



P.O. Box 236, Tororo, Uganda
Gen: +256 - 45 444 8838
Fax: +256 - 45 4436517
Email: info@adm.busitema.ac.ug

www.busitema.ac.ug

FACULTY OF SCIENCE AND EDUCATION

DEPARTMENT OF EDUCATION

**Management of Sickness Presenteeism and Teachers' Involvement in Teaching-
Learning Activities in Public Secondary Schools in Busia District**

Wanyama Anthony

BA. Education. Muk

BU/GS21/EDM/9

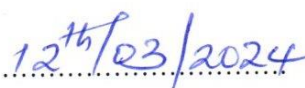
**A Dissertation Submitted to the Directorate of Graduate Studies, Research &
Innovations (DGSRI) in Partial Fulfilment of The Requirements for the Award
of a Degree of Master of Education Leadership and
Management of Busitema University**

March 2024

Declaration

I, Wanyama Anthony, declare that this dissertation is my original work that has never been presented to any other university or institution as a requirement for any award. I also declare that all sources of information to develop this proposal are duly acknowledged.

Sign.....

Date: 

Wanyama Anthony

Approval

We hereby confirm that this dissertation has gone through scrutiny and is now ready for submission with our close supervision and approval.

Sign  Date 12/3/24

Dr. Charles Muweesi, PhD

Sign  Date 12/03/24

Dr. Tendo Namagero Shira PhD

Dedication

I dedicate this piece of work to my wife, Loyce Kana Akumu, who has given me the strength and time to attain this success. May God continue to bless my dad, my wife, and my children for their love, support, and encouragement.

Acknowledgements

Many people who deserve a lot of praise contributed to making this study possible. I am very grateful to my supervisors, Dr. Charles Muweesi and Dr. Tendo Namagero Shira, for their advice, inspiration, and support. Their guidance and expertise were instrumental in shaping the direction of this research and ensuring its success

I wish to express my heartfelt gratitude to all my lecturers, especially Dr. Muhamadi, Kaweesi, Dr. Maragret Stella Suubi Ajeyo, Dr. Charles Eryenyu, Prof. Jesca Norah Aguti, Dr. Leonard Wamakote, and Prof. Dennis Zami Atibuni, for their tireless efforts in shaping me while at the university. Their passion for teaching and commitment to my growth as a researcher have been truly remarkable. Their guidance and mentorship have not only helped me develop the necessary skills but have also instilled in me a deep love for the subject matter. I am forever grateful for their unwavering support and belief in my potential.

In a special way, I greatly thank my head teacher, Mr. James Ojiambo Somayanga, for his love, encouragement, and opportunity given to me to study. I am also grateful to my father, Mr John Wabwire and my wife Ms, Loyce Kana Akumu for their prayers and support for my success. I am also grateful to the head teachers and teachers from the public secondary schools in Busia District, where this study was conducted, who provided the data used to compile this document. Their willingness to collaborate and share knowledge was invaluable to the success of this research.

I finally thank all my dear colleagues who attended this master degree program with me. It was a good family, and their support and encouragement throughout this journey have been immeasurable.

Table of Contents

Declaration.....	2
Approval	3
Dedication	4
Acknowledgements.....	5
Table of Contents.....	6
LIST OF TABLES.....	9
List of Figure.....	10
List of Abbreviations and Acronyms.....	11
Abstract.....	12
Chapter One: Introduction	13
1.0 Introduction.....	13
1.1 Background of the Study	13
1.1.1 Historical Background	13
1.1.2 Theoretical Background.....	15
1.1.3 Conceptual Background.....	16
1.1.4 Contextual Background	18
1.2 Problem Statement.....	19
1.3 Purpose of the study.....	19
1.4 Objectives	20
1.5 Research Questions.....	20
1.7 Conceptual Framework.....	20
Figure 1 showing the influence of the management of sickness presenteeism on teachers’ involvement in teaching-learning activities	21
1.8 Justification of the study	23
1.9 Significance of the study.....	21
1.10 Scope of the Study	22
1.10.1 Geographical Scope	22
1.10.2 Content scope.....	23
1.10.3 Time Scope	23
Chapter Two: Literature Review	24

2.0 Introduction.....	24
2.1 Theoretical Review	24
2.2 Review of Related Literature	25
2.2.1 Teacher Involvement in Teaching-Learning Activities	25
2.2.2 Factors associated with prevalence of sickness presenteeism among teachers	29
2.2.3 Implications of sickness presenteeism on the teaching-learning activities.....	34
2.3 Summary of the Literature	37
2.4 Reviewed Gaps in Literature	37
Chapter Three: Research Methodology.....	40
3.0 Introduction.....	40
3.1 Study Design.....	40
3.2 Area of Study	40
3.3 Population of study	41
3.4 Determining the sample size.....	42
3.5 Sampling techniques	42
3.6 Tools of data collection.....	43
3.7 Validity and reliability of instruments	44
3.8 Procedure to data collection.....	45
3.9 Data Presentation and analysis.....	46
3.10 Ethical Considerations	47
Chapter Four: Presentation and Analysis of Results	48
4.0 Introduction.....	48
4.1 Background Information.....	48
4.2 Age category of respondents.....	49
4.3 Working experience	50
4.4 Distribution of results by gender.....	50
4.5 Marital Status of Respondents	50
4.6 Education Level of Respondents	51
4.7 Objective 1: The rate of teacher involvement in teaching-learning activities	51
4.8 Objective 2: Factors associated with prevalence of sickness presenteeism.....	64
4.8 Objective 3: Implications of sickness presenteeism on the teaching-learning activities	75

4.9 Regression Analysis to establish the effect of sickness presenteeism on involvement in teaching and learning activities.....	85
Chapter Five: Discussion.....	88
5.0 Introduction.....	88
5.1 Discussion of Findings.....	88
5.1.1 What is the rate of teacher involvement in teaching-learning activities?	88
5.1.2 What factors are associated with prevalence of sickness presenteeism?	94
5.1.3 What are the implications of sickness presenteeism on the teaching-learning activities?	99
5.2 Conclusions.....	103
5.2.1 Rate of Teacher Involvement in the Teaching-Learning Activities.....	103
5.2.2 Factors Associated with prevalence of Sickness Presenteeism among Teachers .	104
5.2.3 Implications of Sickness presenteeism on teaching-Learning Activities	104
5.3 Recommendations.....	104
5.3.1 Teacher involvement in teaching and learning activities.....	104
5.3.2 Gaps for Further Research	106
Conclusions, Recommendations, and Gaps for Further Research	88
References.....	107
Appendix 1: Krejcie and Morgan (1970): Determining Sample Size For A Population.....	111
Appendix 2: Questionnaire For Teachers	112
Appendix 3: Interview Guide for Headteachers	116

LIST OF TABLES

Table 3.1: Government secondary schools in Busia District and staffing.....	41
Table 3.2: Sample size for teachers per secondary school.....	42
Table 3. 3: Cronbach Alpha results of the study.....	Error! Bookmark not defined.
Table 4.1: Demographic Characteristics.....	49
Table 4.2: Rate of teacher involvement in teaching and learning activities	52
Table 4.3: Factors associated with Sickness Presenteeism.....	65
Table 4.4: Implications of sickness presenteeism on involvement in teaching and learning ..	76
Table 4.5: Model Summary for sickness presenteeism and teaching and learning	85
Table 4.6: ANOVA for sickness presenteeism and teaching and learning.....	86
Table 4.7: Coefficients for sickness presenteeism and teaching and learning.....	87

List of Figure

Figure 1.1 Conceptual framework	8
---------------------------------------	---

List of Abbreviations and Acronyms

UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Educational Fund
PTO	Paid Time Off
ESA	Eastern and Southern Africa
CVI	Content Validity Index
SPSS	Statistical Package for Social Sciences
SD	Standard Deviation

Abstract

This study examined the influence of the Management of sickness presenteeism on teachers' involvement in teaching-learning activities in public secondary schools in Busia District, Eastern Uganda. The specific objectives were three; to assess the rate of teacher involvement in teaching-learning activities in public secondary schools, to establish factors associated with prevalence of sickness presenteeism among secondary school teachers, and to measure the influence of the management of sickness presenteeism on the teaching-learning activities in public secondary schools. 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 head teachers. The study involved a sample of 215 teachers and 7 heads of schools selected using simple random, stratified and purposive sampling techniques. The findings were obtained using questionnaire and interview guide. The validity index was 88.6% while the reliability coefficient was above .70. Data were entered and analyzed in SPSS version 22, in which descriptive and regression analysis were computed. According to findings, involvement of teachers in teaching-learning includes; teachers' on-time work schedules, concentration on duties, knowing students' requirements and learning styles for effective teaching and learning. Curriculum, instruction, and collaboration should be prioritized by teachers. Findings also revealed that 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. The results indicate a significant positive influence of the management of sickness presenteeism on teaching and learning activities ($\beta = 0.489$; $p = 0.000$). It was concluded that involvement of teachers in teaching-learning include teachers' on-time work plans, fulfillment of regular duties, understanding students' needs and learning styles are crucial for effective teaching and learning. It is also concluded that teachers often experience sickness presenteeism due to job insecurity, workload, lack of substitute teachers, a flexible work environment, fear of missing out on salary, lack of sick leave space, love for the job, and tolerability. The results also demonstrate that as disease presenteeism rises, there is a substantial influence on teaching and learning activities. The study recommends Board of Governors in schools to create a positive and supportive school culture for teachers through regular acknowledgements and celebration of their efforts. The government should implement policies and guidelines that promote a healthy work-life balance for teachers.

Chapter One:

Introduction

1.0 Introduction

This chapter consists of the background, problem statement, purpose of the study, objectives of the study, research questions, justification, significance, scope and conceptual framework of the study.

1.1 Background of the Study

The background of study comprises of the historical, conceptual, contextual and theoretical background.

1.1.1 Historical Background

Globally, proper implementation of the teaching and learning activities is crucial for socio-economic 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, 2020). Teachers' proactive behavior is an essential source to identify them in the organization [school], and their initiative-taking behavior 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 behavioral 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 behavior, 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.

In 2015, due to sickness presenteeism, 58% of employees in the European Union including teachers worked while unwell the year before and the grades in their schools were on down spiral (Eurofound, 2015). According to current estimates, sickness 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). Sickness 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 sickness presenteeism in secondary schools, even in wealthy nations (Carlos et al., 2022). There is currently limited literature accessible that expressly explains or addresses the notion of sickness presenteeism in the context of Uganda (Luo et al., 2021), and particularly the Busia District. However, according to observations, over 78% of teachers with poor health in various secondary schools present at 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 (Thelma, 2019). The main issue is that, while teachers are available to fulfill the line of attendance, many are unable to teach due to health difficulties.

Education is crucial for socio-economic growth and poverty eradication (Apostu et al., 2022; United Nations, 2022; UN, 2021c; Education International, 2021). 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 *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 if

effective teaching and learning is to be realized (Unicef, 2016). The efficaciousness of secondary school teachers in fostering learning among secondary school students nevertheless depends on their productivity and performance when on duty (Aldhukair, *et al.*, 2021).

That hence 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.

Besides the direct effect on student performance, teachers who engage in sickness presenteeism also pose a risk of transmitting their illnesses to students, particularly when the illnesses are infectious, as is usually the case (Kyung-Shin. *et al.*, 2022). Such circumstances are so common in many public secondary schools specifically in the Busia District of Eastern Uganda but without any documentation. Therefore, there is need to quantify sickness presenteeism among secondary school teachers and assess its correlates, more specifically the teaching-learning activities, thus, the current study.

The concept of sickness presenteeism came to the lime light in the early 1990's advanced by Cooper, a professor at Manchester University. It was later on advanced by Whitmer from the United States in the late 1990's. Over time, several interventions have been made to avert significant impact on work productivity.

1.1.2 Theoretical Background

The study was guided by Vroom's expectancy theory advanced in 1964 (Mulder, 2018). According to this theory, the behavior 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, 2018).

According to Vroom's Expectancy Theory, the employee must believe the task is doable in order for them to put the effort into it (Lawler et al., 1973). If the task is doable, the employee will be eager to perform well in anticipation of the bonus (Expectancy). The employee 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, it (Lawler et al., 1973).

Vroom's expectation theory helps explain workplace incentives and behaviors, 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 behaviors 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.

1.1.3 Conceptual Background

Presenteeism is the act or culture of employees showing up for work anyhow, even though it reduces productivity or has other negative effects (Anita *et al.*, 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 et al., 2022). In addition, one could show up for work out of love and commitment for 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). In this study, presenteeism refers to the practice of teachers being present in secondary schools.

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 et al., 2021). The efficaciousness of secondary school teachers in fostering learning among secondary school students nevertheless depends on their productivity and performance when on duty (Aldhukair et al., 2021). One of the main antagonists of teacher productivity is sickness presenteeism, which is reported to be relatively high and on the rise among teachers, especially following the decreasing trend of teacher absenteeism (Pérez-Nebra et al., 2020). In the context of this study, sickness presenteeism refers to the act of teachers staying in school for work when they are sick. The main issue of concern is that many of the teachers attend school while sick but do not practically teach.

The term "teaching and learning activities" refers to any type of activity that involves students interacting with material (Agus, 2022). This might include participating in live or recorded lectures, reading or seeing textual or visual texts, using multimedia, or a mix of these (Mustafa, 2019). It is helpful to ask or welcome questions, or include another activity type, after every five or fifteen minute "chunk" of information as students are usually better at remembering knowledge delivered in this way if they are allowed to participate with it in some way (Louis, 2022). In the context of this study, teaching and learning refers to the day

to day responsibilities of teachers involving students in sessions for imparting knowledge and skills.

1.1.4 Contextual Background

The outcry against decreases in the quality of teaching and learning services provided has reached intolerable proportions (Amiena et al., 2019), particularly among secondary schools in Busia District. Secondary schools are increasingly registering fewer or no students, 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, et al., 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 or common where school administrations have allowed teachers to take sick days against their will. In one of their meetings held in June, the Association of Secondary School Head teachers in Uganda–Busia branch Spoted some cases of sickness presenteeism in the district. There were seven instances reported at Kayoro Secondary School, fourteen at Dabani Girls Secondary School, and twelve at Masaba College Busia where teachers who, due to illness, remain in staff rooms even when they are required to be in class as scheduled. 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 Problem Statement

Research indicates that the outcry against decreases in the quality of teaching and learning services provided has reached intolerable proportions (Amiena et al., 2019). Secondary schools are increasingly registering 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 indicated by no completion of syllabus, missing out from classes for some days, complaints from students, among others.

