental factors and teacher absenteeism. ANOVA analysis was done to test this hypothesis. These results are presented in table 4 below.

As shown in table 4 above, Analyses of Variance (ANOVA) on Assigning additional responsibilities to teachers cause absenteeism indicates ( $F= 86.4, Df= 2, P< 0.05$ ). This indicates that there was a strong significant relationship between the assignment of other non-teaching duties and teacher absenteeism in senior high schools in the district. Therefore, the alternate hypothesis that there is a statistically significant relationship between environmental factors and teacher absenteeism was accepted. This present research supports Kremer et al. (2004) that the government employed teachers in South Africa to undertake the following exercises: voter registration, population census, election time, and public health campaigns, among others.

**Table 4: Environmental Factors and Teacher Absenteeism**

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Schools that are far from the main road record high teacher absenteeism rate	Between Groups	45.959	2	22.979	86.430	.000
	Within Groups	14.357	54	.266		
	Total	60.316	56			
Teacher absenteeism rate is high among teachers who don't stay in the local community.	Between Groups	63.853	2	31.927	68.896	.000
	Within Groups	25.024	54	.463		
	Total	88.877	56			
Assigning additional responsibilities to teachers causes absenteeism	Between Groups	75.449	2	37.724	178.247	.000
	Within Groups	11.429	54	.212		
	Total	86.877	56			
Harmony between parents and teachers reduces teacher absenteeism	Between Groups	14.461	2	7.230	46.388	.000
	Within Groups	8.417	54	.156		
	Total	22.877	56			
Strike action by teachers causes absenteeism	Between Groups	20.426	2	10.213	148.482	.000
	Within Groups	3.714	54	.069		
	Total	24.140	56			
Teacher union executives are frequently absent from school.	Between Groups	55.848	2	27.924	85.043	.000
	Within Groups	17.731	54	0.328		
	Total	73.579	56			
During raining season, the teacher absenteeism rate is high.	Between Groups	42.546	2	21.273	42.998	.000
	Within Groups	26.717	54	0.495		
	Total	69.263	56			
Teachers from low-income family backgrounds are frequently in school	Between Groups	64.109	2	32.054	68.147	.000
	Within Groups	25.400	54	.470		
	Total	89.509	56			

In addition, Analyses of Variance (ANOVA) on teacher absence rates are higher for teachers who do not come from the local community ( $F= 68.89, Df= 2, P< 0.05$ ). This shows a significant relationship between teacher's distance from school and teacher absenteeism. Therefore, the alternate hypothesis that there is a statistically significant relationship between environmental factors (distance to school) and teacher absenteeism was accepted. This study agreed with Chaudhury et al. (2004) that teachers absent from school frequently on Fridays and Mondays because some may not return to school after Friday prayers or they leave the school early to start a long weekend and return to school late on Mondays; hence they have to miss classes on Mondays. This finding contradicts (Hubbell, 2008) that teachers who teach in the community of their origin



tend to be absent from school more frequently than teachers who are non-residence in the area because the residence teacher will have to attend to other families' issues, such as funerals, naming ceremonies, married ceremonies than their others counterparts who are non-residence in the area.

Furthermore, Analyses of Variance (ANOVA) on teacher strike causes teacher absenteeism was statistically significant ( $F=148.48$   $Df= 2$ ,  $P<0.05$ ). This indicates a strong, significant relationship between teacher strikes and teacher absenteeism in senior high schools in the district. Therefore, the alternate hypothesis that there is a statistically significant relationship between environmental factors and teacher absenteeism was accepted. This study confirmed that the teacher strike in 2003 in Ecuador lasted about six weeks, contributing to teacher's absenteeism for that same time. Wars and other civil problems contribute to teacher absenteeism (Rogers et al., 2004).

In regards to Analyses of Variance (ANOVA) on teachers who are union executives are absent more often recorded ( $F= 85.0$ ,  $Df= 2$ ,  $P< 0.05$ ). This shows a strong significant relationship between teacher union executives and absenteeism in senior high schools in the district. Therefore, the alternate hypothesis that there is a statistically significant relationship between environmental factors and teacher absenteeism was accepted. These findings concur with DicCropello & Marshall (2005) that teachers in rural communities in Latin America were found to record high teacher attendance because of teacher union activities in which they take part.

Furthermore, the ANOVA analysis on teachers who come from poor back is rarely absent ( $F= 68.47$   $Df = 2$ ,  $P< 0.05$ ). This shows a strong significant relationship between teachers with poor backgrounds and absenteeism in the district's senior high schools. Therefore, the alternate hypothesis that there is a statistically significant relationship between environmental factors and teacher absenteeism was accepted.

