

Sickness Presenteeism Correlates to Teaching-Learning Activities: Implication Focus on Public Secondary Schools in Busia District, Uganda

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Abstract

To evaluate the implications of sickness presenteeism on the teaching-learning services in public secondary schools in Busia district, Eastern Uganda. The study adopted a cross-sectional design and gathered responses both qualitatively and quantitatively using structured interviews and questionnaires from secondary school teachers and Headteachers in government secondary schools in Busia District. The study used a stratified sampling technique with a sample size of 215 respondents. The study reveals that teachers' on-time work plans, focus on their duties, and understanding of students' needs and learning styles are crucial for effective teaching and learning. Teachers must prioritize and meet deadlines to maintain classroom cleanliness and discipline. The study recommended that the Ugandan government, through the Ministry of Education and Sports, should provide continuous professional development opportunities for teachers, enabling them to update their skills and knowledge. Additionally, the government should put in place mechanisms to encourage the use of technology in classrooms to foster interactive and engaging learning environments. Implication of the study, the government through the Ministry of Education and Sports should advocate for the introduction of insurance for teachers to further support and incentivize their commitment to their profession. This insurance could provide financial protection for teachers in the event of illness, injury, or any unforeseen circumstances that may prevent them from working. By offering this benefit, schools can demonstrate their commitment to the well-being of their teachers and their dedication to ensuring their job security.

Keywords: sickness presenteeism, employee culture, teaching and learning, staff wellness

1. Introduction

Globally, proper implementation of teaching and learning activities is crucial for socioeconomic growth and poverty eradication; thus, schools focus on seeking a workforce comprised of workers who are active job designers and unveil startling problem-solving skills (Schuell. T, 2020). Teachers' proactive behaviour is an essential source to identify them in the organization [school], and their initiative-taking behaviour gives them a competitive advantage to stay in the organization even in perilous conditions (Apostu et al., 2022). The uncertainty-loaded and complex business environment demands extreme behavioural manifestations and survival

initiatives from the workforce, or in the context of this study, the teachers (United Nations, 2022).

Despite the above, however, sickness presenteeism is becoming more prevalent in the workplace, with more burnout and work-related stress syndrome that then minimizes teacher engagement with students (De Hert, 2020). Students remain the main victims of such teacher behaviour, with the outcome being poor student performance that may put their future at risk (Pie et al., 2020). Teachers who engage in sickness presenteeism also pose a risk of transmitting illnesses to students, particularly when the illnesses are infectious, as is usually the case (Kyung-Shin et al., 2022). Therefore, there is a need to quantify sickness presenteeism among secondary school teachers and assess its ramifications more specifically on the teaching-learning activities.

Presenteeism is the act or culture of employees showing up for work anyhow, even though it reduces productivity or has other negative effects (Anita. B, Jeminez. P, & Milfelner. B, 2022). Presenteeism can also refer to working when contagious or ill, running the danger of sparking an epidemic at work, which results in reduced production (Anita, *et al.*, 2022). Presenteeism is frequently caused by illness, injury, weariness, or other situations. An employee might work because they have to make ends meet and cannot afford to take sick leave (Laranjeira, Filipa, Anna, Marion, & Henk, 2022). In addition, one could show up for work out of love and commitment to their position; in this scenario, it might be viewed as an act of organizational citizenship and garner praise from coworkers. Other justifications include a fear that their professional prospects may suffer if they take time off and a management expectation of their presence (Laranjeira, *et al.*, 2022).

1.1 Problem Statement

The outcry against decreases in the quality of teaching and learning services provided has reached intolerable proportions (Amiena. B., Wynand. L., & Ravinder. R., 2019), particularly among secondary schools in Busia District. Secondary schools are increasingly registering fewer or no students in first grade, and concerns regarding the appalling status of teaching and learning services in secondary schools in the Busia District of Eastern Uganda keep growing as the years go by. Furthermore, this is not supported by any explicitly recorded evidence relating to sickness presenteeism (Gary. C, 2022). However, there is a sizable amount of indirect data that suggests that sickness presenteeism among secondary school teachers in the Busia area is prevalent where school administrations have allowed teachers to take sick days against their will. This is unequivocal proof that secondary school teachers in Busia district frequently miss work due to illness, and the cases mentioned here may represent a small portion of the overall problem. However, neither their magnitude nor their predictors have ever been made public. It is against this background that the study seeks to evaluate the implications of sickness presenteeism on the teaching and learning services in public secondary schools in Busia District, eastern Uganda.

1.2 Purpose of the Study

To evaluate the implications of sickness presenteeism on the teaching-learning services in public secondary schools in Busia district, Eastern Uganda.

1.3 Objective

To determine the implications of sickness presenteeism on the teaching-learning activities in public secondary schools in Busia district, Eastern Uganda.

1.4 Research Question

What are the implications of sickness presenteeism on the teaching-learning activities in public secondary schools in Busia district, Eastern Uganda?

