Investigating Factors Influencing Employee Absenteeism: A Case Study of Secondary Schools in Muscat

Ahmad Asad Juma

Educationalist, Hashemite Kingdom of Jordan

Abstract:- This paper aims to identify the factors of employees` absenteeism at Secondary Schools in Muscat region. The paper adopted a quantitative approach and collected the data through structured questionnaire involved 200 employees (teachers and administrators) at secondary schools in Muscat region. Descriptive analyses and Pearson coefficient of correlation have been used in data analysis. The research`s findings indicate that the workload, work pressure are the main contributing factors to employees' absenteeism. Moreover, the study indicated no correlation between job satisfaction, motivation and employee absenteeism. Implication of absenteeism has been discussed and some recommendations have been provided.

Keywords:- Absenteeism, Performance, Work Load, Job Satisfaction, Motivation ,Work Pressure.

I. INTRODUCTION

The educational sector's effectiveness hinges on minimizing staff absenteeism and fostering a work environment that addresses employee needs, thereby curtailing turnover (Martinez & Martineau, 1998; Buchan, 2000; Collins et al., 2002; McKee & Healy, 1997). Research suggests that factors such as motivation, workload management, positive workplace culture, teamwork, employee well-being, and job satisfaction are critical in reducing absenteeism and turnover, ultimately leading to improved educational outcomes (Chandrasekar, 2011).

Within the Sultanate of Oman, the educational sector serves as a cornerstone for national development. This emphasis stems from the recognition that human capital is essential for progress across all domains (Aftab, 2012). Consequently, heightened employee absenteeism incurs significant financial burdens for the Ministry and impedes the long-term advancement of the educational process. Research underscores the critical link between organizational success and employee performance, including consistent attendance (Aftab, 2012). Effective management strategies and ongoing motivational efforts are therefore paramount in addressing absenteeism within the educational sector.

Employee absenteeism in secondary schools presents a multifaceted challenge. High absenteeism rates can cultivate a culture of diminished work commitment (Morrisey, 1977).

Furthermore, absenteeism disrupts workflows, potentially hindering employee performance, reducing overall productivity, and breeding indiscipline among remaining staff (Karcz, 2013). Research by Josias (2005) identifies several factors contributing to absenteeism in secondary schools, including increased workloads, accidents, co-worker conflict, decreased productivity, and excessive overtime. The responsibility falls upon the Ministry of Education's upper administration to address absenteeism and restore productivity within educational institutions. This study specifically explores the impact of absenteeism within Muscat region's secondary schools, aiming to pinpoint the contributing factors.

Employee absenteeism represents a significant concern for the Ministry of Education, potentially stemming from a multitude of factors that warrant thorough investigation (State the purpose of your research). Understanding the root causes of absenteeism is paramount for the Ministry's ability to implement effective solutions and achieve its educational mission (Explain the significance). This study is designed to achieve three primary objectives: first, to identify the factors contributing to absenteeism within Omani secondary schools; second, to assess the relative influence of these factors on employee absenteeism levels; and third, to propose solutions aimed at mitigating absenteeism across secondary schools in Oman.To achieve the aforementioned goals, this study aims to identify the key factors that contribute to employee absenteeism in secondary schools of the Muscat region.

A. Research Statement:
This study aims to investigate the factors contributing to absenteeism among staff in secondary schools. It will explore the relationships between job satisfaction, workload, stress, and other relevant factors to identify areas for improvement and develop strategies to minimize absenteeism and its negative impacts on educational institutions.

B. Aim:
This study aims to investigate the key factors contributing to employee absenteeism and its relationship with employee.

C. Objectives:

- To assess the influence of workload, work pressure, job satisfaction, and motivation on employee absenteeism.
- To determine the correlation between employee absenteeism and various performance metrics (e.g., student achievement, lesson quality).
- To propose recommendations for reducing employee absenteeism and improving employee performance in secondary schools of the Muscat region.

D. Research Questions:

- What are the factors that contribute to employee absenteeism in secondary schools of the Muscat region in Oman?
- To what extent does absenteeism affect employee performance in secondary schools of the Muscat region?

E. Research Hypotheses

- **H1:** Higher levels of motivation are negatively associated with employee absenteeism in secondary schools of the Muscat region.
- **H2:** Job dissatisfaction is positively associated with employee absenteeism in secondary schools of the Muscat region.
- **H3:** High workload and job stress are positively associated with employee absenteeism in secondary schools of the Muscat region.

F. Significance of the Study

This research holds significance for various stakeholders within the education sector and beyond, with potential benefits impacting costs, productivity, employee well-being, and educational outcomes.

- **Financial and Operational Improvements:** Absenteeism can significantly burden the Ministry of Education's budget. By identifying contributing factors, this study can help develop strategies to reduce absences, leading to cost savings and improved overall productivity.
- **Enhanced Employee Engagement and Retention:** Understanding the reasons behind employee absences allows schools to create a more supportive work environment. This can lead to improved employee well-being, reduced stress, lower absenteeism rates, and ultimately, a more engaged and satisfied workforce with lower turnover.
- **Data-Driven Decision Making and Positive Impact on Educational Institutions:** Often, decisions about absenteeism lack strong evidence. This research provides valuable data to inform evidence-based decision making. In the context of secondary schools, staff absenteeism can disrupt learning. By highlighting factors impacting absences and suggesting solutions, this study can contribute to ensuring consistent staffing and a positive learning environment, ultimately benefiting educational institutions .

- **Contribution to Knowledge and Future Research:** This research can add to the existing body of knowledge on employee absenteeism by analyzing factors within the specific context of secondary schools .The findings can pave the way for future studies on absenteeism, potentially identifying areas requiring further investigation or suggesting new research questions to gain a deeper understanding of this complex issue.

II. LITERATURE REVIEW

Employee absenteeism has been a topic of extensive research for over five decades. However, there's no single, universally accepted definition of absenteeism across the literature (Tanjeen & Nath, 2014). Technically, it's often quantified as the ratio of lost work shifts or production days compared to the total number of scheduled shifts or production days. In simpler terms, it refers to the percentage of employees absent on a given day relative to the total workforce (Tanjeen & Nath, 2014). Alternatively, it can be understood as an employee's unplanned absence from their designated work schedule.

Employee absenteeism has become a growing concern for organizations, prompting closer scrutiny of factors like employee commitment, loyalty, and the associated financial burdens (Islam & Hoque, 2003). In essence, absenteeism refers to an employee's unplanned absence during their designated work hours, regardless of the reason (Griffin et al., 1998).

There are various perspectives on defining absenteeism. According to Joasias (2005), it encompasses unplanned absences, including those due to unforeseen events like accidents. Yende (2005), however, excludes authorized leaves such as compassionate leave, public duty, and extended absences for illness, maternity, or annual leave. Cascio (2003) offers a broader definition, encompassing any employee failure to report or remain at work as scheduled, regardless of the reason. It's important to note, as Joasias (2005) suggests, that definitions often exclude planned absences like maternity leave, annual leave, and court appearances.

Distinguishing between legitimate and illegitimate absences presents a challenge. While Joasias (2005) defines absenteeism as employee unavailability for work, resulting in financial costs, this definition doesn't address the concept of "excuse." For instance, a verified illness would likely be considered a legitimate absence, even though it results in cost for the organization.

A. Absenteeism Rates and Costs:

The issue of absenteeism is surprisingly widespread. Research suggests that some organizations experience absenteeism rates as high as 50% for a single shift, with an average absenteeism rate across organizations hovering around 25% (Yende, 2005). Alarmingly, many organizations fail to calculate the financial impact of absenteeism on their operations. Annual surveys conducted by the Commerce Clearing House (CCH) highlight the hidden costs associated

with absenteeism. These surveys estimate that unscheduled absences cost companies an average of "$411" per employee each year, excluding indirect costs (Mckee, 1992).

