

Factors Influencing Teacher Absenteeism in Public and Private Senior Secondary Schools in Bauchi State, Nigeria

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DOI: <https://doi.org/10.62154/ajhcer.2025.020.01011>

Abstract

This study investigated factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria. Two objectives were set out of which two research questions were raised and two research hypotheses were also formulated to guide the study. The study employed a descriptive survey design. The population of the study consists of 213 public senior secondary schools and 149 private senior schools. Sample of 357 senior secondary school teachers were selected across the 20 LGAs through proportionate stratified sampling. Data collection was carried out with the use of research instrument titled "Factors of Teacher Absenteeism in Public and Private Senior Secondary Schools Questionnaire (FTAPPSSSQ)", which was adapted to solicit information from 308 teachers and 39 principals. Reliability was ensured through a pilot study conducted in public and private senior secondary schools in Gombe state. The split half method was employed, with a strong correlation coefficient of $r=0.89$, indicating the instrument's reliability. The instrument was subjected to content validity by two experts from Abubakar Tafawa Balewa University, Bauchi. 357 copies of questionnaires were distributed but 347 questionnaires were returned and analysed which represents 97% response return rate. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), employing both descriptive and inferential statistics. Descriptive statistics was presented through Means and Standard Deviation while inferential statistics was presented through Independent Sample t-test, with hypotheses tested at a 0.5 significance level. Empirical findings of this study provide valuable insights into the factors of absenteeism among teachers in public and private senior secondary schools in Bauchi State, Nigeria. The study found that gender does not significantly influence teachers' absenteeism in both public and private schools ($t= .29$, $p=.37$). The study further reveals that rural schools had higher rates of absenteeism than urban schools ($t= .35$, $p=.60$). The study recommends addressing personal, school, and environmental factors, improving living and working conditions, promoting regular attendance, providing necessary infrastructure, and conducting supportive supervision such as special transportation allowance for teachers in rural areas.

Keywords: Teacher Absenteeism, Public Schools, Private Schools, Bauchi State, Nigeria.

Introduction

Education is a bed-rock to any nation in its development either socially, politically or economically. We cannot talk of the education system with a curriculum minus the implementers of the curriculum. Consequently, teachers play a great role in the attainment

of educational goals in any given country. In this regard, teachers are responsible for high standards in education and high quality. When one talks about quality education with high standards, it is very hard to leave behind teachers since are the ones who transmit knowledge to the learners and help learners to gain knowledge and skills. In most cases teachers are to be role models to their students. This partly explains why teachers are the basic element in producing quality education of a nation. (Nombo, Nyangarika, & Mwesiga, 2020).

Absenteeism is one of the challenges among many challenges facing many organizations in our contemporary world. Teacher absenteeism is a very serious issue in most of the schools all over the world. Due to this challenge, the delivery of quality education is in critical situation since teachers are the key element in making the delivery of quality education. Studies have shown that teacher absenteeism is a global challenge mostly facing developing countries as compared to developed countries. Consequently, few organizations can claim that their workers do attend their respective works 100%. There are various forms of absenteeism practiced by employees such as, extended tea and lunch break, coming late to work and leaving very early contrary to the stipulated time, attending personal issues like businesses, sick family members, taking a long time to collect working tools, some workers forge illness (Temu, 2020).

Employers classify absenteeism in two main categories, such as legitimate absenteeism and illegitimate absenteeism. Whereby the former means providing substantial reasons to justify one's absence from performing his/her work such as permission and falling sick and the later refers to absenteeism that has no justification and no substantial reasons provided in trying to legitimize his/her absence from work. In most cases, the illegitimate absenteeism, poses a lot of problems to organizations, such as not meeting organizations' goals and objectives, overall production goes down and if there are any orders are delayed. Not only that but also the organizations make losses due to over paying workers who compensate the work of the absent workers. This also leads to loss of work to the employers who have been missing for a long time.

Teacher absenteeism is a very serious issue in most of the schools all over the world. Due to this challenge, the delivery of quality education is in critical situation since teachers are the key element in making the delivery of quality education (Ubogu, 2020).

