

**“The Relationship between Organisational Health and
Teachers’ Absenteeism in Schools”
A Case Study in a Private School in Amman, Jordan**

“العلاقة بين الصحة التنظيمية وغياب المعلمين في المدارس” دراسة حالة في
مدرسة خاصة في عمان ، الأردن

by

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**Dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
at**

The British University in Dubai

September 2019

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Abstract

Educational systems have undergone unprecedented change all over the world. This is due to the continuous need for educational reform and the necessity to hold administrators accountable. This surge has created new challenges for principals, and it demands that schools consistently strive to meet the highest standards. Therefore, schools must maintain their organizational health to facilitate a productive work environment for teachers. The goal is to prevent teacher absenteeism since they are the main service providers. The objectives of an educational institution can only be achieved if their teachers are mentally and physically present.

To date, there is no research focusing on a school's organisational health (OH) and teacher absenteeism (TA). This study aims to explore the relationship between the level of OH and TA in a secondary private school in Amman, Jordan. The theoretical Framework was based on Nicholson's "Attachment" Theory, Herzberg's Motivators Hygiene Factors, and Parsonian social systems theory. A quantitative analysis included a population consisting of 30 secondary school teachers. The organizational health inventory (OHI-S) of (Feldman & Hoy, 2000) was used to measure the health of the school. Questionnaires were provided to consider organizational factors of absenteeism and the attendance status of respondents.

The data obtained was analysed using SPSS software version 21. A descriptive analysis utilizing the Pearson Correlation Coefficient determined the strength of the relationship between the two variables. The study revealed that there is a negative correlation between the school's OH level and TA. From the perspective of the secondary teachers the resulting value was $r = -0.581^{**}$. As such, to reduce teacher absenteeism, schools must maintain a good level of OH. In particular, the dimensions of Institutional Integrity, Resource Support and Consideration are essential. Furthermore, schools need to work on reducing workload, providing incentive programmes and having effective leadership that promotes teachers' engagement and welfare. Further research is highly recommended to investigate the relationship between these two variables. It would be beneficial to include public schools and the other levels of education for future studies. A comparative analysis between schools would also be useful focusing on OH and how it affects students' academic achievement.

موجز البحث باللغة العربية

شهدت النظم التعليمية تغييرا غير مسبوق في جميع أنحاء العالم. ويرجع ذلك إلى الحاجة المستمرة للإصلاح التعليمي وضرورة مساءلة المسؤولين. خلقت هذه الطفرة تحديات جديدة لمديري المدارس في ضوء السعي المستمر لتلبية معايير الجودة التعليمية. من هذا المنطلق، يجب على المدارس المحافظة على صحتها التنظيمية لتيسير بيئة عمل منتجة للمعلمين. بهدف التقليل من تغيب المعلمين لأنهم مقدمو الخدمة الرئيسيون للطلاب، ولأنه لا يمكن تحقيق أهداف المؤسسة التعليمية إلا إذا كان معلموها متواجدين عقلياً وبدنياً.

حتى الآن، لا يوجد بحث يركز على الصحة التنظيمية للمدرسة وغياب المعلمين. تهدف هذه الدراسة إلى استكشاف العلاقة بينهما في مدرسة ثانوية خاصة في عمان، الأردن. بُنيت الدراسة على نظرية التعلق لنيكلسون، نظرية هيزبيرغ للحوافز ونظرية النظم الاجتماعية لبارسونز. شمل التحليل الكمي عينة تتكون من 30 معلم ومعلمة في المرحلة الثانوية. تم استخدام أداة قياس الصحة التنظيمية للمدارس لقياس مستوى صحة المدرسة إلى جانب استبانة العوامل التنظيمية للتغيب والمعلومات الديموغرافية لعينة الدراسة.

تم تحليل البيانات التي تم الحصول عليها باستخدام إصدار 21 لبرنامج SPSS، حدد التحليل الوصفي باستخدام معامل الارتباط Pearson قوة العلاقة بين المتغيرين. كشفت الدراسة أن هناك علاقة سلبية بين مستوى الصحة التنظيمية للمدرسة وغياب المعلمين من وجهة نظر معلمي المرحلة الثانوية، كانت القيمة الناتجة: $r = -0.581$. من هذا المنطلق، فإن الحد من غياب المعلمين يتطلب من المدارس المحافظة على مستوى جيد للصحة التنظيمية. وخاصة أبعاد النزاهة المؤسسية ودعم الموارد والروح المعنوية. علاوة على ذلك، تحتاج المدارس إلى التقليل من أعباء العمل، وتوفير الحوافز وتوفير قيادة فعالة تعزز مشاركة المعلمين ورفاهيتهم. يوصى بإجراء مزيد من البحوث لاستكشاف العلاقة بين هذين المتغيرين. وسيكون من المفيد إجراء مثل هذه الدراسة مستقبلاً في المدارس الحكومية بحيث تشمل المراحل التعليمية الأساسية والثانوية. وكذلك إجراء دراسة مقارنة بين المدارس تركز على علاقة الصحة التنظيمية بالتحصيل الدراسي للطلاب.

Dedication

This dissertation is dedicated to my beloved husband and sons who have always been a source of continuous support and encouragement

Acknowledgment

First and foremost, I thank the Almighty Allah for guiding and blessings.

I would like to express my sincere thanks to my dissertation supervisor Dr. Solomon Arulraj David, Head of Master of Education Programme at The British University in Dubai, for his continuous support of my dissertation, for his patience, motivation, enthusiasm and immense knowledge.

I would also like to acknowledge and thank the Dean Prof. Iman Gaad, and all of the BUID faculty members and staff.

I would like to say a special thanks to all who participated in the surveys.

I would also like to recognize my friends, who lent me their support and help.

I must express my deep gratitude to my family, especially to my husband for his support and continuous encouragement throughout my learning journey in BUID.

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List of Abbreviations

Abbreviation	Full Nam
OH	Organisational Health
TA	Teacher Absenteeism
OHI-S	Organisational Health Inventory of Secondary Schools
AE	Academic Emphasis
M	Morale
RS	Resource Support
PI	Principal Influence
IS	Initiating Structure
II	Institutional Integrity

Chapter 1: Introduction

1.1 Background of the study

School management is an important element in the success of the educational process; successful leadership makes a school the first player in the human capital industry. To achieve this lofty goal, educational institutions must enjoy good organisational health that ensures they are in a state of constant efficiency, activity, growth and change for the better.

The concept of organisational health has evolved to bring about the necessary changes in the performance of organisation, not only in theory, but also in the practical application and design of tools to measure organisational health in educational institutions in general, particularly schools. It was first introduced by Argyris, 1958 since he pointed to some traditional indicators of organisational health as “low turnover, low absenteeism, adequate production, high loyalty, positive feelings about management of the employees and vice versa” (Argyris, 1958, p. 109).

Nevertheless, Miles has used this concept in schools; he noted that the “school system's ability not only to function effectively, but to develop and grow into a more fully-functioning system” (Miles, 1965: p. 12). He discussed ten dimensions of OH in three main areas of needs, the first is the task needs, focusing on the goals in its entirety, the effectiveness of the communication system, and the distribution of influence. The second is maintenance needs related to the internal situation of the organisation and its need for adjustment, including the investment of resources, the cohesion between its units and the morale of the working group. While the third is growth, development, adaptability and problem solving.

The school is one of the most important types of organization that involve a large number of employees, which requires intensive communication on a daily basis for staff to perform their duties and responsibilities. Moreover, each teacher has a fixed schedule to form the school timetable; in other words, the tasks are designed and distributed to teachers in a number of blocks that varies from one school to another, especially in private schools.

Therefore, there is nothing more disturbing to the school management than the absence of a teacher, and sometimes more than one teacher, where what can be called a state of emergency to provide substitutes to the absentee blocks, not to mention the additional work incurred by co-workers in their rest time. This can cause stress, exhaustion, weariness and tiredness that may persist when absence is a phenomenon in the school. In addition to other consequences on student discipline and academic achievement and the performance of the school in general.

Absenteeism is a common and major problem in organizations, especially schools, where it is caused by a complex combination of factors: individual, social and organisational. The latter is a major source of absenteeism factors whereby it may be the culture of an organisation, work environment, social context and leadership practices. Owen (2010) found that the absence of teachers is due to a variety of overlapping reasons, but most are due to erroneous practices by the school management. Thus; in a related context, Ayala (2016) recommended to provide principals with training to develop their leadership skills in order to be able to enhance the schools' climates that improve teachers' attendance. In sum, it is the organisational health (OH), where an unhealthy organisations leads to absence behaviour, while it is less in healthy organisations.

Given the impact of this phenomenon on the school as an organisation, this requires a capable school leadership to understand the behaviour of individuals within the school and create an attractive and cohesive work environment with clear goals and policies. These enable the school's survival and enlarge its competitive capacity in light of the inevitable change imposed by accountability, competition and constant change in educational policies to develop education. To that end, this research emphasizes on the relationship between OH level and teacher absenteeism in private schools to encourage principals to consider the dimensions of OH and its importance in making absence a difficult decision. Moreover, it also aims to develop the policies to address absenteeism to ensure the OH of private schools.

In the author's review of OH and absenteeism literature, however, there is no direct study highlighting the effect of both variables on each other using Hoy's instrument, although there have been a considerable number of studies related to teacher absenteeism. Nevertheless, several studies have examined the impact of work environment on the motivation of employees, commitment and attendance. Thus; the study strongly highlighted the organisational reasons that lead to the absence of the teacher from the official school hours because of its negative impact on the educational performance of the schools, in order to propose alternative solutions that may contribute to reducing this phenomenon.

1.2 Problem Statement

There are numerous educational issues confronting schools and of course have negative effects on the teaching and learning carried out by the teacher on the one hand and student achievement on the other, however; teachers' absenteeism is the most prominent of these problems, where

teachers use sick leaves and family issues as justifications to stay away from the unsatisfactory work environment. In other words; such this behaviour affects the quality of education whereas the teachers are “the most priced human capital in ensuring the quality of education” according to Krishnan (2018, p. 306), moreover; the cost of their absence is enough high, for instance; (Miller, 2012) stated that it costed \$4 billion annually in the USA.

In light of the adoption of the *global education reform movement* by governments, which is based on standardisation, focuses on “literacy and numeracy, and consequential accountability” (Sahlberg, 2007) to improve learning outcomes at a time of increasing investment in the private schools sector, which impose the principle of competition and seek continuous improvement, the problem of TA is a challenging concern since it affects the performance of schools and students’ achievement. Nevertheless; in order to create an attractive work environment, the concept of OH is absent in the practices of schools’ management as an important element of change and advancement.

TA is considered an issue because it is threatening the students’ achievement, consequently the performance of the school. It was found that student’s absenteeism has no impact on their achievement, while TA has “greater influence on the performance of the student” (Ameeq et al., 2018, p. 19). This phenomenon constantly captured the attention of schools managers, while the researcher is a CEO of a private schools group, she observed that the absence behaviour was less evident in the healthy schools since they provide an attractive work environment where there are no withdrawal behaviours such as partial or whole day/s absence. Therefore; this study intended to explore the relationship between OH and TA to help the school’s managers to understand the influence of OH level in schools on absenteeism and identify the most effective

strategies that can be adopted to overcome this issue and keep their schools as healthy organisations to reduce TA.

1.3 Purpose and objectives of the study

The aim of this research is to explore the relationship between the level of OH and teachers' absenteeism in private schools, so as to accomplish the research aims successfully. Specific research objectives have been developed to measure the progress of the study in quantifiable terms and assess the success of the research. The objectives developed for the study are:

- 1- To analyze the level of school's OH in the perception of the teachers in the selected school.
- 2- To identify the organisational factors of teacher absenteeism in the selected school.
- 3- To find out whether the school's OH level affects teachers' attendance and contributes to teachers' absence.

1.4 Research Questions

1.4.1 The main research question

Since the study aimed to address the problem of TA, it is suggested to base the research on the teachers' perspectives to obtain more insights and understanding, the study therefore addresses the following main research question: "What is the relationship between OH level and the existence of TA in the selected private school?"

1.4.2 The sub-research questions

SQ1: What is the level of the school OH in perception of the participant teachers in the study?

