



Efficacy of Managing Sickness Presenteeism on Implementation of Teaching Services in Secondary Schools in Budaka District, Eastern Uganda

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Abstract: *This study evaluated the implications of sickness presenteeism on the teaching-learning services in secondary schools in Budaka district, Eastern Uganda. The specific objectives were: to examine the state of teaching services in secondary schools and to establish the nature of teaching services implemented, and to analyze the effect of managing sickness presenteeism on the implementation of teaching services. The study adopted a mixed-methods design, to collect data from the teachers themselves and the administrators of the respective schools. The study involved a sample of 215 teachers and 14 heads of schools. Data was entered and analyzed in SPSS version 22, in which descriptive analysis was done for all variables, following which bivariate analysis was conducted to analyze relationships between variables. Findings at this stage were reported with a statistically significant coefficient of agreement of 95 percent confidence level or 5 percent probability level. The study emphasizes teachers' on-time work schedules, concentration on duties, knowing students' requirements, and learning styles for effective teaching services. Curriculum, scheduling, supplies, instruction, and collaboration should be prioritized by teachers. They should respect expertise, be consistent, and upgrade skills. New issues can be solved by imaginative instructors. Public secondary school teachers have high sickness presenteeism due to job insecurity, workload, lack of substitute teachers, flexible work environment, fear of losing salary, lack of sick leave space, love for the job, and tolerability as per the study. Results indicate a significant positive relationship between sickness presenteeism and teaching services ($B = 0.410$ and $\beta = 0.489$; $p = 0.000$).*

Keywords: Sickness presenteeism, Budaka District, Secondary schools, Teaching services, Teaching and Learning.

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1. Introduction

In 2015, due to sickness presenteeism, 58% of employees in the European Union including teachers worked unwell the year before and the grades in their schools were on down spiral (Euro found, 2015). According to current estimates, presenteeism accounts for 1.5 days of missed work time in the UK for every day lost to absenteeism, and

it costs firms £21.2 billion annually, or about double the absence (Parsonage & Saini, 2017). Presenteeism costs the UK economy the equivalent of 35 days per person each year (Financial Times, 2019).

Most notably, there is little recorded evidence of presenteeism in secondary schools, even in wealthy nations. There is currently no literature accessible that

expressly explains or addresses the notion of presenteeism in the context of Uganda, and particularly the Budaka District. However, according to observations, over 78% of teachers with poor health in various secondary schools present themselves for work. The biometric fingerprint reader method for judging attendance has forced most teachers into a corner, forcing them to attend school regardless of their health situation. The main issue is that, while teachers are available to fulfill the line of attendance, many are unable to teach due to health difficulties.

Sickness Presenteeism refers to situations where people still turn up at their jobs despite ill health that should prompt rest and absence from work (Luo Lu et. al, 2021). Secondary school teachers, specifically, are at the helm of ensuring the successful delivery of secondary education and are charged with the important role of distinguishing between mere schooling and learning (UNICEF, 2020) if effective teaching services are to be realized. The efficaciousness of secondary school teachers in fostering learning among secondary school students nevertheless depends on their productivity and performance when on duty (Aldhukair & Abunar, 2021). That makes teacher productivity the eventual target for all administrations in educational organizations, and any of its antagonists and threats are therefore targets for minimization and/or elimination. Sickness Presenteeism is associated with more burnout (Pei et al., 2020) and work-related stress syndrome (De Hert, 2020), that then minimizes teacher engagement with students. Students remain as the main victims to such teacher behavior, with the outcome being poor student performance that may put their future at risk.

The outcry against decreases in the quality of teaching services provided has reached intolerable proportions (Amiena, Wynand, & Ravinder, 2019), particularly among secondary schools in Budaka District. Secondary schools are increasingly registering fewer or no students (Lufkin, 2021), and concerns regarding the appalling status of teaching services in secondary schools in the Budaka District of Eastern Uganda keep growing as the years go by. Furthermore, this is not supported by any explicitly recorded evidence relating to presenteeism (Gary, 2022). However, there is a sizable amount of indirect data that suggests that sickness presenteeism among secondary school teachers in the Budaka area is prevalent or common. There have been instances where school administrations have allowed teachers to take sick days against their will (Kyung-Shin et al., 2022).