Absenteeism is a major and continuous human resource problem among secondary school teachers in developing countries; it is also a sign of bad management and an indication of lack of interest in one's place of work. Some people keep away from work and at the end of the month collect their monthly salary. This is unfair to the organization and it contributes negatively to economic growth and development. In fact, this behaviour invariably affects an organization's goal and objectives, if a particular subordinate (administrative or academic staff) stays away from work on a particular day, then he will create problem for his boss. Throughout that day, activities in that office/or classroom will be paralyzed. When teachers are absent, children often miss out on learning opportunities (Mugirwanake & Faustin, 2024).

According to Sintema, (2020), suggested that, absenteeism is caused by many factors like personal illness, a relative's sickness who has to be attended to, family conflicts, lack of job satisfaction leading to low morale, lack of personal competence, lack of friendly work group norms, poor leadership at the work place, lack of effective supervision and inspection of employees, assignment of other duties outside work place, bad weather conditions, union influence and poor working conditions. Whilst the identified factors are common in many organizations, employee challenges vary from one organization to another.

In the same vein, Raegenk, and Miller (2023) found that in Nigeria, teachers are poorly paid and school buildings are dilapidated with inadequate facilities, which translates to teacher absenteeism, lukewarm classroom practices, frustration, decline in professional standards, militancy and early departure from the profession. Failure to satisfy teachers' need could lead to frustration, nonchalant attitude toward work, and rebellion. For example, Nzeako (2016) has acknowledged that the struggles for improved conditions of services to meet teachers' needs could have led to strike actions and premature closure of schools at the federal and state levels when all legitimate moves to make government improve the conditions failed to produce result. The situation is so startling that it therefore becomes expedient to investigate the factors of absenteeism among teachers in public and private senior secondary schools in Bauchi State, Nigeria.

Statement of the Problem

A major problem of education in Nigeria is the issue of absenteeism of teachers. Many teachers are absenting themselves from schools with or without reasons. Unfortunately, absenteeism has been contributing to poor academic performance of students, reduced ability to meet instructional targets by teachers, and damaged school reputations, dropout, drugs and alcohol use, risky sexual behavior, teenage pregnancy, suicide attempts, and violent acts, among others.

A lot of man hours is lost monthly as a result of absenteeism, a situation which reduces productivity and leads to excessive labour turnover. The problem of absenteeism by teachers has become a common problem experienced in schools with the resultant effect on students suffering from fragmented curriculum and inconsistent teaching styles among others. Thus, if a substantial group of teachers stay away from school in a particular day, then they create problem for their students. Throughout that day, activities in the classroom could be paralyzed. The question therefore is why do teachers absent themselves from school? This and other related questions are what this paper sought to provide answers. Even though there are studies on the issue of teacher absenteeism in journals, books, and other reference materials, majority of these are foreign based, only few are centered on secondary school and carried out at national level, which is the focus of this study. Therefore, it is against this backdrop that this study aimed at investigating the factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria.

Aim and Objectives of the Study

The aim of this study is to investigate the factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria. Specifically, the study seeks to:

- i. Identify the factors influencing teacher absenteeism based on gender of teachers in public and private senior secondary schools in Bauchi State, Nigeria.
- ii. Determine the factors influencing teacher absenteeism on the basis of school location among teachers in public and private senior secondary schools in Bauchi State, Nigeria.

Research Questions

The following research questions guided the study:

- i. Does the gender of teachers affect teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria?
- ii. Does school location affect teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria?

Research Hypotheses

The following null hypotheses stated and tested at $\alpha = 0.05$ level of significance.

H₀₁: There is no significant difference in mean responses for male and female teachers on the factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria.

H₀₂: There is no significant difference in mean responses of teachers on the factors influencing teacher absenteeism on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria.

Literature Review**Theoretical Framework**

This section introduces the theory underpinning this study.