Absenteeism carries a multitude of negative consequences for organizations**.** Research by Martocchio and Harrison (1998) suggests that negative job attitudes can lead to "neglectful" behaviors, which in turn contribute to absenteeism and ultimately, poor performance.

B. Financial Costs of Absenteeism in Educational Institutions

Absenteeism among staff in educational institutions presents a significant financial burden. Research suggests that absenteeism can lead to a decline in overall productivity due to lower employee morale and service levels (Yende, 2005). In the context of secondary schools, this could translate to disruptions in lesson plans, decreased student engagement, and ultimately, a negative impact on learning outcomes (Griffeth et al., 2009). Organizations may also incur replacement costs associated with recruitment, on boarding, and training temporary staff to cover vacant positions (McKee, 1992). While research on the specific costs of absenteeism in educational settings is limited, studies suggest that these costs can be substantial (Bethancourt & Blundell, 1999). Further investigation into the financial impact of absenteeism within the Muscat region's secondary schools would be valuable for informing resource allocation and cost-saving strategies.

C. Administrative Costs and Employee Morale

Managing absenteeism also carries administrative burdens. Staff time is required to document absences, reassign workloads among remaining staff, and secure temporary replacements (Islam & Hoque, 2003). Managers may need to dedicate additional time to find substitutes, address disciplinary issues arising from absenteeism, and deal with the impact on productivity. These administrative tasks can detract from core educational responsibilities.

Beyond financial and administrative costs, absenteeism can also negatively impact employee morale. Employees who have to cover for absent colleagues may experience increased workload, stress, and burnout (Tanjeen & Nath, 2014). This can lead to a decline in job satisfaction and potentially contribute to absenteeism itself, creating a vicious cycle.

D. Effects on Students` Behavior, Well-being and Parental Satisfaction

While the focus here has been on financial and administrative costs, it's important to acknowledge the potential impact of absenteeism on student well-being and parental satisfaction. Wehmeyer & Hektner, (2007) suggest that teacher absenteeism can disrupt classroom routines and negatively impact student learning. Furthermore, parental dissatisfaction may arise if absenteeism leads to disruptions in communication or learning continuity. Also, the continuous absence of teachers definitely leads to disturb and disrupt the learning and reduce the engagement of the following learning process's` trends:

- **Achievement:** Studies have linked frequent teacher absences to lower student achievement in subjects like math and reading (Al-Zoabi et al., 2015; Spaull, 2015).
- **Motivation and Engagement:** Disruptions caused by absences can lead to decreased student motivation and engagement in learning(Spaull, 2015).

Besides, the teachers` absenteeism has great Impact on Student Behavior and Well-being. That is through:

- **Classroom Management:** Substitute teachers may struggle with classroom management, leading to a less structured environment that can increase behavioral problems **.**
- **Emotional Security:** Students rely on consistent relationships with teachers for emotional security and a sense of belonging. Frequent absences can disrupt these bonds, potentially impacting student well-being [Acharya et al., 2016].

Furthermore, the teachers` absenteeism leads to parental dissatisfaction through:

- **Communication Disruptions:** Absences can create communication gaps between parents and teachers, leading to frustration for parents who may struggle to stay informed about their child's progress [Wehmeyer & Hektner, 2007].
- **Learning Continuity:** Frequent changes in instruction due to absences can disrupt learning continuity and leave parents concerned about their child's academic progress (Red Rover,n.d).

E. Types of Absenteeism

➢ *Short-Term Absenteeism*

Short-term absences refer to nonattendance periods lasting from a few days to a few months (Bethancourt & Blundell, 1999). This type of absenteeism can be distinguished from long-term absences by several factors. One key distinction lies in the types of stressors that can lead to short-term absences. Short-term absences may be more likely due to life stressors (e.g., illness, family emergencies) compared to long-term absences, which might be more associated with work stressors (McKee, 1992).

Another factor that differentiates short-term absences is the decision-making process involved. Employees may have more flexibility in deciding whether or not to take a short-term absence compared to a long-term one, potentially due to limitations on sick leave or the need for formal approval processes.

Furthermore, research on short-term absenteeism has often focused on attendance spells - the length of time an employee works without absence (Islam & Hoque, 2003). This approach has been criticized for potentially masking the varied reasons behind short-term absences. Decision-based studies that consider the factors influencing an

employee's choice to take a short-term absence could provide a more nuanced understanding of this phenomenon.

➢ *Medium-Term Absenteeism*

Medium-term absenteeism refers to non-attendance periods lasting from three months to one year (adapted from Bethancourt & Blundell, 1999). This type of absence is characterized by recurring patterns of attendance and non-attendance, potentially occurring in quarters or throughout a single year. These recurring patterns suggest that medium-term absences may be planned or predictable to some extent, potentially due to scheduled medical procedures, phased reintegration after long-term illness, or educational leave.

➢ *Long-Term Absenteeism*

Long-term absenteeism refers to employee absences exceeding one year (Augustino, 2017). This definition is based on the concept of environmental validity, suggesting a year-long non-attendance period is a meaningful marker for distinguishing long-term absences from other types. However, the specific one-year timeframe may have some subjectivity.

The passage mentions "annual rhythms of behavior patterns" as a possible reason for the one-year definition. This suggests that patterns of absence and work attendance might be influenced by seasonal variations or yearly cycles. Additionally, some organizations may use the calendar year or fiscal year as a practical reference point for administrative purposes, such as determining when to initiate absence management procedures or calculate leave accruals.

F. Absenteeism Theories

Several theories attempt to explain absenteeism behavior, including:

- **Voluntary vs. involuntary absences:** This distinction separates absences within an employee's control (voluntary) from those due to unforeseen circumstances (involuntary) Bethancourt & Blundell, 1999).
- **Social exchange theory:** This theory proposes a reciprocal relationship between employee and employer. Employees who perceive a fair exchange of effort for rewards are less likely to be absent (Blau, 1964).
- **Informal contract theory:** This theory focuses on unspoken agreements between employees and organizations. When employees feel the organization upholds its side of the bargain, they are less likely to take unauthorized absences (Gibson, 1966).
- **Withdrawal theory:** This theory, introduced by Trist and Hill (1953) proposes that absenteeism can be a form of withdrawal from a stressful work environment. When employees experience role conflict (conflicting demands) and low job satisfaction, they may exhibit withdrawal behaviors like unauthorized absences (without formal permission), increased turnover, or even accidents. In essence, withdrawal becomes the central explanation for these negative outcomes.

An employee's absence can be a conscious or unconscious attempt to distance themselves from a negative work environment. This theory suggests that absenteeism and other withdrawal behaviors (like intention to quit, dissatisfaction, and low commitment) might reflect deeper underlying issues within the organization (Hulin & Hanisch, 1991). Furthermore, according to Mobley (1971) absenteeism can be a form of withdrawal from stressful work situations.

- **Perceived inequity theory:** This theory proposes that employees who feel treated unfairly are more likely to be absent (Adams, 1965). The greater the perceived inequity, the stronger the tendency towards absenteeism. When employees feel they aren't receiving fair treatment regarding promotions, work hours, or wages, they may resort to absenteeism as a way to restore perceived fairness (Goodman & Friedman, 1971). Unfortunately, the passage mentions a lack of recent literature on this specific perspective, but earlier studies support this connection.

G. Absenteeism as Resistance and a Four-Category Taxonomy

There are two concepts related to absenteeism: withdrawal as resistance and a four-category taxonomy for understanding absence behavior.