General Objective

The study seeks to examine the efficacy of managing sickness presenteeism on teaching services in secondary schools in Budaka District, Eastern Uganda.

Specific Objectives

1. To examine the state of teaching services in secondary schools in Budaka District, Eastern Uganda
2. To analyze the effect of managing sickness presenteeism on the implementation of teaching services in secondary schools in Budaka District, Eastern Uganda

2. Literature Review

2.1 State of Teaching Services in Secondary Schools

Teacher management of teaching services is a teacher's demonstrated impact on learners' learning as established through achievement scores, observed pedagogical practices, or learner surveys (Mustafa & Mert, 2019). Measuring teacher performance helps to determine the level of a teachers' efficiency, identify a hardworking and non-hardworking teacher, determine how to properly compensate a teachers' workforce, and improve your workplace's overall productivity (Hamilton, 2021).

A study conducted in Philippines indicated that teachers' performance was very satisfactory in terms of commitment, knowledge of the subject, teaching for independent learning, and management of learning as evaluated by their students (Fabelico & Afalla, 2020). There are no significant differences in the level of teacher performance when grouped according to their characteristics. These results denote that the teachers performed very satisfactory in their teaching profession for the previous school year regardless of their characteristics (Fabelico & Afalla, 2020).

In Eastern and Southern African (ESA) governments, teacher absenteeism is high – a third to a half are absent at any one time – and teacher quality is low: many do not possess the basic literacy and numeracy skills they are attempting to impart to students, let alone possess the pedagogical skills to do so. Neither is there a great deal of unequivocal evidence of what works to improve 'teacher performance' (Martin, 2018). There is evidence that employees who are self-employed are more inclined than employees who are paid to work when ill. This could be brought on by a lack of sick pay, a sense of dependence, or being in charge of their staff members' livelihoods. However, "self-employment" is a wide term that includes the expanding population of persons engaged in the "gig" economy.

A study by Unicef (2016) indicated that teachers in South Sudan and in Zanzibar reported the highest rates of classroom absenteeism with 26 and 22.7 per cent

respectively and teachers in Rwanda and Kenya the lowest rates at 7.6 per cent and 8.4 per cent respectively. Absence from teaching, defined as reduced time on task while in the classroom, was reported by 17.8 per cent of surveyed teachers as occurring at least once a week. At the country level, the largest percentages of teachers spending less time on teaching than originally planned at a rate of once a week or more were in South Sudan with 31 per cent and Zanzibar at 20.7 per cent and the smallest in Puntland with 11 per cent, Rwanda with 12 per cent and Kenya at 12.1 per cent.

In the context of Uganda, Odong (2020) stated that the inability of candidates to read and comprehend questions in national exams is a result of poor teaching methods used in many schools according to some teachers. While releasing the Uganda Advanced Certificate of Education-UACE results for 2019, Uganda National Examinations Board-UNEB highlighted poor comprehension of questions as one of the challenges which reduced the rate of performance of many candidates (Odong, 2020). However, there is also evidence to suggest that employees in higher-ranking positions in an organization view taking time off to recover from a minor illness as less acceptable. Additionally, according to research, those in line management positions are more inclined to work when unwell because they believe they must set a good example for their workers.

A World Bank survey report on Kenya highlighted by Matthew, et al., (2016) established that children in Kenya are being cheated out of education because teachers stay away from school for more than half the school day. This was because the teachers either did not go to work at all or spent more of the day in the school compound doing other things. Even when teachers go into the classrooms, the survey found only about one third of them give students value for money.