The Attachment Theory

This study was guided by the "Attachment" theory, which was founded by Nicholson in the year of 1977. Nicholson aim at predicting on what causes employees absenteeism, also the theory was introduced as the way of measuring attendance motivation. Nicholson (1977) theory was mainly based on absence as the measurable variable rather than focusing on attendance of employees in which a number of other studies had made several researches on it. Nicholson in his study argued that organization classify absence by considering voluntary, involuntary, sickness, sanctioned and unsanctioned. The researcher went further that, there is no general way of measuring "voluntary absence" although it was in his classification.

Nicholson devised the "A-B" as the part of the theory characterizing absence events by their avoid ability. The Nicholson 'A-B' continuum is defined in terms of barriers of employees' attendance. By structuring 'A-B' continuum the researcher allowed absenteeism to be viewed in a scale according to the extent to which individual choice influences the occurrences, and non-occurrences of absences.

Nicholson (1977) argued further that absences which fall at the 'A' continuum are unavoidable choices and those fall at the 'B' continuum are those that entirely controlled by individual choice (avoidable choices). Moreover, Nicholson, (1977) explained that, there are four sets of influences that constitute attachment on which an employee is dependent on the structure and regulations of organization life.

Objectives and Assumptions of the Theory

Generally, the theory aimed at gaining deep knowledge on what motivates workers to attend at workplace. Thus, identified variables from the theory are termed as an attachment bond in which an employee can consider them as important towards their levels of absenteeism within their organization. Moreover, the theory can help employers and administrators for organization to be effective they should be aware that of employees' needs and expectations such as work safety, self-actualization, cooperation, and acknowledgement are the paramount factors for workers towards high productivity. It is important for administrators to specify and be aware of the so called avoidable and unavoidable behaviors towards employees' absenteeism. If employers and administrators are aware of such attachment, they will consequently create conducive environment for employees to be utilized fully and the rate of absenteeism can be low.

Relevance of the Theory to the Study

The basic responsibility of a teacher and a school to a student is delivering of quality education and good performance. For the school to be successful there should be some elements, which are very vital to be considered by school administrators to create conducive environment to satisfy teachers because if all things hindering provision of education are eliminated, teachers absenteeism can be low. In accordance to the above statement, it is all about teachers' absenteeism in relation to how teachers absenteeism affect provision of education incase their needs are not met. In relation to "Attachment" theory of absenteeism, the following things should be adhered to by school administrators to have successful school as an institution:

School administrators and heads of schools should be aware on how to classify the so called avoidable and unavoidable barriers facing teachers towards their attendance. Nicholson classified them as A-B continuum. If school administrators consider them, it can be easily for them to create good environment for teachers to be satisfied with the work leading them to reduce absenteeism, hence improving students' academic performance.

It is also important for school administrators to have right teachers with the required qualifications. Having the right personnel makes them to be manageable but also it is a key

determinant towards reducing teachers' absenteeism, hence knowledge delivery towards students can raise school performance.

School administrators should be aware on what motivates teachers at school. If administrators will be aware of things such as stress management, rewards system, sick leaves, acknowledgement and other issues related to work dissatisfaction such as teachers relationship, there will be high possibility of schools to have low rate of absenteeism, hence improving academic performance to students.

Concept of Teacher Absenteeism

Absenteeism is the act of being frequently away from work or school unofficially without permission or good reasons, (Hornby, 2015). Absenteeism connotes the persistent, habitual, and unexplained absence from school. In the same light, it implies a teacher's absence from regular work when ordinarily he or she is supposed to be at work. In other words, it is the failure of an employee on a pay roll to report to duty against work ethics. Absenteeism can be defined as "the failure of workers to report on the job when they are scheduled to work, that is, when they are actually on the payroll". In all parts of the world, absence from work has, generally, been on the increase even though many organizations have put in place positive changes in their bold attempts to reduce the twin incidence of absenteeism and tardiness.

Equally, it connotes unplanned absence or non-attendance at work where work attendance is scheduled. Absenteeism could occur as a result of sickness leave, bereavement leave and may also include time lost through industrial disputes (Wikibooks, 2017). In the same perspective, it could mean the failure to report to work. The habit of absenteeism on a regular basis will culminate into a threat to productivity of an institution, (Badubi, 2017).