The cause for this persistent decrease in the quality of teaching-learning is not clear. However, there are cases of sickness presenteeism that have recently been spotted in some of the secondary schools. In 2021, one of the issues raised in the Association of Secondary School head teachers of Uganda -Busia meeting, held June, 2021 was that there were seven instances of sickness presenteeism reported at Kayoro Secondary School, fourteen at Dabani Girls Secondary School, and twelve at Masaba College Busia where teachers who, due to illness, remain in staff rooms even when they are required to be in class as scheduled. 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, still, there is no record evidence providing the implications of sickness presenteeism on the teaching-learning services as indicated by Gary (2022). Similarly, no such evidence has so far been recorded in the context of Busia. It is against this background that the study seeks to evaluate the implications of sickness absenteeism on the teaching and learning services in public secondary schools in Busia District, eastern Uganda.

1.3 Purpose of the study

The study purpose was to examine the influence of the management of sickness presenteeism on teaching-learning activities in public secondary schools in Busia District, Eastern Uganda

1.4 Objectives

This study was conducted following three specific objectives as indicated below;

1. To assess the rate of teacher involvement in teaching-learning activities in public secondary schools in the Busia District of Eastern Uganda
2. To establish the influence of factors associated with prevalence of sickness presenteeism among secondary school teachers in the Busia District of Eastern Uganda
3. To measure the influence of Management of Sickness presenteeism on Teachers' involvement in teaching-learning activities Busia District, Eastern Uganda.

1.5 Research Questions

1. What is the rate of teacher involvement in teaching-learning activities in public secondary schools in the Busia District of Eastern Uganda?
2. What factors are associated with prevalence of sickness presenteeism among secondary school teachers in the Busia District of Eastern Uganda?
3. What is the influence of Management of Sickness presenteeism on teachers' involvement in teaching-learning activities Busia District, Eastern Uganda?

1.6 Hypothesis

Ho1: There is no statistically significant influence of the management of sickness presenteeism on teachers' involvement in teaching-learning activities Busia District, Eastern Uganda.

1.7 Conceptual Framework

Independent Variable

Sickness presenteeism

- Feeling of unconsciousness
- Leaving school early
- Reduced commitment to work
- Experience of regular sleepy moments
- Absence from class yet at school

Dependent Variable

Teacher involvement in Teaching-learning Activities

- Frequency of conducting lessons while at school
- Rate of accomplishing other tasks assigned
- Timeliness in executing duties
- Rate of sharing information with learners
- Quality of UCE scores in individual subjects per teacher

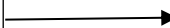


Figure 1 showing the influence of the management of sickness presenteeism on teachers' involvement in teaching-learning activities

Source: summarized from works of (Humayun et al., 2021)

The conceptual framework illustrates that sickness presenteeism is manifested through: a feeling of unconsciousness; leaving school early; a reduced commitment to work; the experience of regular sleepy moments; and an absence from class yet at school, and that such conditions presumably have a direct link with the various activities that take place during teaching and learning. However, the conceptual framework is designed with the cognition that since the association between sickness presenteeism and teaching learning activities assumes that will be confirmed through the study, it is possible to find that other factors may have a strong hand in modifying or interfering with the link. This explains the introduction of extraneous variables in the conceptual framework.

1.8 Significance of the study

This research is part of the master's degree program in educational leadership and management at Busitema University. It contributes to the logical comprehension of problems in the school work environment and encourages the establishment of space for providing solutions to hurdles to the proper execution of educational programs in secondary schools.

Realizing that very limited literature is available to explain the concept of sickness presenteeism in secondary schools, this study is a step towards creating awareness about the manifestations, causal issues, and how sickness presenteeism interferes with the teaching and learning activities in schools. This is also an important step towards garnering interventional support from well-wishers, to whom the results of this dissertation were disseminated.

To the body of research, the findings of this study spell out the gaps for further research, which may be used to formulate topics for future research as additional steps

towards responding to the challenges surrounding teaching and learning activities, including the sickness presenteeism phenomenon.

The study may also benefit policymakers in the government of Uganda by paving the ground upon which they can design strategies and plan for the teachers who go to school when they are not in good health. This consideration is not registered in the policy that demands that teachers in government institutions must attend regularly.

This research made suggestions for secondary schools in the Busia District to accommodate teachers who arrive at school in poor health, bearing in mind that some instructors may suffer from chronic disease that returns after a short period of time and may follow some of the guidelines.

To the students who stand to lose content digestion each time ill-health teachers do not teach, this study is a step in the right direction in creating an environment with alternatives. It is possible, especially if the teachers with such complications are given a platform to come out and speak about their experience, and then alternative measures are designed.

1.9 Scope of the Study

The scope of study is subdivided into geographical, content and time scope.

1.9.1 Geographical Scope

The study was conducted in Busia District, which was purposively sampled on the premise of being one of the districts in the Bukedi region. Busia District is bordered to the north by Tororo District, the east by Busia County, Kenya, the south and southwest by Namayingo, and the west by Bugiri District. At the moment, there are thirteen (13) 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.

Since the issue of sickness presenteeism has no adequate literature available, a study was conducted at each of the schools to get the picture.

1.9.2 Content scope

The study seeks to evaluate the implications of sickness presenteeism on the teaching and learning services in public secondary schools in Busia District. Specifically, the study assessed the rate of teacher involvement in teaching-learning activities in public secondary schools, establish factors associated with the prevalence of sickness presenteeism among secondary school teachers, and determine the implications of sickness presenteeism on the teaching-learning activities.

1.9.3 Time Scope

The study considered a period of three years from 2020 to 2023. This period was considered because this is when the problem of sickness presenteeism was more prevalent. The study's time frame, during which data were collected, analyzed, and the report written was from July 2023 to December 2023ugust-November 2023.

1.0 Justification of the study

A thorough literature search reveals that research on work absence or presence among employees in Uganda has tended to focus more on the effects and reasons for absenteeism from work (Tweheyo, 2017; Kisakye, 2016), with limited focus on the education sector; and virtually no studies on the prevalence and correlates of sickness presenteeism within the education sector. This is despite the fact that in other countries and in many other settings sickness presenteeism has been discovered to have a more negative effect on worker and organization productivity than absenteeism (Gary, 2022; Pérez-Nebra et al.,) Most of these studies were done in other contexts such as Asia, Europe, and the US. As such, a study that speaks to the Ugandan context became necessary.

Chapter Two

Literature Review

2.0 Introduction

This section comprises research on; theoretical review conceptual framework, the rate of teacher involvement in teaching-learning activities; factors associated with prevalence of sickness presenteeism among secondary school teachers, and implications of sickness presenteeism on the teaching-learning activities.

2.1 Theoretical Review

Victor H. Vroom put forth Vroom's Expectancy Theory, which holds that people are driven to engage in specific behaviors when they anticipate that doing so advance their pursuit of a particular objective (Mulder, 2018). The foundation of Vroom's Expectancy Theory is the idea that a person's behavior is determined by the decisions he makes in relation to the alternative course of action, which is connected to the psychological events that coexist with the behavior (Mulder, 2018). This means that a person chooses a particular behavior over other behaviors in the hopes of achieving the intended result (Mulder, 2018).

The premise of Vroom's expectancy theory is that individuals decide to maximize pleasure and minimize pain (Mulder, 2018). It follows that people act in a way that yields the best result or reward. The theory is predicated on the notion that an employee is more driven to attain a goal if they value it more. The harder people work to succeed, the more likely it is that they will receive a satisfying reward. Expectancy Theory uses three factors to explain the relationship between drive, effort, and performance: expectancy, instrumentality, and valence (Mulder, 2018).

Managers can evaluate whether their staff members comprehend what needs to be done to get the intended result (Matthew, 2021). Making sure staff members are on the same page and aware of their responsibilities may require clarifying their roles. The theory

emphasizes rewards and achieving goals, and it promotes the idea that more effort should lead to increased performance, meaning the desired outcomes are met (Matthew, 2021).

These are some of the benefits: there is a relationship between motivation and satisfaction; the expectation of a reward increases motivation, even if the outcome differs slightly from the original reward (Matthew, 2021).

Vroom's expectancy theory has some drawbacks, including the assumption that effort and performance will lead to the desired reward and the neglect of factors like a worker's learning and workload capacity (Lawler et al., 1973). If the task is impossible to complete, the reward is not given, or the result is not valuable, that is enough to demotivate workers. Additionally, even if Vroom's Expectancy Theory enables both the company and the personnel to achieve their goals by concentrating on a significant reward or result, it shouldn't be the only theory you rely on (Matthew, 2021; Mulder, 2018).

2.2 Review of Related Literature

This section comprises literature in line with; teacher involvement in teaching-learning activities, factors associated with prevalence of sickness presenteeism and implications of sickness presenteeism on teacher involvement in teaching-learning activities.

2.2.1 Teacher Involvement in Teaching-Learning Activities

Teachers complete many important jobs quickly. Teachers teach many subjects daily, analyze student assignments, create customized classes to meet the needs of their students, and work with parents and professionals to help each student (Manly, 2023). Teaching requires immersion. Teachers usually connect with students as educators, advisors, mentors, and healthcare providers. They are compassionate and unselfish, teaching and caring their students. However, plenty of preparation time is needed for a successful day of teaching. This includes choosing effective methods, planning lessons, organizing resources, and working with colleagues (Merritt et al., 2022).

Teachers are dedicated, smart, and intelligent change agents who require more time to recognize school or classroom issues and work on solutions individually and collectively. They require additional time for individual planning and collaboration with colleagues who teach similar grades or courses. An efficient day of teaching involves significant planning time to identify techniques, design lessons, prepare materials, and cooperate. Every excellent instructor will tell you this when asked. Shortening student school days, adding teacher work days, or creatively adding personnel can provide schools extra planning time without breaking the budget (Merritt, 2022).

Educational reform studies are abundant but mostly explain failure and success post-hoc. Such explanations rarely become change prediction models. In one mixed-method study, the quantitative element includes cultural domain analysis. It appears that the new public management ideology of result-oriented teacher teams violates significant components of the existing teachers' meaning system and fails to address unmet needs. As a result, many result-oriented teacher team cognitions seem irrelevant. The authors analyze the effects of changing teachers' meaning systems and present a set of more general building blocks for analyzing educational transformation policy goals and practices (Apostu, 2022).

The favored research topics were the affective effects of instructors' goal orientations, whereas the preferred research approaches were quantitative methodologies. The work has important implications for gaining a thorough understanding of instructors' goal orientations and gives practical evidence-based guidance for future research in this area. Inexperienced educators face a multitude of responsibilities: crafting captivating instructional materials, acquiring fresh knowledge, maintaining discipline in the classroom, addressing inquiries from anxious guardians, evaluating a substantial number of assignments, and so forth (Little, 2017). By including students' perspectives into discussions, you may effortlessly transition from being the leader to becoming a collaborative learner. Occasionally, you will

demonstrate the writing process, while at other times, you will engage in producing a reflection together with your pupils (Louis, 2022).

Teaching is a noble profession that requires a lot of dedication, time, and effort. Teachers are responsible for creating a learning environment that is conducive to students' growth and development. They must prepare lesson plans, and grade papers, communicate with parents, attend meetings, and handle administrative tasks. Teacher involvement in teaching-learning activities is a teacher's demonstrated impact on learners' learning as established through achievement scores, observed pedagogical practices, or learner surveys (Mustafa, et al., 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).

Collaboration- (Amiena et al., 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.

Challenging tasks - 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. At the country level, the largest percentages of teachers reporting 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 Portland with 11 per cent, Rwanda with 12 per cent and Kenya at 12.1 per cent.

Keeping knowledge Up To Date- Future Class Network facilitates cooperation and idea-sharing among instructors, fostering a powerful and creative environment. This network connects teachers, providing them with support and reducing feelings of isolation. It encourages teachers to experiment with new approaches and assists them in enhancing their original ideas. Jeung says that teachers have refrained from autonomously developing their practise due to their apprehension towards the unfamiliar (*How Can Teachers Help to Keep Education Up-To-Date*, 2019).

Equipping educators with the required flexibility and resources to adjust to a constantly changing digital learning environment has been one of the most highly anticipated curricula in recent years. This has resulted in a surge of online learning startups, with over 200 million downloads and substantial investments from Google, Microsoft, and Amazon to establish platforms such as Coursera and Udemy. These platforms offer exceptional resources for educators seeking to expand their knowledge in various fields, including design, psychology, and more (Mulder, 2018).

Teachers employ creativity for a multitude of purposes. Certain teachers exhibit creativity due to their inherent enjoyment of it, while others employ creativity as a means to counteract monotony and exhaustion. Additionally, some perceive creativity as a valuable tool for overcoming problems. Many teachers experience an increase in self-esteem and a profound sense of personal and professional accomplishment when they discover more creative methods of instruction. Some teachers employ creative methodologies due to their inclination towards aesthetic concerns, perceiving a lesson as both utilitarian and aesthetically pleasing (Martin, 2018).

Psychologists and educators argue that creativity skills are crucial psychological capacities necessary for academic accomplishment and eventual career prosperity. Consequently, it is incumbent upon schools to educate and value them. Teachers who can exemplify innovative modes of thinking, actively interact with subject matter in a lighthearted manner, and articulate their thoughts, can foster imaginative students. Students require exposure to teachers that possess fervor and expertise in many disciplines such as drawing, mathematics, art, biology, music, politics, or theatre. The transmission of intense emotions and pleasant feelings serves as a fertile ground for the emergence of innovative ideas. Teachers who experience a sense of creative fulfillment may also experience more happiness (Odnogo, 2020).

At each grade-level team's next meeting, I gave each individual teacher a marker and a paper with a circle drawn on it. I asked them to turn the circle into a pie chart that represented how they spent time in a typical team meeting. But there could be only two categories on this pie chart: accomplishing work and creating more work. The teachers had to divide their charts between these two areas, according to their personal perceptions. After they finished their pie charts, the teachers displayed them in a central location for all to see. At each meeting, this was a powerful moment. All our teachers had the same general perception: We were making work for ourselves in meetings more frequently than we were getting work done (Mustafa et al., 2019).

2.2.2 Factors associated with prevalence of sickness presenteeism among teachers

A study found that insufficient educational infrastructure and limited access to medical consultations were correlated with all results in a positive manner. Teachers who reported experiencing chronic diseases, common mental disorders, and voice abnormalities had a greater number of days where they were present at work but not fully productive. Higher levels of sickness presenteeism and sick leave days were shown to be connected with

musculoskeletal pain and low job support. According to a study by Parsonage & Saini (2017), teachers who engaged in strength and flexibility exercises saw lower levels of sickness presenteeism. On the other hand, teachers who reported incidents of physical aggression at school were more likely to be absent. Additionally, instructors who experienced depersonalization were more likely to take sick leave.