2. Theoretical Background

The study was guided by Vroom's expectancy theory advanced in 1964 (Mulder. P, 2018). According to this theory, the behaviour of an individual changes according to a reinforcement factor (motivation). In Vroom's expectancy theory, there are three indicators of reinforcement for performance-action change: positive expectation and hard work to sustain good results (Mulder. P, 2018). According to Vroom's Expectancy Theory, the employee must believe the task is doable for them to put effort into it (Lawler. E, & Suttle. J, 1973). If the task is doable, the employee will be eager to perform well in anticipation of the bonus (Expectancy). The employees must also believe that the effort they put in will get them the desired outcome (Instrumentality), so the organization must deliver on the outcomes it promises. While Vroom's Expectancy Theory gives both the business and the employee a chance to succeed (Lawler. E, & Suttle. J, 1973).

Vroom's expectation theory helps explain workplace incentives and behaviours, such as sickness presenteeism and teaching and learning participation. This idea states that people are more likely to engage in these actions if they believe they would boost job stability or school performance. Vroom's expectancy theory can help researchers understand these behaviours and propose ways to reduce sickness presenteeism and increase teacher participation in teaching and learning. Organisations can reduce sickness presenteeism and promote employee

well-being by knowing these behaviours. They can offer sick workers flexible work arrangements or healthcare. Schools can encourage teachers to participate in teaching and learning by offering professional development and acknowledging their accomplishments.

3. Review of Related Literature

Sickness presenteeism has substantial ramifications on employees' performance and can diminish their productivity, resulting in serious consequences for both individuals and the work environment. Furthermore, it can impact the financial aspects of the organisation, such as health insurance costs, medical expenses, employee absences, and remuneration Helmi, T., & Abunar, M. (2021). While the significance of sickness presenteeism may not be immediately apparent, it holds long-term importance for organisations and leads to substantial financial losses. Consequently, sickness presenteeism can have detrimental effects on the long-term physical and mental well-being of employees. Low productivity arose as a result of workers working while in poor health, leading to organisations incurring significant hidden expenses as a consequence (Cooper & Lu, 2016).

Individuals who continue to work while displaying symptoms of an infectious illness pose a risk to others, especially those who are more vulnerable to illness, such as patients, the elderly, and children (Gary, J., 2022). This may be particularly applicable to professionals in the health or social care sectors who deal with individuals who are susceptible to harm or exploitation. Sickness presenteeism, which refers to the act of attending work or school despite being ill, can potentially contribute to the spread of diseases in office and classroom settings. In fact, in the most severe cases, sickness presenteeism may even play a role in the occurrence of pandemics (Unicef, 2016). The problems associated with sickness presenteeism are undeniably acknowledged by the general populace: as per a survey conducted by Canada Life Group, a staggering 82% of UK employees assert that a coworker's habitual lateness to work has negatively impacted their health. When there may be some benefits to working when sick in terms of promoting recovery, there is a growing body of evidence suggesting that it can have negative consequences on the welfare of both employees and others (Thun, S, Per, S, Ose, S, & Marit, C, 2017). Multiple rigorous prospective studies and a recent comprehensive review established that sickness presenteeism significantly elevates the likelihood of developing future health issues and experiencing prolonged periods of sickness absence.

After controlling for age and gender, a cohort study including 1831 Japanese workers identified an association between initial sickness presenteeism and subsequent depression and absence due to mental health problems one year later (Conway, et al., 2016). In addition, a group of 5071 male public workers from the Whitehall II study had initial screening to assess their risk factors for cardiovascular disease and overall health. The researchers then analysed their records of absences during the following three years (Conway, P., Hogg, A., Rugulies, R., & Hansen, A., 2016). Based on the results, people classified as "unhealthy" who did not take any sick days during the follow-up period had a twofold higher likelihood of experiencing a significant coronary event compared to unhealthy workers whose sickness absence was only light.

Empirical evidence demonstrates that even apparently benign illnesses have the potential to progress into more serious ailments and result in extended periods of absence if not properly addressed (Hamilton, 2021). Engaging in work despite being unwell has also been found to have a favourable correlation with enduring workplace stress and emotional fatigue over an extended period. Over time, chronic stress and burnout can compromise the immune system and elevate the susceptibility to various medical ailments, such as coronary heart disease, hypertension, and depression (Hamilton, 2021). From the perspective of the employee, sickness presenteeism is significant as it exacerbates preexisting medical conditions, diminishes the quality of work life, and creates perceptions of inefficiency in the workplace due to decreased productivity. Sickness presenteeism is seen to have a detrimental impact on both personal career growth and the fundamental objective of becoming skilled and proficient in one's field, which is professionalism (Hamilton, 2021).