Among the changes sweeping across the world today in the world of work is the introduction of flexible working hours to enable workers balance work and family roles. In human resource context, the human person is the individual with specific skills to carry out specific duties for the achievement of desired organizational or institutional goals.

It is therefore no exaggeration to say that no matter how elegant a school and its programmes may be the implementation of such programmes will not be possible without competent and effective teachers being readily available to handle them. Obviously, the ultimate realization of the aims and aspirations of education policies and by implication the realization of a nation's needs for quality manpower depends to a large extent on the quality and quantity of teachers in the schools who are ready to teach.

Causes of Absenteeism among School Teachers

ADEA (2020) in the article titled "Policy Brief: Reducing Teachers Absenteeism: Solutions for Africa" shows that a provider absence survey conducted by the World Bank in 2008 found teachers absenteeism rates as high as 30% in Kenya, followed by Senegal at 27%, Cameroon at 16% and Ghana at 8%. Another study done in Uganda by Wandega and Yiga (2010) reveals that the problem of absenteeism still persists in the country. The authors did

a research which revealed that, a total of 561 (286 being female and 275 being male) classroom teachers in three unannounced visits an average data found that 245 teachers were found to be absent of whom 125 (51%) were females and 120 (49%) were males.

A study by Mageni (2017) investigated the causes of teacher absenteeism in public primary schools in Morogoro municipality, Tanzania. The study specifically examined the causes of teacher absenteeism in public primary schools, determined the rate of teacher absenteeism in public primary schools, and assessed measures taken to reduce teacher absenteeism. A sample of 57 respondents was selected randomly from eight schools in the municipality. Both qualitative and quantitative techniques were used to analyze data that were obtained from the field using questionnaires and interviews. The study revealed that teacher absenteeism was caused by family and social responsibilities, bad work conditions, poor health and accidents.

Amalu and Abang (2016) examined school absenteeism among primary school teachers in cross river state. The study used structured questionnaire to assess respondents who were obtained through stratified sampling. The finding revealed that financial constraints, lack of interest, illnesses were the major causes of absenteeism among teachers.

In a study in Mabagala (2016) established among others that illness, lack of regular supervision and assessment, assigning teachers non-teaching duties, teachers strike, lack of harmony between parents and teachers are key causes of teachers' absenteeism.

Poor work conditions are associated with increased teacher absenteeism rates in different areas (Okurut, 2012). Such conditions include poor quality or inadequate school infrastructure such as teachers' offices, classrooms, furniture and toilets. In rural areas where decent accommodation is a challenge, lack of teacher housing forces teachers to leave far away from the school. In addition, locations of some schools are such that there is no restaurant or food delivery services in the school vicinity. As a result, lack of staff lunch might cause some teachers to skip work.

Effects of Teachers' Absenteeism to Syllabus Coverage

Asiyai (2017) shows that, when a teacher is absent students get affected in many ways one consequence is failure to cover the syllabus in a given time leading to poor academic success among pupils. Absenteeism has been one the major factor for time wasting because all activities at school are well programmed according number of days in a year, hence any absenteeism affects students. Again, Clotfelter *et al* (2009) who evidenced that, teachers' absence caused destruction in the process of teaching and learning but there was no reduction in the amount of materials covered. Furthermore, research studies carried out in many countries shows that time plays important role towards student performance (UNESCO, 2008), thus the statement implies that if a teacher is out of school for several days, it becomes difficult for him/her accomplish the prescribed instructional material hence failure in completing syllabus.

Teachers Absenteeism versus Students Performance

Temu (2020) who sought to determine whether student and teacher absenteeism affect the performance of pupils concluded that, pupil absenteeism was not significant, but teacher absenteeism had an impact on the performance, the research found that when a teacher is absent from the classroom, students learning is disrupted. Tanzania has faced the same problem as other developed countries, the report from "The Citizen News Paper" in the Tegambwage's article (2017) published data which were from public primary schools in years 2015 and 2016 respectively, the analysis targeted standard 1 to 3 whereby, there was 46% absenteeism in 2016, given that a standard 1 to 3 teacher costs on average of Tsh 9 million per year.