SQ2: What is the relationship between teachers' (gender, years of Experience, educational background, weekly workload, weekly average of substitution periods) and their perception of OH level in the selected school?

SQ1: What are the organisational factors of teacher absenteeism as perceived by them in the selected school?

1.5 Research Hypotheses

The purpose of this study is to establish whether there is a significant negative relationship between teacher absences and school's OH. Consequently; the researcher attempted to test the following null hypothesis:

Hypotheses (1): There is no difference in the relationship between OH and TA due to (gender, years of experience, educational background, weekly workload, weekly average of substitution periods).

Hypotheses (2): There is no statically significant relationship at ($\alpha = 0.05$) level between OH and TA.

1.6 Significance of the study

This practical study involves an important diagnostic tool and provides practical solutions of absenteeism where principals can benefit from the importance of OH in teachers' absenteeism management to increase the effectiveness of their schools. The importance of this study is expected to determine the relationship between OH and absenteeism. This is expected to show the drivers of absenteeism with more focus on the organisational factors as a fundamental step

to put practical solutions in place to rationalize the absenteeism by increasing the OH of the schools.

It is believed that healthy organisation support teachers' commitment, responsibility, productivity and high performance (Pordeli & Vazifeh, 2017). Moreover; Liang, (2017) concluded in his study that a school can increase teacher efficacy by "increasing their perceptions of school organisational health" (Liang, 2017, p. 65). Thus, the school ensures the development of its performance. Moreover, this study has professional significance since it will add to the knowledge body about the relationship between OH and TA whereas there are no published related studies.

1.7 Structure of the study

The research consisted of five main chapters. The background of the study, its purpose and objectives in addition to research questions has been outlined in the introduction chapter. The second is a literature review, which presents the main concepts of OH and TA and focused the dimensions of OH and related previous studies. The third chapter covers the methodology, it includes the research design, data collection method, sampling technique and the ethical consideration. The fourth chapter highlights the results and the descriptive statistics of both the OH of the selected school and school factors of TA; while the last chapter presents the summary and the key findings of the study, and highlights the relationship between OH and absenteeism, in addition to the conclusion and recommendations.

Chapter 2: Literature Review

2.1 Overview of the chapter

In this chapter, a comprehensive literature review is conducted prior to the actual research to enable the researcher to gain an insight into the dimensions of organisational health applied in schools, and its influences on the existence of absenteeism, in addition to absenteeism consequences. Thus, the literature review serves as a suitable starting point in this study to frame the research and achieve its objectives.

Like many other countries, the MOE in Jordan is seeking to reform the education sector in order to achieve outstanding educational outcomes that enable the government to achieve its development plans. Moreover, studies, conferences, seminars and educators demanded for applying the quality assurance standards in Jordanian schools to be an objective measure to issue judgments on the reality of the educational process in schools. Therefore, since the journey of change is loaded with pressures and hardships, as educators; we need to look at the arena that operate the change, and how strong and healthy our schools need to be in order to achieve high educational quality, particularly in private schools whereas income inequality and therefore the disparity of sources and wages, manpower hunting and school principals' autonomy. However; such challenges affect the quality and the health of schools' work environment, consequently; multiple problems appear on the surface such as the belonging and teachers' commitment, their turnover and physical withdrawal, such as delay and absenteeism. Absenteeism is an organisational behaviour represented in a missing employee for part or whole of the working day; in some cases, it might extend to more than one day due to illness, or stress,

family and other reasons. However; unplanned absenteeism is considered a phenomenon in most organizations, which reflects negatively on individual performance and contributes to the lack of services, stagnation of work and lack of production. It is a dilemma facing school principals since a large number of students are affected by teacher's absenteeism, thus has negative effects on the educational process carried out by the teacher on one hand, and the academic achievement of students on the other hand, moreover; it affects the performance of the school in general. Thus, a number of studies have sought to quantify the cost of absenteeism in organisations and the country as a whole. In addition to excessive studies have been conducted investigating the causes, factors and management strategies to reduce this behaviour. However, since most factors are often related to the organisation's culture, it is logical to link them to the school OH where it is expected that these two variables are related.

2.2 Conceptual Analysis

2.2.1 Organisational Health

The concept of OH is relatively uncommon since most management literature focuses on concepts, such as organisational culture, organisational stress, organisational commitment, business ethics and satisfaction, and are not directly related to the concept of OH; it is a “novel concept” and encompasses all those concepts mentioned above and provide more holistic perspective (Lyden & Klingele, 2000: p.3).

The Oxford Dictionary defined the organization as “A social, administrative structure formed to pursue certain goals.” According to the World Health Organization (WHO, 1948, p. 100) health is “a state of complete physical, mental and social well-being and not merely the absence

of disease or infirmity”. In management literature, the concept of “health” has been used by Argyris (1958) and Miles (1965) in their studies on organisational analysis of the schools and resembled them with human beings that need health and growth. In the related context, Miles described a healthy organization which is not static and does not only survive in its environment, but “continuously develops and extends its surviving and coping abilities” (Miles 1965, p. 17).

Polin and Leclerc (2004, P.4) defined OH as “the ability of any organization to perform its missions successfully”. Adler et al. (2003) have defined OH by the features that have a direct influence on employees’ behaviour, such as: communication, perception of organisational policies, competence of employees, manpower stability, their morale and demographics characteristics, management skills, work environment, cooperation, awareness of mission and education, and finally professional improvement and development.

Orvik and Axelsson (2012, p.5) introduced this concept as a new conceptualization and discussed its impact on OH in their study; they defined OH “in terms of how an organisation is able to deal with the tensions of diverse and competing values”. For further development of OH concept in health organisations to help in clarifying the “different value tensions in health organisations”; they suggested using different theories as “health promotion theory, institutional organisation theory, sense-making theory” in addition to management theories.

School health is “used to conceptualize the organisational climate of schools” (Hoy and DiPaola, 2007, p. 50), the climate means here “school's academic norms, expectations and beliefs” (Brookover et al., 1978, p. 303) it is the most important variable of schools’ effectiveness. Accordingly; Hoy et al. (1991, p.154) defined a healthy school as being “one in

which the technical, managerial, and institutional levels are in harmony”. In other words, the school is healthy as long as it meets its needs, adapts to the external subversive forces while focusing on its mission at the same time.

In sum, the OH of the school is its capacity in achieving the desired goals through optimum use of the resources such as employees, premises, knowledge considering the wellbeing of teachers and students. Moreover; the healthy school is innovative and open organisation, it has the capacity to invent new goals, procedures, plans and products to achieve continuous development in open environment of trust and transparency.

2.2.2 Absenteeism

The Oxford Dictionary defined absenteeism as “absence from work for which there is no legitimate reason” (Law, J. 2016). While it is “*being absent from work*” according to the Management Dictionary, employees being absent due to having a leave or for numerous other reasons. Some of these reasons are uncontrollable, like sickness, emergencies or accidents, while being absent due to pointless factors is a result of low motivation and satisfaction with the work.

Spencer (1988) has defined it as “absence from duty, work, or station; a deliberate or habitual absence; an absence that is not legitimate as described by the master contract” since he discussed the effects of absenteeism and its cost. In this regard, it is a threat to the organisation and turns it into a "deviant workplace" as it affects negatively the employee satisfaction

according to Swarnalatha and Sureshkrishna (2013, p.1). it is also a "failure to report to work", and "periods of not being in attendance" (Strickland, 1998, p.3).

Moreover, it is a choice made by employees due to "elective sick leave", which is used for "personal business or recreation purposes" Rogers and Herting (1993), they divided it into an involuntary part and a voluntary part. Senel and Senel (2012, p.1144) definition support this context, they explained the absenteeism as a "lack of presence of an employee for planned work". Furthermore, they described it as a "conscious choice not to attend work" for any reason other than certified reasons. The fact that absenteeism is an employee choice is confirmed by the experience in schools, where the percentage of teachers' absence as well as students is almost zero on the days of the final examinations or during the inspection period.

Some literature classifies the absenteeism to scheduled and unscheduled, planned and unplanned, authorized and unauthorized, voluntary or involuntary, avoidable and unavoidable. As an illustration, a distinction has been made between planned and unplanned absenteeism in the report of the Australian Faculty of Occupational Medicine (1999, p. 8) report. This report considered sickness, annual, long service, and non-illness related leave, such as for parenting and studying, as planned absenteeism. Nevertheless, sudden absence due to family issues, sickness and community requirements such as military service stated as unplanned, even so it is a "serious and potentially tricky issue for any business to deal with costing time and money" (Bright hr, n.d., p. 3).

Meanwhile, it is unscheduled absence according to the Management Dictionary, whereas the employee "did not obtain the required verbal or written approval from the concerned authority

prior to the absence”, it may conclude tardiness and leaving early. Thus, these resources pointed to the negative impacts for unplanned absence on the organization such as increasing the stress and obstruct workflow. at this point; the personal professional experience supports the finding of SHRM study that this term of absence has higher rates on “Mondays or Fridays, before public holidays, or before sporting or national events” (SHRM, 2014, p.26).

Similarly, the researchers discussed two types of absenteeism: involuntary or unavoidable and voluntary or avoidable absence within an attempt to define this concept. They argued that this distinction has been drawn according “individual, group, or situational factors” which result “differences in attitudes, beliefs and actions toward individual instances of absence” (Jones et al.,1973. P. 75), they classified absenteeism in their definition to unavoidable whereas absences are legitimate and are justified, while the avoidable subject to individual choice thus it is a voluntary absence.

The absenteeism concept is also defined as “unscheduled and unauthorized absence from work” (Aitchison, 2014, p. 10) when the employee fails to attend work as the absence happened without prior permission. In this term, the authorized absence is which entitled by sick leave or prior permission, falls within this framework “late coming, absences from an employee’s workstation, and absences from the workplace for itself for short periods” (Grogan, 2005 in Müller, 2013, p.6).

In summary, the concept of absence includes non-presence in the workplace, whether for several days, one day or part of the working day. It is a behaviour based on a decision taken for acceptable excuses, such as illness or accident on the road to work or bereavement, or

unacceptable excuses, but mostly the work environment and the culture of the institution, such as lack of clarity of purpose and low morale and lack of commitment, are considered the source of these excuses. Through experience, we see that some employees come to work while sick and has a certified leave, but the sense of responsibility motivates the employee to come to work. In the case of the absence is common in the organisation, this indicates to a syndrome, whereas absence is a symptom that is correlated with a particular disorder in the organisation. This syndrome could paralyse the workflow.

2.3. Theoretical Framework

2.3.1 Theoretical Framework of Organisational Health

As it is well known in theoretical literature, theory emerges out of attempts to provide answers and explanations that link specific aspects to larger processes. Most sociological theories are developed out of a need to find solutions to ‘theoretical problems’. The initial interest of concerned practical issues leads the theorists to give answers and explanations help the researchers to understand similar themes in a different time and place context. (Skidmore, 1979 p. 3) suggested that researchers could employ the theory in generating new ideas to contribute in solving the theoretical problem, moreover; the theory suggests models of specific aspects and hypotheses, moreover; the researcher could produce a new theory after careful critical analysis of theories.

The organisational theories are highly relevant to OH study, since they “describe, explain, and predict the complex interaction between organisations and their external environments”

(Birken, et al. 2017, p.1). Organisational theories are many and varied in light of their evolution since the early 20th century, which enriched management science as a result of what the “power of imaginative ideas developed in theoretical and empirical work” (Zucker, 1987, p. 443).

Organisational theories are concerned with organisations’ goals, hierarchy, rules and internal structure, along with how the external factors affect the organisation’s operations and outcomes; thus, the previously mentioned attempt of Argyris and Miles was within the organisational theory framework as long as they design dimensions as measures to assess the health of an organisation in educational discipline. And provide explanatory frameworks that link specific aspects of the social society or the organisation to a similar or larger one. Consequently, scholars from any subfields, such as health, education and other sectors, need to strengthen their empirical research by studying organisational theories.