Amiena, Wynand, and Ravinder (2019) state that teachers may hold stereotypes about gifted students and have unreasonably high standards of performance, thereby eliciting withdrawal and failure to perform by gifted students who pursue undue pressure. On the other hand, tests might not provide enough proof of their dependability and validity. Numerous educational assessments do not follow a systematic test creation process or incorporate psychometric principles in their preparation. Such an evaluation lacks desirable characteristics and is unable to fulfill its objectives.

2.2 Management of Sickness Presenteeism and implementation of Teaching Services

Presenteeism has significant impacts on the workers' performance and may reduce their productivity with severe after-effects on individuals and in the work context. In addition to productivity, it may also affect organizational expenditures with health plans, medical expenses, leaves and compensations (Unicef, 2016).

People who work while exhibiting signs of an infectious illness put other people at danger, particularly those who are susceptible to sickness, such as patients, the elderly, and children (Gary, 2022). Professionals in the health or social care fields who work with vulnerable people may find this to be especially true. In the worst situation, because diseases spread in offices and classrooms, presenteeism may even be a factor in pandemics (Unicef, 2016). The issues with presenteeism are undoubtedly recognized by the public: according to a representative poll by Canada Life Group, 82% of UK employees believe a colleague's tardiness to work has made them sick. Although working while sick can facilitate recovery, evidence for its potentially damaging effects for the wellbeing of employees and others is growing (Thun, Per, Ose, & Marit, 2017). Several high-quality prospective studies and a recent systematic review concluded that presenteeism increases the risk of future health problems and long-term sickness absence.

After adjusting for age and gender, a cohort study including 1831 Japanese workers discovered a link between baseline sickness presenteeism and depression and absence for mental health issues a year later (Conway, et al., 2016). Additionally, a cohort of 5071 male public workers from the Whitehall II study had baseline screening for coronary risk factors and health condition, and their absence records during the next three years were analyzed (Conway, Hogg, Rugulies, & Hansen, 2016). According to the findings, "unhealthy" individuals who did not take any sick days throughout the follow-up period had twice the chance of having a major coronary event compared to unhealthy workers whose illness absence was just mild.

There is proof that even seemingly mild diseases can develop into more severe conditions and cause prolonged absences if left untreated. Working while ill has also been positively correlated with long-term workplace stress and emotional weariness. Over time, stress and burnout can also weaken the immune system and raise the risk of a variety of medical conditions, including coronary heart disease, high blood pressure, and depression.

Conway et al., (2016) found that presenteeism was connected with an increased risk of depression in a 2-year follow-up study, despite the fact that respondents were not depressed at the start. However, after 3 months, the harmful effects of presenteeism on mental health were no longer identified by Lu et al. (2013). Presenteeism and weariness may be mutually exclusive, implying that presenteeism causes exhaustion and vice versa. Presenteeism, according to Lu et al. (2013), causes weariness and burnout. Although working while unwell appears to increase the risk of depression, there is conflicting data about the relationship between presenteeism, absenteeism, and tiredness.

3. Methodology

3.1 Study Design

The study adopted a mixed-methods design, given that whereas the assessment of the prevalence and associated factors of sickness presenteeism calls for the collection of quantitative data, there was a need to explore the same attributes in an open-ended format, from the teachers themselves and the administrators of the respective schools. A research design, according to McCombes (2019), is a framework for planning research and addressing research questions. It helps guide researchers in

making decisions about what data to collect, how to collect it, and how to analyze it. In this study, the mixed-methods design allowed for a comprehensive understanding of sickness presenteeism by combining quantitative data from surveys with qualitative data from interviews. This approach provided a more holistic view of the phenomenon and allowed for a deeper exploration of the factors influencing teachers' attendance despite being unwell.

3.2 Population of study

A study population is a group of people who have been chosen based on inclusion and exclusion criteria related to the variables being investigated (Alex. S, & Caren. B, 2019). At the moment, there are ten secondary schools in Budaka District but the study considered seven.

3.3 Determining the sample size

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 Krejcie and Morgan table guide. For each secondary school, the sample size was determined exclusively. The sample size for the study was thus as indicated in Table 1 below.