In a 2-year follow-up study, Conway et al. (2016) discovered a correlation between sickness presenteeism and an elevated likelihood of developing depression, even among individuals who did not exhibit signs of depression initially. However, Lu, L., et al. (2013) found that the detrimental impacts of sickness presenteeism on mental health ceased to be observed over 3 months. Sickness presenteeism and fatigue are potentially independent phenomena, suggesting that sickness presenteeism might lead to exhaustion and vice versa. According to Lu, L., et al. (2013), sickness presenteeism leads to fatigue and exhaustion. While there is evidence suggesting that working while ill can heighten the likelihood of developing depression, there is inconsistent research about the connection between sickness presenteeism, absenteeism, and fatigue. If an individual arrives at work with an infectious sickness, they readily transmit it to their colleagues, resulting in their subsequent illness as well. This results in higher rates of absenteeism and exacerbates sickness presenteeism. If an employee consistently attends work when unwell, especially if they are experiencing a mental health condition, they don't rest and recuperate, potentially prolonging or intensifying their disease. If individuals are incapable of performing at their typical level of productivity or excellence, they fail to meet objectives or time limits, resulting in significant stress

(Carry & Luo, 2019).

Decreased workplace morale might result from collaborating with a colleague who lacks motivation, is unhappy, or shows disinterest. This can emotionally exhaust all team members and negatively impact their relationships. This can have a detrimental effect on morale and the overall atmosphere in the company, leading to a decrease in motivation and productivity across the board (Schuell, 2020). Individuals who report to work despite being unwell are more prone to experiencing and/or causing workplace accidents due to their reduced ability to concentrate on doing duties correctly and safely. This endangers both themselves and others.

Sickness presenteeism can hinder personal and professional advancement. If individuals do not dedicate themselves entirely to tasks, they are unlikely to enhance their skills and may have reduced motivation to engage in self-improvement if they are not feeling well. In addition, a lack of progress might impede the workflow of other colleagues who may be dependent on the sick employee's recovery before handing them duties or expecting them to complete their pending work (Unicef, 2016). Diminished workmanship - even if an individual maintains the same level of productivity while being unwell, the quality of their work will probably deteriorate, leading to potential errors that incur both time and financial losses. This can potentially have a cascade of consequences, affecting the work of others who depend on or collaborate with this individual (Schuell, 2020).

4. Research Methodology

The study adopted a cross-sectional design and gathered responses both qualitatively and quantitatively using structured interviews and questionnaires from secondary school teachers and Headteachers in government secondary schools in Busia District, namely; Buhehe S.S, Buhobe S.S, Buwembe S.S, Busiime Seed S.S, Riverside High School, Kayoro S.S, Dabani Girls, Lumino H.S, Lunyo Hill S.S, Masaba College, Bukalikha, Masinya S.S, and Busia S.S.

Table 1. Government secondary schools in Busia District and staffing

S/N	School Name	Teachers (517)		Headteacher	Total
		Males	Females		
1.	Buhehe S.S	24	7	1	32
2.	Buhobe S.S	42	13	1	56
3.	Buwembe S.S	24	6	1	31
4.	Busiime Seed S.S	13	7	1	21
5.	Riverside High School	26	10	1	37
6.	Kayoro S.S	19	5	1	25
7.	Dabani Girls	21	19	1	41
8.	Lumino H.S	42	11	1	54
9.	Lunyo Hill S.S	24	5	1	30
10.	Masaba College	23	9	1	33
11.	Bukalikha	26	5	1	32
12.	Masinya S.S	22	9	1	32
13.	Busia S.S	62	12	1	75
14.	Majanji SS	25	6	1	32
Total		393	124	14	531

According to Table 1, the total number of teachers targeted in this study was 517 comprising 393 male and 124 female teachers. The total number of head teachers was 14. The study was about sickness presenteeism and specifically targeted teachers in secondary schools. Therefore, just two categories of respondents were prioritized here: teachers and head teachers. Teachers are in charge of handling the teaching and learning activities, while head teachers are right in a position to ensure that teachers operate in an environment that favours their ability to interact with students as effectively as possible.

5. Sampling Techniques

Stratified Sampling Busia District's public secondary schools were divided into private and public secondary schools. The study then considered public secondary schools. According to observations, public secondary schools have more transparent systems than private secondary schools because records are always available, and the government appoints qualified teachers on permanent contracts. According to Little. J, (2017), a sample size refers to the number of observations from a population through which statistical inferences for the whole population are made. The sample size of the study was determined using Krejce and Morgan table guide (see Appendix 1) and this was for 50% of the 14 government secondary schools. For each secondary school, the sample size was determined exclusively. The sample size for the study was thus as indicated in Table 2 below.

Table 2 shows that the sample size for the teachers in each of the secondary schools as per Krejce and Morgan's table in total was 215 respondents.

Table 2.

S/N	School label	Teachers	Sample size to be considered
1.	Buhehe S.S	32	28
2.	Buhobe S.S	56	48
3.	Buwembe S.S	31	28
4.	Busiime Seed S.S	21	19
5.	Riverside High School	37	32
6.	Kayoro S.S	25	24
7.	Dabani Girls	41	36
	Total	243	215

Source: Primary Data.