The phenomenon of sickness presenteeism in academia is attributed to both inherent job instability and a culture that encourages sickness presenteeism. This issue is further exacerbated and made easier by the increasing prevalence of blended learning and teaching, as well as the usage of technology (Lohaus and Habermann, 2019). There are serious concerns about the health and safety of staff members. While some universities switched completely to online teaching, many institutions continued to have in-person classes alongside online options, at least during the first term. This decision was made despite the increasing number of infections among students, which put both staff and students at a higher risk of contracting the virus (Thun et al, 2017).

Teachers and leaders have developed a habit of being constantly available and mentally present, known as psychological presenteeism, due to the demands of their work and their desire to be more productive. School administrators are emphasising the issue of cognitive and emotional overload. One principal recounted experiencing a double burden of being mentally absent at work due to a lack of sleep and anxiety, as well as feeling disengaged on a family outing on Sunday because of falling behind on school-related responsibilities (Vilde, 2018).

Studies have demonstrated that certain teachers possess a natural talent and inclination to persist in their work even when they are experiencing psychological, bodily, or physiological impairments. They may have engaged in this activity due to the intense enthusiasm they cultivated in the course of their profession. Teachers may choose to attend

school while ill due to the apprehension of being substituted, particularly during times of economic downturn. Aronsson, Gustafsson, and Dallner (2014) defined sickness presenteeism as the act of going to work while feeling unwell.

According to Fabelico & Afalla (2020), sickness presenteeism encompasses a wide range of issues, including both health-related concerns such as allergies, depression, diabetes, common cold, hay fever, asthma, sinus problems, arthritis, toothache, body ache, headache, and back pain, as well as non-health-related issues like family problems, financial difficulties, and workplace conditions. However, serious illnesses like heart problems, bird flu, and swine flu do not contribute to sickness presenteeism because they typically result in absenteeism due to medical advice.

A strong negative correlation exists between self-regulation and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. The obtained probability value of 0.11 exceeds the critical probability p-value of 0.05, thereby leading to the acceptance of the null hypothesis. There is no substantial correlation between self-regulation and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. Enhancing self-regulation results in a reduction in sickness presenteeism. Stosny (2011) stated that self-regulation refers to the capacity to behave in a manner that aligns with one's long-term well-being and remains congruent with one's core principles. Undoubtedly, internal self-regulation can foster a positive work attitude.

A strong positive correlation exists between self-efficacy and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. The computed probability value of 0.00 is lower than the critical probability p-value of 0.05, thereby leading to the rejection of the null hypothesis. The study suggests a strong correlation between self-efficacy and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. An excessive level of self-assurance might result in sickness presenteeism, as indicated by the discovery.

According to the 2016 edition of Wikipedia, self-efficacy refers to the degree or intensity of an individual's confidence in their own capability to successfully accomplish activities and achieve objectives.

A strong negative correlation exists between self-concept and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. The obtained probability value of 0.47 above the critical probability p-value of 0.05, thereby leading to the acceptance of the null hypothesis. There is no notable correlation between self-concept and sickness presenteeism in public senior secondary schools in Imo State, Nigeria. In line with Roger's (1992) explanation, self-concept pertains to the degree to which one's self-knowledge is clearly and confidently defined, internally coherent, and stable across time. Having a clear understanding of oneself will lead to the avoidance of trivial matters.

Restricted sick leave-Employees are far more inclined to attend work while being ill if they do not receive compensation for sick leave. While paid sick leave is not mandated at the federal level, a significant number of states have implemented regulations that oblige businesses to offer this particular benefit in recent times. Companies can mitigate sickness presenteeism by offering ample sick and vacation leave, while also promoting the utilisation of the allocated paid time off by employees. Certain organisations that offer unlimited paid time off (PTO) mandate that employees to take a minimum of two to three weeks of vacation annually (Parsonage & Saini, 2017).

Heavy workload - Employees may also feel compelled to persevere and work while ill due to a sense of indispensability to the organisation. This perception may be widespread in departments that have a shortage of staff, among highly skilled individuals who perceive themselves as indispensable, and within teams that are confronted with urgent deadlines. Furthermore, Honcoop stated that downsizing and re organisation can induce stress among employees who are grappling with the challenges of adjusting to new positions or increased

responsibilities. The experience of stress, perplexity, and irritation might hinder employees' ability to effectively perform their duties (Coledam et al., 2020).

Job layoffs intensify concerns about job stability and uncertainty -Concerns regarding employment stability, particularly during a recession or during widespread workforce reductions, contribute to the issue of sickness presenteeism. Conrad noted that the present instability in the IT sector would lead tech professionals to reconsider taking sick leave, pondering the potential consequences of not attending work. Certain employees may perceive that arriving at the office early and remaining there till late may enhance their likelihood of evading layoffs. A study conducted by Tambayan (2023) discovered that during periods of downsizing and restructuring, male managers exhibited a tendency to participate in "competitive presenteeism" by prolonging their presence in the workplace.

Similar to any other setting, individuals in the workplace have a tendency to observe and follow the behaviour of their colleagues. Employees who have been with the company for a longer period of time may view their flawless attendance record as a symbol of pride. This could potentially influence younger employees and new hires to believe that it is acceptable to work even when they are sick. Working while sick can be particularly common in firms and sectors where the act of physically being there and visible holds excessive significance. Theoretically, the transition to remote work should have eradicated these particular societal pressures, prioritising production more than the number of hours worked. However, the culture of sickness presenteeism is occasionally perpetuated by the presence indicators on email and workplace chat platforms, which indicate who is now online and who is not. Productivity monitoring systems can induce feelings of pressure among employees, as they convey a lack of trust and generate worry (Vilde, 2018).

2.2.3 Implications of sickness presenteeism on the teaching-learning activities.

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 (Aldhukair & Abunar, 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, 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 et al. 2017). Multiple rigorous prospective studies and a recent

comprehensive review established that sickness presenteeism significantly elevates 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, et al., 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 of time. 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 the 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, et al. (2013) found that the detrimental impacts of sickness presenteeism on mental health ceased to be observed over a period of 3 months. Sickness presenteeism and fatigue are potentially independent phenomena, suggesting that sickness presenteeism might lead to exhaustion and vice versa. According to Lu, 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, it is probable that the quality of their work will 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).

2.3 Summary of Gaps in Literature

According to the literature cited above, Teacher involvement in teaching-learning activities is measured through achievement scores, pedagogical practices, and learner surveys. Teacher absenteeism in Eastern and Southern African governments is high, with South Sudan and Zanzibar having the highest rates. Poor teaching methods contribute to candidates' inability to read and comprehend national exams. Work conditions, such as strict attendance management policies, high demands, and long hours, can deter sick days. Sickness presenteeism impacts workers' performance, productivity, and organizational expenditures, with 82% of UK employees believing a colleague's tardiness makes them sick.

However, all the literature indicates that the association between sickness presenteeism and teacher involvement in the teaching-learning activities is mostly pointing towards countries other than Uganda. Indeed, there is no local literature explaining the topic of study, thus the need for this study. All the literature indicates that the association between sickness presenteeism and teacher involvement in the teaching-learning activities is mostly

pointing towards countries other than Uganda. Indeed, there is no local literature explaining the topic of study, thus the need for this study.

2.4 Summary of the Literature

Evaluating teacher engagement in teaching and learning activities is done by assessing accomplishment scores, observing pedagogical practises, or conducting learner surveys. Teacher absenteeism is prevalent and teacher quality is substandard in Eastern and Southern African (ESA) governments. According to UNICEF, (2016) study, teachers in South Sudan and Zanzibar had the highest rates of classroom absenteeism. According to Odngo (2020), the reason why applicants struggle to read and understand questions in national exams is due to the utilisation of ineffective teaching methods in several schools.

Sickness presenteeism refers to a type of sickness-related absence that might arise due to economic factors, job insecurity, limited options for non-traditional employment, and limited access to sick leave benefits. Particular working conditions, such as stringent attendance control regulations, rigorous demands, substantial workloads, time constraints, shift work, long hours, and job characteristics, might also discourage individuals from using sick leave. The social milieu in the workplace can also influence individuals' behaviour when taking sick leave. Work environments that promote positive attitudes towards illness and offer sufficient support might help employees feel confident that taking time off is the most appropriate decision.

Sickness presenteeism has substantial effects and can diminish their productivity. Additionally, it might impact the financial outlays of organisations in relation to health insurance plans, medical costs, employee absences, and compensatory measures. 82% of UK employees acknowledge that a coworker's habitual lateness to work has negatively impacted their health. There is increasing evidence that sickness presenteeism can have harmful impacts on the wellbeing of employees and others. High-quality research conducted in

advance and a recent systematic review have concluded that sickness presenteeism raises the likelihood of future health issues and prolonged absence from work.

Chapter Three:

Research Methodology

3.0 Introduction

This chapter presents the research design, area of study, population of the study, sample size determination, sampling techniques, Tools of data collection, reliability and validity, procedure of data collection, data presentation/analysis techniques, and ethical considerations.

3.1 Study Design

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. The study adopted a cross-sectional research design with mixed methods approach involving both qualitative and quantitative approaches. The quantitative approach helped in obtaining numerical data that was later quantified using mean and standard deviation. The qualitative approach was used to obtain supportive results which helped in communicating the over all picture of schools concerning sickness presenteeism

3.2 Area of Study

The study was conducted in Busia District, which was purposively sampled on the premise of being one of the districts in the Bukedi region that has for some time had a significant reduction in teacher absence, concurrent with an increase in the number of teachers who report for duty and not appear in class due to various health reasons. Busia District is bordered to the north by Tororo District, the east by Busia County, Kenya, the south and southwest by Namayingo, and the west by Bugiri District. The district offices are located at Busia, Uganda, which is about 35 kilometers (22 miles) south of Tororo, the closest sizable town.

3.3 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 & Caren 2019). At the moment, there are fourteen (14) government secondary schools in Busia District, Since the issue of sickness presenteeism has no adequate literature available, the study was conducted from each of the schools to know the picture from each school. The total number of teachers targeted in this study was 517 comprising 393 male and 124 female teachers. The total number of head teachers were 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 the head teachers. The population was as follows.

Table 3.1: Government secondary schools in Busia District and staffing

S/N	School Name	Teachers (517)		Head teacher	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

Source: Respective Secondary Schools

head teachers. Teachers are in charge of handling the teaching and learning activities, while head teachers are right in position to ensure that teachers operate in an environment that favors their ability to interact with students as effectively as possible.

3.4 Determining the sample size

According to Little (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 (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 3.2: Sample size for teachers per secondary school

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

Table 3.2 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.

3.5 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. Furthermore, performance evaluations in public secondary schools are required to be conducted on an annual basis. For these reasons, public secondary schools are preferred over private secondary schools for obtaining reliable and valid results. In addition, the idea of categorizing the study population (Explorable.com, 2019) 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.

Purposive Sampling' To select the head teachers of the 14 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 to reveal fresh areas of interest, this knowledge may be required in the early stages of qualitative research. In this case, the head teachers are regular supervisors of the teaching-learning activities, thus, this was enough justification for considering them. Males and females were identified using the staff lists availed by the Head Teacher.

3.6 Tools of data collection

Data collection refers to the process of gathering and measuring information on target variables to answer relevant research questions and evaluate outcomes (Quan-Hoang, 2018). Data were collected using structured interviews since they are close ended and can be used for quantitative assessments. The responses collected with that method was captured using structured questionnaires. However, qualitative data were collected using focus group discussions and key informant interviews.

Questionnaire guide. A questionnaire is a tool of data collection containing questions set following the objectives of study (Wallace, 2012). This instrument is normally divided into sections and each section covers one objective. The researcher developed a set of structured questions (Appendix 2) 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 primary school, while other sections were developed as guided by the study variables.

Interview Guide. Polak & Green (2015) define an interview as a one-on-one conversation involving exchange of mostly semi-structured questions and answers about a theme of interest between an interviewer and interviewee. Interviews were conducted with head teachers. The researcher's interviews with each head teacher were guided by the interview guide (Appendix 3). Each head teacher was interviewed once, for not more than one hour per interviewee. Head teachers were asked to provide documented information about the trends of teaching-learning activities that were available at the time. These responses were used to support the results of the questionnaires.

3.7 Validity and reliability of instruments

Validity refers to how a test measures what it is purported to measure. A pilot study was conducted and findings subjected to tests. For quantitative data, the researcher endeavored to attain validity of coefficients of at least 0.70 or 70%. The validity was computed using content validity index as follows.

$$CVI = \frac{\text{Number of items regarded relevant}}{\text{Total Number of items}} \times 100$$

$$CVI = \frac{47}{53} \times 100 = 88.6$$

Reliability is the degree of consistency of a measure to the effect that a test can give the same repeated result under the same conditions (Martyn & Wilson, 2019). Questionnaires were piloted in schools in central Uganda to test respondents' understanding of questions in the questionnaire. Tested questionnaires were rated. The researcher used Cronbach Alpha (α) coefficients to determine the reliability of the instrument. According to Cronbach, for an instrument to be reliable, its Alpha value must be at least from .70 and above. Cronbach Alpha's scale of measuring reliability indicates that any scores less than .60 is an unacceptably low reliability, 0.60-0.69 defines marginally reliable results, 0.70-0.79 describes reliable results, 0.80-0.90 scale describes highly reliable results and >0.90 is a scale

for very highly reliable (Martyn & Wilson, 2019). Table 3.3 shows results for the reliability analysis.

No	Variable	Number of items	Cronbach Alpha	Cronbach Alpha on standardized items
1.	Teaching and learning activities	15	0.863	0.858
2.	Sickness presenteeism	14	0.886	0.882
3.	Implications	13	0.850	0.848

Average Cronbach Alpha = 0,863

From Table 3, the Cronbach alpha score and Cronbach alpha on standardized coefficients for teaching and learning activities, sickness presenteeism, and implications were 0.863 and 0.858; 0.886 and 0.882; 0.850 and 0.848, respectively. These high Cronbach alpha scores indicate that the items within each scale are highly reliable and consistent in measuring the constructs of teaching and learning activities, sickness presenteeism, and implications. The Cronbach alpha on standardized coefficients further confirms the stability of the scales, as it accounts for the potential influence of item inter correlations. Therefore, researchers can have confidence in using these scales to assess the variables of interest in their studies.

3.8 Procedure to data collection

The researcher obtained an introductory letter from the School of Graduate Studies to the field after the proposal and research instruments are approved and accepted by the supervisors. The researcher approached and obtain permission letters from the DEO Busia and the Chief Administrative Officer to conduct the study among their employees in their district of administration. Head teachers of respective primary schools, as well as teachers, were appointed to conduct the study in their schools and organize the data collection exercise without interfering with school programs. In each of the schools chosen for the study, data were collected via questionnaires, and interviews were conducted simultaneously. The content of the questionnaire was explained to the respondents, and checklists were used to

ensure that the study's goals are met. For each school, the researcher set aside three days for data collection. The third day was devoted to document analysis in each school, with reports and relevant documents being reviewed and pertinent information being extracted.