Table 1: sample size for teachers per secondary school

S/N	School label	Teachers	Sample size to be considered
1.	A	32	28
2.	B	56	48
3.	C	31	28
4.	D	21	19
5.	E	37	32
6.	F	25	24
7.	G	41	36
	Total	243	215

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

3.4 Sampling techniques

Stratified Sampling Budaka District's secondary schools were divided into private and secondary schools. The study then considered secondary schools. According to observations, secondary schools have more transparent systems than private secondary schools because records are

always available and the government appoints qualified teachers on permanent contracts. Furthermore, performance evaluations in secondary schools are required to be conducted on an annual basis. For these reasons, secondary schools are preferred over private secondary schools for obtaining reliable and valid results. In addition, the idea of categorizing the study population was adopted, and a list of teachers in each secondary school was obtained to guide the selection of male and female teachers for a balanced view in reporting the findings.

3.5 Purposive Sampling

To select the head teachers of the secondary schools, purposive sampling, and specifically expert purposive sampling approach was used. When a researcher needs to gather information from people with a particular area of experience, they employ expert sampling. Because it can assist in revealing fresh areas of interest, this knowledge may be required in the early stages of qualitative research. In this case, the headteachers are regular supervisors of the teaching services, thus, this was enough justification for considering them.

3.6 Tool of data collection

A questionnaire was used to collect data from respondents. The researcher developed a set of structured questions for secondary school teachers: Section A containing respondents' social demographic characteristics, such as age, gender, work experience, subjects taught, and time spent at their current secondary school, while other sections were developed as guided by the study variables.

3.7 Data Presentation and analysis

Data was entered and analyzed in SPSS version 22, in which descriptive analysis was done for all variables, following which bivariate analysis was conducted to analyze relationships between each of the independent variables and the outcome. Findings at this stage were reported with a statistically significant coefficient of agreement of 95 percent confidence level or 5 percent probability level.

Demographic Characteristics. Findings from the demographic characteristics were presented in a summary

table indicating the frequency and percentage scores and also reflecting the total sample of respondents to be used. The analysis was guided by percentage scores that were argumentatively rated to communicate findings.

Each of the following: teacher management of teaching services; and factors associated with the prevalence of sickness presenteeism due to sickness were itemized, and statements were subjected to ranking by respondents using the 5-point Linkert scale. The results from questionnaires were entered into a computer and computed into a mean and standard deviation. An average mean scores as well as average standard deviation scores were obtained, and the strength of each item was measured against the average scores. Most importantly, items with mean scores above the average were addressed with strong emphasis in the list available.

On the other hand, to determine the implications of sickness presenteeism on the teaching services in secondary schools in Budaka District, Eastern Uganda, a simple collinearity analysis was performed as well as a linear regression analysis. The confidence levels were 95% or 99%, respectively.

4. Results and Discussion

4.1 State of teaching Services in Secondary Schools in Budaka District

The findings in the Table 2 were generated and presented using mean and standard deviations. The mean interpretation was such that: 1.00-1.80 is *strongly disagree*, 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 2: State of teaching Services in Secondary Schools

Items for State of teaching Services in Secondary Schools	N	SD %	D %	N %	A %	SA %	Mean	SD
1. Planning work to do it on time	215	5	14	15	59	7	3.51	0.97
2. Optimal planning	215	1	3	6	63	27	4.11	0.71
3. Having a focus on results to achieve	215	18	00	16	66	10	3.57	0.89
4. Separating main issues from side issues at work	215	1	1	7	54	37	4.25	0.69
5. Knowing to set right priorities	215	4	2	24	55	15	3.74	0.87
6. Performing work well in minimal time and effort	215	3	11	14	54	19	3.74	0.97
7. Collaboration with others for productive results	215	3	6	14	65	11	3.74	0.85
8. Taking on challenging work tasks, when available	215	6	10	10	61	13	3.67	1.01
9. Keeping job knowledge up-to-date	215	4	10	9	60	17	3.77	.971
10. Keeping job skills up-to-date	215	5	7	4	50	34	4.00	1.04
11. Having creative solutions to new problems	215	4	11	8	57	20	3.79	1.00
12. Looking for, and attending to, new challenges in my job	215	7	20	10	58	6	3.37	1.06
13. Doing more than was expected of me	215	4	13	18	56	9	3.54	0.95
14. Active participation in work meetings	215	1	7	11	67	13	3.82	0.79
15. Actively looking for ways to improve performance at work	215	3	11	16	66	4	3.57	0.84