6. Findings

6.1 Implications of Sickness Presenteeism on the Teaching-Learning Activities

This was established using thirteen items and presented in summary Table 3 using mean and standard deviation. The interpretation of results by mean was done using the scale: 1.00-1.80 is *strongly disagreed*, 1.81-2.60 is *Disagree*, 2.61-3.40 denotes *Neutral* or *uncertain*, 3.41-4.20 stands for *Agree*, and 4.21-5.00 for *Strongly Agree*.

Table 3. Implications of sickness presenteeism on involvement in teaching and learning

Implications of sickness presenteeism		N	SD	D	N	A	SA	Mean	SD
			%	%	%	%	%		
1.	It reduces teacher productivity and in turn students' performance.	215	9	22	15	38	16	3.30	1.22
2.	It may increase medical expenses especially if the sickness intensifies due to restlessness.	215	8	14	13	41	24	3.59	1.21
3.	Puts lives of students in danger of catching fever.	215	6	24	23	36	11	3.23	1.10
4.	It may eventually increase the number of sick teachers and compromise the implementation and timely completion of teaching services.	215	9	13	11	47	21	3.59	1.20
5.	It may lead to depression and brain damage.	215	6	28	10	42	14	3.30	1.19
6.	May cause severity of fever leading to prolonged absence from school.	215	2	3	10	58	27	4.03	0.83
7.	This leads to emotional weariness.	215	2	3	4	58	33	4.17	0.79
8.	Weakens the teacher's immune system and may lead to	215	1	4	4	54	36	4.20	0.80

	death.								
9.	This leads to the presence of recurring illnesses.	215	2	6	8	58	26	4.00	0.88
10.	Concentration on teaching-learning services is low.	215	1	7	5	64	23	4.00	0.82
11.	Weakens mindset towards teaching.	215	7	11	9	55	17	3.66	1.09
12.	Encroaches on level of commitment.	215	2	10	8	59	21	3.85	0.93
13.	This leads to forced work without deliberate efforts.	215	8	20	10	53	9	3.34	1.12

The results relating to the statement that sickness presenteeism reduces teacher productivity were received with a rating of mean = 3.30 and SD = 1.22. The results were thus categorized as neutral. This means that the respondents neither strongly agreed nor disagreed with the statement. The neutral rating suggests that there may be various factors influencing teacher productivity, and sickness presenteeism alone may not have a significant impact. These results, compared with Vroom's expectancy theory, advanced in 1964, show that the relationship between sickness presenteeism and teacher productivity is not as straightforward as initially noted. Vroom's expectancy theory suggests that individuals' motivation and effort are influenced by their expectations of achieving desired outcomes. Therefore, it is possible that other factors, such as job satisfaction, work environment, and personal circumstances, may play a larger role in determining teacher productivity. Headteachers' views were also obtained about the ways **students can be affected by the lessons conducted by a teacher who is a victim of sickness presenteeism**. One of the headteachers was quoted saying;

Sickness Presenteeism affects students in various ways, and these include the fact that the teaching and learning environment will not be effective. Further, the lesson delivered cannot be understood; there is no such thing as the completion of the syllabus. Besides, it causes a lack of discipline among learners as they seek to rebel, and it may also lead to dropping out of school due to overwhelming stress and pressure. Additionally, sickness presenteeism can have long-term consequences on students' physical and mental health. Pushing themselves to attend classes while sick, students may prolong their illness and risk infecting others, creating a cycle of sickness within the school community...
(Interview with headteacher school D, November 2023).

The results above mean that sickness presenteeism has detrimental effects on the overall academic performance of students. It not only hinders their ability to grasp and comprehend the lessons being taught but also disrupts the smooth flow of the curriculum. The lack of discipline among learners due to their rebellious behaviour can create a chaotic learning environment, further hindering the learning process. Ultimately, the high rate of absenteeism caused by sickness presenteeism may even result in students dropping out of school, jeopardizing their future education and career prospects.

The results relating to the statement that sickness presenteeism puts the lives of students in danger of catching the fever were received with a rating of mean = 3.23 and SD = 1.10. The results were thus categorised as neutral. The neutral categorization of the results suggests that there is no strong consensus among respondents regarding the statement that sickness presenteeism puts the lives of students in danger of catching the fever. Some individuals may see it as a potential risk, while others may not consider it a significant concern. About Vroom's expectancy theory, advanced in 1964, this lack of consensus could be attributed to individual differences in perceived risks and motivations. According to Vroom's theory, individuals weigh the potential outcomes and rewards of a behaviour before deciding whether to engage in it. In the case of sickness presenteeism, some students may perceive the risk of catching the fever as high enough to prioritise their health, while others may prioritise other factors such as academic performance or fear of missing out.

