

International Journal of Social Science and Education Research



ISSN Print: 2664-9845
ISSN Online: 2664-9853
Impact Factor: RJIF 8.42
IJSSER 2025; 7(2): 556-562
www.socialsciencejournals.net
Received: 19-07-2025
Accepted: 24-08-2025

Dr. Gabriel Amponsah Adu
Ghana Education Service, Sene
East District, Ministry of
Education, Ghana

Andrews Gyan
Department of Languages
Wesley College of Education,
Kumasi-Ashanti, Ghana

Nuvor Manasseh Kwaku
Department of Social Science,
Drobo Senior High School,
Ghana Education Service,
Ministry of Education, Ghana

Corresponding Author:
Dr. Gabriel Amponsah Adu
Ghana Education Service, Sene
East District, Ministry of
Education, Ghana

Teacher absenteeism and its impact on students' academic performance in some selected junior high schools in Sene East and West Districts, Ghana

Gabriel Amponsah Adu, Andrews Gyan and Nuvor Manasseh Kwaku

DOI: <https://www.doi.org/10.33545/26649845.2025.v7.i2g.403>

Abstract

This study utilised a quantitative design. The study aimed to assess the effect of teacher absenteeism on junior high school students' academic performance in English and mathematics language. The study comprised 40 teachers and 683 students from 10 public schools in Sene East and West Districts in the Bono East Region, Ghana. The study utilised a simple random sampling method to select ten (10) Ghana Accountability for Learning Outcomes Project (GALOP) schools, 683 students and 40 English and mathematics teachers from the chosen schools. The GALOP aims to enhance student-learning results in schools by eliminating factors that harm learning outcome of students. An open-ended questionnaire, Logbooks, and students' academic report cards of mathematics and English were used to collect the data. Data on teacher absenteeism were collected using logbooks and analysis with archived secondary data on student's academic performance in mathematics and English. The data indicated a correlation between the average student score and the logarithm of teacher absenteeism. Student average scores fall when teacher absenteeism increases in logarithmic terms, whereas teacher absenteeism is lower when student average scores rise. The study found that most teachers were absent due to involvement in distance learning, weekend or sandwich programs at a university or college, a lack of motivation on the job, and economic problems. The study revealed that stiffer measures such as salary deduction, salary embargo, suspension, and dismissal from service were available to control teacher absenteeism, but the majority of the headteachers used caution notices to monitor teacher absenteeism in the Sene East and West districts. Also, the study found that providing incentives to teachers posted to rural areas, granting allowances to offset economic challenges, postings to areas near teachers and deduction of the number of days absent from salaries are some of the possible ways to decrease teacher absenteeism in Sene East and West districts. The study recommends that the Sene East and West Districts Education Directorate should provide incentives to more devoted teachers posted to the districts. This will help to reduce teachers' economic problems and motivate them on their job. The government of Ghana should grant study leave to teachers pursuing second degrees. This will reduce the number of teachers partaking in distance learning, weekend or sandwich programs to be enrolled in the regular university programs to prevent teacher absenteeism.

Keywords: Teacher absenteeism, academic performance, teaching and learning, junior high school education

Introduction

In recent years, developing countries, particularly African countries, have intensely attempted to enroll their children in school. For example, the Ghanaian government has shown an immense dedication to attaining "Education for All" (EFA) as part of its poverty reduction plan (Obeng-Denteh *et al.*, 2011) ^[32]. Notably, Ghana began to see significant progress in its education system after eighteen months of implementing the Education Strategic Plan (ESP); the enrollment increased, specifically in the primary and junior high school segments (Asiyai, 2017) ^[6]. Despite tremendous advances, Ghana's educational attainment, like most African countries, lags behind international standards due to various issues. The literature revealed that Ghana's poor academic performance is due mainly to absenteeism and truancy among students as well as teachers (Karppinen *et al.*, 2021) ^[25]. Apart from those mentioned above, it is worth noting that absenteeism and truancy are significant components of school administrator misconduct in Ghana. According to Lee *et al.*