This finding confirmed Abeles (2009) that teachers in rural/poor areas recorded low teacher attendance rates because it is difficult for school authorities to monitor and supervise these teachers effectively. Additionally, rural areas have no proper activity to undertake in order to reduce teacher absenteeism.

## 2. Qualitative Analyses

Based on the research questions, the qualitative data obtained from the responses of research participants during the interviews were analysed in terms of their opinion on the environmental factors influencing teacher absenteeism in Yeji senior high school of Pru East District: Ghana. The participants' responses were coded into themes and sub-themes that emerged from the respondents' responses based on the variables delimited to the study. The themes that came out were presented and discussed as follows;

## IV. RESULTS AND DISCUSSIONS OF RESULTS

Table 5: Thematic Framework of the Study

Themes	Sub-themes	Verbatim Quotation
Environmental Factor	Funerals	"Some teachers leave the school to attend funerals at their various hometowns for at least one week without teaching, and this attitude affects students' academic performance" PL 1
	Friday prayers	"Some of my colleagues use class hours to go to the Mosque on Fridays to pray, and most don't even return after the prayers. PL 7
	Long distance to school	Hmmmm!!! My school is very far from home, and I come late whenever my motorbike breaks down. PL 3
	Church Activities	"Most Christian's teachers used school hours to attend to church programmes at their various churches, most especially Charismas and Easter period"- PL 2

### Research question: Environmental Factors and Teacher Absenteeism

The research question of what environmental factors contribute to teacher absenteeism was asked of teachers, and their response was put into themes and sub-themes below.

#### Sub-Theme 1: Funerals

Some teachers lamented that their colleges use weekdays to attend funerals, contributing to teacher absenteeism. Respondent 1 said during his interview session with the researcher.

"Some teachers leave the school to attend funerals at their various hometowns for at least one week without teaching, which affects students' academic performance" PL 1.

#### Sub-Theme 2: Friday Prayers

Some teacher lamented that their colleges use instructional hours to visit the mosque for prayers without returning to the schools. Respondents 7 and 5 said during their interview session with the researcher.

One of the teachers said that:

"Some of my colleagues use class hours to go the Mosque on Fridays to pray, and most of them don't even return after the prayers" -PL 1.

Another teacher also comments that:

“Most of my colleagues start their weekends early on Fridays and come back on Monday evening, and they don’t have time to teach their children” PL 5

### Sub-Theme 3: Long Distance to School

Some teachers lamented that long distances to their schools affect their absenteeism. Respondent 3 said during his interview session with the researcher.

“I don’t attend school anytime I am late for school because of the long distance between my school and the house”- PL 3

Another teacher added up comment that:

“Infect, I truly will not come to school whenever my motorbike gets broken. I have to travel more than 20 km to my school, and I can’t walk”-PL 8

### Sub-Theme 4: Church Activities

Some teachers lamented that church activities also contribute greatly to teachers’ absenteeism. Respondent 2 said during his interview session with the researcher.

A Comment from the head teacher suggests that:

“Most Christian’s teachers used school hours to attend to church programmes at their various churches, most especially Charismas and Easter period”-PL 2

### Sub-Theme 5: Lack of accommodation

Some teachers lamented that lack of accommodation for the teachers, especially in rural areas, contributes to teachers’ absenteeism. Respondent 5 said during his interview session with the researcher.

“There is no teacher accommodation in my school, and you can’t even get one room to rent in my school community. Accommodation is really an issue affecting our regular school attendance” PL 5.

## V. DISCUSSION OF FINDINGS FROM BOTH QUANTITATIVE AND QUALITATIVE ANALYSIS

### 1. Environmental Factors and Teacher Absenteeism

Bradley et al. (2006) identified that environmental factors are communities’ and geographic characteristics. Environmental factors comprised the following: school location, either rural or urban; poverty level of the community, the school is located on a major road; level of education of the parents, political powers, teacher accommodation, giving non-teaching tasks to teachers, etc. Teachers in rural communities had low attendance rates because of job dissatisfaction compared to teachers in urban communities with high job satisfaction (Sargent & Hannum, 2005).

However, World Bank (2004) states that teachers living in rural communities recorded lower teacher absenteeism rates than their teachers in the urban areas in Ecuador. This is because teachers in urban centres were comfortable enjoying the good infrastructure without going to school. Also, teachers in the rural areas in Kenya are given hardship allowance to compensate them. Additionally, teachers are paid bonuses, rent allowances, and transport allowances for relocation from one rural school to another by the central government to motivate teachers to stay in the rural communities.