Also, in the same country the problem was seen to have more consequences, according to Tegambwage (2017) who assessed on why primary school leavers do not have reading, writing and numeracy competencies found that, despite children being in school they do not acquire basic skills in reading, writing, and working out simple arithmetic problems and subsequently have not attained the achievement standards as intended in Tanzania primary curriculum.

In developed world absence has the same negative impact as those noted in developing world. Porres (2016) who used the 2013 National Council on Teachers Quality (NCTQ) report made with data for the 2012-2013 school year from 40 of the biggest urban school districts in the U.S found that 44% of the teachers missed more than 10 days in that period.

Strategies to Reduce Teachers Absenteeism in Schools

The following strategies recommended by various scholars to reduce teachers' absenteeism in schools.

Improving Teachers Incentives

Improving teachers' incentives is very important to increase teachers' morale and enable them to concentrate in improving academic performance, according to (Guerrero, 2012) supported the statement by arguing that, by providing rewards to teachers improves their level of satisfaction. In US state of North Carolina an incentive program was introduced to retain math, science and special education teachers in high poverty or low performing high schools, the evaluation found that teachers turn-over declined by around 12%, (Clotfleter *et al*, 2009).

According to Rogers and Emiliana (2009) shows that teachers' incentive structure matters a lot, it affects who chooses to enter and remain in the teaching profession, as well as how well teachers' do their day-to-day work in the classroom for example, the increase in US labor market opportunities for women reduced the pool of qualified applicants for teaching positions. Also, ADEA (2020) in their article added more that management should extend to paying teachers on time and providing teachers with non-financial incentives such as health and housing allowances.

Improving Teachers Monitoring and Evaluation Methods

Serious reforms should be made by policy makers on how to assess teachers at work. There is a need to undertake innovative strategies such as using information and communication technology (I.C.T), for example the ministry of education in Gambia in partnership with the World Bank and a locally founded technology firm have implemented a mobile phone platform for collection and dissemination of basic data on teachers absenteeism and tiredness, (ADEA, 2020). In addition, the article postulated further that mobile phone, for example in Kenya established popular mobile banking application which has mitigated the impact of living in rural areas since teachers have the possibility of collecting their salaries through mobile banking agent in their community (ADEA, 2020). The need for attendance registers to control absenteeism was seen to be another strategy to combat absenteeism among teachers, for example in Tanzania, special registers which are signed by all teachers were to be introduced, they recorded arrival time the teacher spend outside work before official time to leave the working station (U.R.T, 2009).

In addition, the good system of monitoring teachers can be evidenced from Chile whereby in the early 2000's introduced a nationwide performance evaluation system of individual teachers which introduces pay promotion criteria linked to performance by, three years, each teacher performance was evaluated based on portfolio, self-assessment, peer assessment, supervisor assessment, and video-recording of the class.

Strengthen School Inspectorate Department

The responsible organs should be empowered and strengthened from ministry to school level so as to ensure quality education. According to Wandega and Yiga (2010) argues that the department should be strengthened by allocating appropriate funds, recruiting, training, manpower in the key inspection at both central and local government levels. The same idea was also given out by Okurut (2012) who insisted the importance of the government to allocate enough budgets to the school inspectorate department for the betterment of quality education. The inspectorate department should not only be from ministry to ward level but also it is possible to be decentralized to school level.

Formal Disciplinary Actions

Formal supervision and disciplinary actions may decrease absenteeism. Patrinos (2013) asserts that, schools with greater likelihood supervision and visits by senior officials have lower rates of teachers' absence, the report shows further that, in schools which directors impose disciplinary actions, teachers are more likely to be present. Apart from that, in Tanzania the ministry concern issued circular letter No. 15 of 2011 which insisted on the need for teachers to attend in their working stations, in the circular local government in collaboration with school heads were supposed to take action against teachers who were absent unreasonably, (URT, 2011).