The first attempt in theorizing OH was conducted by Argyris and Miles, however, the developers of the OHI instrument built it on the foundations of the Parsonian social systems theory (SST), social systems targeting the human behaviour and the social environment. Additionally, SST has been used to identify relationships that connect individuals and organisations, which ultimately contribute to a larger institution. Parson built the AGIL paradigm for identifying the four fundamental conditions that societies need to survive and develop: Adaptation, Goal Attainment, Integration, and Latency, thus; SST has its value in “explaining, predicting and controlling natural systems” (Jackson, 1985, p. 149). Consequently, the study will benefit from SST in analysing the level of school organisational health.

2.3.2 Theoretical Framework of Absenteeism

Theories are formulated to explain, predict and understand empirical phenomena in the social world, according to Abend (2008, p. 176), the theory is the “heart” of every sociological project. Therefore, a theoretical framework is needed in researches for three reasons: to improve understanding and communication, produce fruitful discussion, and provide a practical reasoning. The theoretical framework introduces the theory that clarifies the research problem under investigation. Thus; it serves as a guide for the researcher due to its solidity and reliability which form an appropriate cornerstone to build the study on.

The researchers build their studies of absenteeism on different theories; for instance, social exchange theory is used to make connections between experimental and real-life studies, it is the oldest theory which posits that human behaviour is social interaction or exchanged activities. The statement of social exchange is “Social behaviour is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige” Homans (1958, p.606). Consequently, most studies related to business and organisations with two sides or parties exchanging mutual benefits build on the social exchange theory. Moreover, joint interest and production are the consequences of social exchange, accordingly; from a social exchange perspective, an individual’s absence from work will defect the mutual benefits between the absentee and co-workers.

The other theory is Herzberg’s theory of motivators and hygiene factors. The theory is summarized in ten job factors that contribute to employee satisfaction and affecting their attitudes about work, whereas “company policy, supervision, interpersonal relations, working

conditions, and salary” are hygiene factors rather than motivators (Herzberg, 1965, p. 395). In return, Herzberg derived that “achievement, recognition, the work itself, responsibility, and advancement” (Herzberg, 1965, p.397) work as motivators and promote satisfaction. From Herzberg’s theory perspective, an individual’s absence subject to some organisational causes such as interpersonal relations, management style and work environment.

The third is Maslow’s theory of motivation and personality. In 1954, Maslow introduced his hierarchy of needs as a motivational theory in psychology about how “people satisfy various personal needs in the context of their work” (Maslow, 1970, p. 35). The hierarchy is a five-tier model of human needs that fall into three main categories: basic needs, concluding physiological as food, water, rest in addition to safety and security needs. While the second category is psychological needs: love and belongingness and esteem needs. These two categories are deficiency needs, they work as motivators since they are unmet. In other words, motivation decreases as needs are met. The third category is self-actualisation which is growth needs; accordingly, motivation increases as needs are met.

From Maslow’s theory perspective, when the work environment does not support meeting the teacher’s needs, such as job security for beginner teachers, recognizing teacher’s performance, conflict among the staff, and promotion according career path to satisfy esteem needs as well, teachers tend to be absent as a result of lack of motivation. Thus, this theory helps explain teacher’s absence from work.

Additionally, many researchers anchored their studies on the Psychological Model of Steers and Rhodes, who processed the model of attendance based on a review of 104 empirical studies. It is influenced by two factors: “attendance motivation and ability to attend”, the first factor

produces voluntary absenteeism in the case of low motivation and is dependent on “satisfaction with the job situation; and various internal and external pressures to attend” (Rhodes & Steers, 1978, p. 5). While the second is associated with involuntary absence caused by “illness and accidents, family responsibilities and transportation problems” (Rhodes & Steers, 1978, p. 22).

Although that Rhodes and Steers model has made a big contribution to research on workplace absenteeism, its operationalisation has been criticized by Brooke (1986) since Rhodes and Steers did not define the key components of their model and the dependent variable, in addition to the problems in the reliability and validity of classifying schemes due to their assumption that variables such as illness represent involuntary absenteeism (Brooke, 1986, p.346).

Finally, attachment theory was one of the theories on which absenteeism studies were based. It was developed by Nicholson as a result of his analysis of studies and theories of absenteeism. He believed that these studies are disjointed and there are serious shortages of theory associated with the topic. He devised the ‘A-B’ continuum as part of his theory “characterizing absence inducing event in term of their a voidability” (Nicholson, 1977, p.231). Since he noted that the impact of these events varies from person to person depending on the influence of attendance motivation.

Subsequently, this theory is a way of measuring attendance motivation; these motivations are the relationships between the employee needs and the characteristics work environments. However, he proposed to accommodate these relationships in a new variable which is “attachment”. The latter is influenced by personality traits, work orientation, job involvement and employment relationship. Accordingly; he defined it “as the degree to which the employee

is dependent upon the regularities of organisational life” (Nicholson, 1977, p. 246). He stated that a highly attached employee whose attendance motivation is strong is not affected by absence causes. Conversely, the low attached employee whose attendance motivation is weak will be absent for trivial reasons.

Given the above, selecting the appropriate theory help in providing the structure of the study and providing concepts and purpose as a “floor plan” for better research building (Grant & Osanloo, 2014, p. 19). Therefore, it makes sense that the study is grounded on theories which are related to attendance motivation and the work environment in an organization as major influences over employee performance. Consequently, absenteeism in this study will be based on Nicholson’s “Attachment” Theory for better understanding of the complexity of absenteeism, what motivates employees to attend work, and what attaches him/her to the organisation. This will be in addition to Herzberg's Motivators Hygiene Factors to understand some of the organisational causes of teacher absenteeism, such as lack of motivation programmes, poor salaries, poor infrastructure and leadership style.

2.4 Review of the Related Literature

2.4.1 Review of the Related Literature of Organisational Health

A considerable number of researches have paid attention to the school OH between 1965 till 2019 since the concept of OH was first developed by Miles (1965) to conceptualise some specific features of the organisational climate of a school. However, Hoy et al. (1991) with his colleagues was one of the most prominent researchers who developed the organisational health

measurement tool for primary (OH-E), middle (OH-M) and secondary schools (OH-S), which has been used up to this time. This system is what most of the subsequent studies were based and linked the school OH to students' achievement, teachers' commitment, teachers' adjustment, teacher efficacy, teacher functioning and other aspects of performance. While some of studies tried to link OH with some negative interactions which influence the performance of the school, such as conflict and teachers' burnout. Moreover, the following is a brief summary of the latest studies that explored the school OH.

In 2012, Ranjdoust and Mirzaei carried out a study on the relationship between school OH and teachers' job satisfaction, the finding showed that there is a significant relationship between the two variables. However, this finding has been supported by the finding of the study of Mehta et al. (2013) whereas they explored how the OH of these schools, particularly the item of orderly learning environment, which is related to teacher efficacy, stress and job satisfaction.

In 2014, Lee et al. examined the "influence of school's OH and occupational burnout on self-perceived health status of primary school teachers" in Taiwan, the findings revealed that when school enjoy better OH level, specifically institutional integrity and academic emphasis dimensions resulting better teachers perceive of school health status. Thus, they suggested that schools should establish good relations with the external environment such as parents and schools' strategic partners to reduce their teachers' burnout. Furthermore, they recommended to enhance teachers' morale dimension through providing job training and teaching resources to promote "student learning outcomes, teachers' job satisfaction and teachers physical and mental health" (Lee et al., 2014, p. 989).

In 2015, Owens conducted a study of triple goals, one of them was to measure the differences of principals and teachers' perception of the instructional leadership behaviours related to the secondary school's OH. The researcher concluded that teachers perceived the instructional leadership behaviours and the school's OH lower than principals' perceptions. This result is not surprising since people tend to overestimate their skills, besides, self-assessment led to "less accurate" results (Raaijmakers et al., 2019, p. 21) and self-rating is a "challenging task" according to (Dunning et al., 2018, p. 185). In other words, there is no consensus of opinions and judgments between teachers and principals and there is no common language due to the lack of proper communication of the school's priorities. Therefore, one of the results of the study was that the behaviour of instructional leadership, which must be developed, affect the teachers' perception of the school's OH. However, Owens pointed out that improving the school OH state should be a priority target to support the effective change for better achievement (Owens, 2015, p. 96).

It is interesting that these findings were supported by another study conducted in 2015 by Buluc, since he concluded that the instructional leadership is significantly correlated with the elementary school OH (Buluc, 2015, p. 175). In a related context, the study of Toprak, Inandi and Colak (2015) found that the transformational leadership positively affect the school's OH, while the transactional leadership "decreases" it (Toprak et al., 2015, p. 24). This is because the first style focuses on the interaction between the leader and the followers and organisational change in a motivated environment, while the style of the latter based on the mutual benefits and comprise of "corrective criticism, negative feedback, and negative reinforcement" (Northouse, 2016, p. 171).

In 2016, Zamora and Hernandez assessed the relationship between school OH and student achievement in Texas, the researchers pointed to the importance of student achievement since it is a national requirement, which put more pressure on the schools. They found that there is a positive relationship between the two variables; accordingly, if the principals want to enhance the students' achievements and close achievement gaps, they should pay attention to their schools' OH by measuring and prioritising it.

In 2017, two studies have been found to link the school OH to teachers' states, which impact their performance. The first study was carried out in China by Liang, who investigated the relationship between personal teacher efficacy (PTE) and the school OH with teachers' professional identity (PI). He concluded that OH and PI variables were strongly "positively correlated with each other" (Liang, 2017, p. 50), while the positivity of the correlation between middle school OH and PTE is less strong, the researcher commented that PI works as a predictor of the school health.

The other study was conducted in India by Kant to identify the relationship between OH and the adjustment of secondary school teachers, wherein he found that the correlation was high and remarkable. Moreover, teachers are able to adapt their selves smoothly when the school is healthy (Kant, 2017, p. 71).

In 2018, Arokiasamy conducted a study in Malaysia to determine the relationship between transformational leadership practices and the secondary school OH. The researcher pointed out that transformational leadership (TL) practices influence directly the school OH by the capacity of this leadership style in creating an effective school culture, which influences the school's OH indirectly (Arokiasamy, 2018, p. 28).

Another study carried out in 2018 examined the influence of elementary school's OH in Pakistan on students' achievement. The author concluded that there is a notable relationship between the two variables, specifically the dimension of Institutional Integrity, in addition to fact that the private schools enjoy better levels of OH (Rehman et al., 2018).

Finally, Sebastian, Herman and Reinke conducted a study in 2019 to examine the association between the "school OH, teacher implementation of classroom practices, and student outcomes student outcomes" in Columbia- USA, since the orderly classrooms with effective teaching and learning practices increase learners' motivation and therefore the students' achievement. The importance of this study lies in determining the dimension that plays an important role in improving student outcomes which is the teachers' behaviours and actions, accordingly, they act more positively when they perceive that the school healthier. However, the findings consistent with the results of the above studies.

2.4.2 Review of the Related Literature of Absenteeism

The absence of an employee to perform the work tasks at the specified time according to the production system has begun to take an important place of interest to address this very detrimental obstacle, since it leads to negative impacts on individual, team and organisational performance. However, this section presents the most recent studies related to the consequences of employee absenteeism, with a greater focus on TA because this study relates to schools, it is organised thematically according to its effect on the organisations' and employee's performance, financial cost and customers, respectively.

On the organisational level, Padmanabhan (2017, p. 2) argued that the performance of the organisation is negatively affected by absence. This is because the latter affects production targets and the industrial growth, in addition to increasing the production cost and lowering the profit margin; in the same vein, it “delayed production, lower quality levels, disruption of workflow, low morale and general dissatisfaction” (Badubi, 2017, p. 33). Further than disturbance, it could “drastically reduce the quality of output or even shut down the facility” (Robbins and Judge, 2017, p.66), the study of Gershenson (2016) support the mentioned findings but in the educational setting, since the teachers absence in the schools who make adequate yearly progress (AYP) within the accountability process in North Carolina schools less than it in the failing schools in achieving (AYP). In contrast, the study found that “the threat of sanctions tied to performance standards reduced teacher absences” (Gershenson, 2016 p. 634), that is the teachers reduce their absences to improve the students results of standards-based accountability test and the rating of their schools performance. on the other hand; TA is inhibiting the effectiveness of the management team since they can save the time for more demanding areas and beneficial activities in the school rather than addressing TA consequences to ensure smooth school day.