The description that teachers plan to do work on time indicated a mean score of 3.51 and a standard deviation of 0.97. These results are evaluated as agreeable. As an aspect of being involved in teaching services, it is important for teachers to prioritize and adhere to deadlines. This not only helps in maintaining a structured and organised classroom environment but also instills a sense of responsibility and discipline among students. In addition, the description that teachers are characterized by optimal planning indicated a mean score of 4.11 and a standard deviation of 0.71. These results are evaluated as agreeable. As an aspect of being involved in teaching services, the timely completion of tasks also promotes a positive and efficient classroom environment. It allows teachers to better manage their time and resources, leading to increased productivity and overall student success. Teacher management of teaching services is a teacher's demonstrated impact on learners' learning as established through achievement scores, observed pedagogical practices, or learner surveys (Mustafa & Mert, 2019). Measuring teacher performance helps to determine the level of a teachers' efficiency, identify a hardworking and non-hardworking teacher, determine how to properly compensate a teachers' workforce, and improve your workplace's overall productivity (Hamilton, 2021). Moreover, it fosters a sense of accountability among students as they learn the importance of meeting deadlines and taking ownership of their work.

Further still, the description that teachers normally have focus for the work they want to accomplish indicated a

mean score of 3.57 and a standard deviation of 0.89. These results are evaluated as agreeable. As an aspect of being involved in teaching services, it is important for teachers to have a clear understanding of their students' needs and learning styles. This can help them tailor their teaching methods and materials to better support their students' individual growth and development. Additionally, effective communication and collaboration with colleagues and parents can further enhance the teaching services experience for all parties involved. In addition, the statement that while at work, teachers separate main from minor issues indicated a score of 4.25 and a standard deviation of 0.69. These results are evaluated as strongly agreeable. As an aspect of being involved in teaching services, teachers also need to continuously update their knowledge and skills through professional development opportunities. This ensures that they stay current with the latest research and best practices in education, allowing them to provide the most effective instruction to their students. A study conducted in Philippines indicated that teachers' performance was very satisfactory in terms of commitment, knowledge of the subject, teaching for independent learning, and management of learning as evaluated by their students (Fabelico & Afalla, 2020). There are no significant differences in the level of teacher performance when grouped according to their characteristics.

More results relate to the statement that teachers know how to set priorities and indicate a mean score of 3.74 and a

standard deviation of 0.87. These results are evaluated as agreeable. As an aspect of being involved in teaching services, teachers are expected to have a clear understanding of the curriculum and the learning objectives. This includes being able to effectively plan and organise lessons, allocate time appropriately, and ensure that all necessary resources are available for students. Additionally, teachers should also be able to adapt their teaching strategies to meet the diverse needs of their students, providing individualized support when necessary. The description that teachers perform work well with minimal time and effort indicated a mean score of 3.74 and a standard deviation of 0.97. These results are evaluated as agreeable. This suggests that teachers generally feel confident in their ability to effectively plan and organise lessons, allocate time appropriately, and ensure that necessary resources are available for students. However, it is important for teachers to continue seeking professional development opportunities to further enhance their skills in adapting teaching strategies to meet the diverse needs of their students. Neither is there a great deal of unequivocal evidence of what works to improve 'teacher performance' (Martin, 2018). There is evidence that employees who are self-employed are more inclined than employees who are paid to work when ill. This could be brought on by a lack of sick pay, a sense of dependence, or being in charge of their staff members' livelihoods. However, "self-employment" is a wide term that includes the expanding population of persons engaged in the "gig" economy.

