REVIEW OF RESEARCH

CONSTRUCTION AND STANDARDIZATION OF TEACHER ABSENTEEISM SCALE

ISSN: 2249-894X
IMPACT FACTOR : 5.7631(UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

S. Balamurugan[1] and Prof. M. Govindan[2]

[1]Research Scholar, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.
[2] Dean of Faculty, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

ABSTRACT:

Teacher absenteeism is a very serious obstacle to the delivery of quality education in many school systems all over the world. Research has shown that teacher absenteeism is a global phenomenon facing developing countries more than the developed countries. Hubbell (2008) reported that in developing countries, the teacher absenteeism rate is above 40% while in developed countries it is as low as 10%. Employee absenteeism is one of the major problems for modern organization. Absenteeism has many implications on business organizations, in which the main influence is economic (Barrick, Mount and Stracuss, 1994; Schmid, 1996; & Zahavi, 1999). However, the problem is different and difficult in schools, in which absenteeism causes additional damage, beyond the economic and strongly affects the school's general existence (Edinburg et al., 1991; Capitan Costanza and Klutcher, 1980; Jacobson, 1990; & Taub, 1997) loss of school days that affects the students achievements (Smith, 1984), cause damage to the school's reputation and lead to students absenteeism.

Keyword: Teacher Absenteeism.

RATES OF TEACHERS ABSENCE

In a number of studies, teacher absence is defined as a teacher not being present at their school when they ought to be presented. It is measured by unannounced visits to a random sample of schools. Two studies of teacher absence conducted in Indonesia in 2003 and 2008 and a further study conducted in Papua in 2011 stated that the average teacher absence rate for Indonesia was estimated to be 20.1% in 2003, and declining to 14.8% in 2008. However, the incidence of teacher absence was much higher in Papua in 2011 (34%). Teacher absence rates in Indonesia are compared with those in other countries for which there are comparable data available during this period. The studies conducted based on unannounced school visits have also reported rates of teacher absence from school that fall within the ranges as follow as Kenya (15%), Senegal (18%), Uganda (20%), Tanzania (23%) and India (25%) teachers' absence from school. Studies conducted in India, Kenya, Senegal and Tanzania used a broader definition of teacher absenteeism that also included being present in the school but absent from the classroom. Results suggest that this type of absence varies among countries but may be widespread. This is an interesting and useful way of assessing absenteeism as the impact of a teacher being at school but absent from the classroom is likely to be the same as not being at the school at all.

CONSTRUCTION OF TEACHER ABSENTEEISM SCALE (TAS)

According to the investigator's experience and knowledge only few standardized tools are available for measuring the absenteeism of the school teachers in India and other

countries. Hence, the investigator decided to construct and standardize the Teachers Absenteeism Scale which is suitable to measure the level of absenteeism among the secondary school teachers in Indian condition.

ITEM POOLING

By reviewing various sources and discussion with secondary school teachers and principals, the investigator collected 50 factors related to teachers' absenteeism and classified into four dimensions as follows:

1. Psychological Factors
2. Physiological Factors
3. Physical Factors
4. Socio-Economic Factors

Table 1: Factors related to Teacher Absenteeism and its Dimensions

Dimensions	Serial-wise Factors	Number of Factors
Psychological Factors	1-14	14
Physiological Factors	15-26	12
Physical Factors	27-38	12
Socio-Economic Factors	39-50	12

Total Number of Items (Factors) = 50

Pilot Study

The pilot study was conducted after obtaining necessary permission from the heads of the schools. The pilot study was conducted on 100 teachers with a stratified random sample of 20 schools in Chennai and Kanchipuram districts of Tamil Nadu.

While administering the scale, the teachers were instructed and motivated not leave any item with answering as far as possible. The purpose of the study was explained and sufficient time was given to them and they were assured that their responses would be kept confidential and it will be used only for the research purpose.

Scoring

For the purpose of scoring, numerical values were assigned to each of the five categories of responses i.e. '5' for Strongly Agree, '4' for Agree, '3' for Undecided, '2' for Disagree, '1' for Strongly Disagree.

Selection of Items

The selection was based on the results of item analysis, which provides an index of item difficulty. Since, the discrimination of each item was to be determined; the respondents were classified into Top (high) group and Bottom (low) group. For this, the total (100) answer scripts were arranged in an ascending order on the basis of the total score obtained by the teachers. The top 27% of the papers were placed in the top group and the bottom 27% of the papers were placed in the bottom group. The remaining was excluded from the analysis. These two groups provide criterion groups to evaluate the individual items.