➢ *Withdrawal as Resistance:*

This perspective views absenteeism as a form of resistance against rigid work systems. When work demands employees to be physically present in a specific location (e.g., office, workshop) for a set period each day, absenteeism can be interpreted as:

- *Collective or individual resistance***:** Employees might collectively or individually resist an inflexible system by choosing alternative activities through absenteeism.
- *Escape from surveillance***:** Absence can be a way to escape close supervision or control within the organization.
- *Inter-group conflict***:** In some situations, absenteeism might be a strategic act of aggression or defense within group conflicts.

➢ *Four-Category Taxonomy of Absence:*

This theory, proposed by Boal and Belau (1987) and Chadwick and Nicholson (1982), categorizes the reasons behind absenteeism into four types:

- *Normative***:** This category refers to absences that are considered habitual or expected within the established norms of a work group. These absences might be excused and occur regularly. They are less driven by individual motivation and more by established group practices. (**Predictable:** The predictability of these absences allows for potential planning and anticipation.)

- *Medical:* This category encompasses absences due to uncontrollable or infrequent events such as illness, injury, family emergencies, or fatigue. The recent global COVID-19 pandemic exemplifies this category.
- *Calculative:* This category relates to absences taken strategically by employees to achieve personal goals. These absences might be for short-term benefits like avoiding a disliked task or extending a weekend.
- *Career-Enhancing:* This category focuses on absences seen as opportunities for professional development. Employees might take time off to attend conferences, training programs, or pursue other activities that enhance their careers.

H. Understanding Factors behind Absenteeism in Educational Institutions

Organizations, including schools, often prioritize identifying solutions for absenteeism before fully understanding the reasons behind employee absences. This focus on solutions without understanding the "why" can be problematic. However, there are several potential factors that can contribute to absenteeism:

- *Life Events:* Employees, including teachers, may face various personal challenges like family emergencies, childcare needs, or illness (including their own or dependents') that necessitate absences (Martocchio & Harrison, 1998).
- *Job Dissatisfaction:* If teachers feel underpaid, under-appreciated, or bored in their roles, they may be more likely to be absent (adapted from Bethancourt & Blundell, 1999). This highlights the importance of fostering a positive work environment and addressing concerns about compensation and workload.
- *Work-Life Balance Challenges:* Balancing personal commitments like medical appointments with work demands can be difficult. Organizations can explore ways to support a healthy work-life balance, potentially by offering flexible scheduling options or facilitating access to healthcare resources.
- *Peer Relationships:* Strained relationships with colleagues can contribute to a negative work environment, potentially leading to increased absenteeism.
- *Substance Abuse:* Chemical dependency is a serious issue that can affect attendance and job performance. Organizations might offer resources for employees struggling with addiction.
- *Transportation Issues:* Limited or unreliable transportation options can make it difficult for employees to get to work consistently. Organizations might explore options like subsidized public transportation passes or carpooling programs to address these challenges.
- *Policy Grievances:* The passage mentions a situation where unionized employees increased absenteeism in response to perceived management unfairness. This emphasizes the importance of clear and fair policies with open communication between employees and management.

A lot of studies have emphasized the importance of understanding the underlying reasons for employee absences. Thus the literature suggests various factors contribute to absenteeism, with lack of motivation being a major culprit (Mintzberg, 1992). Martocchio and Harrison (1998) propose five categories of variables influencing absenteeism:

- *Decision-making mechanisms:* This category explores how employees decide whether or not to be absent.
- *Personality:* Certain personality traits, like neuroticism, might be linked to higher absenteeism (Martocchio & Harrison, 1998).
- **Demographics:** Factors like age, education, and supervisory position can influence absence frequency (Tanjeen & Nath, 2014).
- *Job-related attitudes:* Employee satisfaction, work-life balance, and job security can all impact absenteeism.
- *Mood:* Research suggests a connection between negative moods and absenteeism (Martocchio & Harrison, 1998).

➢ *The Emotional Connection:*

Emotional aspect of absenteeism, emphasizing that unaddressed issues can lead to legitimate illnesses. By addressing underlying causes, employers might be able to prevent future health problems and improve overall employee well-being.

➢ *Age and Absenteeism:*

One of the most studied demographic factors is age. Research suggests a negative relationship between age and absenteeism (Tanjeen & Nath, 2014). This could be due to a better fit between older employees and their jobs, leading to higher commitment and lower absenteeism rates.

➢ *Marital Status and Family Responsibilities:*

There is an integrated connection between marital status and number of children with absenteeism, particularly for married employees with more children (Golan & Cohen, 2007).

➢ *Job Security and Tenure:*

These two factors present conflicting viewpoints on the relationship between job security/tenure and absenteeism:

- *Higher Job Security, Higher Absenteeism* (Lambert et al., 2008): This perspective suggests that employees who feel secure in their jobs might be more comfortable taking absences, potentially due to a perceived reduced risk of consequences. However, the impact of tenure (length of service) wasn't considered in this study.
- *Negative Relationship between Absenteeism and Tenure* (Hackett, 1990): This view suggests that employees with longer tenures might be less likely to be absent due to a better fit with their work environment or a stronger sense of commitment.
- *Positive Correlation between Tenure and Absenteeism* (Keller, 2008): This view contradicts the previous one, suggesting higher absenteeism rates among employees with longer tenures.

International Journal of Innovative Science and Research Technology

I. Legitimate Reasons for Absence:

Employees` absences might not always be due to personal illness as Bhatia (1984) highlights several legitimate reasons for employee absences, including:

- Caring for sick children
- Emergency childcare for healthy children
- Personal errands or business
- Attending to personal matters for adult relatives

In conclusion, this review of the literature has shed light on the complexities of employee absenteeism in educational institutions, specifically focusing on secondary schools. While the financial and administrative burdens are well-documented, the true impact extends to student well-being and parental satisfaction. Teacher absences disrupt classroom routines, negatively impact student learning, and can lead to decreased motivation and engagement.

Several factors contribute to absenteeism, including personal challenges, job dissatisfaction, work-life balance issues, and policy grievances. Understanding these underlying causes is crucial for developing effective interventions. Existing theories of absenteeism provide a valuable framework for further exploration within the context of educational settings.

Future research should delve deeper into the specific causes and consequences of teacher absenteeism in secondary schools. Examining the financial impact of teacher absences in this specific context would also be valuable. Furthermore, applying existing absenteeism theories to the educational environment could provide valuable insights. By addressing the root causes of teacher absenteeism and mitigating its negative effects, educational institutions can create a more stable learning environment that fosters student success.

This review has identified several limitations in the current body of research. There is a need for more recent studies on the role of perceived inequity in teacher absenteeism. Additionally, exploring the methodological limitations of existing research would strengthen future studies in this area.

By building on this foundation and conducting further research, educational institutions can develop effective strategies to reduce teacher absenteeism and create a more positive and productive learning environment for all stakeholders.

III. METHODOLOGY

A. Investigating Employee Absenteeism Factors

This study employed a quantitative approach to identify factors influencing employee absenteeism and measure its impact. An inductive research design was used, aiming to develop and validate a hypothesis based on the collected data.

B. Data Collection:

- **Primary Data:** The primary data source consisted of responses from a self-administered online questionnaire distributed through Google Forms. This questionnaire was designed to gather information about employee absenteeism and potentially contributing factors.
- **Secondary Data:** The study also utilized secondary data obtained from the Ministry of Education's database.

C. Sampling:

A simple random sampling technique was employed to select a sample of 200 participants (teachers and administrators) working at various secondary schools for boys and girls in the Muscat region of Oman. This approach aimed to minimize selection bias and ensure the representativeness of the sample within the defined population.