3.9 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 involvement in teaching-learning activities; 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 score 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. The mean scores were interpreted using Amal (2016) whereby mean scores: From 1 to 1.80 represents (strongly disagree), from 1.81 until 2.60 represents (do not agree), from 2.61 until 3.40 represents (true to some extent), from 3:41 until 4:20 represents (agree), and from 4:21 until 5:00 represents (strongly agree).

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

3.10 Ethical Considerations

The study began by obtaining an introductory letter from the school of research at Busitema University. This was done to ensure that this study is conducted among respondents who are aware that it is purely academic. It helped to prevent any possible suppositions that the study has some political motives. In addition, a permission letter was obtained from the District Education Officer, Busia District, to serve the purpose of stressing the academic importance of the study.

To minimize any psychological injuries, this study was only conducted among respondents who are willing to participate. This means that anyone who is not ready to participate will be free to withdraw from the study.

From the beginning of the study, each respondent was treated in a similar way, without any form of discrimination. Teachers, and head teachers were all treated with a lot of dignity, and each one's privacy was highly protected.

In the event of any recording or video coverage, respondents were asked to sign consent forms. In case of any discomfort, the view of a respondent was highly respected. The act of acting against the will of the participant was avoided.

Chapter Four:

Presentation and Analysis of Results

4.0 Introduction

This section comprises of findings in relation to; background information of respondents, results for teacher involvement in teaching and learning activities, causes of sickness presenteeism and implications of sickness presenteeism on the teaching and learning activities.

4.1 Background Information

This subsection comprises of findings in line with age category, working experience, gender, marital status, and education level.

Table 3.1: Demographic Characteristics

Age of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
1. 20-29	35	16.3	16.3	16.3
2. 30-39 years	69	32.1	32.1	48.4
3. 40-49 years	85	39.5	39.5	87.9
4. 50yrs and above	26	12.1	12.1	100.0
Total	215	100.0	100.0	
Working experience	Frequency	Percent	Valid Percent	Cumulative Percent
1. 1- 5 years	20	9.3	9.3	9.3
2. 6-10 years	27	12.6	12.6	21.9
3. >10 years	168	78.1	78.1	100.0
Total	215	100.0	100.0	
Gender of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
1. Male	117	54.4	54.4	54.4
2. Female	98	45.6	45.6	100.0
Total	215	100.0	100.0	
Marital status	Frequency	Percent	Valid Percent	Cumulative Percent
1. Single	40	18.6	18.6	18.6
2. Married	157	73.0	73.0	91.6
3. Other	18	8.4	8.4	100.0
Total	215	100.0	100.0	
Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
1. Degree	179	83.3	83.3	83.3
2. Diploma	28	13.0	13.0	96.3
3. Masters	8	3.7	3.7	100.0
Total	215	100.0	100.0	

4.2 Age category of respondents

Age was established in groups, with the lowest age group being 20–29 years, while the highest age group was 50 years and older. Respondents were asked to tick the most appropriate category, and the findings are in Table 4. The findings about age groups revealed that 16.3%, 32.1%, 39.5%, and 12.1% of teachers in public secondary schools in Busia District were in the age ranges of 20–29 years, 30-39 years, 40–49 years, and 50 years and above, respectively. These findings indicate a relatively young workforce in public secondary schools in Busia District, with the majority of teachers falling within the age range of 30-49 years. This suggests that there may be a need for more experienced teachers and mentorship programs to support the younger educators in their professional development. Additionally,

the percentage of teachers in the 50 years and above category highlights the importance of succession planning and ensuring a smooth transition of knowledge and skills as these teachers approach retirement age.

4.3 Working experience

The working experience of respondents was determined by asking whether respondents had worked for less or over ten years. The findings from Table 4 reveal that 9.3%, 12.6%, and 78.1% of the teachers in public secondary schools in Busia District have a working experience of 1–5 years, 6–10 years, and above 10 years, respectively. These results indicate a relatively young teaching workforce in the district, with the majority of teachers having more than 10 years of experience. This may have implications for the quality and stability of education in Busia District, as less experienced teachers may require more support and professional development.

4.4 Distribution of results by gender

The gender of respondents in this study was examined specifically to indicate the structure of study population was not only of a single gender. Table 4 shows results obtained. Findings from Table 4 reveal that 54.4%, and 45.6% teachers in public secondary schools in Busia District were male and female teachers respectively. These statistics indicate a relatively balanced gender distribution among teachers in public secondary schools in Busia District. It is encouraging to see that nearly half of the teachers are female, as this demonstrates progress towards achieving gender equality in the education sector.

4.5 Marital Status of Respondents

The marital status of teachers was also examined as a contributing factor to the findings and topic of study. From Table 4, results concerning the marital status of teachers in public secondary schools in Busia District indicated that 18.6%, 73%, and 8.4% were single, married, or belonged to other classifications not mentioned here. These findings suggest that

the majority of teachers in public secondary schools in Busia District are married. the implication of these results to management of sickness presenteeism and involvement in teaching and learning activities is that married teachers may have more stability and support in their personal lives, which could potentially lead to better attendance and engagement in their teaching responsibilities.

4.6 Education Level of Respondents

Findings about education level of teachers in public secondary schools in Busia District revealed that 83.3% of the teachers had bachelors' degrees, 13% had a master's degree and 3.7% had master's degree. These statistics highlight the high level of education among teachers in Busia District's public secondary schools. The significant percentage of teachers holding bachelor's degrees indicates a strong academic background and expertise in their respective fields. Additionally, the presence of a small percentage of teachers with master degree suggests that there is still room for growth and opportunities for further professional development within the education sector in the district.

4.7 Objective 1: The rate of teacher involvement in teaching-learning activities

The findings in the Table 5 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 4.2: Rate of teacher involvement in teaching and learning activities

Items for teaching and learning	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 and learning activities, it is important for teachers to prioritize and adhere to deadlines. This not only helps in maintaining a structured and organized classroom environment but also instills a sense of responsibility and discipline among students. These results, in comparison with Vroom's expectancy theory, advanced in 1964, indicate that

teachers who prioritize and adhere to deadlines are more likely to create a positive learning environment. Vroom's expectancy theory suggests that individuals are motivated when they believe their efforts will lead to desired outcomes. In the context of teaching, students are more likely to be motivated and engaged when they see that their teacher is organized and values timeliness. Therefore, the results align with Vroom's theory, as the students' positive response indicates that they perceive their teacher's adherence to deadlines as a sign of competence and effectiveness

In addition, the description that teachers are characterised 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 and learning activities, 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. Moreover, it fosters a sense of accountability among students as they learn the importance of meeting deadlines and taking ownership of their work. In comparison with Vroom's expectancy theory, advanced in 1964, there is a clear connection between timely completion of tasks and motivation. According to Vroom, when individuals believe that their efforts will lead to desired outcomes and that they have the necessary skills to complete the tasks, they are more likely to be motivated to perform well. Therefore, by promoting timely completion of tasks in the classroom, teachers are not only creating a positive and efficient environment, but also fostering motivation and increasing student engagement. This ultimately contributes to a higher level of academic achievement and personal growth. Related results from the head teachers basically indicated as follows;

Teachers in secondary schools are generally punctual because it is a part of the daily routine, especially in settings where the working environment is favourable to meeting the majority of the teacher's needs. It also comes especially when teachers are backed up by the

desire to meet deadlines set by school authorities (interview with head teacher school E, November 2023).

These results from interviews imply that teachers in secondary schools understand the importance of punctuality and make an effort to uphold it. The conducive working environment allows them to efficiently manage their time and fulfill their responsibilities on time. Additionally, the pressure to meet school deadlines further motivates teachers to prioritise punctuality in their daily routines.

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 and learning activities, 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 and learning experience for all parties involved. In relation to Vroom's expectancy theory advanced in 1964, teachers who have a clear understanding of their students' needs and learning styles are more likely to create a positive learning environment and foster student motivation. According to Vroom's theory, individuals are motivated to perform tasks when they believe that their efforts will lead to desired outcomes. By adapting their teaching methods and materials to meet their students' needs, teachers can increase the likelihood of students perceiving a positive outcome from their efforts, thus enhancing their motivation to learn. In turn, this can result in improved academic performance and overall student satisfaction.

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 and learning activities, 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. Furthermore, being open to feedback and reflecting on their own teaching practices can help teachers identify areas for improvement and make necessary adjustments to better meet the needs of their students. In comparison with Vroom's expectancy theory advanced in 1964, which suggests that an individual's motivation is influenced by their expectations of achieving a certain outcome, teachers who engage in continuous professional development and self-reflection are more likely to have higher levels of motivation. By actively seeking out opportunities to enhance their skills and knowledge, teachers demonstrate their commitment to their profession and their students. This motivation can then translate into improved teaching practices and ultimately, better student outcomes.

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 and learning activities, 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 individualised support when necessary. Related to Vroom's expectancy theory, advanced in 1964, teachers who demonstrate competence in these areas are likely to have higher expectations for student achievement, and, as a result, students may be more motivated to succeed. Therefore, it is crucial for teachers to continuously develop their instructional skills and stay up-to-date with the latest educational research and practices. By doing so, they can create a positive and engaging learning environment that fosters student growth and success.

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. As an aspect of being involved in teaching and learning activities, it is important for teachers to continuously assess and evaluate their own performance in order to identify areas for improvement. In comparison with Vroom's expectancy theory, advanced in 1964, teachers who actively engage in self-reflection and self-evaluation are more likely to experience a sense of fulfillment and motivation in their teaching practice. This theory suggests that individuals are motivated to exert effort when they believe that their efforts will lead to desired outcomes. By regularly assessing their performance, teachers can identify areas where they may need to adjust their teaching strategies or seek additional support. This continuous improvement process not only benefits the teacher but also enhances the overall learning experience for students. In related findings from the head teachers, it was indicated as follows;

*Basic reasons explaining circumstances under which punctuality is shown in the context of this school include situations when teachers desire to enhance early coverage of the syllabus and circumstances that include if the weather condition is favourable, for instance, in case it does not rain so much (interview **with head teacher school F, November 2023**).*

By implication, the school values punctuality as a means to ensure that all students receive the necessary education and resources within the allocated time frame. This emphasis on punctuality also sets a positive example for students, teaching them the importance of

being organised, responsible, and respectful of others' time. Moreover, punctuality allows for a smooth flow of daily activities, minimising disruptions and maximising instructional time.

The description that teachers in secondary schools in Busia 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 Busia 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. Compared with Vroom's expectancy theory advanced in 1964, the findings of this study align with the theory's emphasis on the importance of collaboration and teamwork in achieving productive results. Vroom's theory suggests that when individuals believe their efforts will lead to successful outcomes, they are more likely to collaborate and work together effectively. The high mean score indicates that teachers in Busia District perceive their collaboration with others as productive, which may lead to better educational outcomes for students in the region. In relation to these findings, findings from one of the head teachers indicated as follows;

In this school, some of the factors that enable teachers to get committed to their duties basically include punctuality or good time management, among other things, early making of schemes of work. This enables teachers to be steady while performing some duties and enhances the level of completion of work within the given timeframe. Additionally, the school administration provides a supportive environment that encourages and recognises the hard work of teachers. This boosts their commitment and motivates them to give their best efforts to delivering quality education to the students. Moreover, regular training sessions and professional development opportunities are offered to teachers, equipping them with the necessary skills and knowledge to excel in their roles. All these factors collectively contribute to the commitment of teachers and ensure the smooth functioning of the school...

(interview with head teacher school A, November 2023).

The interview results imply that teachers who prioritize punctuality and time management are more likely to be committed to their duties. By creating schemes of work in advance, teachers are able to maintain a consistent workflow and efficiently complete their

tasks. This not only benefits the teachers themselves but also improves the overall productivity and quality of education in the school.

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 Busia 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. Relating to Vroom's expectancy theory, advanced in 1964, teachers who are more inclined to take on new challenges at work may have higher expectations of the rewards and outcomes that come with successfully facing those challenges. They may believe that by embracing new challenges, they can achieve personal growth, gain recognition, or even advance in their careers. On the other hand, teachers who are less inclined to take on new challenges may have lower expectations of the rewards or may fear failure and the potential negative consequences that come with it. The inclination to take on new challenges at work can greatly impact a teacher's motivation and job satisfaction.

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 prioritise staying 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 comparison with Vroom's expectancy theory, advanced in 1964, which emphasizes the importance of motivation and expectancy in job performance, these findings support the idea that teachers have a high motivation to excel in their profession. The theory posits that individuals are more likely to put in effort and perform well if they believe their efforts will result in desirable outcomes. The high mean score and low standard deviation suggest that teachers believe updating job knowledge will lead to positive outcomes

such as improved student performance and personal growth. This aligns with the principles of Vroom's expectancy theory and further validates its relevance in the field of education.

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 prioritise 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. However, the overall consensus among teachers is positive, indicating a commitment to professional development and staying current in their field. In comparison with Vroom's expectancy theory, which was advanced in 1964 and suggests that individuals are motivated to perform better when they believe their efforts will result in desired outcomes, the consensus among teachers regarding the importance of keeping their job skills up-to-date aligns with this theory. By prioritising professional development, teachers are actively taking steps to improve their performance and enhance their chances of success in their careers. This consensus also highlights the dedication and professionalism of teachers, as they recognize the changing demands of their profession and the need to continually adapt and grow.

The statement that teachers have creative solutions to new problems indicated a mean score of 3.79 and a standard deviation of 1.00. This indicates that the teachers' responses to new problems varied quite a bit, with some teachers having highly creative solutions and others having fewer creative solutions. The relatively high standard deviation suggests a wide range of creativity among the teachers surveyed. These can be related to Vroom's expectancy theory, advanced in 1964, in that individuals' motivation and performance are influenced by their expectations of achieving certain outcomes. In the context of teachers and their creative

solutions to new problems, it can be argued that those teachers who have a higher expectation of achieving positive outcomes may be more likely to come up with creative solutions. On the other hand, teachers with lower expectations may be less inclined to think outside the box and may exhibit fewer creative solutions. Therefore, understanding and managing teachers' expectations and providing them with the necessary support and resources can be crucial in fostering creativity and problem-solving skills in the education system. In related findings, head teachers were asked to state **What facilitates early completion of syllabuses** and in their views, it was indicated by one of the head teachers as follows;

Many factors facilitate early completion of syllabuses by secondary school teachers, including effective lesson attendance and delivery/attendance to all lessons allocated to particular teachers, and the level of motivation in the school, including availability and accessibility to adequate teaching and learning materials. These also include close supervision by administration and having remedial or extra lessons, including a clearly formulated timetable. (Interview with head teacher school G, November 2023).