The items with the 't' value less than 1.96 were deleted. In the pilot study 10 items were deleted and 40 items were retained for the final study.

Table-2

Psychological Factors

Item No.	t-value	Remarks
1	2.03	Retained
2	3.75	Retained
3	4.37	Retained
4	3.79	Retained
5	3.43	Retained
6	2.79	Retained
7	4.10	Retained
8	1.12	Detained
9	3.41	Retained
10	0.96	Detained
11	1.29	Detained
12	3.57	Retained
13	4.71	Retained
14	1.41	Detained

Physiological Factors

Item No.	t-value	Remarks
1	3.15	Retained
2	2.79	Retained
3	5.14	Retained
4	2.86	Retained
5	3.63	Retained
6	3.57	Retained
7	2.89	Retained
8	1.23	Detained
9	3.81	Retained
10	4.09	Retained
11	1.56	Detained
12	3.08	Retained

Physical Factors

Item No.	t-value	Remarks
1	2.98	Retained
2	3.52	Retained
3	3.18	Retained
4	4.53	Retained
5	3.37	Retained
6	4.18	Retained
7	2.97	Retained
8	2.29	Retained
9	3.78	Retained
10	1.23	Detained
11	4.72	Retained
12	0.83	Detained

Socio-Economic Factors

Item No.	t-value	Remarks
1	2.31	Retained
2	3.46	Retained
3	3.08	Retained
4	1.47	Detained
5	2.83	Retained
6	3.49	Retained
7	4.36	Retained
8	1.67	Detained
9	3.91	Retained
10	3.12	Retained
11	3.58	Retained
12	3.27	Retained

RELIABILITY AND VALIDITY OF TEACHER ABSENTEEISM SCALE

In order to find the effectiveness of the Teacher Absenteeism Scale (TAS) developed, its test-retest reliability has been examined by obtaining scores for the tool with an interval of two weeks between the first and second administration of the scale to the same set of teachers. The correlation co-efficient between the two sets of scores were 0.81, which is significant at 0.01 level. Therefore, the scale is considered as having high level of reliability.

VALIDITY

Validity refers to how accurately a method measures and what it is intended to measure. If research has high validity which means it has to produce the results that correspond to real properties, characteristics, and variations in the physical or social world. High reliability is one indicator that a measurement is valid.

CONTENT VALIDITY

For ascertaining the validity, the investigator distributed the constructed the Teachers Absenteeism Scale to 20 experts to of school teachers, headmaster/mistress, administrators and experts in the field of education to check whether the factors given in various dimensions of the scale which related to the present study and satisfy the objectives of the study on the basis of their suggestions and comments minor corrections were made for further clarity in the scale.

INTRINSIC VALIDITY

According to Guilford (1954) intrinsic validity as "the degree to which a test measures what it measures". In other words, this means the verification of how well the obtained scores measure the test true score component. Intrinsic validity of a test is expressed in terms of square root of its reliability value. Hence, the intrinsic validity of the Teacher Absenteeism Scale is $\sqrt{0.81}$ i.e., 0.9. Therefore, it is observed that the scale is having highly satisfactory intrinsic validity.

Norms and Interpretation for Teacher Absenteeism Scale

The minimum score for the teacher absenteeism scale was found to be 50 and its maximum score was 250.

S.No.	Dimensions	Low	Average	High
1	Psychological Factors	14-32	33-51	52-70
2	Physiological Factors	12-28	29-45	46-60
3	Physical Factors	12-28	29-45	46-60
4	Socio-Economic Factors	12-28	29-45	46-60
5	Teacher Absenteeism Scale	50-116	117-183	184-250

REFERENCES

1. Ehrenberg, R.G.; Heisenberg, R.A.; Rees, D.I., & Ehrenberg, E.L. (1991). School district leaves policies, teacher, absenteeism and achievement. Journal of Human Resources, 26, 72-105.
2. Hubbell. (2008). Reducing teacher absenteeism. WASB (Wisconsin Associating School Bonds).
3. Jacobson S. (1990). Attendance incontiguous and teacher absenteeism. Planning and Changing, 21(2), 78-93.
4. McKenzie, Phillip; Nugroho, Dita; Ozolins, Clare; McMillan, Julie; Sumarto, Sudarno; Toyamah, Nina; Febriany, Vita; Sodo, R Justin; Bima, Luhur; & Sim, Armand Arief. (2014). Study on teacher absenteeism in Indonesia 2014. Jakarta: Education Sector Analytical and Capacity Development Partnership (ACDP).