



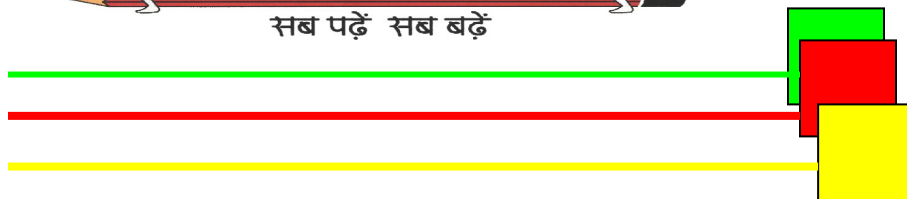
**AN ABSTRACT
TEACHERS' ABSENCE
IN
HIMACHAL PRADESH
2007-08**

Conducted by:

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AN ABSTRACT

Background of the study

Power of country is measured in terms of its literate population. Schooling and elementary education play a significant role for the development of the society. Government of India had launched Sarva Shiksha Abhiyan (SSA) in 2001-02 throughout the country. It is the flagship programme for achievement of Universalization of Elementary Education (UEE) in time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. The main objectives of this programme are:-

- I. All children complete five years of primary schooling by 2007.
- II. All children complete eight years of elementary schooling by 2010.
- III. Focus on elementary education of satisfactory quality with emphasis on education for life.
- IV. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- V. Universal retention by 2010.

Quality of learning in the classroom / school has to be ensured with the total involvement of teachers and the leadership of school. Administrative structures and interventions can only be supportive and facilitative. Physical presence of teachers and their goal / objectives oriented use of their own time and that of their students is eminently significant for agreed classroom / school level learning

attainments. If teachers are not present on all working days and no teaching takes place because of the absence of teachers, either the prescribed courses of any given class will not be completed or will be completed in an unsatisfactory manner. Thus teacher absence affects the quality of education. The absence contribute to the decline of the image of the profession and school reputation besides non-completion of the prescribed syllabus and other academic assignments. Hence, a general need gets self established for a study of teachers' absence in State / State supported schools.

Study Objectives

Based on the primary field survey, this study wanted to analyze the causes of teacher absence and its effects on student attendance in primary and upper primary schools of Himachal Pradesh.

The objectives of this study were:-

- (i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school because of different reasons.
- (ii) To find out the difference between the absence rate of male and female teachers, regular teachers and Para-teachers, primary and upper primary teachers, and teachers belonging to different social groups in primary and upper primary schools.
- (iii) To find out the average number of teachers present on a typical working day in relation to the number of teachers in position in schools according to the norms.

- (iv) To find out to what extent the school related and personal factors contribute to teacher absence.
- (v) To assess the effect of teachers' absence on attendance of students in primary and upper primary schools.
- (vi) To find out reasons of absence separately for teachers belonging to different sub-groups (male/female, rural/urban, primary/upper primary)

Survey Designing

The study is based on a representative sample of 286 schools (221 primary and 65 upper primary) of 11 districts out of total of 12 districts in the State viz. Bilaspur, Chamba, Hamirpur, Kangra, Kullu , Kinnaur, Mandi, Solan, Shimla, Sirmour, & Una. The total number of 218 schools have been selected from rural area and 68 from urban area. For the selection of schools, circular systematic sampling stratified strategy had been used.

Number of schools selected from different districts are presented in the following table.

District	Primary(P)	Upper Primary(UP)	Total (P+UP)
Bilaspur	13	5	18
Chamba	29	6	35
Hamirpur	14	4	18
Kangra	27	9	36
Kullu	14	4	18
Kinnaur	14	4	18
Mandi	27	9	36
Solan	14	4	18
Sirmour	27	8	35
Shimla	28	8	36
Una	14	4	18
Total	221	65	286

Data Collection Strategy

Each sampled school was visited three times for collection of data and among them last two visits were made without prior intimation by a team of two investigators. The visits were made at an interval of about one month by a team of different investigators to maintain high degree of data reliability. The teams collected data on attendance of students and teachers and recorded activities of teachers who were present in the school on prescribed formats provided by MHRD.

Analysis of data

The analysis of data was carried out through the technique of percentage has been reported below:

Major Findings

1 Status of Elementary Education in the state.

- 1) The PTR in the state of Himachal Pradesh is 18 at primary level and 16 at upper primary level. It is far better than National level PTR figures and quite are below than the borderline of 1:40.