D. Data Analysis:

The study planned to analyze the collected data using a combination of statistical methods:

- ***Pearson Correlation Coefficient*:** This statistical test would be used to examine the strength and direction of the relationship between independent variables (potential absenteeism factors) and the dependent variable (employee absenteeism).
- ***Chi-Square Test*:** This test would be used to assess the association between categorical variables, determining whether they are statistically related or independent. P-values would be calculated to evaluate the statistical significance of these relationships.
- ***Software:*** The study intended to utilize the Statistical Package for Social Sciences (SPSS) software to conduct the statistical analyses, particularly for applying the Pearson correlation coefficient and potentially testing the formulated hypothesis.

IV. RESULTS

This section presents the findings of the study on absenteeism in educational institutions, specifically focusing on secondary schools. The data was gathered through a survey distributed to 200 participants, including teachers, administration staff, and headmasters.

Table 1: Characteristics of Respondents

Items		Frequency	Percent
Gender	Male	110	55
	Female	90	45
Age	24-34	66	33
	35- 44	72	36
	46 or above	62	31
Job Level	Headmaster	12	6
	Administration staff	70	35
	Teachers	118	59
Experience years	0-3 year	18	36
	3 -7 years	37	18.5
	8- 16 years	73	36.5
	17 or above	90	45
	Total	**200**	**100**

Source: Author and Calculation

*A. Analysis of Table 1: Characteristics of Respondents*

Table 1 provides a demographic profile of the 200 participants who responded to the absenteeism survey. Here's a breakdown of the key findings:

- **Gender:** The sample has a slightly higher proportion of males (55%) compared to females (45%), as showed in the bar chart below:
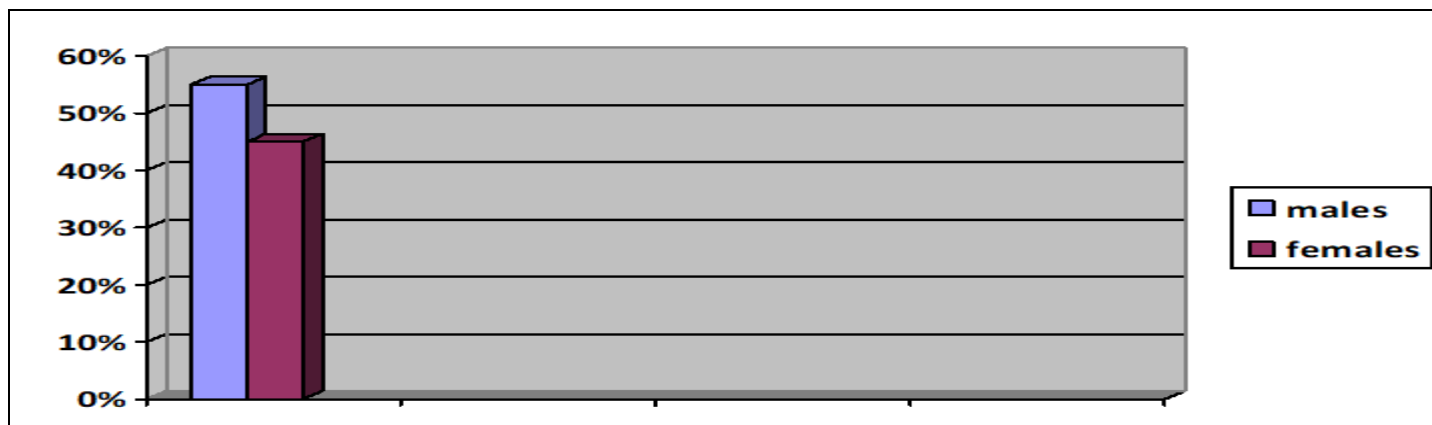

Graph 1: Respondents` Gender

- **Age:** The largest age group falls between 36-46 years old (36%), with reasonable participation from other age groups (24-35: 33%, 50 or above: 31%) as designated in the chart below
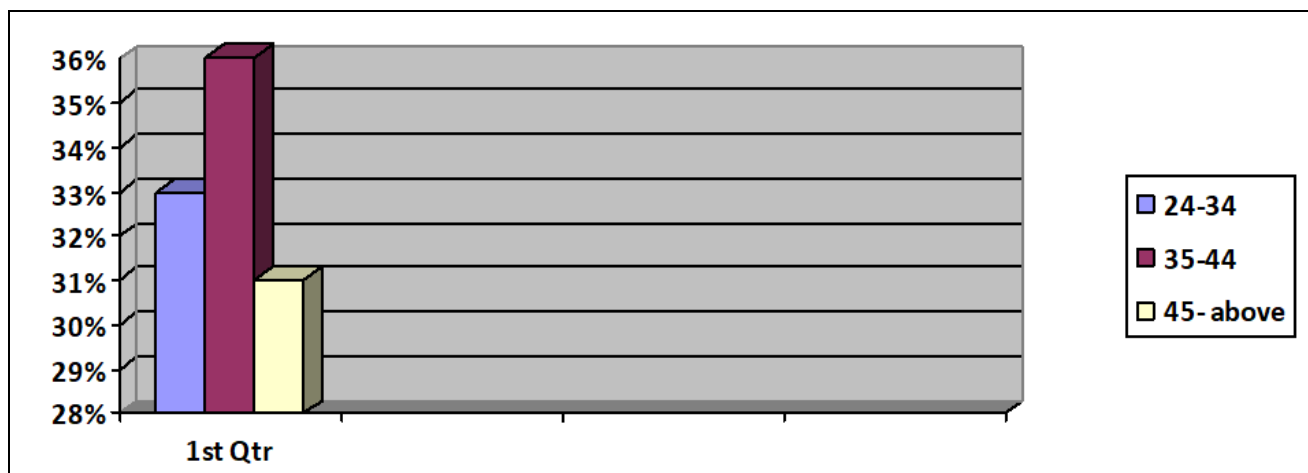
Graph 2: Respondents` Age

- **Job Level:** The majority of participants are teachers (59%), followed by administration staff (35%) and headmasters (6%). This reflects the focus on teachers and administrators in the study design.
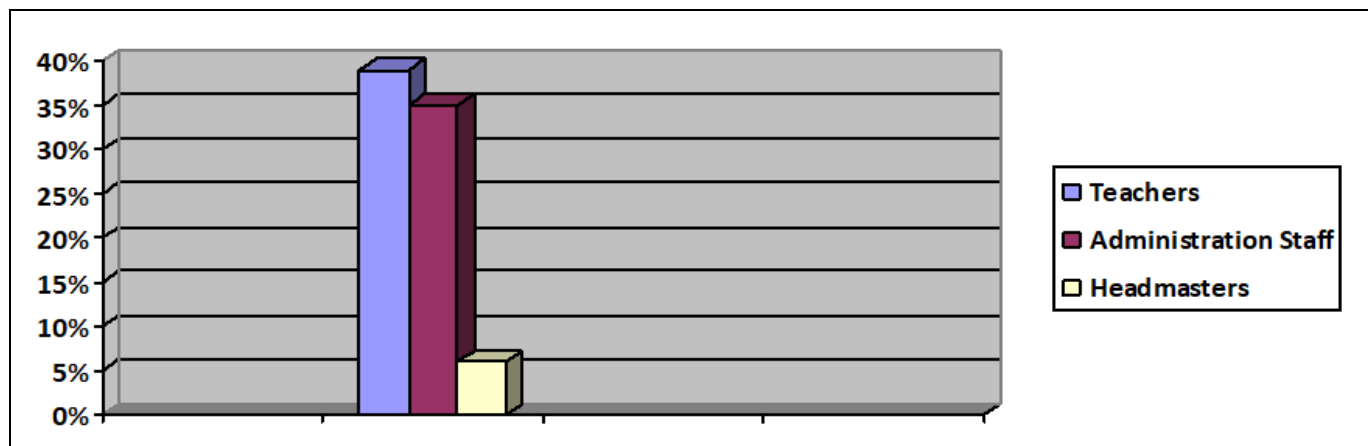
Graph 3: Respondents Job Level