(2015) ^[27] absenteeism of teacher has been found as absenteeism of teacher has been found as negatively impacting Ghana's educational system. Based on a World Bank report on Ghana's educational system, Ghanaian teachers are absent an average of 43 school days per year (Asiyai, 2017) ^[6]. Lack of supervision, sickness or medical care, salary collection at a distance bank, attendance of funeral, long distances from school, and religious activities, such as Friday prayers among Muslim teachers, are among the key reasons responsible for absenteeism (Apambilla & Adu, 2024; Karppinen *et al.*, 2021) ^[1, 25]. Apart from this, Bonsu *et al.* (2023) ^[42] and Obeng-Denteh *et al.* ^[32]. (2011:9-10) argue that absenteeism on the part of teachers is caused by several factors, including "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, as well as poor physical fitness," among others. Experts in the literature have extensively examined teacher absenteeism and its educational consequences. According to Porres (2016) ^[33] the implications range from reducing student accomplishment and attendance to exhausting school resources and raising administrative time spent changing classroom teachers and controlling attendance. The issue was assessed from three critical areas and costs: administrative costs, financial costs, and decreased productivity (Obeng-Denteh *et al.*, 2011) ^[32]. Regarding the last point, they suggest that teacher absenteeism typically results in employees bearing an additional workload to support absent staff and a deterioration in employee morale and staff service (Obeng-Denteh *et al.*, 2011) ^[32]. As a result of its harmful effects on education and students, the literature has made critical recommendations for resolving teacher absenteeism in schools. Wage payment and implementing incentive systems are the primary elements influencing worker motivation and productivity. Similarly, these characteristics can influence teacher absenteeism (CITE). Furthermore, factors such as unified leadership in schools, responding quickly and appropriately to staff problems, boosting employee morale, and training teachers and students about the consequences of absenteeism have proven successful in dealing with teacher absenteeism worldwide (Hausknecht *et al.*, 2008) ^[21]. In summary, research in Ghana has shown that teacher absenteeism is still a significant issue in Ghanaian schools, even with attempts to mitigate it, such as providing rigorous supervision and incentives to teachers (CITE Ghana). According to Asiyai (2017) ^[6], teachers in Ghana are absent on average 43 days within every academic year, but teachers in Sene East and West districts averagely absent 37 days within every academic year (District Statistics Officer, 2023). Given the detrimental impacts of teacher absenteeism on children, teachers, and schools, it is imperative to comprehend the root reasons for low teacher absenteeism in the districts and find comprehensive strategies to address the situation to improve effective teaching and learning. Therefore, this research aims to answer the above question about the impacts of teacher absenteeism on student academic performance and the potential for systemic and policy-oriented remedies to solve the issue.

Objectives of the Study: I. To assess the impacts of teacher absenteeism on academic performance of JHS students in Sene East and West Districts.

II. To find out why teachers are absent from school in Sene East and West Districts.

III. To determine the existing structures used to monitor teacher absenteeism in Sene East and West Districts.

Literature Review

Teacher absenteeism has been found as a significant issue influencing students learning outcomes in several developing nations (Castillo *et al.*, 2022; Britto, 2017) ^[10, 9]. Grinza & Rycx (2020) ^[20] noted that employers must suffer significant costs whenever an organisation's absenteeism rate exceeds 3%. This helps explain why businesses strive to find answers to the absenteeism problem. Teacher absenteeism is a serious problem that can have long-term impacts on students. When teachers are absent from school, students experience a variety of obstacles, such as disruptions in learning, missed chances for feedback and assistance, curricular delays, and a lack of instructional continuity. One of the most pressing concerns about teacher absenteeism is its impact on student's academic performance. Many research studies revealed that teacher absenteeism contributes to lower levels of student's academic performance, notably in reading and mathematics (Spaul, 2015; Banerjee, 2016) ^[37, 43]. Whenever teachers are absent, students disengage and lose motivation, leading to misbehaviour and learning interruptions (Aucejo *et al.*, 2016) ^[7]. This can be especially difficult for replacement teachers, who might not be as acquainted with the curriculum or students.