The results relating to the statement that sickness presenteeism may eventually increase the number of sick teachers and compromise the implementation and timely completion of teaching services were received with a rating of mean = 3.59 and SD = 1.20. The results were thus categorised as agreeable. This indicates that the majority of participants agreed with the notion that sickness presenteeism could lead to more sick teachers and hinder the delivery of teaching services. The mean rating of 3.59 suggests a moderate level of agreement, while the standard deviation of 1.20 indicates some variability in the responses. These results support the concern that sickness presenteeism may have negative consequences for the education sector. Related to Vroom's expectancy theory, advanced in 1964, which guided the study, these results provide empirical evidence that supports the theory's premise that individuals are motivated to engage in behaviours that they believe will lead to desired outcomes. In this case, the participants' agreement with the notion of sickness presenteeism leading to negative consequences for the education sector suggests that they perceive staying home when sick as a behaviour that will lead to improved teaching services and overall student well-being. This aligns with Vroom's expectancy

theory, which posits that individuals are more likely to engage in behaviours when they believe those behaviours will result in positive outcomes.

The results relating to the statement that sickness presenteeism causes severity of fever leading to prolonged absence from school were received with a rating of mean = 3.30 and SD = 1.19. The results were thus categorised as neutral. These findings suggest that there is a general agreement among teachers that sickness presenteeism can lead to an increase in the number of sick teachers, potentially affecting the delivery of teaching services. However, opinions were more divided when it came to the relationship between sickness presenteeism and the severity of fever causing prolonged absences from school. As Vroom's expectancy theory advanced in 1964, it can be hypothesized that teachers' perceptions of the severity of fever leading to prolonged absence from school may vary based on individual factors such as personal experiences and beliefs.

The results relating to the statement that sickness presenteeism causes severity of fever leading to prolonged absence from school were received with a rating of mean = 4.03 and SD = 0.83. The results were thus categorised as agreeable. These findings suggest that there is a mixed perception among participants regarding the impact of sickness presenteeism on the severity of fever and subsequent absence from school. While some participants rated it as neutral, indicating uncertainty, others agreed that there is a connection between sickness presenteeism and prolonged absence due to severe fever. Related to Vroom's expectancy theory advanced in 1964, these findings imply that individuals' perceptions of the impact of sickness presenteeism on fever severity and school absence may be influenced by their expectations and beliefs. This theory suggests that individuals weigh the potential outcomes of their actions and make decisions based on their anticipated rewards or punishments. In this case, participants who agreed with the connection between sickness presenteeism and fever severity may have expected negative consequences, such as prolonged absence from school, while those who rated it as neutral may have been unsure of the potential outcomes. These results highlight the complexity of individuals' perceptions and attitudes towards sickness presenteeism and its consequences. Headteachers were asked to give their views concerning **how sickness presenteeism affects the implementation of teaching-learning services**. One of the headteachers indicated as follows;

There are many ways sickness presenteeism affects the implementation of the teaching and learning activities. One of them is that it can be because minor sickness is exaggerated to enable absenteeism, and to the other extent, it could be because the work done is not good. In addition, the lessons delivered by sick teachers are not understood by learners, and consequently, it can lead to poor academic performance. (Interview with headteacher school I, November 2023).

By implication, the above quotation suggests that sickness presenteeism among teachers has a detrimental impact on the overall quality of education. When teachers come to work while ill, they may not be able to effectively deliver lessons, resulting in students struggling to understand the material. This can ultimately lead to lower academic performance and hinder the implementation of teaching and learning activities within the school. Schools must address sickness presenteeism and prioritise the health and well-being of their teaching staff to ensure optimal educational outcomes.

The results relating to the statement that sickness presenteeism weakens the teacher's immune system and may lead to death were received with a rating of mean = 4.20 and SD = 0.80. The results were thus categorised as agreeable. These findings suggest that sickness presenteeism can have a significant impact on emotional well-being. Organisations need to address this issue and provide support for employees to take time off when they are ill. Related to Vroom's expectancy theory advanced in 1964, the findings also indicate that employees who feel supported in taking time off when they are sick are more likely to have higher levels of job satisfaction and productivity. This theory suggests that when employees believe their efforts will be rewarded and valued, they are more motivated to perform well. Therefore, by addressing sickness presenteeism and promoting a healthy work-life balance, schools can create a positive and productive work environment.

The results relating to the statement that sickness presenteeism leads to the presence of recurring illnesses were received with a rating of mean = 4.00 and SD = 0.88. The results were thus categorised as agreeable. The findings indicate that the majority of participants agreed that sickness presenteeism can weaken the teacher's immune system and potentially result in death. Similarly, a significant number of participants also acknowledged that sickness presenteeism can contribute to the development of recurring illnesses. These, in comparison with Vroom's expectancy theory, advanced in 1964, suggest that sickness presenteeism can have serious negative consequences on an individual's health. Vroom's theory focuses on the idea that individuals are motivated to perform well to achieve desired outcomes. However, the findings from this study suggest that the negative health effects of sickness presenteeism may outweigh any potential benefits in terms of performance. Therefore, organizations need to prioritize employee health and create a supportive environment that encourages employees to take time off when they are sick, rather than promoting presenteeism.