2 Percentage of Schools by management and facility.

- 1) The useable toilet are available and being used in majority of the rural and urban primary and upper primary schools where as the useable toilet are not available in small percentage of the schools.
- 2) The drinking water is available in majority of the rural / urban and primary /upper primary schools.

3 Availability of rooms & verandahs and students sitting in them.

- 1) At an average there are 3-5 class rooms in rural and urban primary and upper primary schools.
- 2) Large number of or majority of the students attend classes in the rooms in rural/ urban and primary /upper primary schools.
- 3) There is too much parity between the number of teachers posted in schools at present and total teachers required according to state norms.

4 Class-wise average enrolment and attendance on pervious working day and Class-wise average enrolment and attendance

- 1) The average enrolment of both boys and girls in the rural areas show declining trend in the enrolment.
- 2) The total enrolment irrespective of sex also shows declining trend in the enrolment of students.
- 3) There is no significant difference in the attendance of boys and girls in classes' I-V in rural schools.
- 4) The aggregate attendance of students is high in case of class III followed by class V, class II, class I and class IV at primary level.
- 5) The aggregate attendance of students is high in case of class VIII followed by class VII and class VI at upper primary level.
- 6) The percentage of attendance, 94.51% of the students on pervious working day in upper primary section in urban schools is more in comparison to 88.62 % to that of in primary level.
- 5) The percentage of attendance 89.18% in primary section is less than 91.58% in upper primary section in rural schools.

5 Class-wise average enrolment and attendance

- 1) The average enrollment of both boys and girls in the rural areas shows declining trend in the enrollment at primary level.

- 2) The total average enrollment irrespective of sex also shows declining trend in the enrollment of students.
- 3) There is no significant difference in the attendance of boys and girls in rural schools the classes' 1-V respectively.
- 4) The aggregate attendance of students was high in case of class of V followed by class IV, class III, class I and class II respectively at primary level.
- 5) The aggregate attendance of students was high in case of class of VI followed by class VIII and class VII respectively at upper primary level.

6 Class-wise and social group wise enrolment and attendance on the day of school visit

- 1) There are various different trends of enrolment in social group (SC, ST, OBC and Muslim students) in primary and upper primary schools.
- 2) The percentage of attendance during the first slab is higher in case of other students followed by, Muslim students, OBC students, SC and ST Students respectively at primary level.
- 3) The percentage of attendance during the second slab is higher in case of ST students followed by OBC students, other students, Muslim students, and ST students respectively at primary level.
- 4) The percentage of attendance during the third slab is higher in case of other students followed by SC students, ST students, Muslim students, and OBC students respectively at primary level.
- 5) The percentage of attendance during the first slab is higher in case of other students followed by ST, SC OBC student and Muslim students respectively at upper primary level.

- 6) The percentage of attendance during the second slab is higher in case of ST students followed by OBC student, Muslim students, SC and other students respectively at upper primary level.
- 7) The percentage of attendance during the third slab is higher in case of other students followed by SC student, ST students, OBC students and Muslim students respectively at primary level.

7 Class wise and social group wise Average enrolment and attendance

- 1) The average attendance rate in case of students belonging to other categories is highest followed by SC, ST, Muslim students and OBC students at primary level.
- 2) The attendance rate in case of Others is highest followed by, ST,SC, OBC and Muslim students at upper primary level.

8 The profile of the teacher gender wise, age wise, social group wise and employment status wise.

- 1) At primary level number of male teachers is less than the female teachers. This is a significant trend in the employment of more female teachers at primary level.
- 2) At upper primary level the number of male teachers is more as compared to the female teachers.
- 3) Almost equal number of male and female teachers are working in the government schools.

9 Percentage of teachers according to academic qualifications.

- 1) Large number of teachers are well qualified in primary and upper primary school.

2) Female teachers are more qualified as compared to male teachers at primary level.

10 Percentage of teachers according to professional qualification and teaching experience.

1) Majority of teachers working in primary and upper primary schools are professionally trained, almost having an experience of 13 years and many of them are teaching in the same school for about last 4 years. A very small percentage of teachers at primary and upper primary are untrained.

11 Average number and percentage of teaching days lost during 2007-08 as per teacher attendance register.

1) The percentage of teaching days lost is more in case of primary schools as compared to upper primary schools 16.64 % primary and 15.89% upper primary level.

2) The percentage of teaching days lost by the male teachers is higher both at primary and upper primary level as compared to the female teachers (17.30% and 16.11% at primary and 17.46% and 13.48 % upper primary level).