Furthermore, teacher absenteeism causes classroom congestion, making it harder for students to enjoy personal support and attention (Mashaba & Maile, 2018) ^[28]. Again, teacher absenteeism undermines the educational atmosphere and morale (Ahghar, 2016) ^[2]. Whenever teachers are absent, students could miss out on opportunities to form connections with their teachers, which can benefit academic and social-emotional growth. Also, According to Kelchtermans (2017) ^[26] teacher absenteeism disrupts instruction, making it harder for students to develop previous abilities and knowledge. This may add up to a drop in students' academic achievement and involvement. Most school systems in low-income countries lack substitute teachers. According to (Ananga & Tamanja, 2017) ^[4], when a teacher is absent, combining classes may be possible; however, in many cases, class numbers are already so large that the merged class will significantly impede learning.

The research revealed that teacher motivation systems are important; these non-monetary motivations are not substantial. Fryer, (2011) ^[18] teacher incentives influence who chooses to stay in the teaching profession, and how good teachers perform in the classroom. U.S.A. is one of the best scenarios, with growing concern in declining teacher's standard. For example, records show that number of suitable applicants for teaching positions decreased as women's work chances grew in the U.S. labour market. Due to teacher pay schemes in the 21 U.S. are so constrained, Collins & Liang (2015) ^[13] and Fryer (2011) ^[18], studies found that teachers and upcoming teachers would surely abandon the teaching profession and seek higher-paying jobs in other fields. Nevertheless, incentives may encourage them to stay (Liang, 2015) ^[13]. However, Castillo *et al.*, (2022) ^[10] argued that implementing a system to track teacher absenteeism enables schools to discover teacher's absenteeism trends.

Nevertheless, basing in only authority to track teacher attendance is ineffective, as study shown that headteachers can count absent teachers as present (Rogers & Vegas, 2009) ^[35]. Numerous authority and attendance tracking procedures should be established to achieve accurate tracking. For example, Castillo *et al.* (2022) ^[10] study found that “Sierra Leone Education Attendance Monitoring System (SLEAMS)” tracks attendance through school administrator self-reporting, mobile devices, monthly visits from district deputy directors, and teacher fingerprint data. The education offices should assist in checking teachers’ attendance, with periodic supervision from local authorities and stakeholders. This monitoring and support are especially critical in remote and rural schools (UNCEN *et al.*, 2012) ^[39].

Empowering students, community members, and parents checking and report teacher absence is a successful strategy (Karamperidou *et al.*, 2020; UNIPA, UNCEN, SMERU, BPS, & UNICEF, 2012) ^[23, 39]. According to research, effective school-based management changes and community and parental participation in monitoring teacher attendance have boosted teacher attendance (Karamperidou *et al.*, 2020; SMERU, UNIPA, UNCEN, BPS, & UNICEF, 2012) ^[23, 39]. Community-based monitoring systems can be developed to institutionalise the monitoring roles of parents and community members (UNCEN, SMERU, BPS, UNIPA, and UNICEF, 2012) ^[39].

Effective checking depends on the level of community engagement and the ability and power of the community members to take measures against extreme absenteeism. To achieve successful monitoring, promoting an understanding of the issue and strengthening community capacity is critical (SMERU, UNCEN, UNIPA, BPS, & UNICEF, 2012) ^[39]. Putting community checking into practice might pose logistical obstacles. For example, Cueto & Chinen (2008) ^[15] research showed that the META programme in Peru was halted due to logistical issues despite being deemed effective in raising teacher attendance through parental voluntary checking.

It is vital to recall that teacher absenteeism results in a loss of time for interaction between teachers and their students. This practice has been seen to be on the rise in Ghana despite multiple efforts by the previous governments to address this problem. Ministry of Education (2010), “Public Basic Schools lost 20% of their contact hours in 1993, with 14% of teachers and 16% of head teachers absent”. Karikari-Ababio (2003) ^[24] revealed that southern parts of Ghana, which includes the Greater Accra, Volta regions, Eastern and Central, lost 27% of its contact hours as a result of head teachers and teacher absences (28% and 15%, respectively). Karikari-Ababio (2003) ^[24] argued that “head teachers and teachers were absent at 22 and 16 percent rates in the country’s central belt, which comprises the Ashanti and Brong-Ahafo regions”.