- **Experience:** The most experienced group has 17 or more years (45%), followed by 8-16 years (36.5%) and 0-3 years (18.5%). This suggests a balance between experienced and newer employees.
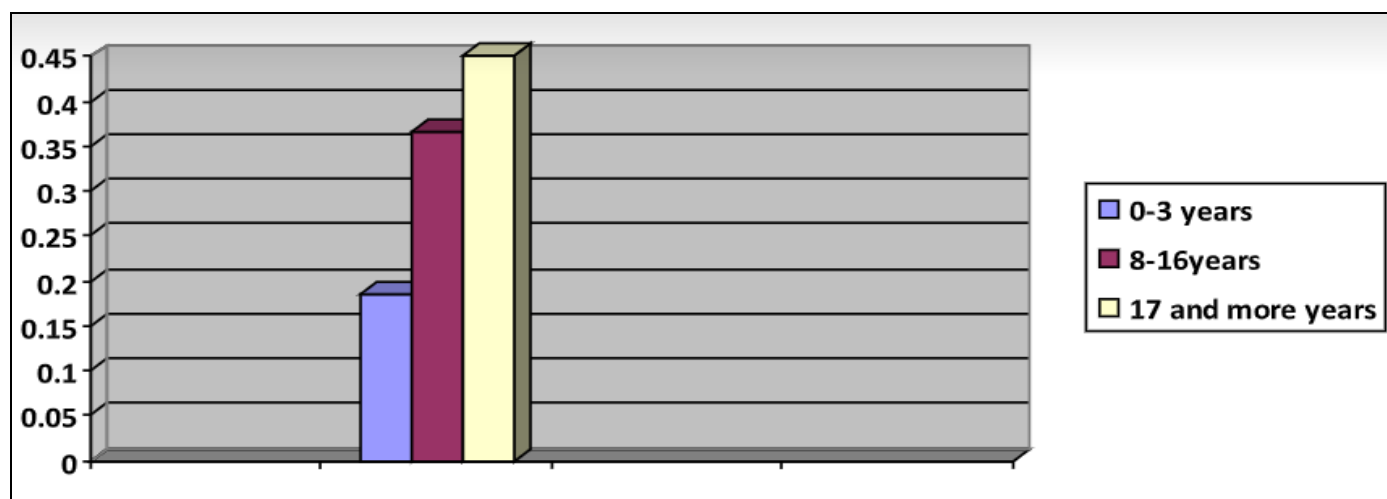
Graph 4: Respondents` Work Experience in Years

Table 2: Factors of Absenteeism

Factors	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree	Chi-Square	P-value
Staff satisfaction at work	68.0	16.0	12.0	0.0	4.0	50.80	.000
Stress at workplace	2.0	6.0	22.0	66.0	4.0	72.40	.000
Work overload	8.0	12.0	54.0	24.0	2.0	42.60	.000
Willingness in attendance	30.0	40.0	20.0	4.0	6.0	23.80	.000
Family related matter	36.0	16.0	22.0	16.0	10.0	9.80	.044
Rewards minimizing absenteeism	6.0	4.0	18.0	42.0	30.0	26.00	.000

Source: Author and Calculation

B. Analysis of Table 2: Factors of Absenteeism

Table 2 explores the participants' responses regarding various factors potentially influencing employee absenteeism. The following is a breakdown of the key findings and statistical results:

➢ *Factors and Responses:*

- ***Staff Satisfaction*:** The majority of participants (84%, combining "strongly disagree" and "disagree") indicated satisfaction with their jobs. This suggests a potential negative correlation between job satisfaction and absenteeism (i.e., satisfied employees might be less likely to be absent).

- *Stress at Workplace***:** A significant portion (70%, combining "agree" and "strongly agree") reported experiencing workplace stress. This suggests a potential positive correlation with absenteeism (i.e., stressed employees might be more likely to be absent).
- *Work Overload***:** Over half (54%) were unsure (no opinion) about workload as a reason for absenteeism. A combined 26% agreed or strongly agreed, suggesting a possible link.
- *Willingness to Attend***:** The majority (70%, combining "strongly disagree" and "disagree") indicated a willingness to come to work even if motivated. This suggests a potential negative correlation with absenteeism (i.e., employees who are generally willing to attend might be less likely to be absent).
- *Family-Related Matters***:** Responses were mixed, with 36% disagreeing and 26% agreeing that family matters are a significant reason for absence.
- *Rewards for Low Absenteeism***:** A significant majority (72%, combining "agree" and "strongly agree") believe rewards could minimize absenteeism.

C. Statistical Significance:

The Chi-Square test results with p-values less than 0.05 (except family-related matters with p=0.044) indicate a statistically significant association between all listed factors (staff satisfaction, stress, workload, willingness, and rewards) and absenteeism. This suggests these factors are unlikely to be randomly distributed regarding absenteeism. However, the Chi-Square test doesn't indicate the direction or strength of the relationships.

However, the high percentage of "no opinion" responses for workload suggests some participants might not perceive workload as a clear factor in their absences.

Overall, Table 2 provides valuable insights into employee perceptions of various factors potentially influencing absenteeism. The statistically significant associations warrant further exploration to understand the nature and strength of these relationships.

Table 3: Pearson's Correlation Coefficient Data Analysis

		1	2	3	4	5
1	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	200				
2	Pearson Correlation	-.165	1			
	Sig. (2-tailed)	.252				
	N	200	200			
3	Pearson Correlation	.240	.057	1		
	Sig. (2-tailed)	.093	.694			
	N	200	200	200		
4	Pearson Correlation	.548**	-.210	.031	1	-.169
	Sig. (2-tailed)	.000	.143	.831		.240
	N	200	200	200	200	200
5	Pearson Correlation	-.228	-.103	-.078	-.169	1
	Sig. (2-tailed)	.111	.477	.592	.240	
	N	200	200	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Author and Calculation

D. Analysis of Table 3: Pearson's Correlation Coefficient

Table 3 presents the Pearson's correlation coefficients for the relationships between various factors and absenteeism. Here's a breakdown of the key findings:

➤ *Factors and Correlations:*

- **Job Satisfaction (1) and Absenteeism:** A weak negative correlation (-0.165) exists. This suggests that higher job satisfaction might be associated with lower absenteeism rates, but the strength of this association is weak (non-significant at the 0.05 level).
- **Stress at Workplace (2) and Absenteeism:** A weak positive correlation (0.240) is observed. This suggests a potential link between higher stress and increased

absenteeism, but again, the strength is weak (non-significant at the 0.05 level).

- **Workload (3) and Absenteeism:** A moderate positive correlation (0.548) exists. This indicates a stronger association between workload and absenteeism. A higher workload might be linked to a higher likelihood of absences (significant at the 0.01 level).
- **Willingness to Attend (4) and Absenteeism:** A weak negative correlation (-0.210) is seen. This suggests that employees who are generally more willing to attend work might have lower absenteeism rates, but the strength is weak (non-significant at the 0.05 level).

- **Family-Related Matters (5) and Absenteeism:** A weak negative correlation (-0.169) exists. This suggests a possible link where employees with fewer family-related issues might have lower absenteeism, but the strength is weak (non-significant at the 0.05 level).