This implies that the head teacher of school B believes that a combination of factors contributes to the early completion of syllabuses in their school. These factors include ensuring that teachers attend and deliver all lessons assigned to them, maintaining a high level of motivation among students, and providing sufficient teaching and learning resources. Additionally, close supervision by the administration and the provision of remedial or extra lessons with a well-defined timetable also contribute to the timely completion of syllabuses. The head teacher's perspective indicates that a proactive approach and a supportive environment are crucial for efficient syllabus completion in secondary schools.

The view that teachers keep looking for and attending to 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. In comparison with

Vroom's expectancy theory advanced in 1964, the scores suggest that teachers align with the theory's principles. According to Vrooms theory, individuals are motivated to engage in tasks when they expect that their efforts will lead to desired outcomes. The high mean score indicates that teachers are motivated to seek out new challenges, as they believe it will lead to positive outcomes such as personal growth or increased job satisfaction. However, the standard deviation suggests that not all teachers possess the same level of motivation, with some being more consistent in seeking out new challenges than others.

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 comparison with Vroom's expectancy theory advanced in 1964, which suggests that individuals are motivated to put in extra effort when they believe it will lead to a desired outcome, this moderate level of variability among teachers in performing additional tasks at work could be attributed to various factors. These factors may include individual differences in motivation, workload distribution among staff members, and personal work ethic. It is important for schools and educational institutions to recognize and appreciate the efforts of teachers who consistently go above and beyond their expected responsibilities, while also providing support and resources to those who may need assistance in meeting these additional tasks. In related findings, the results from head teachers basically indicated as follows;

The factors include effective lesson attendance and the making of assessments. This is important for the teacher's professional relationship with learners when learners are reflecting good grades in exercises, tests, and examinations, as well as time spent at school and various responsibilities assigned to teachers such as lesson

planning and scheming. Additionally, effective lesson attendance ensures that learners receive consistent and comprehensive instruction, allowing them to fully engage in the learning process. Similarly, making assessments allows teachers to gauge the progress of their students, identify areas of improvement, and tailor their teaching methods accordingly... **(interview with head teacher school C, November 2023).**

The interview results imply that teachers who are able to effectively manage their tasks and ensure high levels of student engagement and achievement are more likely to be successful in their professional relationships with learners. This not only fosters a positive learning environment but also promotes a sense of accomplishment and motivation among students. Additionally, the findings suggest that teachers who excel in these areas are more likely to receive recognition and opportunities for growth within the school community.

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 relation to Vroom's expectancy theory, advanced in 1964, these silent teachers may have low expectancy, meaning they do not believe that their participation will lead to any positive outcomes or rewards. They may feel that their opinions are not valued or that their contributions will not be taken into consideration. This lack of motivation to

actively participate in meetings can potentially hinder the overall effectiveness of the group discussion and decision-making process.

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. The qualitative results also contain responses to the concern about measures laid down to check effective involvement in teaching-learning activities and these were indicated by two head teachers as follows;

Some of the measures for checking the effective involvement of teachers in teaching and learning activities include monitoring lessons by student leaders in class, monitoring tools used by administrators, and lesson preparations, i.e., lesson plans and lesson notes, which should be checked regularly, among others.

(Interview with head teacher school F, November 2023).

The results from the interviews as indicated above mean that there are various methods in place to ensure that teachers are actively engaged in teaching and learning activities. By having student leaders monitor lessons, administrators monitor tools, and regularly checking lesson plans and notes, it allows for a comprehensive assessment of teacher involvement. These measures provide valuable insights into the effectiveness of teachers and help identify areas for improvement.

I am now considering this in the context of this school, such that the key measures for checking the active involvement of teachers in the teaching and learning activities include a lesson monitoring tool in place, proper planning by

administration, regular meetings, giving feedback to challenges, and a compensation track sheet. (Interview with head teacher school J, November 2023).

The above quotation implies that the head teacher recognises the importance of actively involving teachers in teaching and learning activities. The implementation of a lesson monitoring tool and proper planning by the administration indicate a focus on ensuring that teachers are actively engaged in the classroom. Regular meetings and providing feedback on challenges further emphasize the commitment to supporting teacher involvement. The mention of a compensation track sheet suggests that the school values and rewards the active participation of teachers in teaching and learning activities.

4.8 Objective 2: Factors associated with prevalence of sickness presenteeism

The results for this objective were generated and presented in summary table showing mean score and standard deviation. The mean interpretation scale is- 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 4.3: Factors associated with Sickness Presenteeism

Factors associated with Sickness Presenteeism	N	SD	D	N	A	SA	Mean	SD
		%	%	%	%	%		
1. Fear of losing the teaching job	215	2	6	6	62	24	4.01	0.83
2. Flexible work environments at school	215	1	5	4	61	29	4.13	0.76
3. Fear to miss out on salary payments for a given month	215	2	5	7	60	26	4.02	0.85
4. Schools do not give space for sick leaves	215	8	20	14	44	14	3.36	1.18
5. Love for the job by teachers	215	6	28	25	26	15	3.16	1.15
6. Nature of sickness which can be tolerated	215	6	15	6	48	25	3.71	1.17
7. Staying in staff quarters around schools	215	1	13	5	55	26	3.93	0.92
8. To reduce workload at school	215	4	15	17	52	12	3.52	1.00
9. To many commitments which cannot be delegated	215	2	21	6	55	15	3.61	1.04
10. Understaffing in secondary schools	215	4	14	7	61	14	3.65	1.01
11. Desire to complete syllabuses	215	5	5	4	67	19	3.91	0.92
12. Need or desire to get medical treatment from the school	215	8	8	18	49	17	3.58	1.10
13. Seeing others or fellow teachers behave same way	215	5	10	17	51	16	3.62	1.03
14. Administrative instruction not to dodge any teaching-learning programmes	215	2	11	12	49	26	3.85	1.00

The findings supporting the idea that "fear of losing the job explains why teachers come to school while sick" had a mean of 4.01 and a SD of 0.83. The results were categorised as agreeable. This indicates that a majority of teachers in public secondary schools agree that fear of losing their job is a significant factor contributing to sickness presenteeism. However, it is important to consider other potential factors that may also influence this behaviour, such as workload or a lack of substitute teachers. In comparison with Vroom's expectancy theory,

advanced in 1964, that individuals are motivated to perform well at work in order to receive rewards or avoid punishment, the findings of this study provide empirical support for the idea that fear of job loss is a significant motivator for teachers to come to work when they are sick. This aligns with the notion that job security plays a crucial role in employee behavior and can override other factors such as workload or availability of substitutes.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by a flexible work environment” were reported with a mean of 4.13 and a SD of 0.76. The results were categorised as agreeable. These findings suggest that teachers in public secondary schools generally perceive a flexible work environment as a contributing factor to sickness presenteeism. However, it is crucial to explore additional factors that may interact with or moderate this relationship, such as school policies or support systems for teachers' well-being. These results can be compared with Vroom's expectancy theory, advanced in 1964, in that both theories emphasise the importance of motivation and perception in the workplace. Vroom's theory posits that individuals are motivated to perform well when they believe that their efforts will lead to desired outcomes. Similarly, the findings from this study suggest that teachers perceive a flexible work environment as a factor that contributes to their sickness presenteeism, indicating that they are motivated to continue working despite being unwell. By considering additional factors such as school policies and support systems, a more comprehensive understanding of the relationship between a flexible work environment and sickness presenteeism can be obtained. Regarding the question on **the take of top administration regarding sickness presenteeism**, one of the head teachers was quoted stating;

Normally, in these semi-urban schools, the administration of a school customises what teachers are always considering as normal practices. This is because of the universal secondary education policy, where the laissez-faire approach is predominant. However, in most schools, administrators ensure that rather than being

present while sick, the department members step in for the sick personnel. (Interview with head teacher school H, November 2023).

The above quotation indicates that the administration of different schools acknowledges the importance of maintaining normalcy in the school environment. They understand that the implementation of universal secondary education policies requires a flexible and adaptable approach. By ensuring that department members step in for sick personnel, the administrators prioritise the well-being of both the staff and the students, ensuring that education is not disrupted. This proactive measure demonstrates their commitment to providing a consistent and supportive learning environment for all.

The results supporting the statement that "fear of missing out on salary among teachers in public secondary schools" had a mean of 4.02 and a SD of 0.85. The results were categorised as agreeable. This suggests that the majority of teachers in public secondary schools believe that their fear of missing out on salary is a significant factor contributing to sickness presenteeism. In comparison with Vroom's expectancy theory, advanced in 1964, which guided the study, the findings provide support for the theory's premise that individuals are motivated by the expectation of rewards, such as salary. This indicates that teachers' concerns about their income play a crucial role in their decision to come to work while being sick. The study's results also highlight the importance of addressing this issue in order to promote the overall well-being and health of teachers in public secondary schools.

The results regarding the idea that "sickness presenteeism among teachers in public secondary schools is caused by a lack of space for sick leave at school" were reported with a mean of 3.36 and a SD of 1.18. The results were categorised as neutral. These findings suggest that, while the lack of space for sick leave may be a contributing factor to sickness presenteeism among teachers in public secondary schools, it is not the sole cause. Other factors, such as workload, pressure to meet educational targets, and limited resources, may also play a role in teachers feeling compelled to come to work despite being unwell.

According to Vroom's expectancy theory, advanced in 1964, these additional factors can create a perceived expectation that teachers should prioritise their work duties over their own well-being. This theory suggests that individuals will engage in sickness presenteeism when they believe their efforts will lead to positive outcomes or rewards, even if it means sacrificing their health. Therefore, addressing the issue of sickness presenteeism among teachers in public secondary schools requires a comprehensive approach that considers not only the physical workplace environment but also the broader organisational and societal influences that contribute to this behaviour. In related findings, one of the head teachers was quoted stating as follows;

The administrators do not just sit but have too much concern about teachers coming to school while sick. In fact, like in our school, we are fully aware that these are some of the largely ignored educational issues; thus, we sensitise teachers concerning sickness presenteeism, plan for team teaching at departmental levels, and there is always a need to offer sick leaves. (Interview with head teacher school G, November 2023).

By implication, the administrators prioritise the well-being and health of both the teachers and students. They understand that a sick teacher cannot effectively teach and may even spread illness to others. By sensitising teachers about sickness presenteeism and offering sick leaves, the administrators ensure that teachers are encouraged to take care of their health and not come to school when they are unwell. This proactive approach creates a supportive and healthy learning environment for everyone involved.

The results in relation to the idea that "sickness presenteeism among teachers in public secondary schools is caused by love for the job" were reported with a mean of 3.16 and a SD of 1.15. The results were categorised as neutral. These findings suggest that the idea of sickness presenteeism among teachers in public secondary schools is not solely a result of their love for the job. Other factors may also contribute to teachers choosing to come to work

despite being sick. Relating the results to Vroom's expectancy theory, advanced in 1964, shows that teachers' motivation to come to work despite being sick may be influenced by factors such as fear of falling behind in their workload or concern for their students' academic progress. This theory suggests that individuals are motivated to engage in certain behaviours if they believe that their efforts will result in desired outcomes. In the case of teachers, they may perceive that their absence would negatively impact their students' learning, leading them to prioritise their job over their own health. Therefore, it is important for school administrations to address and provide support for these underlying factors to reduce sickness presenteeism among teachers.

The results regarding the idea that "sickness presenteeism among teachers in public secondary schools is caused by the nature of sickness that can be tolerated" were reported with a mean of 3.71 and a SD of 1.17. The results were categorised as agreeable. This suggests that teachers in public secondary schools generally believe that the nature of their sickness is tolerable enough for them to continue working despite being unwell. Comparing results with Vroom's expectancy theory, advanced in 1964, it is evident that teachers in public secondary schools prioritise their commitment to their work and their students, even when they are not feeling well. This theory suggests that individuals are more likely to engage in sickness presenteeism when they believe their efforts will lead to positive outcomes, such as maintaining a positive classroom environment or ensuring students' academic progress. Therefore, it can be concluded that the high levels of sickness presenteeism among teachers in public secondary schools may be attributed to their strong sense of responsibility and dedication to their profession.

The findings supporting the statement that "staying in staff quarters close to school causes sickness presenteeism among teachers in public secondary schools" had a mean and SD of 3.93 and 0.93, respectively. The results were categorised as agreeable. These findings

suggest that the majority of teachers in public secondary schools believe that staying in staff quarters around school contributes to sickness presenteeism. In comparison with Vroom's expectancy theory, advanced in 1964, which suggests that individuals are motivated to work when they believe their efforts will lead to desired outcomes, the findings of this study indicate that the physical proximity of staff quarters to the school may have a negative impact on teacher motivation and well-being. This suggests that there may be a need for policy changes or interventions to address the issue of sickness presenteeism among teachers in public secondary schools.

The findings support the statement that the need to lessen workload at school is what causes sickness presenteeism among teachers in public secondary schools. with a mean of 3.52 and an SD of 1.00. The results were categorised as agreeable. This indicates that teachers in public secondary schools do experience sickness presenteeism as a means to manage their workload. The relatively high mean score of 3.52 suggests that a majority of teachers agree with this idea. The standard deviation of 1.00 indicates that there is some variability in the responses, but the results support the notion that reducing workload is a motivating factor for sickness presenteeism among teachers. Compared with Vroom's expectancy theory, advanced in 1964, which suggests that individuals are motivated to work when they expect their efforts to lead to desirable outcomes, the findings from this study provide empirical evidence that workload reduction is a significant driver of sickness presenteeism in the context of public secondary schools.