Furthermore, Norton and Lester (1998) ^[31] conducted a study of school administrators across the state and reported that 71% indicated teacher absenteeism as one of the most serious concerns. The study highlighted “teacher absenteeism as the top-ranked general problem faced by school personnel directors, and substitute teaching as the third-highest ranked 23 severe problems.” Coupled with the

increasing financial effects of teacher absenteeism, many schools have the challenge of finding qualified replacement teachers (Basiru, 2013) ^[8]. According to a CDD-Ghana (2008) ^[11] study, teachers’ absenteeism in Ghana is high. Male teachers had 35 percent while female teachers had 46 percent. According to their study, head teachers are absent from classes more than regular classroom teachers (26% absent at least twice).

Obeng-Denteh (2011) ^[32] study conducted in Accra Sub-Metro found that learning becomes disrupted when a teacher misses a class. The study investigated if teacher and student absenteeism influenced the Basic Education Certificate Examination (B.E.C.E). The study discovered that student absence did not affect student’s performance in B.E.C.E. However, teachers’ absenteeism had an impact on students’ performance. The study also found that the higher the mean score of students, the lower the teacher attendance at school, leading to the conclusion that teacher absenteeism had a negative impact on students’ academic performance in the B.E.C.E.

It is hoped that the findings, suggestions and recommendations of this study will benefit teachers, administrators and key stakeholders in education to know the reasons for teachers’ absenteeism in the Sene East and West districts to set a foundation to address the problem for practice and policy formulation for effective teaching and learning delivery in the districts and Ghana at large. Hence, this study needs to find out the reasons for teachers’ absenteeism and its impact on students’ academic performance in the Sene East and West Districts.

Plan of the Study

This study utilised a quantitative design. The study aims to assess teacher absenteeism’s impact on the academic performance of Junior High School students in mathematics and English. The study comprised 40 teachers and 683 students from ten (10) public schools in Sene East and West Districts. The study utilised a simple random sampling method to select 10 Ghana Accountability for Learning Outcomes Project (GALOP) schools, 683 students and 40 English and mathematics teachers from the chosen schools. The GALOP aims to enhance student learning results in schools by eliminating factors that harm students’ learning outcomes. The data was collected using an open-ended questionnaire, Logbooks, and students’ academic performance in mathematics and English reports. Logbooks for each school were utilised to track teacher absenteeism and determine how frequently subject teachers were present during teaching periods during the term. Archival secondary data on students’ academic performance in mathematics and English for an academic year report were collected from the ten (10) public Junior High Schools in Sene East and West Districts. The arithmetic mean for each school was computed to determine a fair mean score. This was accomplished by adding the individual scores of students from each subject area and dividing by the number of students with those scores.

Results and Discussion

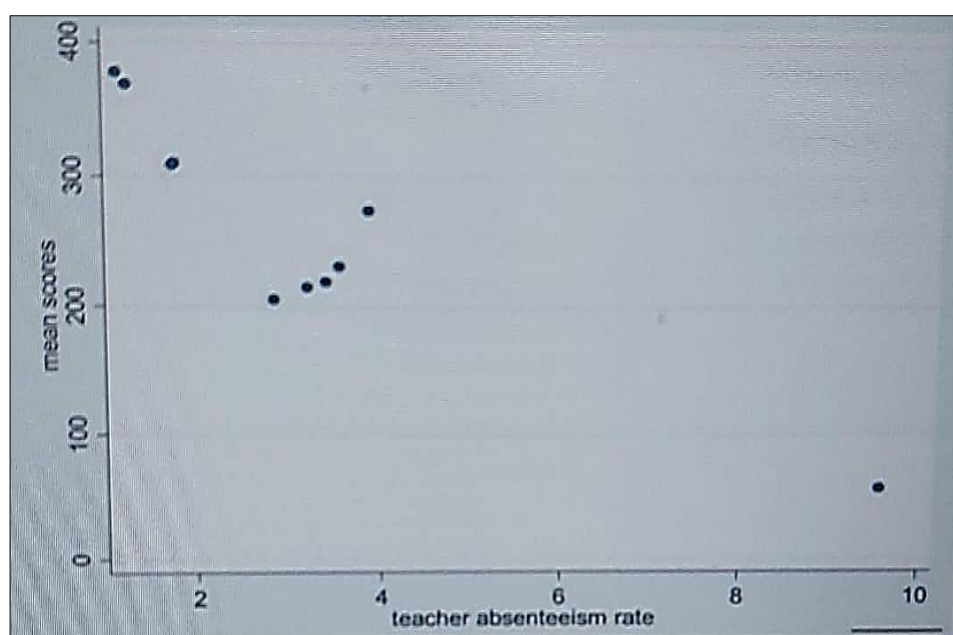
This section of the study presents the results. Results are given in line with the study’s objectives.