Methodology

The study adopted a descriptive survey design. Survey research design can be defined as a design that allows researcher to answer questions that have been raised, to solve problems that have been posed or observed (Creswell, 2018). In a survey research design, the researcher collects data with the help of standardized questionnaire which is administered on a sample of respondents from a population.

Population of the Study

The population of the study consisted of 4,941 (3,592 male and 1,349 female) in public senior secondary schools and 600 (427 male and 173 female) teachers in private senior secondary schools (Education Management Information System Unit, Ministry of Education Bauchi State, 2025).

Sample and Sampling Technique

A proportionate stratified sampling was used for this study. This is because of the characteristics of the population-public and private, rural and urban schools which involved dividing the population into homogenous group each containing subject with similar characteristics. A total of 357 senior secondary school teachers were selected across the 20 LGAs. Krejcie and Morgan, (1970) sampling table was used for this purpose as shown in Table 1 below.

Table 1: Sample Distribution of Public and Private Senior Secondary Schools in Bauchi State, Nigeria

School Type	Sample	Percentage
Public	247	69.2
Private	110	30.8
Total	357	100

Source: Field Work (2025)

Instrument for Data Collection

The instrument was adapted to suit the present study. The questionnaire titled "Factors of Teacher Absenteeism in Public and Private Senior Secondary Schools Questionnaire (FTAPPSSSQ)". The questionnaire was a five points Likert scale format that runs from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The validity of the instrument was guaranteed by subjecting it to scrutiny by two experts from the Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi, Bauchi State.

Reliability of the Instrument

The study employed split half method and the result was compared using Pearson Product Moment Correlation Coefficient (PPMC) to determine the similarities between the groups (reliability). The obtained result was $r=0.89$ which is strong correlation coefficient indicating that the instrument is reliable. The results were coded and analyzed in the Statistical Package for the Social Sciences (SPSS) version 23 to ensure the instrument measure what it intent to measure.

Method of Data Collection

The administered and retrieval of the instrument was done by the researcher and research assistants. The filled questionnaires were marked and scored.

Method of Data Analysis

Data collected were analyzed using Means, Standard Deviation, and Independent Sample t-test.

Results and Discussion

Table 2: Mean and Standard Deviation on the Different Factors influencing Teacher Absenteeism Based on Gender of Teachers in Public and Private Senior Secondary Schools in Bauchi State, Nigeria

S/N	Items	X	SD	Remark
1.	The gender of a teacher influence how often a teacher attends school and absents him/herself	3.54	.97	Agree
2.	Female teachers frequently absent themselves from school and miss school due to family responsibilities	3.16	.94	Agree
3.	Male teachers frequently absent themselves from school and miss school because of attending personal business to substitute their income	2.93	.94	Disagree
4.	Teachers' marital status affect how often teachers' report to work.	2.89	.99	Disagree
Total		3.13	.29	Agree

Source: Field Work (2025)

Research Question 1: Does the gender of teachers affect teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria?

Table 2 above shows the mean and standard deviation on how gender of teachers affects absenteeism in public and private senior secondary schools in Bauchi State, Nigeria. The result reveals that respondents agreed with item 1 and 2 with the following statements mean scores and standard deviations: The gender of the teacher influence how often a teacher attend school, (mean = 3.54, standard deviation =.97) and female teachers frequently absent themselves from school and miss school due to family responsibilities

(mean = 3.16, standard deviation = .94). But the respondents disagreed with item 3 and 4 with the following statements mean scores and standard deviations: Male teachers frequently absent themselves from school and miss school because of attending personal business to substitute their income, (mean = 2.93, standard deviation = .94) and teachers marital status affect how often teachers' report to work (mean = 2.89, standard deviation = .99). The cluster mean is 3.13.