The results relating to the statement that sickness presenteeism weakens the mindset towards teaching were

received with a mean rating of 3.66 and an SD rating of 1.09. The results were thus categorised as agreeable. This suggests that the presence of sickness in the educational setting does indeed hurt both the focus and mindset of teachers. It is clear from the data that when teachers come to work while sick, their ability to concentrate on teaching and their overall mindset towards their job are compromised. Vroom's expectancy theory advanced in 1964, this finding supports the idea that when teachers are not feeling well, their motivation and job satisfaction are likely to decrease. This could have significant implications for the quality of education provided to students, as teachers who are not fully engaged and focused may be less effective in delivering instruction and fostering a positive learning environment. Therefore, schools and educational institutions must prioritize the well-being and health of their teaching staff to ensure optimal teaching and learning outcomes. This rhymes with findings from one of the headteachers in response to the concern about **What can be done to ensure that sickness presenteeism is reduced in public secondary schools.** The results were as follows;

To reduce sickness Presenteeism in secondary schools: every school should have a nurse to help in case of sickness. Besides, schools should adopt a presenteeism-free centre and offer adequate and timely sick leaves. There is also a need to encourage open communication between teachers and administrators. This amounts to flexible working environments where teachers feel comfortable reporting when they are unwell or experiencing symptoms. By creating a supportive and understanding atmosphere, teachers will be more likely to take the necessary time off to recover without feeling pressured to come to work. Additionally, implementing policies that prioritise the health and well-being of both staff and students will ultimately contribute to a healthier and more productive school community... (Interview with headteacher school B, November 2023).

The questionnaire reveals that School B is focused on creating a positive and supportive work environment for its teachers. They understand the importance of teachers' physical and mental well-being and believe that by fostering a culture of understanding, teachers will feel comfortable taking time off when necessary. This approach not only benefits the teachers but also contributes to a healthier and more productive school community overall. The headteacher's emphasis on prioritising the health and well-being of both staff and students highlights the school's commitment to creating a positive and thriving educational environment.

The results relating to the statement that sickness presenteeism encroaches on the level of commitment were received with a rating of mean = 3.85 and SD = 0.93. The results were thus categorised as agreeable. Generally, the findings from the study indicate that the participants generally agreed with the statements regarding sickness presenteeism. The mean ratings for all three statements were above 3.5, suggesting that the majority of participants agreed with the idea that sickness presenteeism has negative effects on the teaching mindset and level of commitment. Additionally, the standard deviation ratings were relatively low, indicating that there was little variation in the responses, further supporting the notion of agreement among the participants. In comparison with Vroom's expectancy theory, advanced in 1964, these findings suggest that the negative effects of sickness presenteeism on the teaching mindset and level of commitment are widely recognised and accepted among educators. This aligns with Vroom's theory, which states that individuals are motivated to perform well when they have high expectations of success and believe their efforts will result in desired outcomes. The agreement among participants in this study indicates a collective understanding of the detrimental effects of working while sick on their ability to effectively fulfil their teaching responsibilities.

The results relating to the statement that sickness presenteeism leads to forced work without deliberate efforts were received with a rating of mean = 3.34 and SD = 1.12. The results were thus categorised as neutral. This suggests that employees generally perceive sickness presenteeism as neither strongly positive nor strongly negative. About Vroom's expectancy theory, advanced in 1964, this neutral perception of sickness presenteeism may indicate that employees do not see it as a significant motivator for increased productivity or rewards.

6.2 Regression Analysis to Establish the Effect of Sickness Presenteeism on Involvement in Teaching and Learning Activities

The regression analysis was performed at a p-value of 0.05.

Table 4. Model Summary for sickness presenteeism and teaching and learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489 ^a	.239	.236	.46963

a. Predictors: (Constant), Sickness Presenteeism

The model summary results indicate that R = .489a, R square = 0.239, adjusted R = 0.236, and standard error of

the estimate = 0.46963. These results suggest that the model explains approximately 23.9% of the variance in the dependent variable. Additionally, the standard error of the estimate indicates that the average difference between the predicted and actual values is approximately 0.46963 units. These results imply that there is still a significant amount of unexplained variance in the dependent variable, as the adjusted R square is only 0.236. This suggests that there may be other factors or variables that are influencing the outcome. Furthermore, the relatively high standard error of the estimate suggests that the model's predictions may not be very precise or accurate. Therefore, further investigation and refinement of the model may be necessary to improve its explanatory power and predictive ability.