Table 1: Summarises data on student scores and teacher absenteeism rates

School	Mean Scores	Teacher Absenteeism Rate	Number of Students per School
1	232	3.56	25
2	369	1.30	52
3	206	2.85	84
4	310	1.80	56
5	216	3.21	30
6	56	9.56	45
7	309	1.78	48
8	378	1.20	34
9	275	3.88	72
10	220	3.41	34

Table 1 indicates the summary data for students' mean scores across the ten (10) selected schools, the teacher absenteeism rate, and the number of students per school. According to the data, school "6" had a high teacher absenteeism rate, dramatically dropping the total student score. However, schools 2 and 8 had comparatively low

teacher absenteeism rates and had high student mean scores. A simple linear regression was employed to analyse the relationship between teachers' absenteeism rate and students' average scores. Preliminary analysis confirmed that the linearity assumption was not violated.

**Fig 1:** Scatter Plot for mean scores and teacher absenteeism rate

The scatter plot (Figure 1) shows a clear association between the "average student score" and the "logarithm of teacher absenteeism." Student average scores fall when teacher absenteeism rises in logarithmic terms and climb when teacher absenteeism falls. This raises the prospect of using a model to predict a student's general score based on the teacher's absenteeism rate.

The simple linear regression results showed that one predictor (teacher absenteeism) explains 83% of the

variability in students' mean scores ($F(1, 9) = 39.08$, $p = 0.00$), as can be seen in Tables 2 and 3. This shows that the model's predictor (teacher absenteeism) can help explain mean disparities in student performance. Notwithstanding, other factors or predictors may impact or account for the remaining 17% of the range in students' mean scores.

Table 2: Variability of Predictor explained

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.911	0.8301	0.8088	41.144

Table 3: Significance of the Model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	66156.5211	1	66156.53	39.08	0.00
Residual	13542.3689	8	1692.79	—	—
Total	79698.9	9	8855.43	—	—

This study demonstrated that high teacher absenteeism rates impact students' academic performance. This supports the results of World Bank research (2004) ^[41]. From the point of view of the World Bank, every 10% increase in teacher absenteeism reduced student test scores by around 5-6%. This suggests a clear and direct link between teacher presence in the classroom and student academic achievement. Teacher absenteeism could disrupt the continuity of instruction, affecting students' learning outcomes. When teachers are away, there is typically a loss of instructional time since teacher replacements are not as successful at presenting the curriculum. This delayed learning process can impair student's capacity to understand and recall key concepts. Chaudhury *et al.* (2006) ^[12] observed that teacher absenteeism was related to a significant drop in students' learning outcomes. As a result, students in schools with higher teacher absenteeism rates are more likely to routinely do poorly on standardised achievement tests or high-stakes tests. Frequent teacher absenteeism can increase student dropout rates. Muralidharan & Sundararaman (2011) ^[30] discovered students in schools with excessive teacher absenteeism were

more likely to drop out, which hampered their long-term academic chances. Teacher absenteeism can have long-term implications for students' academic and career opportunities. Lower academic achievement in the early years may limit future educational and economic possibilities.

Impacts of Teacher Absenteeism on Academic Performance of JHS Students in the Sene East and West Districts

The study found a significant correlation between teacher absenteeism and student academic performance in the BECE over the previous three years. The sample schools' average pass rate for core subjects such as mathematics and English language during the last three years is 48.7%. In contrast to other districts like Pru East, which has a total pass rate of 64.2%, the study's findings support previous research by Tingle *et al.* (2012) ^[38], Raychaudhuri *et al.* (2010) ^[34], Utami & Vioreza (2021) ^[40], and Gottfried (2014) ^[19], who discovered that high teacher absenteeism harms students' academic performance in final exams because most of the teachers are not able to complete their syllabuses.