The results regarding the idea that "sickness presenteeism among teachers in public secondary schools is caused by many commitments that cannot be delegated" were reported with a mean of 3.61 and a SD of 1.04. The results were categorised as agreeable. This suggests that the majority of teachers in public secondary schools agree that their many commitments prevent them from taking sick leave. However, it is important to consider other

factors that may contribute to sickness presenteeism, such as the fear of falling behind in their work or the lack of substitute teachers available. In relation to Vroom's expectancy theory, advanced in 1964, which guided the study, it is evident that teachers in public secondary schools may feel a strong sense of obligation and responsibility towards their students and their work. According to Vroom's theory, individuals are motivated to engage in sickness presenteeism when they perceive a high level of expectancy, instrumentality, and valence in their work. In the case of teachers, they may believe that their presence in the classroom is essential for the students' education and therefore prioritize their work commitments over their own health. Additionally, the lack of substitute teachers available may also contribute to their decision to come to work even when they are unwell.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by understaffing in secondary schools” were reported with a mean of 3.65 and a SD of 1.01. The results were categorised as agreeable. These findings suggest that there is a significant correlation between understaffing in public secondary schools and sickness presenteeism among teachers. It is important for educational institutions to address this issue by ensuring adequate staffing levels to promote the well-being and productivity of their teaching staff. Results compared with Vroom's expectancy theory advanced in 1964, which proposes that individuals are more likely to engage in sickness presenteeism when they perceive a low level of job security or fear of losing their job. This theory aligns with the findings of this study, as understaffing in schools can create a sense of job insecurity and pressure to show up for work even when sick.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by the desire to complete syllabuses” were reported with a mean of 3.91 and a SD of 0.92. The results were categorised as agreeable. This suggests that there is a general consensus among teachers in public secondary schools that their desire to

complete syllabuses contributes to sickness presenteeism. These results can be compared with Vroom's expectancy theory, advanced in 1964, which posits that individuals are motivated to work even when sick if they believe it will lead to favourable outcomes such as completing their tasks or meeting deadlines. The findings from this study support Vroom's theory and indicate that teachers in public secondary schools prioritise syllabus completion over their own well-being, leading to sickness presenteeism.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by the need or desire to get medical treatment from school” were reported with a mean of 3.58 and a SD of 1.10. The results were categorised as agreeable. This suggests that the majority of teachers in public secondary schools think that students' need or desire for access to medical care at school is what causes them to sickness presenteeism. These findings highlight the importance of providing accessible and convenient healthcare services for teachers in order to reduce sickness presenteeism and promote overall well-being in the education sector. The results compare with Vroom's expectancy theory, advanced in 1964, that states that individuals are motivated to engage in behavior when they believe it will lead to a desired outcome. In this case, the teachers' agreement with the statement indicates that they believe providing access to medical care at school will lead to improved student attendance and well-being. This aligns with the theory's emphasis on the importance of perceived outcomes in driving motivation.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by seeing other teachers doing the same” were reported with a mean of 3.62 and a SD of 1.03. The results were categorised as agreeable. This suggests that there is a general consensus among teachers in public secondary schools that sickness presenteeism is influenced by observing their colleagues engaging in the same behaviour. In comparison with Vroom's expectancy theory, advanced in 1964, which posits that individuals

are motivated to perform behaviors based on their expectations of the outcomes, these findings indicate that social influence plays a significant role in shaping the behavior of teachers in public secondary schools when it comes to sickness presenteeism. This highlights the importance of creating a supportive and healthy work environment in order to reduce the prevalence of this behavior among teachers.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by administrative instruction not to dodge any teaching-learning programmes” were reported with a mean of 3.85 and a SD of 1.00. The results were categorised as agreeable. This suggests that the majority of teachers in public secondary schools feel obligated to attend teaching-learning programmes even when they are sick. These findings highlight the importance of addressing the underlying reasons for sickness presenteeism in order to promote a healthier work environment for teachers. Compared with Vroom’s expectancy theory advanced in 1964, which posits that individuals are motivated to perform tasks based on the belief that their efforts will lead to desired outcomes, the findings from this study indicate that external factors such as administrative instructions play a significant role in influencing teacher behavior. Therefore, in order to reduce sickness presenteeism among teachers, it is crucial for educational institutions to not only provide support for teachers to take time off when they are unwell, but also to address the root causes of this phenomenon, such as workload and expectations. By creating a healthier work environment, schools can ensure that teachers are able to prioritize their well-being and ultimately provide better quality education to their students.

Head teachers were asked to state the reasons for teachers coming to work when they are sick. Various views were obtained with basic ones as indicated below.

There are two basic reasons that make teachers come to work while sick, in the context of this school, and these are fear of being reprimanded without official

school leave and fear of losing payment, i.e., when they expect daily allowances.

(Interview with head teacher school F, November 2023).

The quotation means that teachers feel obligated to come to work even when they are sick because they fear facing disciplinary action or losing their pay if they take an official leave. This highlights the lack of support and understanding for teachers' health concerns within the school system. It is a concerning situation that needs to be addressed to ensure the well-being and productivity of both teachers and students.

Whereas factors that make teachers come to school while sick may differ by school and individual teacher, in the context of this school, they include, though not limited to, fear to face disciplinary committee without sick leave, love for learners, desire to make lesson observations, and need to complete the syllabus early in order to prepare students for upcoming exams. Additionally, some teachers may feel a sense of responsibility towards their colleagues and not want to burden them with additional work. Ultimately, the decision to come to school while sick is a personal one, influenced by a combination of factors unique to each teacher and their specific circumstances... **(Interview with head teacher school H, November 2023).**

This quotation implies that teachers may feel pressured to come to school even when they are sick due to various reasons. This could be due to a lack of support or understanding from the school administration or a fear of facing consequences such as disciplinary actions. It is crucial for schools to create a supportive environment that prioritises the health and well-being of teachers, as this ultimately impacts the quality of education provided to students. Additionally, implementing policies and procedures that address teachers' health concerns, such as providing adequate sick leave and ensuring timely coverage for their classes, can help alleviate these pressures and promote a healthier and more productive school community.

There are quite a number of reasons as to why teachers come to school while sick, and among these are fear of having an accumulated workload, workplace culture, sometimes to kill boredom through socialising with other teachers, and the fact that schools value physical attendance much more than work done. Additionally, some teachers may feel pressure to maintain a perfect attendance record, as it is often

seen as a reflection of their dedication and commitment to their profession. The fear of being perceived as lazy or unreliable can discourage teachers from taking necessary sick leave, even when they are genuinely unwell. Unfortunately, this mindset can contribute to the spread of illnesses within the school environment, putting both students and staff at risk. (Interview with head teacher school J, November 2023).

By implication, the qualitative results denote that teachers often feel pressured to come to school even when they are not feeling well. This can have a negative impact on their health and well-being, as well as the overall school community. Providing adequate sick leave and ensuring timely coverage for their classes can help alleviate these pressures and promote a healthier and more productive school community. It is important for schools to prioritise the well-being of their teachers and create a supportive and understanding work environment.

4.9 Objective 3: Implications of sickness presenteeism on the teaching-learning activities

This was established using thirteen items and presented in summary Table 7 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 4.4: 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 on 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 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 causes severity of fever leading to prolonged absence from school	215	2	3	10	58	27	4.03	0.83
7.	Leads to emotional weariness	215	2	3	4	58	33	4.17	0.79
8.	Weakens teacher immune system and may lead to death	215	1	4	4	54	36	4.20	0.80
9.	Leads to 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.	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

categorised 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 hypothesised. Vroom's expectancy theory suggests that individuals' motivation and effort are influenced by their expectation 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. Head teachers' views were also obtained in relation to the ways **students can be affected by the lessons conducted by a teacher who is victim of sickness presenteeism**. One of the head teachers 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 the 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 head teacher 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 behavior 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 may increase medical expenses, especially if the sickness intensifies, were received with a rating of mean = 3.59 and SD = 1.21. The results were thus categorised as agreeable. On the other hand, the results concerning the statement that sickness presenteeism negatively affects the overall work environment were received with a rating of mean = 2.88 and SD = 1.43. The results were categorised as slightly disagreeable. It suggests that while some participants agreed that sickness presenteeism affects the work environment, there were others who did not perceive it as a significant issue. The results can be discussed in line with Vroom's expectancy theory, advanced in 1964, which suggests that individuals' perceptions of the consequences of their actions influence their behaviour. In this case, participants who rated sickness presenteeism as less of a problem may not see the negative consequences it has on the work environment, leading them to engage in this behaviour more often. Additionally, the variation in responses indicated by the standard deviations suggests that there may be differing opinions and perspectives among employees regarding the impact of sickness presenteeism.

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. It is possible that some individuals see it as a potential risk, while others may not consider it a significant concern. In relation to 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 Vrooms 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. In relation to 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 personal 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. Head teachers were asked to give their views concerning **how can sickness presenteeism affect the implementation of teaching-learning services**. One of the head teachers 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 head teacher 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. It is crucial for schools to 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 leads to emotional weariness were received with a rating of mean = 4.17 and SD = 0.79. The results were thus categorised as agreeable. This indicates that the majority of participants agreed that sickness presenteeism is associated with emotional weariness. In relation to Vroom's expectancy theory advanced in 1964, these findings suggest that employees who come to work while sick are likely to experience emotional exhaustion as a consequence. This aligns with the theory's proposition that employees' effort and motivation are influenced by their expectations of desired outcomes. Therefore, secondary schools should consider implementing policies and practices that encourage employees to prioritize their health and well-being, as it can have a significant impact on their emotional state and overall productivity.

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. It is important for organisations 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 in order 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, it is important for organizations 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 indicates that concentration on teaching-learning services is low were received with a rating of mean = 4.00 and SD = 0.82. The results were thus categorised as agreeable. This suggests that there is a consensus among participants that sickness presenteeism adversely affects the quality of teaching and learning. The mean rating of 4.00 indicates a relatively high level of agreement with the statement. The low standard deviation of 0.82 indicates that the responses were

relatively consistent, further supporting the notion that sickness presenteeism is seen as a hindrance to effective teaching and learning. The findings in comparison with Vroom's expectancy theory advanced in 1964 suggest that employees are more likely to engage in sickness presenteeism when they perceive a high level of expectations from their supervisors or colleagues. This theory posits that individuals are motivated to perform well when they believe their efforts will result in desired outcomes. In the context of teaching and learning, if educators feel pressured to be present even when they are ill, it may hinder their ability to effectively deliver instruction and provide a conducive learning environment for students. Therefore, addressing the issue of sickness presenteeism should be a priority in educational institutions to ensure optimal teaching and learning outcomes.

The results relating to the statement that sickness presenteeism weakens the mindset towards teaching were received with a mean rating of 3.66 and a 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 have a negative impact on 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. In relation to 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, it is crucial for schools and educational institutions to prioritize the well-being and health of their teaching staff to ensure optimal teaching and learning outcomes. These rhymes with findings form one of the head teachers in response to the concern about **What can be done to ensure that sickness presenteeism reduces in public secondary schools.** 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 head teacher 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 head teacher'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 fulfill 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. In relation to 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.

4.9.1 Regression Analysis to establish the influence of sickness presenteeism on involvement in teaching and learning activities

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

Table 4.5: 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. Furthermore, the relatively high standard error of the estimate suggests that the model's predictions may not be very precise or accurate.

Table 4.6: 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 in order to promote effective teaching and learning 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 4.7: 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.

Chapter Five:

Discussion, Conclusions, Recommendations, and Gaps for Further Research

5.0 Introduction

This chapter comprises findings in line with the research questions of the study. The main themes of this chapter are; discussion, conclusions, recommendations and gaps for further research.

5.1 Discussion of Findings

The major themes in this section are research questions which guided the study.

5.1.1 What is the rate of teacher involvement in teaching-learning activities?

The results concerning the description that teachers plan to do work on time were evaluated as agreeable. As an aspect of being involved in teaching and learning activities, it is important for teachers to prioritise and adhere to deadlines. These results are in line with Agus (2022), who indicated that teachers complete many important jobs quickly. Teachers teach many subjects daily, analyse student assignments, create customised classes to meet the needs of their students, and work with parents and professionals to help each student. In relation to Vroom's expectancy theory, which guided the study, these findings support the idea that teachers who prioritise and meet deadlines are more likely to experience a sense of accomplishment and satisfaction in their work. According to Vroom, individuals are motivated to work when they believe their efforts will lead to desired outcomes. Therefore, by completing tasks on time, teachers are more likely to feel a sense of achievement and see the positive impact they have on their students' learning. This can enhance their motivation and overall job satisfaction, leading to improved performance and student outcomes.

In addition, the results for the description that teachers are characterized by optimal planning are evaluated as agreeable. As an aspect of being involved in teaching and learning activities, the timely completion of tasks also promotes a positive and efficient classroom

environment. The results mirror those of Merritt (2022) revealing that teachers are compassionate and unselfish, teaching and caring their students. However, plenty of preparation time is needed for a successful day of teaching. This includes choosing effective methods, planning lessons, organising resources, and working with colleagues. This, in relation to Vroom's theory shows that teachers' commitment to their students goes beyond the classroom. Vroom's theory emphasizes the importance of teacher collaboration and resourcefulness in creating a conducive learning environment. These findings suggest that teachers' dedication to their profession extends beyond the hours spent in the classroom, as they invest time and effort in ensuring their lessons are well-prepared and engaging for their students. Ultimately, the combination of compassion, selflessness, and careful preparation contributes to a successful and impactful teaching experience for both teachers and students.

Further still, the results on the idea that teachers normally have focus for the work they want to accomplish was evaluated as agreeable. As an aspect of being involved in teaching and learning activities, it is important for teachers to have a clear understanding of their students' needs and learning styles. The results are in tandem with Han and Gao (2023) findings which reveal that by including students' perspectives into discussions, they effortlessly transition from being the leader to becoming a collaborative learner. Comparing these with Vroom's expectancy theory, which guided the study, it can be inferred that when teachers have a clear focus and understanding of their students' needs, they are more likely to create a positive learning environment that promotes collaboration and student engagement. This aligns with the expectancy theory, as teachers who believe in their ability to meet their students' needs and create a conducive learning environment are more likely to put in the effort and dedication required to achieve their goals. The results suggest that teachers' focus and understanding of student needs play a crucial role in enhancing the teaching and learning process.

In addition, the results concerning the notion that while at work, teachers separate main from minor issues were evaluated as strongly agreeable. As an aspect of being involved in teaching and learning activities, 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. This slightly rhymes with Mulder (2018)'s identification that it appears that the new public management ideology of result-oriented teacher teams violates significant components of the existing teachers' meaning system and fails to address unmet needs. As a result, many result-oriented teacher team cognitions seem irrelevant. In relation to Vroom's expectancy theory, which guided the study, it is important for teachers to feel that their efforts will lead to positive outcomes and that they will be recognized and rewarded for their hard work. Result-oriented teacher teams may undermine this sense of expectancy if they are not aligned with the teachers' own goals and values. Therefore, it is crucial for educational leaders to provide opportunities for teachers to have a voice in the decision-making process and to create a supportive and collaborative environment that fosters trust and professional growth. By doing so, teachers will be more likely to embrace new initiatives and be motivated to continuously improve their practice.

In addition, still, results relating to the statement that teachers know how to set priorities were also evaluated as agreeable. As an aspect of being involved in teaching and learning activities, teachers are expected to have a clear understanding of the curriculum and the learning objectives. These results can be compared with Hamilton (2021) study which demonstrates that 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. This kind of analysis can also be connected to Vroom's expectancy theory, which guided the study

in that it emphasizes the importance of setting clear expectations and goals for teachers. By measuring teacher performance, schools can ensure that teachers are meeting these expectations and working towards achieving the desired learning outcomes. This not only benefits the students but also creates a sense of accountability and motivation among teachers. Additionally, the findings of such performance evaluations can inform decision-making related to teacher training and development, ultimately leading to a more effective and productive teaching and learning environment.