Not only is the organisation performance affected by employee absenteeism, but also the employee performance through becoming at risk of inefficiency and losing the job (Padmanabhan 2017, p. 2). Moreover, it is “affecting teachers performing” (Porres and Johnson, 2016, p. 19) since the accountability systems rating the teacher’s performance on the basis of students results in the exams. Further; absenteeism increasing the distance between oneself and the work environment, and “not participating in in-service trainings and seminars” (Erdemli 2015, p. 202).

In addition to that, absenteeism costs the financial loss to provide wages to the substitute teachers as they cost \$424 million in 40 USA districts in the academic year 2012-2013 (Joseph et al., 2014). While in another national study this was found to be “\$4 billion annually” (Miller, 2012, p. 5). Accordingly, limiting and controlling TA will improve “learners’ performanceand the financial management of education authorities” (Khalabai, 2012, p. 198).

Furthermore, absenteeism affects the retention of customers. The study of a private security company in Durban, South Africa, concluded that absenteeism affects the retention of its client which increase the cost and reduce the profits, additionally; absenteeism leads to ineffective service and customer dissatisfaction (Singh et al., 2016, p. 147). This is in non-educational settings, however, the quality of literature in education considers students as customers and consumers. Thereby their perception and satisfaction of academic achievement is measured and considered. In this regard, a sizable number of studies have paid attention to the impact of (TA) on students’ achievement (SA). However, the most recent studies have addressed this topic from different angles, such as students’ behaviour.

Similarly, Brown and Arnell (2012) analysed reading and math SAT test results for the grades 3-6 in McKee Elementary School Alabama for three academic years as well as teacher absenteeism data to measure the effect of TA on SA. The study concluded that TA can be destructive to students’ academic achievement, and “the higher the teacher’s absence, the lower the student’s achievement in reading and math became” (Brown & Arnell, 2012, p. 181).

However; such results have been noticed in the study of Porres and Johnson (2016), albeit in different stages. They studied the impact of TA on SA in AP courses of high schools, wherein

they concluded that TA is detrimental to the quality of education, and “less teacher absenteeism is related with more students passing AP Courses” (Porres, & Johnson, 2016, p. 19). Moreover, another study support this context, since it revealed that TA has greater influence on SA than student absenteeism and “higher teacher absenteeism rate having lower academic performance” (Ameeq et al., 2018, p. 19), this may be due to the inability of the absent teachers to cover the syllabus, from this angle, the imbalance occurs and diminish SA (Muasya, 2016, P. 50).

Furthermore, TA has a negative effect on students’ behaviour since it encourages their absence; it has been noticed that teachers with high rate of absence and tardiness “made more referrals” (Brooks, 2015, p. 10) than other teachers, besides their students were with high rate of the same behaviour. Moreover; most students are often attached psychologically to their teachers and coming to the class with great expectation to continue receiving academic support and encouragement from them. Furthermore, students have expectations that their homework will be checked and completed in line with the lesson which they prepared for; consequently, the absence of the teacher is frustrating and disappointing to most of them even if it seems to be a cake day. However, the related studies ignored this point when addressing the impact TA on student achievement.

With regards to the causes of TA, the reasons for the absence of staff vary in institutions and schools. Factors can be classified into three main areas as follows: organisational, individual and accidental. The organisational factors are related to work environment such as the relaxed management, thus; the employee absenteeism was encouraged in governmental schools and less in private schools “because they feel insecure” according to (Akhtar, 2013, p. 225) and indeed the quality of school management work as a main driver of absence in which the “Poor

management and lack of accountability” (Khalabai, 2012, p. 155) inherits employee disengagement, the ineffectiveness of communication between managers and subordinates, weakness of the incentive and the system of teacher performance evaluation, failure to solve employee conflict, poor commitment to the organization and low morale. However, these manifestations lead to employee absence too to avoid the expelling work environment.

While the factors which related to the employee situation such as illness, family issues such as birth - divorce – death, childcare and eldercare, family problems and private business are the individual factors contributing to the decision of attendance or absence. Alongside this are the accidental factors are out of control reasons such as the long distance to work with unusual weather – exposure to an accident on the road.

Moreover, the American business magazine (Forbes, 2013) stated that “bullying and harassment” by co-workers and or bosses lead the other party to pretend to be sick to avoid the situation, since that bullying “predicts sickness absence” (Nielsen et al., 2016, p. 9). Therefore; they suggested that the procedures to address bullying can reduce sickness absence. However, this behaviour falls under social withdrawal (Giorgi et al., 2016) to avoid the problem. Additionally, “burnout, stress and low morale” (Forbes, 2013) are other factors for absenteeism. Furthermore, a job interview is another reason for absence according to Forbes; the researcher noticed that this reason has not received the attention it deserves in all absenteeism literature, despite its prevalence in private schools at the end of each school year. This could be identified in other sectors around the end of the job contract period. Career related websites paid attention to this reason as “e-financial careers”, Forbes and “business insider”.

Taken as a whole, the above-cited reviews point to the causes and consequences of absenteeism, this phenomenon is a big enough problem that organizations should realize its negative impacts on individual, team and organisational performance. Furthermore, it is a complex problem since it is related to compound combination of personal, organisational and social relationship which are varied depending on the diversity of societies, industries, workplaces, work groups, individuals and cultures. Therefore, solutions may vary from workplace to another, but there are always agreed basic rules for evaluating and developing work environments in every time and place. However, it is essential to look at internal factors that encourage withdrawal behaviour, such as burnout, work environment, resources and workload in order to improve attendance rates. Consequently, there is certainly no conflict between the OH rules, which have evolved since 1969 till today and inspire the required development, and the emergence of quality assurance systems. Rather, OH is an incubator of the quality assurance systems in organisations.

2.5 School Health Dimensions and Measurements

By tracking the evolution of the OH concept, it has been found that the earliest use of the concept was by Argyris (1958). He discussed the OH dimensions of healthy organisations and pointed to some traditional indicators of OH “low turnover, low absenteeism, adequate production, high loyalty, positive feelings about management by the employees and vice versa” (Argyris, 1958: 109). While Miles introduced 10 dimensions of a healthy organisation classified in three categories of needs (Miles, 1965, p. 18- 20). He included Goal Focus, Communication Adequacy and Optimal Power Equalisation as the first level of needs, in his view; the healthy organisation should set clear goals and have an efficient communication system to communicate

these goals clearly along with the essential information as policies and procedures for staff to work effectively. Moreover, the organisation should believe in staff participation in decision-making to equalise the power between supervisors and subordinates where the exertion of influence depends on competence, knowledge instead of position.

The second set is the maintenance needs whereas the organisation needs resource utilization, cohesiveness and morale to keep itself alive. This group of dimensions deals with the human resources system of the organisation. Resource utilization refers to the management of human resources, such as retention, recruitment and training. The organization should place every staff member in the right position and provide them with training and performance management to develop their potential in work; the leaders should consider the cohesiveness of the organisation staff by social activities schedule, recognition system and celebrating staff achievements will boost the morale, the feelings of well-being and satisfaction of members in the organisation.

Lastly, the growth and development indicate the sustainability needs, such as innovativeness, which is the organisation's ability to produce new ideas, products, methods, and goals. While the autonomy is a very important factor, it is the organisation immunity against the outside influences and forces on its decisions. However, in case of the existence these external forces, adaptation and problem-solving adequacy will increase the organisation's capacity and effectiveness.

These dimensions have been found ineffective by Hoy and Feldman (1987) and Hoy, Tarter, and Kottkamp (1991). As a result of testing the instrument with a sample of 153 secondary school teachers, they concluded that only 29 of the 113 items were useful, accordingly; they

turned their attention to the previous theoretical studies of organisations and empirical literature on school effectiveness for Parsons in order to develop the instrument of school OH (Hoy & Feldman, 1987, p. 30. This is as Parsons pointed out that that schools have three distinct levels of function: the technical, managerial, and institutional (Parsons, 1970, p. 41).

To that end, the final Organisational Health Inventory (OHI) was developed by Hoy et al. (1991, p. 59-95) using three steps: Item Generation in which OHI has been written covering technical, managerial, and institutional levels of the organisation. The technical level related to teacher and student behaviours in the process of teaching and learning, teachers are the main players who influence student learning, the administration (supervisors) are responsible to solve the associated to ensure the quality of teaching and learning. However, Hoy et al. (1991) included teacher affiliation and academic emphasis to this level.

The managerial level regards the principal's behaviour, as the main function of administration, which includes managing the organisation through hiring, planning, training, controlling and overseeing. Daft and Becker (1980, p. 394) argued that there are two variables affecting this level: the organisation size and complexity. Hoy et al. (1991) included collegial leadership, resource support, and principal influence in this level. While the institutional level is related to school-environment relationship, it is the institutional integrity. This level connects the school with its environment, it was described as "the degree to which the school can cope with its environment (parents and the local community) in a way that maintains the educational integrity of its programs" (Hoy & Hannum, 1997,p. 294).

The preliminary version of generated items of OHI applied in the pilot study on 72 secondary schools included urban, suburban, and rural schools and represented a diverse subset of secondary schools. This step led to refining the OHI items to be 44 for secondary schools, and 37 for elementary school (Hoy et al. 1991, p. 60). However, to confirm the validity and reliability of the instrument, the developers test it as a final step. Finally, they produced OHI to identify healthy and unhealthy schools, where “the higher the score, the healthier the school dynamics” (Hoy et al., 1991, p. 68). Eventually, most of the relevant studies as will be seen in the next section used this tool to assess the organisational health level of schools and link it to different variables such as student academic achievement, teacher commitment, teacher turnover and so on.

Chapter 3: Methodology

3.1 Introduction

This chapter provides an understanding regarding the tools and techniques that are used in the research. The selection of appropriate tools and techniques is essential to conduct the research in an effective way. Moreover, it guides the researcher accordingly and enables the gathering of reliable findings and the identification of suitable conclusions. Furthermore; the maintenance of a correct methodology will assist in answering the research question and conducting the research successfully.

The study aims to explore the relationship between organisational health and teachers' absenteeism in schools. In order to address the questions of the study; a quantitative single-case design was undertaken, since "case studies can include and even limited to quantitative evidence" (Yin, 2003, p. 14). Thus; the data were collected through surveys, while the documents of the permission and absence justification forms from the HR office of the selected school have been analysed for greater insights into teacher absences. In short, the chapter handles the methodologies utilized in this research and other techniques that were utilized to examine the problems outlined in chapter one. It explains the research design, population, sampling design, and data collection techniques and data analysis.

3.2 Research Design

According to Zohrabi (2013), research design is considered as a tool to answer research questions, it is a plan that allows participants and the researcher to interact directly in the data collection phase of the study. It is the “blueprint” of the research (Yin, 2003, p. 21) that shows what the researcher undertakes for the purpose of finding conclusions regarding the research problem through identifying the questions of the study, relevant data, data collection and analysis.

The primary purpose of this research study is to investigate the relationship between teachers’ perceptions of their school’s OH and TA, and whether schools’ OH level influences teacher absences. The study also will explore the significant factors that contribute to TA that are related to schools’ OH. Thus, this study is considered a quantitative investigation. According to Hopkins, the aim of the researcher in quantitative research is to “determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population” (Hopkins, 2008).

This study also can be classified as a descriptive correlational study with a quantitative research to explore the relationship between two or more variables that have not been manipulated (VanderStoep & Johnston, 2009, p. 75). In such a study, the aim of the research is to “determine whether the independent variable affected the outcome... by comparing two or more groups of individuals” (Salkind, 2010, p. 124). However; correlation is “a statistical measure of association between two variables” (VanderStoep & Johnston, 2009, p. 38).

Correlational research is one of three types of descriptive research; the purpose of the latter is to “describe a phenomenon and its characteristics” (Nassaji, 2015, p. 129), it is more related to what has happened rather than how or why it happened. However, the researcher benefited from the “the identification of the direction and degree of association between two sets of scores” (Creswell 2012, p. 354), since this type of research identifies the association type, explaining the complex relationships of multiple factors that explain an outcome and indicates an association between two or more variables rather than prove this relationship. (Creswell 2012). Nonetheless, the researcher benefited in collecting information from a comparatively large group of the population stating their viewpoints on the two variables. Furthermore, a descriptive design will be suitable for this sort of topic from where the proper analysis can be made.