3) Para-teachers have lost more teaching days in case of upper primary level as compared to primary level.

4) More teaching days are lost by community teachers at primary level as compared to upper primary level.

12 Average number of absence out of total working days according to reasons recorded in the attendance register during 2007-08.

- 1) During the total working days the absence of the male and female teachers from the school is at an average of 20 days due to training, medical or casual exigencies both at primary and upper primary level.
- 2) The non-teaching days are more in case of male teachers as compared to female teachers both in rural and urban schools.
- 3) The non-teaching days are more in case of para-teachers in urban areas as compared to para -teachers working in rural area.

13 Number of percentage of teaching days lost during 2007-08 for teachers of different social groups.

- 1) The percentage of teaching days lost is more in case of primary schools as compared to upper primary schools (16.64% primary and 15.89% upper primary level).
- 2) The percentage of teaching days lost by the male teachers is higher both at primary and upper primary level as compared to the female teachers (17.30% and 17.46% at primary level 16.11% and 13.48% at upper primary level).
- 3) The percentage of teaching days lost by the teacher belonging to SC category is more as compared to ST,OBC and Others categories of teachers, which indicate that SC category teachers are kept engaged in other non academic activities than the teaching work.
- 4) At primary level the community teachers are kept more engaged in non academic activities than the regular and para teachers at primary level, where as the regular teachers engaged them-selves more in non academic activities at upper primary level in comparison to para and community teachers.

14 Percentage of working days to total working days spent during 2007-08 on different activities according to teachers.

- 1) The percentage of working days spent by the teachers is nearly the same in case of upper primary schools and compared to primary schools 84%.
- 2) The percentage of working days spent by the female teachers is less in comparison to male teachers.(85% female and83% male%).
- 3) The percentage of working days spent by the para teachers is higher than that of community teachers.
- 4) At primary level the percentage of working days spent by community teachers is less as compared to that of at upper primary schools.

15 Percentage of working days to total working days spent during 2007-08 on different activities by the teachers of different social groups.

- 1) Majority of the total working days are spent by male and female teachers belonging to SC,ST,OBC and other category on teaching of classes.
- 2) The male and female teachers belonging to different categories spent rest of the total working days on availing casual leave, training/ meeting, teaching duties out of school, examination related work of school, availing medical leave, sports, co-curricular activities and school function and any other activities.

16 Teachers' attendance during school visit in terms of percentage of teachers

Attendance Status Time Slab-Pooled

- 1) The attendance status in case of primary and upper primary school teachers is high 81% and 77 %.
- 2) The absentee status is low 19% and 23 % in case of primary and upper primary. Teachers' absenteeism has been an acute problem within the school education system all across the state like other state of India. The existing literature on this issue shows that the teachers absentee rate in developing countries tend to be as high as 27 percent, which means that almost one third teachers remain absent from their respective schools in these countries. According to a World Bank survey, the teachers absenteeism in India is as high as 25 percent, which means that one out of four teachers remain absent from the school. As such, India occupies the second place from bottom among the countries with higher rate of teachers' absenteeism. It is better only than Uganda, which has the highest rate of teachers' absenteeism in the world, i.e., 27 percent. The incidence of teachers' absenteeism in some of the states like Bihar and Jharkhand has reached even more than 40 percent.
- 3) Majority of teachers are present and teaching classes in primary and upper primary sampled schools in Himachal Pradesh .
- 4) No teachers at primary and upper primary level are absent without any intimation to the school authorities.

Attendance Status of Male Teacher

- 1) The attendance status in case of male teachers at primary and upper primary school is 78 % and 75%.

- 2) The absentee status 22% and 25% in case of primary and upper primary schools .A significant proportion of male teachers remain absent because they are involved in non-academic activities by the government like performing elections duty, doing surveys, other administrative duties, on teaching assignment like training, seminars, meeting and other such official works. This can be avoided if government streamline its policies.
- 3) Majority of teachers are present and teaching classes in primary and upper primary school.
- 4) No male teachers at primary and upper primary level are absent without any intimation to the school authorities in Himachal Pradesh.

Attendance Status of Female Teacher

- 1) The attendance status in case of female teachers at primary and upper primary school is 83% and 81% respectively. The female teachers are offer little deployed in non -teaching duties and other assignments in Himachal Pradesh.
- 2) The absentee status is 17% and 19 % in case of primary and upper primary schools.
- 3) No female teachers at primary and upper primary level were absent without any intimation to the school authorities in Himachal Pradesh.