Table 3: Mean and Standard Deviation on Differences on the Factors influencing Teacher Absenteeism on the Basis of School Location in Public and Private Senior Secondary Schools in Bauchi State, Nigeria

S/N	Items	X	SD	Remark
1.	Teachers found in school located far from town where they can get special services such as bank services, and special medical services absent themselves from classes, come late to school leave early from school and miss school to follow such service in town.	3.38	.85	Agree
2.	Schools with access roads have low rate of teacher absenteeism than those located far away from access roads	3.75	1.15	Agree
3.	Bad geographical location of schools causes teacher absenteeism as compared to schools located in good areas	3.89	1.12	Agree
4.	Schools located in remote areas register high levels of absenteeism of teachers than schools in trading and semi-urban centres	3.33	.82	Agree
5.	Teachers come late to school, absent themselves from classes, leave early especially in rural communities when schools have no teacher houses for teachers who are not from the local community	3.87	1.29	Agree
6.	Teachers who reside far from school (outside LGA headquarters) come late to school, absent themselves from classes, leave early from school mostly during the rainy season.	4.09	1.11	Agree
Total		3.71	.30	Agree

Source: Field Work (2025)

Research Question 2: Does school location affect teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria?

Table 3 above shows the mean and standard deviation on the differences that exist on factors responsible for teacher absenteeism on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria. The Table reveals that respondents agree with the entire items with the following statements mean score and

standard deviations: Teachers found in school located far from town where they can get special services such as bank services, and special medical services absent themselves from classes, come late to school leave early from school and miss school to follow such service in town, (mean = 3.38, standard deviation = .85), Schools with access roads have low rate of teacher absenteeism than those located far away from access roads, (mean = 3.75, standard deviation = 1.15), bad geographical location of schools cause teacher absenteeism as compared to schools located in good areas, (mean = 3.89, standard deviation = 1.12), Schools located in remote areas register high levels of absenteeism of teachers than schools in trading and semi-urban centres, (mean = 3.33, standard deviation = .82), teachers come late to school, absent themselves from classes, leave early especially in rural communities when schools have no teacher houses for teachers who are not from the local community, (mean = 3.87, standard deviation = 1.29), teachers who reside far from school (outside LGA headquarters) come late to school, absent themselves from classes, leave early from school mostly during the rainy season, (mean = 4.09, standard deviation = 1.10). The cluster had mean score of 3.71.

Null Hypotheses Testing

The null hypotheses formulated were assessed with the results of Independent Sample t-test at 0.5 level of significance.

Table 4: Analysis of Differences between the Mean Score Rating of Male and Female Teachers on the Factors influencing Teacher Absenteeism in Public and Private Senior Secondary Schools in Bauchi State, Nigeria

Gender	N	X	SD	T	P value	Decision
Female	136	3.23	0.99	.29	0.37	Accepted
Male	211	3.02	1.18			
Total	347					

Null Hypotheses 1: There is no significant difference in mean responses for male and female teachers on the factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria.

Result in Table 4 above shows the t-test analysis of difference between the mean scores of male teachers and female teachers about the factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State, Nigeria, $t = .29$, $p = .37$. The p-value of 0.37 is above the significant level of 0.05 therefore, null hypothesis is accepted, thus there is no significant difference between the mean response of male and female teachers in relation to the factors of absenteeism in public and private senior secondary schools in Bauchi State, Nigeria.

Table 5: Analysis of Differences between Factors influencing Teacher Absenteeism on the Basis of School Location of Public and Private Senior Secondary Schools in Bauchi State, Nigeria

School Location	N	X	SD	T	P-value	Decision
Urban	142	3.81	1.04	0.35	0.60	Accepted
Rural	205	3.61	0.97			
Total	347					

Null Hypotheses 2: There is no significant difference in mean responses of teachers on the factors influencing teacher absenteeism on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria.

Result in Table 5 above shows the t-test analysis of difference between the mean scores of urban and rural schools' teachers on factors influencing teacher absenteeism based on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria, $t = .35$, $p = .60$. The p-value of 0.60 is above the significant level of 0.05 therefore, null hypothesis is accepted, thus, there is no significant difference in the factors of teachers absenteeism on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria.