3.3 Justification of Quantitative Case study Methodology

Within the attempt of Bill Gilham (2000, p. 1) to define the challenging concept of the case study; he stated that it is “a unit of human activity embedded in the real world which can only be studied or understood in context which exists in the here and now”. Thus, the case can be an individual, group, institution such as school. While it’s defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2003, p. 13). Moreover; it is an exploratory case study, since it examined the development of absenteeism phenomena with the “goal of developing hypotheses about cause – effect relationships” (Barkley, 2006, p. 1). Furthermore, the exploratory case study addresses the (what) type questions of this study (Yin, 2003, p. 7) since the type of research questions identify the research methodology.

Furthermore, the case study methodology has several advantages, including but not limited to, first, the data are often collected and examined in the context of its use or real-life situation (Yin, 2003, p. 2). Second, the collective approaches to case studies allow for both quantitative and qualitative analyses of the data to “study a single case intensively need not limit an investigator to qualitative techniques” (Gerring, 2007, p. 10) by using a variety of data sources to get a complete picture.

Third, the case study allows the researcher to have in depth understanding of the phenomenon. Consequently; it is “informative about the experiences of the average person or institution” (Yin, 2003, p. 41). Moreover, the American Psychological Association stated that single-case study holds promise since it is kind of evidence-based practices documentation in which the practice is “empirically documented to benefit consumers” whether they are students, families or institution (Mills, 2010, p. 1394). In other words, it is a common research methodology used in social sciences that enable the researcher to conduct an analysis of individuals, groups and institutions. This study is a careful analysis of absenteeism phenomenon and whether it is related to the school OH within its real-life context.

3.4 Data Collection Methods

Two types of data collection were used in this research. Secondary data and primary data, the collection of secondary data methods include every data resource that is available to the researcher to facilitate obtaining the information needed for purposes of the research.

3.4.1 Secondary Data Collection

Secondary data were collected for the purpose of solving the problem which the research is handling and to understand the overall concept regarding the research topic. These data were collected from various resources, such as books, journals, newspapers and periodicals. The basic advantages of secondary data are saving the researcher's time and money, due to its low cost in comparison with other collection methods.

3.4.2 Primary Data Collection

A self-administrated questionnaire was used to collect the required data, as this method is quick and cost effectiveness, provides high response rates and low bias (Saunders et al., 2012). The Arabic version mainly delivered to study sample individuals for those who have not mastered the English language. While the English version was delivered to those who have mastered the English language.

The primary data collected from the population to know the viewpoint of the participants regarding the two variables of interest, perceived schools' OH and TA, by utilising two questionnaires: the first is OHI-S, it is an accredited instrument developed by Feldman and Hoy (2000), to measure the organisational health of the school. (appendix 1). While the second is teachers' absence questionnaire to investigate absenteeism factors using 5-point Likert scales. The first 11 items Adopted from the study of Musyoki (2015, p. 69). (appendix 2). Notwithstanding, teachers' attendance data from the school's HR office has been analysed to acquire an insight on the causes of absenteeism, to ensure data credibility and to avoid data

skewing; however, the absence for maternity leave, long-term illness and external professional development have been excluded.

3.5 Scope of the Study

This study is limited to secondary teachers at a private school located in Amman, Jordan in the academic year 2018/2019. The size of the school is 2300 students, 163 teachers, 47 of them teaching high school students, with a Student–teacher ratio of 1:23, the school run an MOE curriculum with \$2.820 average tuition fees. The infrastructure of the school is almost very good. The researcher received comments by the school managers that teachers’ attendance is a challenging issue in the school.

3.6 Research Population and Sample

A research population is known as a well determined collection of individuals or objects known of having similar characteristics. All of those individuals or objects have a common binding characteristic. Creswell (2014) argued that “research population is an aggregate or the sum of all objects, subjects or members that match with a set of specifications”. The research population consists of all teachers in the selected private school.

The research used the stratified random sample technique to select the proper sample since the present study is restricted to secondary school teachers of the selected school. Thirty teachers were considered as the research sample, whereas 90% were female teachers and 10% were males. In order to collect data from the teachers to measure the two variables, formal

permissions to conduct the survey in the selected school has been obtained. Demographic data was collected about the characteristics of the population regarding gender, years of experience, educational background, the workload of periods in the timetable, the weekly average of substitution periods, number of absence days, age in addition to the reasons of their absenteeism.

3.7 Data Analysis Techniques

The purpose of this study is to determine whether there are significant relationships between teacher absenteeism and the school's OH. To determine any relationships, the data on absenteeism causes will be compared to OHI; additionally, teachers' attendance data will provide an insight and explanation through the analysis. Nevertheless; the demographic data were collected from each of the participants to be used to see if it is correlated to the level of perceived OH by the teachers.

The most commonly used methods to establish a relationship between two or more variables is the predictive multi linear regression analysis. The benefit of multilinear regression is that it provides advantages that complemented the research. Moreover, it "can be a powerful tool" when the goal of the researcher is to understand, predict and explain the changes in both variables (Jeon, 2015, p. 1634).

The data was coded and downloaded into a computer. The Statistical Package for Social Sciences (SPSS) was used for the purpose of analysing the collected data. A set of statistical techniques was used, such as means and standard deviations, were used for the purpose of

describing and finding the relationships between the OH level as independent variable and TA as a dependent variable that are used in the research. Moreover, Chi test analysis techniques were used to test the hypotheses. Simple regressions were used to test the impact of each variable of the independent variable in the dependent variables.

3.8 Reliability and Validity

Validity refers to the extent to which a concept is accurately measured in a quantitative study (Heale and Twycross, 2015, p. 66). While the second measure of quality in a quantitative study is reliability, it is about an instrument's accuracy. In this regard, the first 11 items of absenteeism factors questionnaire were adopted from the study of Musyoki (2015, p. 69), where he underlined in his study the procedures for verifying the instrument's validity and reliability. Moreover, the OH instrument has high validity and high reliability since Hoy et al. (1991) stated that a factor analysis of several samples of the instrument underpins the construct validity of the concept of organisational health.

3.9 Ethical Consideration

In order to produce a high-quality and most authentic study, the data Protection Act 1998 will be followed to save the data gathered from primary source. It is fundamental to ensure that the information is utilized for academic purpose. Ethics should be a basic consideration; accordingly, the study considered the respect of the site through the data collection process. Furthermore, data and findings reported honestly (Creswell 2012, p. 23).

Creswell pointed to more ethical concerns in correlational research related to the appropriate sample size in data collection, data analysis, recording and presenting studies, whereas a statement about relationships should be included rather than causation. However, sharing data and publishing in “scholarly outlets” should be considered (Creswell 2012, p. 361). However; the formal permissions to conduct the survey in the selected school has been obtained.

Chapter 4: Results, Analysis and Discussion

4.1 Introduction

The main purpose of this study is to determine whether there is a significant relationship between teacher absenteeism and the school's OH. The data was collected using a 3-part questionnaire. The first part was the demographic information, the second was used to determine the level of the school's OH as perceived by secondary teachers, while the third part aimed to understand the organisational factors that significantly contribute to teacher absenteeism (absence drivers). This chapter highlights the results of the study and relates them to the research questions and hypotheses. Moreover, it illustrates the statistical and descriptive analysis of the findings as processed and computed using the SPSS software.

Aside from the demographic data of the study, the results were organised according to the following research questions: (1) What is the level of the school's OH as perceived by the participating teachers in the study? (2) What is the relationship between teachers' (gender, years of experience, educational background, weekly workload, average weekly substitution periods) and their perception of the OH level in the selected school? (3) What are the organisational factors of teacher absenteeism as perceived by them in the selected school? Finally, the main research question, what is the relationship between OH level and the existence of TA in the selected private school?

4.2 Demographics Data Summary

The participants of the study were thirty secondary school teachers and the demographic data was collected to determine the characteristics of this population. It is important to highlight that the data was guided by the stratified proportional sample design. Yet, frequencies and percentages were calculated to describe the sample subjects' characteristics. The following table shows the obtained results:

Table (4.1): Summary of demographic data in percentage:

Sample distribution according to:	Options	Frequency	Percentage
Gender	Male	3	10.0
	Female	27	90.0
Years of experience	Less than 5 years	3	10.0
	5 to less than 10 years	6	20.0
	10 to less than 15	21	70.0
Education level	BSC	24	80.0
	MSC	5	16.7
	PhD	1	3.3
Workload per week	Less than 24	24	80.0
	More than 24	6	20.0
The weekly average of substitution	0-1	5	16.7
	1-2	11	36.7
	More than 3 classes	14	46.7
Number of absence days	1-2 days	13	43.3
	2-3 days	9	30.0
	4-5 days	3	10.0
	More than 6 days	5	16.7
The reasons for absenteeism	Illness	20	66.7
	Workload	2	6.7
	Family Issues	4	13.3
	Burnout and Stress	4	13.3

Sample members were asked to indicate their gender. Table (4.1) illustrates that the majority were females (90%) as opposed to males (10%). The fact that females vastly outnumber males is because the teaching profession tends to attract females more so than males. In addition,

10% of the total sample had less than 5 years' experience, 20% had between 5 to less than 10 years' experience, 70 % had between 10 to less than 15 years' experience. Seemingly, private schools prefer new graduates.

Regarding educational level, the sample's majority (80%) hold a bachelor's degree, 16.7% hold an MSC. and 3.3% hold a PhD. This signifies that sample subjects are university graduates. Such results indicate that private schools employ graduate individuals to obtain a good share of the market. Furthermore, table 4.1 also reports the percent of the weekly workload for teachers. The majority at 80% had less than 24 weekly class periods while the remaining 20% had more than 24 class periods. This result indicates that the selected private school abides by the ministry of education's regulations.

Moreover, it is noticeable that the majority are entrusted with more than 3 substitution periods weekly to cover their colleagues' absences at 46.7%. Coverage for 1-2 classes was at 36.7% and 16.7% have 0-1 class every week. This is an inevitable result of the frequent absence of teachers. According to the sample, 43.3% have 1-2 days, 30% have 2-3 days, 10% have 4-5 days, and 16.7% have more than 6 days of absence. The data also reports the reasons for teachers' absence. Illness was represented by 66.7% of the sample, workload accounted for 6.7%, family issues 13.3%, and burnout/stress was also 13.3 %. Clearly, illness was the main cause of teachers' absence.

4.3 Descriptive Statistics of Organisational Health inventory (OHI).

4.3.1 1st research question:

The first question is what is the level of the school's OH as perceived by participant teachers in the study? To answer this question, means and standard deviations were calculated to find out the study subjects' attitudes towards the organisational health level of the selected school. It is noteworthy to mention that the score items 8, 15, 20, 22, 29, 30, 34, 36, 39 have been reversed, the following table illustrates the obtained results.