Table 4: Reasons Teachers Absent Themselves in the Sene East and West Districts

Items	Responses	Frequency	Percentage (%)
School Reasons	Teacher Schooling: distance learning course, sandwich course, or weekend at a university or college	35	87.5
	School climate: poor headteacher leadership styles, poor teacher-teacher relationship, poor teacher-community relationship	5	12.5
Motivation Reasons	lack of motivation on the job occasionally forced us to be absent	40	100
Personal Reasons	economic difficulty	32	80.0
	health issues	3	7.5
	family issues	5	12.5

The study found that 87.5% of teachers stated that their absence from school was primarily due to their participation in a distance learning course, sandwich course, or weekend at a university or college. However, 100% of the teachers indicated that a lack of motivation on the job occasionally forced them to be absent. Recent studies by Adu & Apambilla (2024) ^[1] and Saviour *et al.* (2022) ^[36] indicated a similar trend: teachers studying for advanced degrees are absent from school, seriously affecting students' academic

progress in the BECE. Also, 80.0% of teachers indicated that economic difficulty was a major cause of absenteeism. Due to low salaries, they must engage in other economic work to care for their family. The SMC and PTA comments reinforced the teachers' findings, noting that most teachers supplement their teaching with other tasks such as farming and provisioning stores. Earlier studies, such as Rogers & Vegas (2009) ^[35] and Chaudhury *et al.* (2006) ^[12], revealed the same outcomes in their study.

Table 5: Existing Structures that Monitor Teacher Absenteeism in the Sene East and West Districts

Responses	Frequency	Percentage (%)
salary deduction	3	7.5
salary embargo	7	17.5
caution notices	26	65.0
Suspension	2	5.0
dismissal from service	2	5.0

The study revealed that stiffer measures such as salary deduction, salary embargo, suspension, and dismissal from service were available to control teacher absenteeism. Still, the majority of the headteachers used less effective measures such as caution notices. 65.0% of teachers stated they had not been subjected to the abovementioned

sanctions. Investigators such as Duflo (2012) ^[16], Ejere (2010) ^[17], and Cook (2017) ^[14] aligned with the finding that good strategies for minimising teacher absenteeism exist in schools. However, administrators rarely apply less effective methods to control teacher absenteeism.

Table 6: Possible Strategies to Reduce Teacher Absenteeism in the Sene East and West Districts

Responses	Frequency	Percentage (%)
providing incentives to teachers posted in rural areas	9	22.5
granting allowances to offset economic challenges	12	30.0
postings to areas near teachers	10	25.0
deduction of the number of days absent from salaries	9	22.5

The study's findings indicated that teachers (22.5%) in the profession recommended providing incentives to teachers posted to rural areas, granting allowances to offset economic challenges (30.0%), and postings to areas near teachers (25.0%), strengthening (22.5%) the deduction of the number of days absent from salaries, particularly without proper permission, and granting study leave for advanced learning. It is noticed that improving teachers' economic circumstances will go a long way toward decreasing absenteeism.

Conclusion

There is an essential correlation between teacher absenteeism and students' academic performance in mathematics and English language in the Sene East and West Districts. Given the average pass percentage of 52 for core subjects, including English Language and Mathematics, over the last three years, the past rate in Sene East and West Districts schools was notably lower (48.7%). In contrast, in other districts, such as Pru East, the pass rate has been as high as 64.2% over the years. The findings identify many reasons for absenteeism reported by participants, including sandwich courses and weekend classes at a university or college, involvement in distance learning, as well as low motivation in the teachers' careers. Economic hardship was a significant contributor to teacher absenteeism. To limit teacher absenteeism, stringent approaches such as salary deduction, salary embargo, dismissal from service, and suspension were available; however, most headteachers utilised lighter means, such as a caution notice.

Recommendation of the Study

Based on the study findings, the following recommendations were made;

1. The school administrators should take rigorous measures such as salary deductions, and suspension. This will discourage teachers from being absent from class.
2. The Sene East and West Districts Education Directorate should provide incentives to more devoted teachers posted to the districts. This will help to reduce teachers' economic problems and motivate them on their job.
3. The government of Ghana should grant study leave to teachers pursuing second degrees. This will reduce the number of teachers partaking in distance learning, weekend or sandwich programs to be enrolled in the regular university programs to prevent teacher absenteeism.