Discussion of Findings

The result of the first null hypothesis reveals that there is no significant difference in mean score rating according to gender. Therefore, it could be said that teachers do not differ in their rating on factors influencing teacher absenteeism in public and private senior secondary schools in Bauchi State in terms of gender. The finding is surprising because one would have thought that because of the variations in gender, there would be variations in their perceptions. The finding could have resulted from the objectivity displayed by the respondents while responding to the questionnaire items. This result disagrees with Bennell (2012) who reported differences by gender, with higher absenteeism for female teachers at public secondary schools. The finding of this study was not in conformity with Ubogu, (2020) finding, which showed that there is significant difference between private and public school teachers with respect to their perceptions of the causes of teachers' absenteeism. The result of the second null hypothesis reveals that, there is no significant difference in mean responses on the factors influencing teacher absenteeism on the basis of school location in public and private senior secondary schools in Bauchi State, Nigeria. This disagrees with the findings of Obiero, Mwebi, and Nyang'ara (2017), which reported that teachers in poor or rural schools have been noted to have lower level of job satisfaction and hence more absent than their counterparts in the non-poor and sub-urban schools.

Educational Implication of the Study

The implication of the study is based on the findings and discussion. Teachers' attendance to classes immensely benefits students and the educational system in general because the input of the teacher to a large extent determines the output of the students. The study shows that although school principals are expected to provide supervisory roles in ensuring teachers report early and stay in schools, teachers still come late and absent their selves from school. If this trend is left unchecked, it may lead to students performing poorly in standardise examinations and thereby adversely affect academic outcomes and produce a school system where there is high disregard for laid down rules and regulations. There is a need to intensify school inspection visits by the ministry of education. This will increase efficiency and effectiveness in education sector especially when dealing with teachers' misconduct for the betterment of the educational system and human capital development in general for the betterment of the country at large.

Limitations of the Study

The following were considered to be the limitations of the study:

- i. The difficulties encountered with the respondents' attitude in completing the structured questionnaire.
- ii. The research only analyzed the perspectives of teachers and principals in public and private senior secondary schools in Bauchi State, Nigeria.

Suggestions for Further Studies

The following suggestions were made for further studies:

- i. The study could be replicated periodically in other localities in Nigeria and beyond.
- ii. Future studies could be carried out in junior secondary schools with similar variables.
- iii. Additional in-depth analysis should be undertaken to cover North-East geopolitical zone.

Conclusion

Based on the findings, it can be concluded that, gender of the teacher does not influence how often a teacher attend school but influenced by different factors. For instance, female teachers frequently absent themselves from school and miss school due to family responsibilities while male teachers frequently absent themselves from school and miss school because of attending personal business to substitute their income and teachers' marital status affect how often teachers' report to work. The finding also revealed that school located in rural areas record more teacher absenteeism than schools located in urban areas which could be due to transportation challenges, lack of teacher accommodation and many more. The implication of this for policy and practice is that if this trend is left unchecked, it may lead to students performing poorly in standardise examinations and thereby adversely affect academic outcomes and produce a school system where there is

high disregard for laid down rules and regulations. Teacher attendance to classes immensely benefits students and the educational system in general because the input of the teacher to a large extent determines the output of the students. There is need for sustain attention to teacher attendance in Bauchi State, Nigeria.

Recommendations

Based on the findings and conclusion of the study, the following recommendations have been made to assist school administrators to handle the problem of teachers' absenteeism in schools:

- i. Governments and school administrations should implement policies that address gender-specific barriers to absenteeism and attendance, such as flexible working arrangements for teachers with caregiving responsibilities, particularly women who often bear the bulk of family care duties. Government should partner with development partners to organise workshops to help male and female teachers manage work-life balance.
- ii. Ministry of Educations should invest in physical and emotional well-being of its teachers by improving school infrastructure and working conditions. Investment in better infrastructure, such as accessible transportation, provision of accommodation especially for teachers in rural and well-equipped class/staff rooms among others can improve teacher attendance and commitment.

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