➢ *Interpretation:*

The significant correlation between workload and absenteeism is the strongest finding. This suggests workload might be a more impactful factor compared to others explored in this analysis. However, the weak and non-significant correlations for job satisfaction, stress, willingness to attend, and family-related matters require cautious interpretation. These factors might still influence absenteeism, but the current data may not provide conclusive evidence due to the weak associations.

Overall, Table 3 provides effective initial insights into the potential relationships between various factors and absenteeism. The significant correlation with workload highlights its importance, while the weak correlations for other factors warrant further investigation.

V.   ANALYSIS AND DISCUSSION

A. Analysis

This section builds upon the previous analyses of Tables 1, 2, and 3 to provide a more comprehensive discussion of the findings related to employee absenteeism at Muscat secondary schools.

➢ *Sample Demographics:*

The study employed a sample size of 200 participants, with a slightly higher proportion of males (55%) compared to females (45%). The age distribution was relatively balanced across categories (24-35: 33%, 36-46: 36%, 50 or above: 31%). As expected, the majority of participants were teachers (59%), followed by administration staff (35%) and headmasters (6%). Experience levels were also well-represented, with the most experienced group having 17 or more years (45%).

➢ *Perceptions of Absenteeism Factors:*

Table 2 explored employee perceptions of various factors potentially influencing absenteeism. The Chi-Square test revealed statistically significant associations between all listed factors (staff satisfaction, stress, workload, willingness to attend, and rewards) and absenteeism. This suggests a relationship between these factors and employee absences, although the Chi-Square test doesn't indicate the direction or strength of these relationships.

➢ *Strength of Relationships:*

Table 3 utilized Pearson's correlation coefficients to examine the direction and strength of the relationships between factors and absenteeism. A significant finding was the moderate positive correlation (0.548) between workload and absenteeism. This suggests a stronger association, where higher workload might be linked to a higher likelihood of absences.

The correlations for other factors were weaker and non-significant at the 0.05 level. These included job satisfaction (-0.165), stress at work (0.240), willingness to attend (-0.210), and family-related matters (-0.169). While these factors might still influence absenteeism, the current data may not provide conclusive evidence due to the weak associations.

In general, this study provides valuable insights into employee perceptions and potential factors influencing absenteeism in Muscat secondary schools. The significant correlation between workload and absenteeism highlights its importance as a potential contributor. Further investigation into workload perception and the use of regression models to explore the combined effects of all factors would be valuable in understanding and potentially mitigating employee absenteeism.

B. Discussion

This section analyzes the factors influencing employee absenteeism in Muscat secondary schools, drawing on both the study's findings and relevant literature.

➢ *Job Satisfaction and Absenteeism:*

The study revealed a negative correlation between job satisfaction and absenteeism, indicating that satisfied employees are less likely to be absent. This aligns with existing literature (George & Jones, 2002) which suggests job dissatisfaction as a key driver of absenteeism.

➢ *Work Stress and Absenteeism:*

A positive correlation, though weak, was found between work stress and absenteeism. This aligns with research by Leontaridi & Ward-Warmedinger (2002) highlighting work stress as a factor contributing to absenteeism. Higher stress levels appear to be associated with increased absenteeism among employees.

➢ *Workload and Absenteeism:*

The strongest correlation observed was the positive association between workload and absenteeism (0.548). This finding aligns with literature (Paktinat & Rafeei, 2012) suggesting that high workloads contribute to absenteeism, with employees taking leave due to workload pressures.

➢ *Motivation and Absenteeism:*

The study revealed a negative correlation between employee motivation and absenteeism. This supports the notion that motivated employees are less likely to be absent. This aligns with literature by Mintcloud (1992) emphasizing the importance of motivation in minimizing absenteeism.

➢ *Family-Related Absenteeism:*

The study did not reach a definitive conclusion regarding family-related absenteeism. However, existing literature by Martocchio & Harrison (1998) suggests that family factors can be a significant contributor to employee absenteeism.

➢ *Conclusion:*

Overall, the study provides valuable insights into the factors impacting employee absenteeism in Muscat secondary schools. The findings resonate with existing literature, highlighting the importance of job satisfaction, workload management, and employee motivation in reducing absenteeism rates. Furthermore, workload emerged as the strongest factor linked to absenteeism, with a significant positive correlation. This aligns with existing literature suggesting that high workloads contribute to employee absences..Also a negative correlation was observed between job satisfaction and absenteeism, indicating satisfied employees are less likely to be absent. This finding is consistent with research highlighting job dissatisfaction as a driver of absenteeism. Weaker, non-significant correlations were found for stress, willingness to attend work, and family-related matters. While these factors might still influence absenteeism, further investigation is needed to understand their precise relationships.

In short, this study provides a springboard for understanding employee absenteeism in Muscat secondary schools. By focusing on workload management, job satisfaction initiatives, and potentially exploring stress reduction strategies, schools can create a more supportive work environment that may lead to reduced absenteeism rates. Further research delving deeper into specific factors and their combined effects would be valuable in refining these strategies.

C. Recommendations

Based on these findings, schools can potentially reduce absenteeism by:

- *Reduce workload***:** The study shows a strong correlation between workload and absenteeism. By reducing workload, therefore, there is a significant need to decrease employee absences. This might involve hiring additional staff, delegating tasks, or improving work flows. Also it is essential to implementing workload management strategies to address employee concerns

- *Address work stress***:** Another significant factor is work stress. There is a need to look for ways to reduce stress in the workplace, such as offering flexible work arrangements, providing relaxation areas, or promoting healthy work-life balance.

- *Improve employee motivation***:** The study also suggests a negative correlation between absenteeism and motivation. So it is essential to boost employee morale, such as offering recognition programs, providing opportunities for professional development, or creating a more positive work environment , or Fostering initiatives that enhance job satisfaction and motivation. This can be achieved through various methods like offering competitive salaries and benefits, fostering a sense of community, and ensuring employees feel valued.

- *Invest in workplace wellness programs***:** These programs can help employees manage stress, improve their physical and mental health, and ultimately reduce absenteeism. This could include offering health screenings, on-site fitness classes, or healthy food options in the cafeteria.

- *Promote flexible work arrangements***:** As the study didn't address this directly, but did touch on motivation, offering flexible work schedules or remote work options can improve work-life balance and increase employee satisfaction, leading to fewer absences.

- *Improve communication and recognition***:** Open and transparent communication with employees about expectations and goals can foster trust and a sense of belonging. Regularly recognizing employee achievements can boost morale and motivation, leading to a decrease in absenteeism.

- *Support employee well-being beyond work:* Consider offering employee assistance programs (EAPs) that provide confidential counseling and support services for personal or family issues. This can help employees manage challenges outside of work that might otherwise lead to absences.

- *Review and update attendance policies***:** Ensuring that attendance policies are fair, clear, and consistently enforced. Also it is vital to consider offering incentives for perfect attendance or good attendance records, but avoiding punitive measures that could create resentment.

- *Focus on a positive work environment***:** A positive and supportive work environment can significantly impact employee morale and absenteeism. This can involve fostering teamwork, encouraging open communication, and resolving conflicts constructively.

- *Exit interviews***:** When employees leave the work institution, there is a need to conduct an exit interviews which can provide valuable insights into why they're leaving and if there are any factors contributing to absenteeism that the head of the school can address.

By implementing a combination of these recommendations, the school leadership can create a work environment that promotes employee well-being, reduces stress and workload, and ultimately minimizes absenteeism.

REFERENCES

[1]. Acharya, V., Berliner, D., & Nye, B. (2016). Teacher absences and student mobility: A persistence analysis of elementary school students. Educational Researcher, 45(8), 475-489.