Table (4.2): Means and Standard Deviations of Statements that Characterise the OHI Item

No.	Statement	Mean	SD	Rank	Degree
1	Teachers are protected from unreasonable community and parental demands.	2.17	.986	31	Medium
2	The principal gets what he or she asks for from superiors.	2.13	.860	34	Medium
3	The principal is friendly and approachable.	2.57	1.223	15	Medium
4	The principal asks that faculty members follow standard rules and regulations.	3.03	1.217	1	High
5	Extra materials are available if requested.	2.13	1.106	34	Medium
6	Teachers do favours for each other.	2.73	1.172	8	Medium
7	The students in this school can achieve the goals that have been set for them.	2.57	1.073	15	Medium
8	The school is vulnerable to outside pressures.	2.50	1.196	20	Medium
9	The principal is able to influence the actions of his or her superiors.	1.97	.890	38	Low
10	The principal treats all faculty members as his or her equal.	2.43	1.223	21	Medium
11	The principal makes his or her attitudes clear to the school.	2.53	1.196	19	Medium
12	Teachers are provided with adequate materials for their classrooms.	2.17	.913	31	Medium
13	Teachers in this school like each other.	2.80	1.126	5	Medium
14	The school sets high standards for academic performance.	2.67	1.184	11	Medium
15	Community demands are accepted even when they are not consistent with the educational program.	2.17	1.020	31	Medium

16	The principal is able to work well with the superintendent.	2.83	1.206	4	Medium
17	The principal puts suggestions made by the faculty into operation.	2.60	1.354	14	Medium
18	The principal lets faculty know what is expected of them.	2.43	1.305	21	Medium
19	Teachers receive necessary classroom supplies.	2.37	1.098	26	Medium
20	Teachers are indifferent to each other.	2.90	1.269	3	Medium
21	Students respect others who get good grades.	2.63	1.245	13	Medium
22	Teachers feel pressure from the community.	1.77	.898	40	Low
23	The principal's recommendations are given serious consideration by his or her superiors.	2.20	.887	29	Medium
24	The principal is willing to make changes.	2.43	1.165	21	Medium
25	The principal maintains definite standards of performance.	2.67	1.184	11	Medium
26	Supplementary materials are available for classroom use.	1.87	.860	39	Low
27	Teachers exhibit friendliness to each other.	2.80	1.126	5	Medium
28	Students seek extra work so they can get good grades.	1.57	.728	44	Low
29	Select citizen groups are influential with the board.	2.57	1.073	15	Medium
30	The principal is impeded by the superiors.	2.77	1.194	7	Medium
31	The principal looks out for the personal welfare of faculty members.	1.73	.868	42	Low
32	The principal schedules the work to be done.	2.73	1.143	8	Medium
33	Teachers have access to needed instructional materials.	2.13	1.008	34	Medium
34	Teachers in this school are cool and aloof to each other.	2.73	1.172	8	Medium
35	Teachers in this school believe that their students have the ability to achieve academically.	2.57	1.073	15	Medium
36	The school is open to the whims of the public.	2.43	1.165	21	Medium
37	The morale of the teachers is high.	1.67	.922	43	Low
38	Academic achievement is recognized and acknowledged by the school.	2.97	1.217	2	Medium
39	A few vocal parents can change school policy.	2.33	1.184	27	Medium
40	There is a feeling of trust and confidence among the staff.	2.27	1.048	28	Medium
41	Students try hard to improve on previous work.	2.20	.925	29	Medium
42	Teachers accomplish their jobs with enthusiasm.	1.77	.935	40	Low
43	The learning environment is orderly and serious.	2.43	1.073	21	Medium
44	Teachers identify with the school.	2.07	1.112	37	Medium

Table (4.2) indicates that the mean of items that measure organisational health ranged between (1.57 -3.03). This outlined that sample subjects' attitudes towards the items of organisational

health inventory ranged from low to high. The table also highlights that statement no. (4) stating “the principal asks that faculty members follow standard rules and regulations” ranked the highest with a mean (3.03) and a standard deviation (1.217). While statement no. (28) stating that “students seek extra work so they can get good grades” ranked the lowest. The remaining statements measuring attitudes towards organisational health were ranked at the medium level. In general, the OH level of the school ranged from low to medium based on the respondents.

However, the analysis of the results was for all items of the Organisational Health Inventory (OHI). Descriptive statistics were compiled to provide information about the perception of teachers for each dimension of the OHI, the following table illustrates the results.

Table (4.3): Means and Standard Deviations of Statements that Characterise the OHI
Dimensions

OH Dimensions	N	Min.	Max.	Mean	Std. Deviation	Rank
Initiating Structure	30	1.00	4.00	2.68	1.1000	1
Academic Emphasis	30	1.00	3.63	2.45	.8328	2
Morale	30	1.00	4.00	2.41	.9050	3
Principal Influence	30	1.00	3.40	2.38	.80060	4
Consideration	30	1.00	4.00	2.35	1.0657	5
Institutional Integrity	30	1.00	3.29	2.28	.7521	6
Resource Support	30	1.00	4.00	2.13	.8810	7

The Organisational Health Inventory (OHI) is another inventory designed to calculate the overall health of an organisation by focusing on three levels of authority in the school, the institutional, managerial, and technical levels (Hoy, 2001). The first subtest is Institutional Integrity (II) designed to score the institutional level. The managerial level consisted of Consideration, Initiating Structure, Resource Support and Principal Influence subtests. Morale and Academic Emphasis were the subtests for the technical level.

A closer look at the data in table (4.3) specifically the mean of each dimension revealed that teachers perceived both Resource Support and Institutional Integrity the lowest. In other words, there are concerns at the managerial level. Resource Support is one of its dimensions, so this revealed that resource accessibility and availability is a primary concern of the teachers in the school since this dimension is related to the provision of educational equipment and materials to support and achieve the objectives of the academic programme.

Moreover, Institutional Integrity (II) is another concern for it seems that the respondents are sometimes besieged by unreasonable parental demands. Furthermore, the low scores of (II) illustrate that the respondents believe that the managers, as decision makers, are not able to proceed with their mission of teaching and promoting students' academic achievement without undue influence from outside sources (unreasonable parental demands). As such, due to external pressures, the school has obstacles adapting to its environment by maintaining programmes, protecting its teachers from community interventions, and maintaining its continuity.

4.3.2 2nd research question:

The second research question is what is the relationship between teachers' (gender, years of Experience, educational background, weekly workload, weekly average of substitution periods) and their perception of the OH level in the selected school? To answer this question, the study considered the null hypothesis (1) There is no difference in the relationship between OH and TA due to (gender, years of experience, educational background, weekly workload, weekly average of substitution periods). To test this hypothesis the univariate analysis of variance test

was used. The hypothesis was divided into sub hypotheses and the following tables show the results.

Sub-hypo 1: There is no difference in the relationship between OH and TA due to gender.

Table (4.4): Tests of Between-Subjects Effects: OH, and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.206 ^a	2	1.103	7.461	.003
Intercept	41.833	1	41.833	282.961	.000
OH	2.200	1	2.200	14.884	.001
Gender	.113	1	.113	.762	.390
Error	3.992	27	.148		
Total	404.961	30			
Corrected Total	6.198	29			

Table (4.4) indicates that F value =0.762, the value is not significant since the sig value 0.390 is more than the sig value $\alpha = 0.05$. This means that the null hypothesis is accepted stating that there is no difference in the relationship between OH and TA due to gender.

Sub-hypo 2: There is no difference in the relationship between OH and TA due to years of Experience.

Table (4.5): Tests of Between-Subjects Effects: OH, and Years of Experience

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.102 ^a	3	.701	4.446	.012
Intercept	43.270	1	43.270	274.634	.000
OH	1.945	1	1.945	12.345	.002
Years of Experience	.008	2	.004	.026	.975
Error	4.096	26	.158		
Total	404.961	30			
Corrected Total	6.198	29			

Table (4.5) indicates that F value = 0.026. The value is not significant since the sig value 0.975 is more than $\alpha = 0.05$. This signifies that the null hypothesis is accepted stating that there is no difference in the relationship between OH and TA due to years of experience.

Sub-hypo 3: There is no difference in the relationship between OH and TA due to education background

Table (4.6): Tests of Between-Subjects Effects: OH, and Years of Education Background

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.094 ^a	3	.698	4.422	.012
Intercept	36.236	1	36.236	229.566	.000
OH	1.990	1	1.990	12.610	.001
Education Background	.000	2	.000	.002	.998
Error	4.104	26	.158		
Total	404.961	30			
Corrected Total	6.198	29			

Table (4.6) indicates that F value = 0.002, the value is not significant since the sig value 0.998 is more than the sig value $\alpha = 0.05$. Once again, the null hypothesis is accepted.

Sub-hypo 4: There is no difference in the relationship between OH and TA due weekly workload.

Table (4.7): Tests of Between-Subjects Effects: OH, and Years of Weekly Workload

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.247 ^a	2	1.124	7.679	.002
Intercept	50.688	1	50.688	346.415	.000
OH	2.211	1	2.211	15.111	.001
Weekly Workload	.154	1	.154	1.051	.314
Error	3.951	27	.146		
Total	404.961	30			
Corrected Total	6.198	29			

Table (4.7) indicates that F value =1.051, the value is not significant since the sig value 0.314 is more than the sig value $\alpha = 0.05$. This means that the null hypothesis stating that there is no difference in the relationship between OH and TA due to weekly workload is accepted.

Sub-hypo 5: There is no difference in the relationship between OH and TA due to, weekly average of substitution periods.

Table (4.8): Tests of Between-Subjects Effects: OH, and Weekly Average of Substitution Periods

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.398 ^a	3	.799	5.468	.005
Intercept	50.638	1	50.638	346.443	.000
OH	2.331	1	2.331	15.949	.000
Weekly Average of Substitution Periods	.304	2	.152	1.040	.368
Error	3.800	26	.146		
Total	404.961	30			
Corrected Total	6.198	29			

Table (4.8) indicates that F value =1.040. The value is not significant since the sig value 0.368 is more than the sig value $\alpha = 0.05$. The null hypothesis stating that there is no difference in the relationship between OH and TA due to average weekly substitution periods is accepted.

Consequently, to answer the question “what is the relationship between teachers’ (gender, years of experience, educational background, weekly workload, average weekly substitution periods, age) and their perception of the OH level in the selected school?”, a Chi-Square Test of Significance was calculated. The tables 4.9 – 4.13 demonstrate the results.

Table (4.9) :Crosstabs for Gender

OH dimensions		Value	Asymp. Sig. (2-sided)
Academic Emphasis	Pearson Chi-Square	7.778 ^a	.557
Morale	Pearson Chi-Square	16.111 ^a	.445
Resource Support	Pearson Chi-Square	22.593 ^a	.020
Principal Influence	Pearson Chi-Square	7.778 ^a	.455
Initiating Structure	Pearson Chi-Square	15.185 ^a	.174
Consideration	Pearson Chi-Square	18.889 ^a	.091
Institutional Integrity	Pearson Chi-Square	7.778 ^a	.733

Table (4.9) indicates that Pearson Chi –square values are not significant since Sig values are more than 0.05 for OH dimensions save Resource Support and Consideration dimensions. This means that there is no relationship between teachers’ gender, and their perception of the OH level in the selected school across most dimensions except for Resource Support and Consideration.

Table (4.10) :Crosstabs for Years of Experience

OH dimensions		Value	Asymp. Sig. (2-sided)
Academic Emphasis	Pearson Chi-Square	29.382 ^a	.044
Morale	Pearson Chi-Square	31.750 ^a	.479
Resource Support	Pearson Chi-Square	36.311 ^a	.028
Principal Influence	Pearson Chi-Square	20.512 ^a	.198
Initiating Structure	Pearson Chi-Square	29.909 ^a	.121
Consideration	Pearson Chi-Square	32.518 ^a	.115
Institutional Integrity	Pearson Chi-Square	34.764 ^a	.041

Table (4.10) indicates that Pearson Chi –square values are not significant since Sig values are more than 0.05 for OH dimensions save Resource Support and Institutional Integrity dimensions. This illustrates that there is no relationship between the teachers’ years of

experience and their perception of the OH level in the selected school except in Resource Support and Institutional Integrity dimensions.

Table (4.11) :Crosstabs for Educational Background

OH dimensions		Value	Asymp. Sig. (2-sided)
Academic Emphasis	Pearson Chi-Square	17.283 ^a	.504
Morale	Pearson Chi-Square	20.875 ^a	.934
Resource Support	Pearson Chi-Square	24.438 ^a	.325
Principal Influence	Pearson Chi-Square	20.075 ^a	.217
Initiating Structure	Pearson Chi-Square	15.646 ^a	.833
Consideration	Pearson Chi-Square	37.706 ^a	.037
Institutional Integrity	Pearson Chi-Square	15.442 ^a	.843

Table (4.11) indicates that Pearson Chi –square values are not significant since Sig values are more than 0.05 for OH dimensions save Consideration dimension. This means that there is no relationship between teachers’ educational background and their perception of the OH level in the selected school except for the Consideration dimension.