Attendance Status of Rural & Urban Teachers

- 1) The attendance status of rural and urban school teachers is 79% and 85% respectively.
- 2) The absentee status is (21 and 15 percent) in case of rural and urban schools.
- 3) Majority of teachers are present and teaching classes in rural and urban school.

- 4) No teachers in rural and urban school are absent without any intimation to the school authorities.

Attendance Status of Male Teacher

- 1) The attendance status of male teachers in case of rural and urban school male teachers is 77% and 75 % respectively.
- 2) The absentee status is 23% and 25% in case of rural and urban school teachers respectively. A significant proportion of male teachers remain absent because they are involved in non-academic activities by the government like performing elections duty, doing surveys , other administrative duties, on teaching assignment like training, seminars, meeting and other such official works.
- 3) Majority of male teachers are present and teaching classes in rural and urban school.
- 4) No male teachers in rural and urban school are absent without any intimation to the school authorities.

Attendance Status of Female Teacher

- 1) The attendance status of female teachers in rural and urban school is 82% and 87% respectively.
- 2) The absentee status is 18% and 13% in case of rural and urban schools.
- 3) Majority of female teachers are present and teaching classes in rural and urban school.
- 4) No female teachers in rural and urban school are absent without any intimation to the school authorities.

17 Teachers attendance on the day of school visit as %age of Number of Teachers required as per state norms:

- 1) Some of the posts of teachers are lying vacant in the schools which have been filled up with para & community teachers.
- 2) Majority of rural and urban teachers both at primary and upper primary level are teaching where as a small number of present teachers were engaged in non teaching activities.

18 Average numbers of days spent in attending training / meeting at CRCC /BRCC/ DIETs during 2007-08.

- 1) On average 3-5 days of vacation had been spent by male and female, rural and urban teachers in attending training/meeting at CRCC/BRCC/DIETs during 2007-08.
- 2) 8-10 days were spent by teachers' of different categories working in primary and upper primary rural and urban schools on working days in attending the training/meeting.

19 Average numbers of Hours during a week spent on attending administrative work by the teacher.

- 1) 4.2 and 3.7 average number of hours is spent on attending administrative work by primary and upper primary school teachers.
- 2) 3.2 and 3.0 average number of hours is spent on attending administrative work by rural and urban school teachers.

20 Head teacher's response on three main reasons in order of their occurrence for teachers being frequently absent or not punctual by rural and urban schools.

In the opinion of the Majority of Principals the three reasons that emerged for the teachers being frequently absent or not punctual are as: their family problems, health problems of teachers, participation in political/ social activities in rural schools in comparison to that of urban teachers i.e. poor health of teachers and participation in political/ social activities.

21 Head teacher's response on three main reasons in order of their occurrence for teachers being frequently absent or not punctual by school category.

In the opinion of the majority of the Principals the three reasons which emerged for the teachers being frequently absent or not punctual in primary schools are.

- 1) Family problem.
- 2) Health of teacher,
- 3) Participation in political/ social activities.

In case of upper primary schools

- 1) Health of teacher ,
- 2) Busy in other economic activity and
- 3) Participation in political/ social activities.

In case of total schools the

- 1) Family & health problem.

- 2) Participation in festivals/ religious functions.
- 3) Participation in political/ social activities.

22 Percentage of head teachers responding to strategies adopted by them when teacher is not present in the school

The opinion of the Principals/Head teachers of the rural schools, the strategies adopted when the teachers are not present in the schools are as follows:

- 1) Students are to remain in their classes and do self-study.
- 2) Another teacher is deputed to look after the class in addition to his/ her own class.
- 3) Class monitor asked to handle the class and assigning the class to some other teacher.

The opinion of Principals/ Head teachers In case of urban schools.

- 1) Students remain in their classrooms and study on their own.
- 2) Assigning to other teacher.
- 3) Asking the monitor to handle the class and asking another teacher to look after the class in addition to his/her own class .

The teachers' absenteeism in Himachal Pradesh is not higher as compared to many other states in India. As many endeavors have been done by the department of Elementary Education to reduce the rate of absenteeism of teachers, we are assured of its decline in future. The absenteeism will reduce automatically if non- teaching works/assignments are not assigned to the

elementary teachers and they are given sole responsibility to have maximum time in teaching works in our classrooms where for future of India is being built.