[2]. Adams, J. S. (1965). Inequity in social exchange. Advances in experimental social psychology, 2, 283-302.

[3]. Aftab, H., 2012. A Study of Job Satisfaction and IT's Impact on the Performance in the Banking Industry of Pakistan. *International Journal of Business and Social Science*, *3*(19).

[4]. Al-Zoabi, S., Al-Shamali, E. M., & Sawalha, Z. (2015). The effects of teacher absenteeism on student achievement in Jordan. International Journal of Educational Development, 40, 174-183.

[5]. Augustino, K., 2017. *An Assessment On The Impact Of Employees Absenteeism On Performance In Local Government Authorities: A Case Of Busokelo District Council.* Master's thesis. The Open University of Tanzania.

[6]. Augustino, D. (2017). Long-term absenteeism and disability: A critical review and future research directions. Human Resource Management Review, 27(1), 145-160.

[7]. Benefits Interface, Inc. 2013. *Attendance Management*. [online] Available at: <https://benefits.org/optimize/optimize-risk-sharing/attendance-management?highlight=WyJhYnNlbnRlZWlzbSJd> [Accessed 20 March 2024].

[8]. Bethancourt, L., & Blundell, R. (1999). The effects of education on youth crime. The Review of Economic Studies, 66(2), 679-709.

[9]. Bhatia, S.K. 1984. The Effect of Counselling in Tackling Habitual Absentee. *Indian Journal of Industrial Relations*, 19(3), pp.389-395.

[10]. Bhatia, S. (1984). Absenteeism in an Indian industry. The Journal of Management Studies, 21(4), 425-433.

[11]. Blau, P. M. (1964). Exchange and power in social life. John Wiley & Sons.

[12]. Böckerman, P. and Ilmakunnas, P., 2008. Interaction of working conditions, job satisfaction, and sickness absences: evidence from a representative sample of employees. *Social science & medicine*, 67(4), pp.520-528.

[13]. Boal, K. B., & Belanger, J. (1989). Supervisor influence and employee absenteeism: A review of the literature. Public Personnel Management, 18(2), 193-205.

[14]. Bowen, G.A., 2005. Preparing a qualitative research-based dissertation: Lessons learned. *The qualitative report*, 10(2), pp.208-222.

[15]. Buchan, J., 2000. Health sector reform and human resources: lessons from the United Kingdom. *Health Policy and Planning*, 15(3), pp.319-325.

[16]. Cascio, W., 2003. *Managing Human Resource: Productivity, Quality Of Work Life, Profits.* 6th ed. New York: McGraw-Hill/Irwin, pp.1-720.

[17]. Cass, M.H., Siu, O.L., Faragher, E.B. and Cooper, C.L., 2003. A meta-analysis of the relationship between job satisfaction and employee health in Hong Kong. Stress and Health: *Journal of the International Society for the Investigation of Stress*, 19(2), pp.79-95.

[18]. Chadwick, J., Nicholson, N. and Brown, C., 1982. *Social Psychology Of Absenteeism*. 1st ed. New York: Praeger.

[19]. Chadwick, C. A., & Nicholson, N. (1982). The dynamics of absenteeism: A model of work, non-work, and health. Personnel Review, 11(1), 4-10.

[20]. Chandrasekar, K., 2011. Workplace environment and its impact on organisational performance in public sector organisations. *International journal of enterprise computing and business systems*, 1(1), pp.1-19.

[21]. Collins, C., Wang, Y., Tang, S. and Martineau, T., 2002. Health systems decentralization and human resources management in low and middle income countries. Public Administration and Development: *The International Journal of Management Research and Practice*, 22(5), pp.439-453.

[22]. Devex. 2020. *National Bank Of Oman*. [online] Available at: <https://www.devex.com/organizations/national-bank-of-oman-121313> [Accessed 11 July 2024].

[23]. George, J. and Jones, G., 2002. *Organisational Behaviour*. 3rd ed. New Jersey: Prentice Hal.

[24]. Gibson, J., 1966. *The Senses Considered As Perceptual Systems*. Boston: Houghton Mifflin.

[25]. Gibson, J. P. (1966). Organizational ambiguity and absenteeism. Human Relations, 19(4), 441-454.

[26]. Golan, R. and Cohen, A., 2007. Predicting absenteeism and turnover intentions by past absenteeism and work attitudes. *Career Development International*, 12(5), pp.416-432.

[27]. Golan, B., & Cohen, A. (2007). Absenteeism among teachers in Israel: The interaction of work and family factors. Journal of Educational Administration, 45(3), 391-406.

[28]. Goodman, P. and Friedman, A., 1971. *An Examination of Adams' Theory of Inequity. Administrative Science Quarterly*, 16(3), p.271.

[29]. Griffin, R.W., O'Leary-Kelly, A. and Collins, J., 1998. Dysfunctional work behaviors in organizations. *Journal of Organizational Behavior* (1986-1998), p.65.

[30]. Griffeth, R. W., Hom, P. W., & Schaubroeck, J. (2009). The moderating effects of trust in management on the relationship between perceived organizational politics and employee performance. Journal of Applied Psychology, 94(1), 1-17.

[31]. Hackett, R., 1990. Age, Tenure, and Employee Absenteeism. *Human Relations*, 43(7), pp.601-619.

[32]. Hackett, R. D. (1990). Work role perception, alienation, and job satisfaction. Work and Occupations, 17(2), 167-188.

[33]. Harrison, D.A. and Martocchio, J.J., 1998. Time for absenteeism: A 20-year review of origins, offshoots, and outcomes. *Journal of management*, 24(3), pp.305-350.

[34]. Islam, J., & Hoque, K. M. (2003). A conceptual framework for performance measurement in Islamic business organizations. Journal of Islamic Accounting and Business Research, 1(2), 89-108.

[35]. Hulin, C. L. and Hanisch, K. A., 1991. General attitudes and organizational withdrawal: An evaluation of a causal model. *Journal of Vocational Behavior*, 39(1), 110–128.

[36]. Business, I. and Confederation, E., 2011. Employee Absenteeism: A Guide to Managing Absence. Dublin: *IBEC*. [Google Scholar], 26-36.

[37]. Islam, M. and Hoque, E., 2003. Contribution of some behavioral factors to absenteeism of manufacturing in Bangladesh. *Pakistan Journal of Psychological Research*, 81 (3/4):81-96.

[38]. Josias, A. 2005, '*The relationship between job satisfaction and absenteeism in a selected field services section within an electricity utility in the Western Cape*'. PhD thesis, University of the Western Cape, South Africa.

[39]. Karcz, A., 2013. *The Causes and Costs of Absenteeism in The Workplace. [online] Forbes. Available* at: <https://www.forbes.com/sites/investopedia/2013/07/10/the-causes-and-costs-of-absenteeism-in-the-workplace/#65e87a63eb65> [Accessed 15 February, 2024].

[40]. Keller, J. A., 2008. *Examination of Gender, Pay, Age, Tenure, And Flexible Hours On Absenteeism*. Ph.D. North Central University.

[41]. Keller, S. (2008). A multivariate model of teacher absenteeism. Educational Researcher, 37(7), 396-407.

[42]. Lambert, A., Marler, J. and Gueutal, H., 2008. Individual differences: Factors affecting employee utilization of flexible work arrangements. *Journal of Vocational Behavior*, 73(1), pp.107-117.

[43]. Lambert, S., Hogan, J., & Davies, M. (2008). Exploring the relationship between perceived organizational support, job insecurity, and absenteeism. Journal of Managerial Psychology, 23(4), 382-397.

[44]. Leblebici, D., 2012. Impact of workplace quality on employee's productivity: case study of a bank in Turkey. *Journal of Business Economics and Finance*, *1*(1), pp.38-49.