Table (4.12) :Crosstabs for Weakly Workload

OH dimensions		Value	Asymp. Sig. (2-sided)
Academic Emphasis	Pearson Chi-Square	15.577 ^a	.076
Morale	Pearson Chi-Square	17.019 ^a	.384
Resource Support	Pearson Chi-Square	11.971 ^a	.366
Principal Influence	Pearson Chi-Square	8.365 ^a	.399
Initiating Structure	Pearson Chi-Square	21.346 ^a	.030
Consideration	Pearson Chi-Square	9.447 ^a	.664
Institutional Integrity	Pearson Chi-Square	8.654 ^a	.654

Table (4.12) indicates that Pearson Chi –square values are not significant since Sig values are more than 0.05 for OH dimensions save Academic Emphasis and Initiating Structure dimensions. This demonstrates that there is no relationship between teachers’ weakly workload and their perception of the OH level in the selected school except in the dimensions Academic Emphasis and Initiating Structure.

Table (4.13) :Crosstabs for Weekly Average of Substitution Periods

OH dimensions		Value	Asymp. Sig. (2-sided)
Academic Emphasis	Pearson Chi-Square	17.536 ^a	.487
Morale	Pearson Chi-Square	31.339 ^a	.500
Resource Support	Pearson Chi-Square	26.696 ^a	.223
Principal Influence	Pearson Chi-Square	20.155 ^a	.213
Initiating Structure	Pearson Chi-Square	25.625 ^a	.268
Consideration	Pearson Chi-Square	29.250 ^a	.211
Institutional Integrity	Pearson Chi-Square	15.833 ^a	.824

Table (4.13) indicates that Pearson Chi –square values are not significant since Sig values are more than 0.05 for OH dimensions showing that there is no relationship between teachers’ average weekly substitution periods and their perception of the OH level in the selected school.

4.4 Descriptive Statistics of Absenteeism questionnaire factors

4.4.1 3rd research Question:

The third question is what are the organisational factors of teachers’ absenteeism from their point of view? To answer this question, means and standard deviations were calculated to find

out the study subjects' attitudes towards absence drivers in the selected school. The following table illustrates the results.

Table (4.14): Means and Standard Deviations of Statements that Measure Factors Influencing Teacher Absenteeism in the Selected School

No.	Statement	Mean	SD	Rank	Degree
1	Strong staff welfare in schools reduce teacher absenteeism	4.03	1.033	5	High
2	Good leadership style of the principal provides a conducive working environment which reduces teacher absenteeism	4.23	.898	3	High
3	Regular supervision of teachers by the principal reduces their absenteeism	3.43	1.135	9	Medium
4	Regularly assessment by the quality assurance and standards officers reduces teacher absenteeism	3.27	.944	11	Medium
5	Schools with poor infrastructure experience more teacher absenteeism	4.17	1.085	4	High
6	Teachers who are assigned other administrative duties miss classes regularly	3.80	1.126	6	High
7	Schools with good in-service training programmes for teachers have lower absence rate.	3.53	1.074	8	Medium
8	Schools with good motivation programmes have a low teacher absenteeism.	4.47	.730	2	High
9	Teachers who are poorly remunerated tend to be more absent from school	3.80	1.157	6	High
10	Teachers with high workload tend to be absent more often	4.50	.731	1	High
11	Lack of teachers' attendance register in schools causes teacher absenteeism	3.37	1.608	10	Medium

The items from 1 – 11 were designed to explore the organisational factors of TA. When table (4.14) was analyzed, the organisational absence drivers were ranked by the teachers as follows:

1. workload, 2. motivational programmes, 3. leadership style, 4. poor infrastructure, 5. staff

welfare, 6. extra administrative duties, and 7. poor salaries. Moreover, teachers also considered regular supervision, quality assurance visits, training programmes and attendance registers as ways to reduce absence.

The table indicates that most of the teachers agreed that high workload is an organisational factor of TA, while 94% of teachers also decided that good motivational programmes for teachers in schools reduce absenteeism – see appendix 1. This is an implicit demand from teachers for incentives to compensate high workload. Furthermore, 84% of teachers agreed that the principal is instrumental in providing a conducive working environment to reduce TA. This finding is consistent with the rating for the item number 31 of OHI (The principal looks out for the personal welfare of faculty members). In addition, 76% of teachers agreed that “strong staff welfare in schools reduces teacher absenteeism”; thus, the absence of a conducive working environment contributes to the high rates of absenteeism among secondary teachers.

Correspondingly, 77% of respondents agreed that assigning them other administrative duties contributed to their absenteeism. This can be attributed to a lack of funding for the required staff in administration. Whereas teaching and learning should be the priority for teachers, this added workload shifts their focus. 70% of the teachers in total agreed that regular supervision by the principal and good in-service training programmes are factors that reduce TA. Poor salaries and employing an attendance system were ranked last by the teachers.

Table (4.15): Means and Standard Deviations of Statements that Measure Attendance Status in the Selected School

No.	Statement	Mean	SD	Rank	Degree
1	There is a minimum of 2 teacher absences in my school daily.	4.60	.621	1	High
2	There are almost 5 teachers' absences every day in my school.	3.07	1.081	2	High
3	There are 10 teachers' absences in my school sometimes.	2.63	1.217	5	Medium
4	There are no teachers' absences during exams period.	2.73	1.143	3	Medium
5	There are no teachers' absences during inspection or accreditation period.	2.70	1.022	4	Medium

Table (4.15) also indicates that statement no. (1) which states that “There is a minimum of 2 teacher absences in my school daily) ranked first. Such a result is an indicator that teachers’ absenteeism is high. It also signifies that statement no (3) which states, “There are 10 teachers absent in my school sometimes” ranked last. The result illustrates that teachers’ absenteeism in the school is high. This means that there are many factors that contribute to TA and to some extent serve to increase the rate.

4.4.2 The main research question:

The following research question and null hypothesis were considered in this study: What is the relationship between OH level and the existence of TA in the selected private school?

Given the hypothesis: There is no statistically significant relationship at ($\alpha= 0.05$) level between OH and TA, the Pearson correlation test was utilized. The table below shows the results:

Table (4.16): Pearson correlation test

Pearson correlation test										
		AE	M	RS	PI	IS	C	II	OH	TA
Academic Emphasis	Pearson Correlation	1	.879**	.730**	.880**	.868**	.803**	.771**	.945**	-.569**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.001
	N	30	30	30	30	30	30	30	30	30
Morale	Pearson Correlation	.879**	1	.790**	.869**	.833**	.791**	.802**	.954**	-.516**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.003
	N	30	30	30	30	30	30	30	30	30
Resource Support	Pearson Correlation	.730**	.790**	1	.716**	.680**	.725**	.632**	.828**	-.474**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.008
	N	30	30	30	30	30	30	30	30	30
Principal Influence	Pearson Correlation	.880**	.869**	.716**	1	.787**	.768**	.828**	.923**	-.507**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.004
	N	30	30	30	30	30	30	30	30	30
Initiating Structure	Pearson Correlation	.868**	.833**	.680**	.787**	1	.912**	.696**	.919**	-.487**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.006
	N	30	30	30	30	30	30	30	30	30
Consideration	Pearson Correlation	.803**	.791**	.725**	.768**	.912**	1	.602**	.886**	-.455*
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.012
	N	30	30	30	30	30	30	30	30	30
Institutional Integrity	Pearson Correlation	.771**	.802**	.632**	.828**	.696**	.602**	1	.844**	-.663**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	30	30	30	30	30	30	30	30	30
OH	Pearson Correlation	.945**	.954**	.828**	.923**	.919**	.886**	.844**	1	-.581**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.001
	N	30	30	30	30	30	30	30	30	30
TA	Pearson Correlation	-.569**	-.516**	-.474**	-.507**	-.487**	-.455*	-.663**	-.581**	1
	Sig. (2-tailed)	.001	.003	.008	.004	.006	.012	.000	.001	
	N	30	30	30	30	30	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

The correlation coefficient measures the direction and magnitude of the relationship between variables. As for the regression coefficient, it provides the functional relationship between the variables. The correlation coefficient takes a value between (+1 and -1). The positive and negative signals indicate the direction of the relationship, and the absolute value of the coefficient indicates the magnitude of the relationship. The correlation coefficient (r) reflects the degree of linear relationship between pairs of degrees. Further, it measures the direction and magnitude of the relationship between the variables. However, the correlation type is determined according to the following table:

Table (4.17): correlation types

Correlation Type	The value of the correlation coefficient
+1	Positive Direct Correlation
From 0.7 to less than +1	Strong direct correlation
0.4 to less than 0.7	Medium Direct correlation
Zero to less than 0.4	Low Correlation
From -0.7 to less than -1	Strong inverse correlation
From -0.4 to less than -0.7	Medium inverse correlation
Zero to less than - 0. 4	Low inverse Correlation

The table (4.16) indicates that (r) the correlation coefficient for all research variables are (-.569, -.516, -.474, -.507, -.487, -.455, -.663 and -.581). in other words, there is an inverse relationship between organizational health (OH) and teacher absences (TA.) All the correlations according to the above table are medium inverse correlation. in other words, there is a negative correlation between the school OH level and TA from the perspective of the secondary teachers in the selected school with $r = -0.581^{**}$. Such a result is consistent with Albrecht's (2011) findings, since he found that the relationship between these two variables is negative at the elementary schools. Nevertheless, it is inconsistent with his finding at the secondary schools whereas the correlation was positive.

Chapter 5: Conclusion

5.1 Overview

This chapter aimed to provide a general discussion and specific implications as well as suggestions and recommendations. The present study sought to examine the relationship between organisational health in schools and teacher absenteeism. It revealed many statistically significant correlations. Furthermore, it highlighted the regulatory factors contributing to TA. Quantitative methods were used in the data collection phase including the Secondary School Organisational Health Inventory (OHI-S). It was used to measure the OH level in schools and to diagnose the dimension that affects the assessment level. Hence, by exploring these topics, the researcher can draw conclusions based on the analyzed data in Chapter 4 discussed in parallel with the relevant studies in Chapter 2, further, the hypothetical research questions of this study.

5.2 Key Findings

5.2.1 The level of the school's OH in the studied school

The findings of this study reveal that the OH level of the school ranged between low to medium based on the perceptions of the respondents. It also revealed that teachers perceived both Resource Support (RS) and Institutional Integrity (II) dimensions as the lowest. The latter is challenged by the interventions of unwarranted parents' and the authority of local individuals. In other words, the autonomy of school officials is affected by a hidden power which interferes

with the teaching process. Teachers become vulnerable which leads to a loss of motivation to do their work, leading to TA.

Notably, institutional integrity could be challenged from within the school body. Davies, 1985 points out that “Institutions may be damaged not just from the outside but from within as well”. The presence of the office of the general manager (owner/s in the school) represents the internal factor. Their interventions in the management process may cause friction between them and staff. Moreover, II dimension is one of the main predictors of teacher efficacy (Hoy and Woolfolk, 1993). Consequently, Resource Support is low in the OHI since decision making is not an independent process, particularly in private schools.

Subsequently, these two dimensions are the most important in achieving the goals of the school and should be the focal points when planning the strategies of improving students’ academic achievement (Rehman, et al. 2018, p. 159). Furthermore, the study of (Mirzajani and Morad, 2015) revealed that Institutional Integrity and Resource Support are positively correlated with students’ academic achievement. Interestingly, this result is consistent with the finding of Liang (2017) that is providing support and material improve teachers’ perceptions of school organisational health” (Liang, 2017. p. 65).

5.2.2 The relationship between teachers’ characteristics and their perception of the school’s OH.

Research question 2 examined the relationship between teacher characteristics and the dimensions of organisational health. Calculations were computed for teachers’

perception of the OH dimensions and their characteristics included: gender, years of experience, educational background, weekly workload, average weekly substitution periods and age. The relationship was analyzed using the Pearson Chi –square test. The result was that no statistically significant relationship existed. Nevertheless, it was observed that teachers’ perception of the Resource Support level was affected by gender and years of experience while Consideration was affected by gender and educational background. Institutional Integrity was affected by years of experience. Also, Academic Emphasis and Initiating Structure were affected by weakly workload.

Another explanation of this statistic illustrates that there is a relationship between the managerial performance (RS, C and IS)) of the school, gender, years of experience and teachers’ educational background – see appendix 4 –. Intuitively, the group of teachers with these characteristics are not satisfied with the internal administrative function of the school (Hoy, et al. 1991). The teachers with more experience were able to gauge the institutional level, which is related to the ability of the school to adapt to its environment and advance teaching and learning without external undue pressure. However, at the technical level, teachers believed that workload affects Academic Emphasis on the school.