However, Chaudhury et al. (2004) suggested that teachers who stayed closer to their school were absent from school less than their counterparts who live far away from their schools. This is because such teacher will not attend school anytime, they find themselves late, have a motor breakdown, or miss a bus to their school. Again, the study indicates that teachers are absent from school frequently on Fridays and Mondays because some may not return to school after Friday prayers or leave the school early to start a long weekend and return to school late on Mondays; hence, they must miss classes on Mondays. However, teachers’ absenteeism rate in rural areas is high because of the poor nature of their roads and transport. Some have to travel long distances to receive their salaries at the banks and extern the weekends and holidays to meet their basic needs before returning to the station. Again, teachers in rural/poor areas recorded low teacher attendance rates because it is difficult for school authorities to effectively monitor and supervise these teachers (Abeles, 2009). Additionally, rural areas have no proper activity to undertake in order to reduce teacher absenteeism.

Again, Kremer et al. (2004) note that the government of South Africa employed teachers to undertake the following exercises: voter registration, population census, election time, and public health campaigns, among others. However, some institutions identify teachers as knowledgeable, available, and always committed to performing any assigned work; hence, they prefer to take teachers out of the classroom to work for them, leading to high teacher absenteeism. Additionally, teachers who teach in the community of their origin turn to absent from school more frequently than teachers who are non-residence in the area because the residence teacher will have to attend to other families’ issues such as funerals, naming ceremonies, married ceremonies than their others counterparts who are non-residence in the area (Hubbell, 2008).

King & Ozeler (2005) indicate that teacher absenteeism is high in the rural areas of Nicaragua because of low parents’ education, they could not have control of the schools within their communities. This is because parents with low levels of education don’t see the importance of sending their children to school for education and don’t have the required idea of how to supervise teachers to teach effectively. DicCropello & Marshall (2005) added that teachers in rural communities in Latin

America were found to record high teacher attendance because of teacher union activities in which they take part. Also, teachers who are union leaders are more frequently absent from school than non-union leaders because they spend contact hours attending union meetings and other activities, and the constitution of the union protects them.

Also, a teacher strike in 2003 in Ecuador lasted about six weeks, contributing to teacher's absenteeism for that same time. Wars and other civil problems contribute to teacher absenteeism (Rogers et al., 2004). Schools were closed, leading to a high teacher absenteeism rate in Kenya during the 2007/2008 election conflict, where many people had to run away from their localities for safety. In 2015, teachers in northern Kenya went on strike due to high insecurity in those areas. Also, when there is heavy rainfall, roads become muddy and flood rivers and streams, making it difficult for the teachers to attend school early/miss school that day, leading to teacher absenteeism.

Moreover, Tao (2013) and Kadzamira (2006) found that teachers' socio-economic status, illness, and school environment contribute to high teacher absenteeism rates. Other factors, such as the school's location, proper health care centre, water, and basic needs, negatively affect the teachers' ability to give their best. Again, Adelabu (2005) confirmed that schools in urban communities record lower teacher absenteeism rates than schools in rural communities due to the regular supervision of schools and regular visits by officers in the education directorate within the urban communities.

Also, research conducted in India revealed that teacher attendance in rural areas was lower than in urban areas. Some schools had only one teacher and completely closed down when the teacher was absent or attended a meeting. (Chaudhury et al., 2006; Rogers & Vegas, 2009).

However, schools in rural communities across the globe mostly record high teacher absenteeism rates because of the following reasons: schools in rural communities do not have more qualified and committed teachers, schools in rural communities have bad school infrastructures cause teacher absenteeism in those areas, teachers in the rural communities have to travel a long distance to access their salaries at the banks, access quality health care whenever they fall sick and to attend to in-service training hence they have to miss number of days from school (UNICEF, 2012; Harris & Keuren, 2009; Mulkeen, 2005).

Finally, Obeng et al. (2011) identify five factors responsible for teachers' absenteeism in Ghana, the school culture, where some teachers frequently absent themselves from school and no action is taken against them, school physical condition, and additional job responsibilities contribute to teacher absenteeism.

## 2 Findings

### Environmental Factors and Teacher Absenteeism

The study revealed that funerals and Friday prayers contribute to teacher absenteeism in the district, long distances to school also contribute to teacher absenteeism in the district, lack of teacher accommodation in the rural areas contribute to teacher absenteeism in the district, and teachers engaging in church activities contribute to teacher absenteeism in the district.

## VI. CONCLUSION

The findings drawn from the study concluded that environmental factors influence teacher absenteeism from school. From the study findings, there is a need for intensive individual and group counselling for teachers in the district in order to minimise the environmental factors that contributed to their low attendance at school.

### Recommendation of the Study

The following recommendations were made from the key findings;

- Pru East District assembly should provide teacher accommodation for teachers in rural communities and solar electricity to enable them to stay in these communities to help curb teacher absenteeism.
- The government of Ghana should try as much as possible to remunerate teachers better, which will motivate teachers and prevent them from leaving the classroom to look for other jobs such as examination marking, electoral commission work, and census, among others.

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