The description that teachers in secondary schools in Budaka district manifest the aspect of collaboration with others for productive results indicated a mean score of 3.74 and a standard deviation of 0.85. This suggests that, on average, teachers in secondary schools in Budaka district have a relatively high level of collaboration with others. The standard deviation indicates that there is some variability in the level of collaboration among teachers, with some exhibiting higher levels and others exhibiting lower levels. Further still, the description that teachers are fond of taking on new challenges at work indicated a score of 3.67 and a standard deviation of 1.01. This suggests that, on average, teachers in secondary schools in Budaka district are moderately inclined to take on new challenges at work. The standard deviation indicates that there is a considerable amount of variability among teachers, with some being more eager to embrace new challenges and others being less inclined to do so. The description that teachers keep job knowledge up to date indicated a mean score of 3.77 and a standard deviation of 0.97. This score suggests that teachers generally prioritize being informed and continuously enhancing their job knowledge. The relatively low standard deviation indicates a moderate level of consistency among teachers in maintaining up-to-date knowledge. In a study by Unicef (2016) indicated that teachers in South Sudan and in Zanzibar reported the

highest rates of classroom absenteeism with 26 and 22.7 per cent respectively and teachers in Rwanda and Kenya the lowest rates at 7.6 per cent and 8.4 per cent respectively. Absence from teaching, defined as reduced time on task while in the classroom, was reported by 17.8 per cent of surveyed teachers as occurring at least once a week.

The description that teachers keep job skills up to date indicated a mean score of 4.00 and a standard deviation of 1.04. These results are evaluated as agreeable. The higher mean score of 4.00 suggests that teachers highly prioritize keeping their job skills up to date. Additionally, the slightly higher standard deviation of 1.04 indicates a slightly wider range of opinions among teachers regarding this aspect, but it is still overall agreeable. This suggests that while most teachers agree on the importance of maintaining up-to-date knowledge, there are some who may have differing opinions. The statement that teachers have creative solutions to new problems indicated a mean score of 3.79 and a standard deviation of 1.00. The view that teachers keep looking for and attending new challenges at work indicated a mean score of 3.37 and a standard deviation of 1.06. The scores suggest that teachers generally possess a high level of creativity in finding innovative solutions to new problems. However, the scores also indicate that there is some variability among teachers in their ability to consistently seek out and address new challenges at work. The description that, while at work, teachers do more tasks than they are expected to, indicated a mean score of 3.54 and a standard deviation of 0.95. This score suggests that there is a moderate level of variability among teachers in terms of the additional tasks they perform while at work. The standard deviation of 0.95 indicates that most teachers fall within one standard deviation of the mean, but there may be some teachers who perform significantly more or fewer tasks than average. In the context of Uganda, Odongo (2020) stated that the inability of candidates to read and comprehend questions in national exams is a result of poor teaching methods used in many schools according to some teachers. While releasing the Uganda Advanced Certificate of Education-UACE results for 2019, Uganda National Examinations Board-UNEB highlighted poor comprehension of questions as one of the challenges which reduced the rate of performance of many candidates

The statement that teachers support active participation in work meetings indicated a mean score of 3.82 and a standard deviation of 0.79. This score suggests that there is a moderate level of agreement among teachers regarding their support for active participation in work meetings. The standard deviation of 0.79 indicates that most teachers' scores are within one standard deviation of the mean, but there may be some teachers who strongly support or oppose active participation in work meetings. For example, during a recent work meeting, the majority of teachers

actively participated by sharing their ideas and opinions on various topics discussed. However, a few teachers remained silent throughout the meeting, indicating their strong opposition or disinterest in active participation in meetings compared to the average. In addition, still, the description that “teachers actively look for ways of improving performance” indicated a score of Mean = 3.57 and standard deviation of 0.84. This suggests that there is a significant level of variability among teachers in terms of their efforts to enhance their performance. It is likely that some teachers are more proactive and dedicated to professional development, while others may be less inclined to actively seek ways to improve. This variability could be attributed to various factors such as motivation, personal beliefs, or the availability of resources and support. Teachers who are more proactive and dedicated may have a stronger belief in the importance of continuous improvement and may actively seek out opportunities for professional development. Amiena, Wynand, and

Ravinder (2019) state that teachers may hold stereotypes about gifted students and have unreasonably high standards of performance, thereby eliciting withdrawal and failure to perform by gifted students who pursue undue pressure. On the other hand, tests might not provide enough proof of their dependability and validity. Numerous educational assessments do not follow a systematic test creation process or incorporate psychometric principles in their preparation.