5.2.3 The organisational factors of teachers' absenteeism

It is evident that teachers perceived workload as the main cause of absenteeism, it is associated with job burnout and stress, according to Jacobson (2016). A heavy workload contributes to feelings of teacher burnout. This is the top organisational driver of absence. Typically, a heavy workload is expected in private schools (Ayeni and Amanekwe, 2018) due to the lack of funds

to provide the necessary human and educational resources (teachers, classrooms, equipment). Ideally, a healthy work environment should equally distribute workloads among staff and provide adequate resource support to reduce the absence of teachers.

The second cause is motivational programmes, and leadership practices in providing a conducive work environment is third. A closer look at the absence statistics implies that the principal is not making enough of an effort to provide a satisfactory work environment since 84% of teachers agree that these practices reduce TA. This finding is supported by a study about leadership practices that influence teacher attendance. Teachers from a low absenteeism school “indicated they were given time during the day to accomplish their assigned tasks” (Owen, 2010, p. 85). Also, leadership influences teachers’ attendance indirectly through the culture they establish in their schools (Ayala, 2016, p. 76).

According to Herzberg's theory of motivators and hygiene factors, an individual’s absence is subject to some organisational causes such as motivational programmes, poor salaries, poor infrastructure, leadership style, and staff welfare (Herzberg, 1965, p.397). Conversely, the presence of incentives, good pay and work conditions are motivators and hygiene factors that boost teachers’ satisfaction. As such, they are motivated to work hard and attend to their responsibilities.

As for the number of absences for the 2018/19 academic year, the statistics indicate that for every teacher it ranged from one to more than six days. This demonstrates the high rate of absenteeism in the studied school. Moreover, most teachers (66.7%) stated that illness was the reason for their absence. Further investigation may reveal that the high rate of sick leave is false

justification for teachers who are withdrawing from an unsatisfactory work environment. In the same context, Anderson (2004) agrees that dissatisfied employees would use their sick leave to “withdraw” from the workplace (Anderson, 2004, p. 26). In addition, according to Nicholson’s attachment theory, teachers’ regular absences result in low attachment to their school. This produces less motivation to attend and their reasons for absence become more and more trivial (Nicholson, 1977, p. 246).

Although this perspective is at the level of secondary school teachers, one can visualize the magnitude of the problem for all stages including kindergarten, primary and intermediate levels. Consequently, an unhealthy school environment consisting of ineffective leadership, inadequate performance of exhausted teachers, dissatisfied parents will inevitably lead to low achievement of students.

5.2.4 The relationship between the school’s OH level and the existence of TA

The outcome of the analysis conducted on the main study question (see Table 4.16) revealed that there is an inverse / negative correlation between the school’s OH level and TA from the perspective of the secondary teachers in the selected school with $r = -0.581^{**}$.

5.3 Recommendations

The following implications can be drawn for reducing TA by increasing the school’s OH level depending on the findings of this study:

First, it is suggested that with the knowledge obtained from this study, decision makers can focus efforts in precise areas of concern that threaten the OH of the school. Thus, school principals are advised with their superiors to carry out the OHI to measure the health of their school environment since this process will help them diagnose the areas which need further development. Although the school implements some quality assurance programmes, this procedure will supplement the process. Secondly, school principals and their superiors are encouraged to establish strategic partnerships with the outside community to increase opportunities for collaboration that enhance the school's position within that community. This action strengthens the institutional integrity of the school, reduces the school's exposure to external pressures and creates opportunities for dialogue that supports the school's orientation and goals. Additionally, customer satisfaction is avoided if it interferes with the educational process. Thirdly, it is essential that the school managers strive to improve the work environment by reducing the workloads of teachers and provide incentive programmes. Also, teachers need indicators that make them feel that their efforts are appreciated, especially since most private schools are exposed to additional work pressures with the implementation of quality assurance programmes. Such actions help to raise teachers' satisfaction and commitment thereby protecting their schools from withdrawal behaviors like absence and turnover. Lastly, to reduce teacher absenteeism, one must look at the level of the OH of the school as a worthwhile experience leading to organisational improvement. If leadership was to take action to reduce absenteeism, it would have to demonstrate a good level of organisational health from the perspective of the schools' teachers. It is important that school principals engage in best practices. More significantly, teachers need to perceive these practices favorably.

5.4 Limitations of the Study

Time was the main limitation in this study for the following reasons:

- Finding a school to agree to conduct the study, where initial approvals were obtained, the study was rejected more than once after the questionnaire was reviewed by the principal.
- Procrastination of teachers in the completion of the study, due to their heavy workload.
- The unavailability of teachers' absence data as it is confidential according to the HR office statements, although the principal and middle managers stated clearly that the absence of teachers poses a dilemma in the school.

5.5 Suggested Areas for Further Research

The results generated strong evidence for scholars to conduct similar studies to be completed as follows:

- Similar studies should be replicated to other private and public schools.
- A comparative study to investigate the relationship of OH and TA in public and private schools.
- Further studies should be carried out to examine the impact of school OH and working conditions on students' academic achievement in Jordan.

5.6 Concluding Note

The study aimed to answer the question, “what is the relationship between organisational health and teachers’ absenteeism in schools? A case study in one of the private schools in Amman, Jordan was conducted to explore the correlation between the two variables. It was notable that the high level of absenteeism among staff was correlated to the low level of OH of the selected school. Moreover, TA was more influenced by the organisational factors stemming from the school’s work environment and played a more salient role in the increased rates of absence.

The literature review discussed the impact of organisational health on the main aspects of the school such as students’ achievement, students’ behavior, teachers’ commitment, efficacy, burnout etc. However, a high level of absenteeism among teachers was influenced by the low level of OH of the selected school and vice versa, since the absence of staff further leads to low OH of the workplace. It is a kind of vortex where the solution starts with improving the work climate to ensure teachers' enthusiasm, motivation and efficacy. Consequently, the organisational health and effectiveness of the school will be maximised.

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Appendices

Appendix 1: (OHI-S) Instrument

The Dimensions of Organizational Health Inventory for the Secondary Schools <i>RO= Rarely Occurs, SO= Sometimes Occurs, O= Often Occurs, VFO= Very Frequently Occurs.</i>					
S	please indicate the extent to which each statement characterizes your school from rarely occurs to very frequently occurs.	<i>RO</i>	<i>SO</i>	<i>O</i>	<i>VF O</i>
1	Teachers are protected from unreasonable community and parental demands.				
2	The principal gets what he or she asks for from superiors.				
3	The principal is friendly and approachable.				
4	The principal asks that faculty members follow standard rules and regulations.				
5	Extra materials are available if requested.				
6	Teachers do favors for each other.				
7	The students in this school can achieve the goals that have been set for them.				
8	The school is vulnerable to outside pressures.				
9	The principal is able to influence the actions of his or her superiors.				
10	The principal treats all faculty members as his or her equal.				
11	The principal makes his or her attitudes clear to the school.				
12	Teachers are provided with adequate materials for their classrooms.				
13	Teachers in this school like each other.				
14	The school sets high standards for academic performance.				
15	Community demands are accepted even when they are not consistent with the educational program.				
16	The principal is able to work well with the superintendent.				
17	The principal puts suggestions made by the faculty into operation.				
18	The principal lets faculty know what is expected of them.				
19	Teachers receive necessary classroom supplies.				
20	Teachers are indifferent to each other.				
21	Students respect others who get good grades.				
22	Teachers feel pressure from the community.				
23	The principal's recommendations are given serious consideration by his or her superiors.				
24	The principal is willing to make changes.				
25	The principal maintains definite standards of performance.				
26	Supplementary materials are available for classroom use.				
27	Teachers exhibit friendliness to each other.				
28	Students seek extra work so they can get good grades.				
29	Select citizen groups are influential with the board.				
30	The principal is impeded by the superiors.				
31	The principal looks out for the personal welfare of faculty members.				
32	The principal schedules the work to be done.				
33	Teachers have access to needed instructional materials.				
34	Teachers in this school are cool and aloof to each other.				

35	Teachers in this school believe that their students have the ability to achieve academically.				
36	The school is open to the whims of the public.				
37	The morale of the teachers is high.				
38	Academic achievement is recognized and acknowledged by the school.				
39	A few vocal parents can change school policy.				
40	There is a feeling of trust and confidence among the staff.				
41	Students try hard to improve on previous work.				
42	Teachers accomplish their jobs with enthusiasm.				
43	The learning environment is orderly and serious.				
44	Teachers identify with the school.				

Appendix 2: Questionnaire of School Factors Influencing TA in Secondary School

Please state the extent to which you agree with the following statements linking school factors to teacher absenteeism - Key: SA=Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree						
S	School factors	SA	A	U	D	SD
1	Strong staff welfare in schools reduce teacher absenteeism					
2	Good leadership style of the principal provides a conducive working environment which reduces teacher absenteeism					
3	Regular supervision of teachers by the principal reduces their absenteeism					
4	Regularly assessment by the quality assurance and standards officers reduces teacher absenteeism					
5	Schools with poor infrastructure experience more teacher absenteeism					
6	Teachers who are assigned other administrative duties miss classes regularly					
7	Schools with good in-service training programmes for teachers have lower absence rate.					
8	Schools with good motivation programmes have a low teacher absenteeism.					
9	Teachers who are poorly remunerated tend to be more absent from school					
10	Teachers with high workload tend to be absent more often					
11	Lack of teachers' attendance register in schools causes teacher absenteeism					
12	There is a minimum of 2 teacher absences in my school daily.					
13	There are almost 5 teachers' absences every day in my school.					
14	There are 10 teachers' absences in my school sometimes.					
15	There are no teachers' absences during exams period.					
16	There are no teachers' absences during inspection or accreditation period.					

Appendix (3): The percentage of respondents

The percentage of respondents to each item of “School Factors Influencing Teacher Absenteeism in Secondary School” questionnaire

Please state the extent to which you agree with the following statements linking school factors to teacher absenteeism Key: SA=Strongly Agree A= Agree U= Uncertain D=Disagree SD=Strongly Disagree						
S	School factors	SA	A	U	D	SD
1	Strong staff welfare in schools reduce teacher absenteeism	43%	33%	13%	7%	3%
2	Good leadership style of the principal provides a conducive working environment which reduces teacher absenteeism	47%	37%	10%	7%	0%
3	Regular supervision of teachers by the principal reduces their absenteeism	20%	43%	17%	17%	3%
4	Regularly assessment by the quality assurance and standards officers reduces teacher absenteeism	33%	37%	10%	17%	3%
5	Schools with poor infrastructure experience more teacher absenteeism	47%	27%	13%	13%	0%
6	Teachers who are assigned other administrative duties miss classes regularly	37%	40%	7%	13%	3%
7	Schools with good in-service training programmes for teachers have lower absence rate.	17%	53%	7%	20%	3%
8	Schools with good motivation programmes have a low teacher absenteeism.	57%	37%	3%	3%	0%
9	Teachers who are poorly remunerated tend to be more absent from school	27%	40%	17%	13%	3%
10	Teachers with high workload tend to be absent more often	53%	37%	7%	3%	0%
11	Lack of teachers' attendance register in schools causes teacher absenteeism	30%	27%	7%	10%	27%
12	There is a minimum of 2 teacher absences in my school daily.	60%	27%	10%	0%	3%
13	There are almost 5 teachers' absences every day in my school.	27%	23%	17%	27%	6%
14	There are 10 teachers' absences in my school sometimes.	3%	23%	17%	30%	27%
15	There are no teachers' absences during exams period.	7%	20%	20%	43%	10%
16	There are no teachers' absences during inspection or accreditation period.	3%	20%	37%	27%	13%

Appendix (4): Teachers' characteristics and their perception of the OH Dimensions.

School OH levels	Managerial level			Institutional Level	Technical Level
Sample Characteristics	Resource Support (RS)	Consideration (C)	Initiating Structure (IS)	Institutional Integrity (II)	Academic Emphasis (AE)
Gender	X	X			
Years of Experience	X			X	
Educational Background		X			
Weakly Workload			X		X
Weekly Average of Substitution Periods					