Table 5. ANOVA for sickness presenteeism and teaching and learning

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.792	1	14.792	67.067	.000 ^b
Residual	46.977	213	.221		
Total	61.769	214			

a. Dependent Variable: Involvement in Teaching and Learning Activities

b. Predictors: (Constant), Sickness Presenteeism

The ANOVA results about sickness presenteeism and teaching and learning reveal that $F = 67.067$; $p = 0.000$ ^b. This indicates a significant relationship between sickness presenteeism and teaching and learning. Further analysis is needed to determine the specific nature of this relationship and its implications for both educators and students. The high F value and low p value suggest that there is a strong association between sickness presenteeism and teaching and learning. These findings highlight the importance of addressing sickness presenteeism in educational settings to promote effective teaching and learning outcomes. It is crucial for educators and policymakers to further investigate this relationship to develop strategies and interventions that can mitigate the negative effects of sickness presenteeism on both educators and students.

Table 6. Coefficients for sickness presenteeism and teaching and learning

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.222	.189		11.738	.000
Sickness Presenteeism	.410	.050	.489	8.189	.000

a. Dependent Variable: Involvement in teaching and learning activities

The findings in the table above about sickness presenteeism and teaching and learning reveal $B = 0.410$ and $\beta = 0.489$; $p = 0.000$. These results indicate a significant positive relationship between sickness presenteeism and teaching and learning. The high beta value suggests that as sickness presenteeism increases, there is a strong impact on teaching and learning outcomes. This suggests that when teachers come to work despite being sick, it can have a detrimental effect on the quality of teaching and learning in the classroom. The significant p-value of 0.000 further supports the idea that this relationship is not due to chance but rather a true association between sickness presenteeism and teaching and learning outcomes.

7. Discussion of Findings

The results suggest that while some participants agreed that sickness presenteeism affects the work environment, others did not perceive it as a significant issue. Relative, Ozminkowski, H., Goetzel, B., Chang, H., & Long, F., (2004) reveals that presenteeism has substantial ramifications on employees' performance and can diminish their productivity, resulting in serious consequences for both individuals and the work environment. Furthermore, it can impact the financial aspects of the organization, such as health insurance costs, medical expenses, employee absences, and remuneration. According to Vroom's expectancy theory, employees may feel less motivated to perform at their best if they see their colleagues coming to work while sick. This can create a negative work culture where the norm becomes showing up to work even when not feeling well. As a result, the overall productivity and quality of work may suffer, leading to decreased job satisfaction and potentially high turnover

rates. To address this issue, organizations should prioritize creating a supportive and healthy work environment that encourages employees to take time off when needed without fear of negative consequences.

According to the study, the majority of participants agreed that sickness presenteeism is associated with emotional weariness. These findings suggest that addressing sickness presenteeism could potentially improve emotional well-being in the workplace. These are likened to Cooper & Lu, (2016) revealing that while the significance of presenteeism may not be immediately apparent, it holds long-term importance for organisations and leads to substantial financial losses. Consequently, presenteeism can have detrimental effects on the long-term physical and mental well-being of employees. Relating this to Vroom's theory of expectancy, employees who engage in sickness presenteeism may have low expectations of the outcomes of taking time off work to recover. They may believe that their absence will negatively affect their job security or advancement opportunities. Therefore, addressing sickness presenteeism not only has the potential to improve emotional well-being but also to create a healthier work environment where employees feel comfortable taking the necessary time off to recover without fearing negative consequences. Ultimately, this can lead to increased productivity and overall success for the organization (Charles, M., Sarah, N., & Anthony, M. M., 2024).

The findings suggest that sickness presenteeism can have a significant impact on emotional well-being. Organizations need to address this issue and provide support for employees to take time off when they are ill (Charles, M., Shizhou, L., Justine, N., et al., 2021). Additionally, the results indicate that there may be serious health consequences associated with sickness presenteeism, highlighting the need for further research and interventions in this area. From the perspective of the employee, presenteeism is significant as it exacerbates preexisting medical conditions, diminishes the quality of work life, and creates perceptions of inefficiency in the workplace due to decreased productivity. Presenteeism is seen to have a detrimental impact on both personal career growth and the fundamental objective of becoming skilled and proficient in one's field, which is professionalism (Mustafa, 2019). Subjecting this to Vroom's expectancy theory, it can be argued that presenteeism undermines an employee's motivation and belief that their efforts will result in desirable outcomes. If an employee is consistently present at work but not fully engaged or productive, they may begin to question whether their efforts are truly valued or if their contributions are making a difference. This can lead to a decrease in job satisfaction and a lack of commitment to personal and professional growth. Therefore, further research and interventions are needed to understand the underlying factors contributing to presenteeism and to develop strategies that promote a healthier and more productive work environment (Martha, N., Taddeo, K. Y., Charles, M., et al., 2023).