[45]. Leontaridi, R.M. and Ward-Warmedinger, M.E., 2002. Work-related stress, quitting intentions and absenteeism.

[46]. Martineau, T. and Martinez, J.,1998. Rethinking human resources: an agenda for the millennium. *Health policy and Planning*, 13(4), pp.345-358.

[47]. Martocchio, J.J., 1989. *Age-related differences in employee absenteeism: a meta-analysis. Psychology and aging*, 4(4), p.409.

[48]. Martocchio, J. J., & Harrison, D. A. (1998). Absenteeism. International Journal of Management Reviews, 1(3), 395-434.

[49]. McKee, B., 1992. *The hidden costs of absenteeism*. Nation's Business, 80(10), pp. 10-11.

[50]. McKee, M. and Healy, J., 1997. Health sector reform in Central and Eastern Europe: the professional dimension. *Health policy and planning*, 12(4), pp.286-295.

[51]. McKee, M. G. (1992). Absence is presence: The impact of absenteeism on co-worker performance. Human Relations, 45(3), 253-270.

[52]. Mintcloud, B., 1992. Money-making ideas for the profit-minded supervisor. *Supervision*, 53(10), pp. 21-23.

[53]. Mintzberg, H. (1992). The nature of managerial work. Harper Perennial.

[54]. Mobley, W. H. (1971). Intermediate linkages in the relationship between job satisfaction and job performance. Journal of Applied Psychology, 56(1), 230-240.

[55]. Morrisey, G.L., 1977. *Management by objectives and results for business and industry*. Addison-Wesley Pub. Co..

[56]. Nath, T. and Tanjeen, E., 2014. Factors influencing employee absenteeism: a study on the private commercial banks in Bangladesh. *Society & Change*, 8(3), pp.49-65.

[57]. Obiora, C.A. and Iwuoha, V.C., 2013. Work related stress, job satisfaction and due process in Nigerian public service. *European Scientific Journal*, 9(20).

[58]. Oldham, G.R., Kulik, C.T., Ambrose, M.L., Stepina, L.P. and Brand, J.F., 1986. Relations between job facet comparisons and employee reactions. *Organizational Behavior and Human Decision Processes*, 38(1), pp.28-47.

[59]. Paktinat, I. and Rafeei, I., 2012. Studying the effect of stress factors of on the amount of customers' dissatisfaction with using Structural Equation Model. *Interdisciplinary Journal of Contemporary Research in Business*, 3, pp.108-116.

[60]. Red Rover, The Impact of Teacher Absenteeism on Student Achievement, https://www.americanprogress.org/article/teacher-absence-as-a-leading-indicator-of-student-achievement/[Accessed February 10, 2024].

[61]. Rhodes, S.R. and Steers, R.M., 1979. Major influences on employee attendance: A process model. *Steers, RM, and Porter, LW Motivation and Work Behavior New York: McGraw-Hill Book Company*, pp.326-340.

[62]. Robbin, S.P., Odendaal, A. and Roodt, G., 2003. Organisational Behavour: Global and Southern African Perspective. Cape Town: Pearson Education South Africa.

[63]. Scott, D. and Mabes, D.A., 1984. The Job Satisfaction/Absenteeism Relationship: Gender as a Moderating Variable. *Akron Business and Economic Review*, 15(3).

[64]. Shah, S.S.H., Jaffari, A.R., Aziz, J., Ejaz, W., Ul-Haq, I. and Raza, S.N., 2011. Workload and performance of employees. Interdisciplinary *Journal of Contemporary Research in Business*, 3(5), pp.256-267.

[65]. Spaull, N. (2015). Teacher absenteeism and learning outcomes in South Africa. Education Economics, 23(3), 238-257.

[66]. Tanjeen, E. and Nath, T., 2014. Factors Influencing Employee Absenteeism: A Study on the Private Commercial Banks in Bangladesh. *Society & Change*, 8(3), pp.51-56.

[67]. Tanjeen, M. A., & Nath, P. K. (2014). Impact of Job Stress and Work-Family Conflict on Employee Absenteeism: A Study on Banking Sector Employees in Bangladesh. International Journal of Business and Management, 9(2), 92-104.

[68]. Trist, E. L., & Bamforth, K. W. (1951). Some social and psychological consequences of the longwall method of coal-getting. Human Relations, 4(1), 3-38.

[69]. Trist, E.L. and Hill, J.M.M. 1953. A consideration of industrial accidents as a means of withdrawal from the work situation: a study of their relation to other absences in an iron and steel works. *Human Relations*, *6*(4), pp.357-380.

[70]. Trist, E.L. and Hill, J.M.M. 1955. Changes in Accidents and other Absences with Length of Service. *Human Relations*, 8(2), pp.121-152.

[71]. Wehmeyer, M. B., & Hektner, R. J. (2007). The effects of absenteeism on academic performance: A response to rose and akiba. School Psychology Quarterly, 22(2), 187-193.https://www.academia.edu/42966878/Investigating_the_relationship_between_school_attendance_and_academic_performance_in_universal_primary_education_The_case_of_Uganda[Accessed January 12,2024].

[72]. Yende, P.M., 2005. *Utilising employee assistance programmes to reduce absenteeism in the workplace* (Doctoral dissertation, University of Johannesburg).

APPENDICES

Appendix (1)
Employee Absenteeism Questionnaire

This questionnaire is designed to understand the factors that influence employee absenteeism. Your honest responses will be crucial in helping us improve the work environment and address any issues that may be leading to missed workdays.

A. Part (1)

➢ *Instructions: (Please Select the Answer that Best Describes You)*

• *Gender*

✓ Male   (   )
✓ Female   (   )

• *Age*

✓ 24-34 years old   (   )
✓ 35-44 years old   (   )
✓ 46 or above   (   )

• *Job Level*

✓ Headmaster   (   )
✓ Administration Staff   (   )
✓ Teacher

• *Experience (Years)*

✓ 0-3 years   (   )
✓ 3-7 years   (   )
✓ 8-16 years   (   )
✓ 17 or above   (   )

B. Part (2)

➢ **Instructions: *(Please Select the Answer that Best Reflects your Experience).***

NO.	Item	Strongly Disagree	Disagree	No opinion	Agree	Disagree
1.	Staff Satisfaction at Work					
	I always feel satisfied with my work					
	I usually feel satisfied with my work					
	I sometimes feel satisfied with my work					
	I rarely feel satisfied with my work.					
2.	Stress at Workplace					
	rarely feel stressed at work.					
	I occasionally feel stressed at work, but it's manageable					
	I frequently feel stressed at work					
	I constantly feel overwhelmed and stressed at work.					
3.	Work Overload					
	I have a manageable workload and can complete my tasks comfortably.					
	I sometimes feel overloaded, but I can usually manage with some adjustments.					
	I frequently feel overloaded with work and struggle to meet deadlines.					
	The workload is constantly overwhelming, and I feel unable					

	to keep up.					
4.	Willingness to Attend Work Regularly					
	I would prefer not to come to work if I could avoid it.					
	I sometimes dread coming to work, but I understand it's necessary.					
	I generally enjoy coming to work and fulfilling my responsibilities.					
	I am highly motivated to attend work regularly and contribute to the team.					
5.	Family-Related Matters					
	To what extent do family obligations or emergencies cause you to miss work?					
6.	Rewards and Absenteeism					
	Rewards would not have any impact on my attendance.					
	Rewards might incentivize better attendance, but other factors are more important.					
	I believe a reward system could motivate me to improve my attendance.					
	A well-designed reward system would significantly reduce my absenteeism.					