The findings also revealed 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. This is in line with Tambavan's (2023) study, which indicates that teaching is a noble profession that requires a lot of dedication, time, and effort. Teachers are responsible for creating a learning environment that is conducive to students' growth and development. Highlighting these results in relation to Vroom's expectancy theory reveals that teachers are motivated to excel in their planning and organization skills because they understand the impact it has on their students' learning outcomes. According to Vroom's theory, individuals are driven by their expectations of achieving desired outcomes, and teachers recognize that effective lesson planning and resource allocation are crucial for creating a positive classroom environment. Therefore, by feeling confident in their abilities in these areas, teachers are motivated to continuously improve and provide the best educational experience for their students.

The description that teachers in secondary schools in Busia District manifest the aspect of collaboration with others for productive results. This suggests that, on average, teachers in secondary schools in Busia District have a relatively high level of collaboration with others. In line with these results, (Amiena et al., 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. Comparing these with Vroom's theory, it can be argued that the collaborative nature of teachers in Busia District may be beneficial in addressing the issues highlighted by Amiena et al., (2019). By working together and sharing their experiences and expertise, teachers can potentially challenge their stereotypes and unrealistic expectations, creating a more inclusive and supportive learning environment for all students, including gifted ones. This collaboration may also extend beyond the classroom, as teachers in Busia District may actively seek out opportunities to collaborate with other stakeholders such as parents, community members, and fellow educators to further enhance the learning experience for their students.

Further still, the results suggested that, on average, teachers in secondary schools in Busia 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. In a study by UNICEF (2016) indicated that 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. In relation to Vroom's theory, teachers who are less inclined to take on new challenges may be more likely to report higher rates of absence from teaching. This could be due to a lack of motivation or interest in their work, leading to decreased engagement and commitment to their teaching responsibilities. On the other hand, teachers who are more eager to embrace new challenges may be more likely to be present and actively involved in their classrooms, as they seek out opportunities for growth and development. Therefore, fostering a culture of embracing new challenges and providing support for professional development may help to reduce teacher absenteeism and improve overall job satisfaction and performance.

The results also suggest that while most teachers agree on the importance of maintaining up-to-date knowledge, there are some who may have differing opinions. However, the overall consensus among teachers is positive, indicating a commitment to professional development and staying current in their field. In relation to Vroom's theory, this commitment to ongoing learning can be seen as an example of the "expectancy" component. Teachers have an expectation that by continuously updating their knowledge and skills, they will be able to improve their teaching effectiveness and ultimately enhance student learning outcomes. This aligns with Vroom's theory, which states that individuals are motivated to exert effort when they believe it will lead to desired outcomes. In this case, teachers believe that investing time and effort into professional development will result in improved teaching and student success. The findings are in line with

The results indicate that the teachers' responses to new problems varied quite a bit, with some teachers having highly creative solutions and others having fewer creative solutions. The relatively high standard deviation suggests a wide range of creativity among the teachers surveyed. This is in line with Luo & Cooper (2021) revealing that teachers employ creativity for a multitude of purposes. Certain teachers exhibit creativity due to their inherent enjoyment of it, while others employ creativity as a means to counteract monotony and exhaustion. In relation to Vroom's theory, the variation in teachers' responses suggests that the level of motivation and satisfaction they derive from their job may also play a role in their level of creativity. Teachers who are more intrinsically motivated and find joy in their work may be more likely to come up with innovative solutions to problems. On the other hand, teachers who are experiencing burnout or feel unfulfilled in their role may be less inclined to think outside the box. Therefore, factors such as job satisfaction and motivation should be considered when examining teachers' creativity levels.

In addition, still, the results suggest 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.

5.1.2 What factors are associated with prevalence of sickness presenteeism?

According to the results a majority of teachers in public secondary schools agree that fear of losing their job is a significant factor contributing to sickness presenteeism. However, it is important to consider other potential factors that may also influence this behaviour, such as workload or a lack of substitute teachers. This in tandem with Vroom's theory of motivation, which states that individuals are driven to perform in order to achieve rewards and avoid punishments, suggests that the fear of losing their job may indeed be a strong incentive for teachers to come to work even when they are sick. Additionally, the lack of substitute teachers may also contribute to sickness presenteeism as teachers may feel obligated to attend work in order to avoid burdening their colleagues or negatively impacting their students' education. Therefore, addressing these factors and implementing strategies to alleviate the fear of job loss and ensure adequate support for teachers may be crucial in reducing sickness presenteeism in public secondary schools. The results are in tandem with findings by Coledam and Da Silva (2020) that revealed that the need to protect the job is a reason for sickness presenteeism.

Findings also reveal that teachers in public secondary schools generally perceive a flexible work environment as a contributing factor to sickness presenteeism. The results are in line with Lohaus and Habermann (2019)'s study that spelt out that the phenomenon of presenteeism in academia is attributed to both inherent job instability and a culture that encourages presenteeism. This issue is further exacerbated and made easier by the increasing prevalence of blended learning and teaching, as well as the usage of technology. These results

in relation to Vroom's expectancy theory suggest that teachers who perceive a flexible work environment as supportive are more likely to engage in sickness presenteeism. According to Vroom's expectancy theory, individuals are motivated to engage in behaviors that they believe will lead to desired outcomes. In this case, teachers may believe that by coming to work even when sick, they are demonstrating their dedication and commitment to their profession, which may be rewarded with career advancement or recognition. Additionally, the use of technology and blended learning may create a sense of constant connectivity and pressure to always be available, further contributing to the culture of presenteeism among teachers.

The findings regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by fear of missing out on salary” were categorised as agreeable. This suggests that the majority of teachers in public secondary schools believe that their fear of missing out on salary is a significant factor contributing to sickness presenteeism. The results are reflected in findings by Ahmed (2022) revealing that teachers and leaders have developed a habit of being constantly available and mentally present, known as psychological presenteeism, due to the demands of their work and their desire to be more productive. School administrators are emphasising the issue of cognitive and emotional overload. This in relation to Vroom's expectancy theory, which posits that individuals are motivated to work when they believe that their efforts will lead to desired outcomes. In this case, teachers may feel that by constantly being available and mentally present, they are more likely to meet the demands of their work and achieve positive outcomes such as higher student performance and recognition from their superiors. However, this constant state of being "on" can lead to burnout and decreased overall well-being. It is crucial for schools to address this issue and find ways to support teachers in maintaining a healthy work-life balance.

The results suggest that teachers in public secondary schools generally believe that the nature of their sickness is tolerable enough for them to continue working despite being unwell. These findings highlight the importance of understanding the factors contributing to sickness presenteeism among teachers and implementing strategies to address this issue effectively. The results are mirrored in Aronsson, et al., (2014) who demonstrated that certain teachers possess a natural talent and inclination to persist in their work even when they are experiencing psychological, bodily, or physiological impairments. They may have engaged in this activity due to the intense enthusiasm they cultivated in the course of their profession. Relating these with Vroom's expectancy theory, it can be suggested that these teachers believe that their efforts will lead to positive outcomes, such as improved student performance or job security. Therefore, it is crucial for educational institutions and policymakers to understand the underlying factors that lead to sickness presenteeism among teachers, such as job demands, lack of support, and organizational culture, in order to develop effective strategies to address this issue. By implementing measures such as providing adequate support and resources, promoting work-life balance, and fostering a positive work environment, schools can help reduce sickness presenteeism and promote the overall well-being and productivity of their teachers.

The results also indicate that the majority of teachers in public secondary schools believe that staying in staff quarters around school contributes to sickness presenteeism. However, it is important to note that further research is needed to explore other potential factors influencing sickness presenteeism among teachers. Relatively, Parsonage & Saini, (2017) established that presenteeism encompasses a wide range of issues, including both health-related concerns such as allergies, depression, diabetes, common cold, hay fever, asthma, sinus problems, arthritis, toothache, body ache, headache, and back pain, as well as

non-health-related issues like family problems, financial difficulties, and workplace conditions.

The results regarding the idea that “sickness presenteeism among teachers in public secondary schools is caused by the need to reduce workload at school” were categorised as agreeable. This indicates that teachers in public secondary schools do experience sickness presenteeism as a means to manage their workload.

The results further revealed that the majority of teachers in public secondary schools agree that their many commitments prevent them from taking sick leave. However, it is important to consider other factors that may contribute to sickness presenteeism, such as the fear of falling behind in their work or the lack of substitute teachers available. In related studies, Enhancing self-regulation results in a reduction in presenteeism. Stosny (2011) stated that self-regulation refers to the capacity to behave in a manner that aligns with one's long-term well-being and remains congruent with one's core principles. In comparison with Vroom's expectancy theory, self-regulation focuses more on individual behavior and decision-making, whereas expectancy theory emphasizes the relationship between effort, performance, and rewards. Both theories, however, acknowledge that factors such as fear of falling behind or lack of resources can influence an individual's decision to come to work while sick. Ultimately, addressing these factors and promoting self-regulation can help reduce sickness presenteeism among secondary school teachers.

The results indicated a general consensus among teachers in public secondary schools that their desire to complete syllabuses contributes to sickness presenteeism. However, further research is needed to explore other potential factors that may also influence this behaviour. On the other hand, Apostu (2022) claims that restricted sick leave-Employees are far more inclined to attend work while being ill if they do not receive compensation for sick leave. While paid sick leave is not mandated at the federal level, a significant number of

states have implemented regulations that oblige businesses to offer this particular benefit in recent times. This in relation to Vroom's expectancy theory suggests that employees are more likely to engage in sickness presenteeism when they believe that their efforts will lead to desirable outcomes, such as job security or promotions. In this case, the availability of paid sick leave may act as a deterrent to sickness presenteeism, as employees feel more secure in taking time off when they are unwell. However, it is important to note that while paid sick leave may alleviate some of the reasons for sickness presenteeism, it may not be the only factor at play. Other individual and organizational factors, such as workplace culture and job demand, may also contribute to this behavior and should be further explored in future research.

The results revealed that the majority of teachers in public secondary schools think that students' need or desire for access to medical care at school is what causes them to presenteeism. These findings highlight the importance of providing accessible and convenient healthcare services for teachers in order to reduce sickness presenteeism and promote overall well-being in the education sector. The results are in line with Coledam et al., (2020) whereby Honcoop stated that downsizing and re organisation can induce stress among employees who are grappling with the challenges of adjusting to new positions or increased responsibilities. The experience of stress, perplexity, and irritation might hinder employees' ability to effectively perform their duties. In relation to the Vroom's constructivism theory, providing accessible and convenient healthcare services for teachers can help alleviate stress and promote a positive work environment. According to Vroom's constructivism theory, individuals are motivated to perform well when they perceive a positive outcome from their efforts. By addressing the health needs of teachers, they are more likely to feel supported and motivated to carry out their duties effectively. This, in turn, can lead to reduced sickness presenteeism and overall improved well-being in the education sector.

The study found out that the majority of teachers in public secondary schools feel obligated to attend teaching-learning programmes even when they are sick. These findings highlight the importance of addressing the underlying reasons for sickness presenteeism in order to promote a healthier work environment for teachers. A study conducted by Tambayan (2023) discovered that during periods of downsizing and restructuring, male managers exhibited a tendency to participate in "competitive presenteeism" by prolonging their presence in the workplace. Relating this to the Vroom's constructivism theory that guided the study, it can be argued that teachers in public secondary schools may also engage in presenteeism due to factors such as job insecurity or the pressure to meet performance targets. This behavior not only negatively impacts their own health but also the overall quality of education provided to students. Therefore, it is crucial for educational institutions to prioritize the well-being of their teachers and create a supportive work environment that encourages them to take necessary time off when they are unwell.

5.1.3 What are the implications of sickness presenteeism on the teaching-learning activities?

The results suggest that while some participants agreed that sickness presenteeism affects the work environment, there were others who did not perceive it as a significant issue. Relative, Ozminkowski et al., (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 organisation, such as health insurance costs, medical expenses, employee absences, and remuneration. In relation 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. In order 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, 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.

The findings suggest that sickness presenteeism can have a significant impact on emotional well-being. It is important for organisations to address this issue and provide support for employees to take time off when they are ill. 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 the 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.

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 et al., 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. In relation to Vroom's expectancy theory, this 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. Therefore, it is important for employers to create a

supportive and healthy work environment that encourages employees to take time off when necessary and prioritize their well-being.

The results further reveal that the presence of sickness in the educational setting does indeed have a negative impact on 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. In a 2-year follow-up study, Conway et al. (2016) discovered a correlation between presenteeism and an elevated likelihood of developing depression, even among individuals who did not exhibit signs of depression initially. However, Lu, et al. (2013) found that the detrimental impacts of presenteeism on mental health ceased to be observed over a period of 3 months. Presenteeism and fatigue are potentially independent phenomena, suggesting that presenteeism might lead to exhaustion and vice versa. According to Lu, et al. (2013), presenteeism leads to fatigue and exhaustion. Relating these to Vroom's expectancy theory, it can be hypothesized that the presence of fatigue and exhaustion due to presenteeism may decrease an individual's motivation and expectancy for successful performance. This may result in decreased effort and productivity, further perpetuating a cycle of presenteeism and reduced mental health. Additionally, the study by Lu, et al. (2013) suggests that interventions targeting presenteeism and fatigue could potentially improve mental health outcomes and overall well-being in the workplace.

These findings highlight the importance of addressing sickness presenteeism in educational settings in order to promote effective teaching and learning 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. 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, 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. 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. As indicated in Vroom's expectancy theory, employees who engage in presenteeism may feel pressured to attend work due to external factors, such as the fear of disciplinary action or the desire to maintain job security. Additionally, individuals may also have a high level of intrinsic motivation to fulfill their job responsibilities and not let their team down. However, this behavior can have detrimental effects on both the individual's health and the overall well-being of the workplace or educational environment. It is crucial for organizations and institutions to prioritize the health and safety of their employees and students by promoting a culture that encourages individuals to stay home when they are sick and providing necessary support and resources for remote work or distance learning options.

5.2 Conclusions

This is organized in terms of rate of teacher involvement in the teaching-learning activities, factors associated with prevalence of sickness presenteeism, and implications of sickness presenteeism on the teaching-learning activities.

5.2.1 Rate of Teacher Involvement in the Teaching-Learning Activities

From the findings above, the study concluded that teachers are timely in their work plans, focus on their duties, and understand students' needs and learning styles crucial for effective teaching and learning. Teachers prioritize and meet deadlines in doing their daily duties in schools. They also maintain discipline, focus on their duties, and collaborate effectively with colleagues and parents.

5.2.2 Factors Associated with prevalence of Sickness Presenteeism among Teachers

A study found that public secondary school teachers often experience sickness presenteeism due to various factors, including job insecurity, workload, lack of substitute teachers, a flexible work environment, fear of missing out on salary, lack of sick leave space, love for the job, and tolerability.

5.2.3 Implications of Sickness presenteeism on teaching-Learning Activities

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 caliber of instruction and acquisition of knowledge within the classroom.