The results indicate that there is a consensus among participants that sickness presenteeism adversely affects the quality of teaching and learning. The problems associated with presenteeism are undeniably acknowledged by the general populace: as per a survey conducted by Canada Life Group, a staggering 82% of UK employees assert that a coworker's habitual lateness to work has negatively impacted their health. When there may be some benefits to working when sick in terms of promoting recovery, there is a growing body of evidence suggesting that it can have negative consequences on the welfare of both employees and others (Thun, S, Per, S, Ose, S, & Marit, C, 2017). Multiple rigorous prospective studies and a recent comprehensive review have established that presenteeism significantly elevates the likelihood of developing future health issues and experiencing prolonged periods of sickness absence. Vroom's expectancy theory suggests that employees may be more motivated to come to work when sick due to the expectation of rewards or fear of punishment. However, this short-term motivation can lead to long-term negative consequences for both the individual and the organization (Charles, M., Kuteesa, M. D., Muhamadi, K., 2023). Therefore, employers need to create a supportive and healthy work environment that encourages employees to take time off when necessary and prioritize their well-being (Taaka, M. A., Muweesi, C., & Kintu, G. J., 2022).

8. Conclusions

8.1 Rate of Teacher Involvement in the Teaching-Learning Activities

The study reveals that teachers' on-time work plans, focus on their duties, and understanding of students' needs and learning styles are crucial for effective teaching and learning. Teachers must prioritize and meet deadlines to maintain classroom cleanliness and discipline. They should also focus on their duties, understand students' needs and learning styles, and collaborate effectively with colleagues and parents (Charles, M., & Khan, B. M., 2022). Teachers should prioritize curriculum and learning objectives, plan classes, schedule time, and provide materials. They should tailor instruction to students' needs and work well with little effort. Promoting collaboration and addressing new challenges is essential for teachers (Wamubirigwe, T., & Muweesi, C., 2022). They should respect knowledge and work training and have considerable current consistency. Job skill updates are also important, as teachers recognize the value of current information. Creative educators solve new problems creatively, demonstrating their capacity to identify and overcome new employment issues.

9. Recommendations

9.1 Teacher Involvement in Teaching and Learning Activities

From the above conclusions, it is therefore recommended that the Ugandan government, through the Ministry of Education and Sports, should provide continuous professional development opportunities for teachers, enabling them to update their skills and knowledge. Additionally, the government should put in place mechanisms to encourage the use of technology in classrooms to foster interactive and engaging learning environments. Boards of Governors should create a positive and supportive school culture that values and recognises the contributions of teachers. This can be done by regularly acknowledging and celebrating the achievements and efforts of teachers in various forums, such as staff meetings. Management should provide opportunities for professional development and growth to encourage teacher engagement. School Administrators such as head teachers & Deputy head teachers. These should provide opportunities for collaborative planning and professional development. Encouraging teachers to work together in designing curricula and sharing best practices fosters a sense of ownership and investment in the teaching process. Additionally, administrators can create a supportive and inclusive school culture that values and recognizes the contributions of teachers. The Community should establish strong partnerships with schools and educational institutions. This can be achieved through regular communication and collaboration between teachers, parents, and community members. By fostering a sense of shared responsibility for education, teachers are more likely to feel supported and motivated to actively engage in teaching and learning activities.

9.2 Implications of the Study

The government through the Ministry of Education and Sports should advocate for the introduction of insurance for teachers to further support and incentivize their commitment to their profession. This insurance could provide financial protection for teachers in the event of illness, injury, or any unforeseen circumstances that may prevent them from working. By offering this benefit, schools can demonstrate their commitment to the well-being of their teachers and their dedication to ensuring their job security. School Administrators such as head teachers should encourage joint planning for lesson preparations in schools and provide opportunities for teachers to collaborate and share resources. This not only reduces the workload of individual teachers but also ensures that the curriculum is consistently delivered, regardless of any teacher absences. The Board of Governors should ensure that schools invest in professional development programmes to enhance teachers' skills and knowledge, enabling them to better manage their workload and maintain a healthy work-life balance. By promoting a culture of support and collaboration, schools can create a positive and productive learning environment for both teachers and students. The Community should support an environment that rewards productive and hardworking teachers in schools to further incentivize and motivate them. This can be done through recognition programmes, such as Teacher of the Month awards or bonuses based on performance. By acknowledging and rewarding the efforts of productive and hardworking teachers, schools can foster a culture of excellence and attract and retain top-notch educators. This ultimately benefits the entire school community and ensures the delivery of a quality education.

The results demonstrate a substantial and favourable correlation between sickness presenteeism and teaching and learning. The elevated beta value indicates that as disease presenteeism rises, there is a substantial influence on teaching and learning outcomes. This implies that when educators attend work despite their illness, it can adversely impact the calibre of instruction and acquisition of knowledge within the classroom. The low p-value of 0.000 provides strong evidence that the observed relationship between sickness presenteeism and teaching and learning results is not a result of chance, but rather a genuine association.

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