4.2 Effect of managing sickness presenteeism on the implementation of teaching services in secondary schools in Budaka District, Eastern Uganda

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

Table 3: Model Summary for Management of presenteeism and implementation of teaching services

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 4: ANOVA for Management of presenteeism and implementation of teaching services

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: Management of teaching services
b. Predictors: (Constant), Sickness Presenteeism

The ANOVA results about sickness presenteeism and teaching services reveal that $F = 67.067$; $p = 0.000^b$. This indicates a significant relationship between sickness presenteeism and teaching services. 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

services. These findings highlight the importance of addressing sickness presenteeism in educational settings in order to promote effective teaching services outcomes. It is crucial for educators and policymakers to further investigate this relationship in order to develop strategies and interventions that can mitigate the negative effects of sickness presenteeism on both educators and students.

Table 5: Coefficients for Management of presenteeism and implementation of teaching services

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: Management of teaching services

The findings in the table above about sickness presenteeism and teaching services reveal $B = 0.410$ and $\beta = 0.489$; $p = 0.000$. These results indicate a significant positive relationship between sickness presenteeism and teaching services. The high beta value suggests that as sickness presenteeism increases, there is a strong impact on teaching services outcomes. This suggests that when teachers come to work despite being sick, it can have a detrimental effect on the quality of teaching services 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 services outcomes. Relative, People who work while exhibiting signs of an infectious illness put other people at danger, particularly those who are susceptible to sickness, such as patients, the elderly, and children (Gary, 2022). Professionals in the health or social care fields who work with vulnerable people may find this to be especially true. In the worst situation, because diseases spread in offices and classrooms, presenteeism may even be a factor in pandemics. Conway et al., (2016) found that presenteeism was connected with an increased risk of depression in a 2-year follow-up study, despite the fact that respondents were not depressed at the start. However, after 3 months, the harmful effects of presenteeism on mental health were no longer identified by Lu et al. (2013). Presenteeism and weariness may be mutually exclusive, implying that presenteeism causes exhaustion and vice versa. Presenteeism, according to Lu et al. (2013), causes weariness and burnout. Although working while unwell appears to increase the risk of depression, there is conflicting data about the relationship between presenteeism, absenteeism, and tiredness.

5. Conclusion and Recommendations

5.1 Conclusion

The study reveals that teachers' on-time work plans, focus on their duties, and understanding students' needs and learning styles are crucial for effective teaching services. 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. 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. 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.

The results demonstrate a substantial and favourable correlation between sickness presenteeism and teaching services. The elevated beta value indicates that as disease presenteeism rises, there is a substantial influence on teaching services outcomes. This implies that when educators attend work despite their illness, it can adversely impact the caliber 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 services results is not a result of chance, but rather a genuine association.

5.2 Recommendations

To enhance teacher management of teaching services, it is recommended to: -

1. Provide ongoing professional development opportunities. This can include workshops, conferences, and training sessions focused on innovative teaching strategies and educational technologies.
2. Additionally, creating a supportive and collaborative school environment, where teachers feel valued and their input is sought, can greatly enhance their involvement.
3. Lastly, incorporating student feedback and involving teachers in curriculum planning and decision-making processes can also foster a sense of ownership and engagement in teaching services.
4. Additionally, schools can provide resources and support for teachers to manage their workload effectively, reducing the likelihood of sickness presenteeism.
5. Regular health check-ups and wellness programs can also be implemented to promote a healthy work environment for teachers.

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