5.3 Recommendations

5.3.1 Teacher involvement in teaching and learning activities

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.

These should provide opportunities for collaborative planning and professional development. Encouraging teachers to work together in designing curriculum 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.

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.

Factors Associated with Sickness Presenteeism Among Secondary School Teachers are:

For the School Management Committee, it is crucial to prioritize and promote a culture of employee well-being within the school. This can be achieved by creating a supportive and inclusive work environment that values and encourages the physical and mental health of all staff members.

It is crucial for administrators to promote a healthy work-life balance and create a supportive environment that encourages staff to prioritise their well-being. Additionally, implementing clear policies and procedures for reporting absences and providing adequate sick leave can help alleviate the pressure felt by headteachers to attend work while unwell. Furthermore, administrators should consider the workload and job demands placed on headteachers, as excessive stress and high job demands have been linked to increased sickness presenteeism.

Implications of Sickness Presenteeism on involvement in teaching-learning

Government through 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.

Boards of Governors must 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.

5.3.2 Areas for Further Research

Further research could focus on the following areas.

1. To investigate the specific reasons behind sickness presenteeism amongst teachers.
2. Examine the impact of sickness presenteeism on students' academic performance and overall learning outcomes could help assess the long-term consequences of this phenomenon.
3. Exploring potential strategies or policies that can mitigate sickness presenteeism and promote a healthier work environment for teachers in Busia District.

References

- Agus, P. (2022). *Effect of Organizational Citizenship Behavior, Work Satisfaction and Organizational Commitment toward Indonesian School Performance*. Kampala.
- Aldhukair, T., & Abunar, B. (2021). The Impact of Job Satisfaction on employee Job Performance. *Pal Arch*, 2-5.
- Alex, S., & Caren, B. (2019). *Definitions for study population*. Washington DC: <https://www.definitions.net>.
- Amiena, B., Wynand, L., & Ravinder, R. (2019). *The Impact of Socio-economic Factors on the Performance of Selected High School Learners in the Western Cape Province, South Africa*. cape Town: Department of Economics, Faculty of Economic and Management Sciences.
- Anita, B., Jeminez, P., & Milfelner, B. (2022). Appreciation at work and the effect on employees' presenteeism. *IoS Press Content Library*, 109-120.
- Apostu, L. (2022). Enhancing Teachers' Competencies through Professional Development Program: Challenges and Benefactions. *Acuity Journal of English Language Pedagogy*.
- Carlos, R. R., & Indiana, L. B. (2022). In the classroom but absent: Evidence of sickness presenteeism among teachers at four public schools. *PubMed*.
- Carry, C., & Luo, L. (2019, February). Excessive availability for work: Good or bad? Charting underlying motivations and searching for game-changers. *ResearchGate*.
- Conway, P. M., Hough, A., Rugulies, R., & Hansen, A. M. (2016). Is sickness presenteeism a risk factor for depression? A Danish 2-year follow-up study. *Occup. Environ. Med.* .
- De Hert. (2020). Teacher attendance and time on task in in primary schools in Uganda. *Time-to-teach Journal*, 1-4.

- Eurofound. (2015). *European Working Conditions Survey 2015: Working conditions in sectors*. Vienna: Googlescholar.
- Fabelico, F. L., & Afalla, B. (2020). Perseverance and passion in the teaching profession: teachers' grit, self-efficacy, burnout, and performance. *Journal of Critical reviews*.
- Financial Times. (2019). *Dysfunctional presenteeism: Effects of physical and mental health on work performance*. Washington DC: Wiley Online Library.
- Gary, J. (2022). Presenteeism: A Short History and a Cautionary Tale. *ResearchGate*, 1-4.
- Hamilton, S. (2021). Importance of Measuring & Managing Employee Performance. *Work.cron*, 22-24.
- Humayun, S., Saleem, S., Shabbir, R., & Sadia, S. (2021). No Pain No Gain”: Presenteeism Evaluation; Through Calling with Job Crafting as a Sensemaking strategy. *Psychology Research and Behavior Management*.
- Kyungbin-Shin, K., & Kim, K. (2022). Exploring the AI competencies of elementary school teachers in South Korea. *Elsevier*.
- Laranjeira, C., Filipa, P., Anna, Q., Marion, B., & Henk, V. (2022). Contributing Factors of Presenteeism among Portuguese and Swiss Nurses: A Qualitative Study Using Focus Groups. *Environmental research and Public Health*, 2411-901.
- Lawler, E. E., & Suttle, J. L. (1973). Expectancy theory and job behavior. *Organizational behavior and human performance*. 482-503.
- Little, J. (2017). *A/B Testing Basics: Sample Size*. London: <https://www.crazyegg.com>.
- Lohaus, D., Wolfgang, H., & Malte, N. (2022). Sickness presenteeism explained by balancing perceived positive and negative effects. *13*(3).
- Louis, J. (2022). Organizational performance – two words: Organizational performance – definition and meaning. *MBN*, 2-5.

- Lu, L., Cooper, C. L., & Lin, H. Y. (2013). A cross-cultural examination of presenteeism and supervisory support. *Career Dev. Int.*, 440–456.
- Lufkin, B. (2021). Why presenteeism wins out over productivity. *Worklife Journal*, 1-4.
- Luo, L., & Cooper, C. L. (2021). Sickness Presenteeism as a Link between Long Working Hours and Employees' Outcomes: Intrinsic and Extrinsic Motivators as Resources. *PubMed*, 2-5.
- Martin, J. (2018). Putting the spotlight on teacher performance. *Unicef*.
- Martyn, S., & Wilson, L. T. (2019). *Definition of Reliability*. Washington DC.
- Matthew, C. (2021). Vroom's Expectancy Theory: How To Motivate Staff And Increase Performance: What is Vroom's Expectancy Theory? 12-15.
- Matthew, M., Chingos, Grover, J., & Whitehurst, R. (2016). *Class Size: What Research Says and What it Means for State Policy*. New York.
- McCombes, S. (2019). *How to create a research design*. Washington DC:
<https://www.scribbr.com>.
- Merritt, E. G., Stern, M. J., Powell, R. B., & Frensley, B. T. (2022, February 6). A systematic literature review to identify evidence-based principles to improve online environmental education. *Environmental Education Research*, 28(5), 674–694.
<https://doi.org/10.1080/13504622.2022.2032610>
- Mulder, P. (2018). What is Vroom's Expectancy Theory? What are the 3 components of Vroom's Expectancy Theory : Motivational force formula. *Psychological Arena*, 23-45.
- Mustafa, O. (2019). *An antecedent of teacher performance: Occupaional Commitment*. Instabul: (International Journal of Eurasian Education and Culture.
- Mustafa, O., & Mert, P. (2019). What is Teacher Performance?: The Role of Teacher Performance in School Effectiveness. *ResearchGate*, 417-434.

- Odngo. (2020). *Poor teaching methods affecting UACE performance -Teachers*. Kampala: The Independent Newspaper.
- Parsonage, B., & Saini, D. (2017). *Shall We Dance? Recreational Dance, Well-Being and Productivity Performance During COVID-19: A Three-Country Study*. London: Sage Journals.
- Pérez, N., Sklavenit, C., Islam, G., Petrović, I., Pickett, J., Alija, M., et al. (2020). COVID-19 and the future of work and organisational psychology. *SA Journal of Industrial Psychology*, 47.
- Pie, L., Maye, D., & Malberg, L. E. (2022). Teacher well-being in the classroom: A micro-longitudinal study. *Elsevier*, 115(<https://doi.org/10.1016/j.tate.2022.103720>).
- Schuell, T. J. (2020). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 411-436.
- Thelma, D. J. (2019). Application of biometric fingerprinting to encourage the active involvement of student. *South African Journal of Education*, 39(2), 10.
- Thun, S., Per, S., Ose, S., & Marit, C. (2017). The impact of perceived superior attitude on organizational adjustment norms and attendance pressure norms.
- Unicef. (2016). Teacher attendance and time on task in Eastern and Southern Africa: Teacher attendance and time on task in Eastern and Southern Africa. *unicef*.
- United Nations. (2022). High-Level Panel on the Teaching Profession. *Journal of Information Management*, 1-4.
- Vilde, H. B. (2018). Long working hours and sickness absence—a fixed effects design. *BMC Public Health*.

Appendix 1: Krejcie and Morgan (1970): Determining Sample Size For A Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note:

“N” is population size

“S” is sample size.

Appendix 2: Questionnaire For Teachers

Dear esteemed teacher, my name is Wanyama Anthony, a Master's degree student at Busitema University, Tororo Branch. I am a teacher by profession and am conducting a study about the association between sickness presenteeism and the implementation of teaching-learning services in public secondary schools. The questions attached help guide how to respond to the study. Kindly put a tick and also write in any space provided appropriately.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age category

- (a) 20-29 ☐
- (b) 30-39 ☐
- (c) 40-49 ☐
- (d) 50 and above ☐

2. How long have you been handling the inclusive education for now?

- (a) Less than a year now ☐
- (b) 1-5 years ☐
- (c) 6-10 years ☐
- (d) More than 10 years ☐

3. Gender

- (a) Male ☐
- (b) Female ☐

4. Marital status

Married	1
Single	2

5. Education Qualification

PhD	1
Masters	2
Bachelor Degree	3
Diploma	4
Others	5

SECTION B: THE TEACHING-LEARNING SERVICES

Circle the number of your choice. There is no right or wrong answers; strongly disagree (SD) =1, Disagree (D) =2 , Not sure (NS) =3, Agree (A) = 4, Strongly Agree (SA)=5

	In the last three months...	SD	D	NS	A	SA
1.	I managed to plan my work so that it was done on time	1	2	3	4	5
2.	My planning was optimal	1	2	3	4	5
3.	I kept in mind the results that I had to achieve in my work	1	2	3	4	5
4.	I was able to separate main issues from side issues at work	1	2	3	4	5
5.	I knew how to set the right priorities	1	2	3	4	5
6.	I was able to perform my work well in minimal time and effort	1	2	3	4	5
7.	Collaboration with others was very productive	1	2	3	4	5
8.	I took on challenging work tasks, when available	1	2	3	4	5
9.	I worked at keeping my job knowledge up-to-date	1	2	3	4	5
10.	I worked at keeping my job skills up-to-date	1	2	3	4	5
11.	I came up with creative solutions to new problems	1	2	3	4	5
12.	I kept looking for new challenges in my job	1	2	3	4	5
13.	I did more than was expected of me	1	2	3	4	5
14.	I actively participated in work meetings	1	2	3	4	5
15.	I actively looked for ways to improve my performance at work	1	2	3	4	5

SECTION C: FACTORS ASSOCIATED WITH SICKNESS PRESENTEEISM

Each of the following factors is set to describe causes of sickness presenteeism. Rate each of the factors using the Linkert scale: strongly disagree (SD) =1, Disagree (D) =2 , Not sure (NS) =3, Agree (A) = 4, Strongly Agree (SA)=5 to show the extent to which you believe it applies to your school here in Busia District.

No.	Sickness presenteeism occurs in secondary schools due to:	SD	D	NS	A	SA
1.	Fear of losing the teaching job	1	2	3	4	5
2.	Flexible work environments at school	1	2	3	4	5
3.	Fear to miss out on salary payments for a given month	1	2	3	4	5
4.	Schools do not give space for sick leaves	1	2	3	4	5
5.	Love for the job by teachers	1	2	3	4	5
6.	Nature of sickness which can be tolerated	1	2	3	4	5
7.	Staying in staff quarters around schools	1	2	3	4	5
8.	To reduce workload at school	1	2	3	4	5
9.	To many commitments which cannot be delegated	1	2	3	4	5
10.	Understaffing in secondary schools	1	2	3	4	5
11.	Desire to complete syllabuses	1	2	3	4	5
12.	Need or desire to get medical treatment from the school	1	2	3	4	5
13.	Seeing others or fellow teachers behave same way	1	2	3	4	5
14.	Administrative instruction not to dodge any teaching-learning programmes	1	2	3	4	5

SECTION D: IMPLICATIONS OF SICKNESS PRESENTEEISM ON THE IMPLEMENTATION OF TEACHING-LEARNING SERVICES

Each of the following factors is set to describe the implications of sickness presenteeism on implementation of teaching-learning services in public secondary schools of Busia District. Rate each of the factors using the Linkert scale: strongly disagree (SD) =1, Disagree (D) =2, Not sure (NS) =3, Agree (A) = 4, Strongly Agree (SA)=5 to show the extent to which you agree.

No.	Implications of sickness presenteeism:	SD	D	NS	A	SA
1.	It reduces teacher productivity and in turn students' performance	1	2	3	4	5
2.	It may increase on medical expenses especially if the sickness intensifies due to restlessness	1	2	3	4	5
3.	Puts lives of students in danger of catching fever	1	2	3	4	5
4.	It may eventually increase the number of sick teachers and compromise implementation and timely completion of teaching services	1	2	3	4	5
5.	It may lead to depression and brain damage	1	2	3	4	5
6.	May causes severity of fever leading to prolonged absence from school	1	2	3	4	5
7.	Leads to emotional weariness	1	2	3	4	5
8.	Weakens teacher immune system and may lead to death	1	2	3	4	5
9.	Leads to presence of recurring illnesses	1	2	3	4	5
10.	Concentration on teaching-learning services is low	1	2	3	4	5
11.	Weakens mindset towards teaching					
12.	Encroaches on level of commitment					
13.	Leads to forced work without deliberate efforts					

Appendix 3: Interview Guide for Head teachers

1. State some of the factors which show that teachers are committed to their duties on regular bases

2. Under what circumstances do teachers in this school show a sustainable level of punctuality and timely delivery of services?

_____What facilitates early completion of syllabuses by teachers?

3. What are some of measures laid down to check effective involvement in teaching-learning activities?

4. What can be the reasons for teachers coming to work when they are sick?

5. How can sickness presenteeism affect the implementation of teaching-learning services in secondary schools in Busia District, eastern Uganda?

6. How can students be affected by the lessons conducted by a teacher who is victim of sickness presenteeism?

7. What is the take of top administration regarding sickness presenteeism?

8. What can be done to ensure that sickness presenteeism reduces in public secondary schools?

9. What other information may you add concerning sickness presenteeism and implementation of teaching-learning services?

END

Appendix 4: Turnitin



Similarity Report ID: oid:26567:191073648

PAPER NAME

Anthon.docx

AUTHOR

Charles Eryenyu

WORD COUNT

28361 Words

CHARACTER COUNT

160703 Characters

PAGE COUNT

106 Pages

FILE SIZE

930.1KB

SUBMISSION DATE

Jan 29, 2024 11:30 PM PST

REPORT DATE

Jan 29, 2024 11:31 PM PST

● 19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 12% Internet database
- 3% Publications database
- Crossref database
- Crossref Posted Content database
- 14% Submitted Works database