Conflict of Interest

- **Academics:** The manuscript is for academic purpose only.
- **Financial:** Not for financial gain.
- **Personal:** For enrichment of research skills and knowledge acquisition.
- **Political:** Not for political interest.
- **Employment:** Not for employment purposes.
- **Funding:** It was funded by the Authors themselves.
- **For Publication:** The paper was not sent to any journal for publication.

Data Availability Statement

The authors confirm that the data supporting the findings of this study are available within the article.

Complied with APA Ethical Principles

We declare that, we have complied with APA ethical principles in treatment of participants in this study.

References

1. Adu GA, Apambilla A. Investigating factors influencing teacher absenteeism in Yeji Senior High School, Pru East District. *International Journal of Scientific Research & Engineering Trends*. 2024;10(1):2395-2566.
2. Ahghar G. Chapter five: School climate and teachers. In: *The Psychology of School Climate*. 2016. p.74.
3. Al-Zoubi SM, Younes MAB. Low academic achievement: Causes and results. *Theory and Practice in Language Studies*. 2015;5(11):22-62.
4. Ananga ED, Tamanja EMJ. Managing the effects of large class sizes on quality education in Ghana. *Managing the Effects of Large Class Sizes on Quality Education in Ghana by Education International - Issuu*. 2017 [Accessed 2024 Apr 7]. Available from: https://issuu.com/educationinternational/docs/managing_large_class_sizes_ghana
5. Apambilla PA, Adu GA. The environmental factors influencing teacher absenteeism in Pru East District, Ghana: Case of Yeji. *International Journal of Scientific Research & Engineering Trends*. 2024;10(1):373-380.
6. Asiyai IR. Exploring teacher absenteeism dilemma in public secondary schools in Delta State, Nigeria. *Issues and Ideas in Education*. 2017;5(1):73-86. Available from: <https://doi.org/10.15415/iie.2017.51005>
7. Aucejo EM, Romano TF. Assessing the effect of school days and absences on test score performance. *Economics of Education Review*. 2016;55:70-87.
8. Basiru NK. Absenteeism among rural teachers: the contribution of "poor remuneration", "qualification of teachers" and "furthering studies on distance learning" [Master's thesis]. Kumasi (Ghana): Kwame Nkrumah University of Science and Technology; 2013. Available from: <https://ir.knust.edu.gh/bitstream/123456789/5500/1/project%20on%20absenteeism.pdf>
9. Britto PR. Early moments matter for every child. New York (NY): UNICEF; 2017. 3 United Nations Plaza, New York, NY 10017.
10. Castillo NM, Adam T, Haßler B. Improving the impact of educational technologies on learning within low-income contexts. In: *Learning, Marginalization, and Improving the Quality of Education in Low-income Countries*. 2022. p.113.
11. CDD-Ghana. Tracking leakage of public resource in education: A pilot investigation of teacher absence in public primary schools in Ghana. CDD Research Paper 17. 2008.
12. Chaudhury N, Hammer J, Kremer M, Muralidharan K, Rogers FH. Teacher absence in India: A snapshot. *Journal of the European Economic Association*. 2006;4(2-3):658-667.
13. Collins LJ, Liang X. Examining high-quality online teacher professional development: Teachers' voices. *International Journal of Teacher Leadership*. 2015;6(1):1-16.
14. Cook PJ, Dodge KA, Gifford EJ, Schulting AB. A new program to prevent primary school absenteeism:

- Results of a pilot study in five schools. Children and Youth Services Review. 2017;82:262-270.
15. Cueto S, Chinen M. The educational impact of a school breakfast programme in rural Peru. *International Journal of Educational Development*. 2008;28(2):132-148.
 16. Duflo E, Hanna R, Ryan SP. Incentives work: Getting teachers to come to school. *American Economic Review*. 2012;102(4):1241-1278.
 17. Ejere EI. Absence from work: A study of teacher absenteeism in selected public primary schools in Uyo, Nigeria. *International Journal of Business and Management*. 2010;5(9):115-121.
 18. Fryer RG Jr. Financial incentives and student achievement: Evidence from randomized trials. *The Quarterly Journal of Economics*. 2011;126(4):1755-1798.
 19. Gottfried MA. Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk (JESPAR)*. 2014;19(2):53-75.
 20. Grinza E, Rycx F. The impact of sickness absenteeism on firm productivity: New evidence from Belgian matched employer-employee panel data. *Industrial Relations: A Journal of Economy and Society*. 2020;59(1):150-165.
 21. Hausknecht JP, Rodda JM, Howard MJ. Targeted employee retention: Performance-based and job-related differences in reported reasons for staying. *Working Paper Series, Cornell University, School of Industrial and Labour Relations, Centre for Advanced Human Resource Studies*. 2008;08-06.
 22. Ibrahim A, El Zaatari W. The teacher-student relationship and adolescents' sense of school belonging. *International Journal of Adolescence and Youth*. 2020;25(1):382-395.
 23. Karamperidou D, Brossard M, Peirola S, Richardson D. Time to teach: Teacher attendance and time on task in Eastern and Southern Africa. No. inorer1148. 2020.
 24. Karikari-Ababio M. GES records significant improvement. *Ghana News Agency*. 2003;3-4.
 25. Karppinen SM, Dimba M, Kitawi A. School leaders' opinions, attitudes, and performative actions toward teacher absenteeism in Kenya. *NASSP Bulletin*. 2021;105(1):43-59.
 26. Kelchtermans G. 'Should I stay or should I go?': Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching*. 2017;23(8):961-977.
 27. Lee M, Goodman C, Dandapani N, Kekahio W. Review of international research on factors underlying teacher absenteeism. U.S.: Institute of Education Services; 2015.
 28. Mashaba EK, Maile S. Factors underlying teacher absenteeism in selected schools located in Tshwane West District, South Africa. *International Journal of Educational Development in Africa*. 2018;4:1-24.
 29. MoE. Education sector report 2010. Accra, Ghana: Ministry of Education; 2010.
 30. Muralidharan K, Sundararaman V. Teacher performance pay: Experimental evidence from India. *Journal of Political Economy*. 2011;119(1):39-77.
 31. Norton M, Lester PE. K-12 case studies for school administrators. London: Routledge; 1998. Available from: <https://doi.org/10.4324/9781315143781>
 32. Obeng-Denteh W, Yeboah EA, Sam CJ, Monkah E. The impact of student and teacher absenteeism on student performance at the Junior High School: The case of the Kumasi-Metro School District. *Continental Journal Education Research*. 2011;4(1):7-17.
 33. Porres A. The impact of teacher absenteeism on student achievement: A study on US public schools, using results of the 2011-2012 civil rights data collection. Master of Public Policy Thesis, Georgetown University; 2016.
 34. Raychaudhuri A, Debnath M, Sen S, Majumder BG. Factors affecting students' academic performance: A case study in Agartala Municipal Council Area. *Bangladesh e-Journal of Sociology*. 2010;7:34-41.
 35. Rogers FH, Vegas E. No more cutting class? Reducing teacher absence and providing incentives for performance. *World Bank Policy Research Working Paper*. 2009;(4847).
 36. Saviour A, Izudeen AS, Abu H, Ankalibazuk E, Konzabre JG. Causes of subpar academic achievement of public basic schools with emphasis on Basic Education Certificate Examination (BECE): A case study of Sagnarigu Municipality in Northern Region, Ghana. *British Journal of Education*. 2022;10(13):33-44.
 37. Spaul N. Accountability and capacity in South African education. *Education as Change*. 2015;19(3):113-142.
 38. Tingle L, Schoeneberger J, Schools CM, Wang C, Algozzine B, Kerr E. An analysis of teacher absence and student achievement. *Education*. 2012;133(2):367-382.
 39. UNCEN; UNIPA; SMERU; BPS; UNICEF. "We like being taught": A study on teacher absenteeism in Papua and West Papua. 2012. Available from: <https://files.eric.ed.gov/fulltext/ED566745.pdf>
 40. Utami PP, Vioreza N. Teacher work productivity in senior high school. *International Journal of Instruction*. 2021;14(1):599-614.
 41. World Bank. India: Teacher absence in primary schools: Insights from data collected in four states. *World Bank Working Paper Series*. 2004;55.
 42. Bonsu A, *et al*. Teacher absenteeism and its impact on students' academic performance in some selected junior high schools in Sene East and West Districts, Ghana. 2023.
 43. Banerjee S. Teacher absenteeism and student outcomes: A review of evidence and policy implications. 2016.