



Relationship between psychological factors and teachers' presenteeism in public secondary schools in Imo state, Nigeria

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Abstract

The study investigated the relationship between psychological factors and teachers' presenteeism in public senior secondary schools in Imo State, Nigeria. Four research questions and corresponding four null hypotheses guided the study. The population of the study comprised of all the 314 principals in the 314 public senior secondary schools in Imo State, Nigeria. The sample size was 314 principals. The purposive sampling technique was used, because the population is small and possessed the required characteristics. The study adopted a correlation research design. Two self-designed instruments titled Psychological Variable Scale (PVS) and Teachers' Presenteeism Scale (TPS) were used for data collection. Face and content validities were ensured. Cronbach alpha was used to establish the reliability coefficient of PVS and TPS at 0.87 and 0.69 respectively. Out of the 314 instruments distributed, 270 were duly filled and returned. The Pearson Product Moment correlation coefficient was used for data analysis. The r value was used to establish relation while the significant value was subjected to the probability value at 0.05 for the hypotheses testing. It was found out among others that there is a high positive relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria. It was recommended among others that teachers who have emotional, physiological, physical or spiritual issues that can cause presenteeism should be motivated by the school administrators by giving them money and fast access to school clinics so as to reduce presenteeism.

Keywords: Psychological variables (motivation, self-concept, self-efficacy and self-regulation) and presenteeism

Introduction

Researches have shown that some teachers have flair and incliner to remain at work even when they are psychologically, physically or physiologically indisposed. They may have indulged in this behaviour because of the strong passion they developed in the course of their job. Some of the teachers under this guise end up achieving little as enshrined in the objective of their schools. It is therefore said that teachers who practice such, are displaying presenteeism in the school. It is worth noting that presenteeism is the direct opposite of absenteeism. In the case of presenteeism, the teacher will be highly present but may lack the composure and readiness to go about his/her duties as required. Wikipedia the Free Encyclopedia (2016) ^[11, 12] asserted that presenteeism or working while sick can cause productivity loss, poor health, exhaustion and workplace epidemics. Such persons are easily identified when they begin to sleep, yawn, being tardy, and also come to school late. Teachers may attend school while sick because of fear of being replaced-mostly in this period of economic recession. Aronsson, Gustafsson and Dallner in Gachui and were (2014) ^[4] wrote that presenteeism means attending work even when one feels unhealthy. Moreso, D'Abate and Eddy in Gachui and Were (2014) ^[4] corroborated by defining presenteeism as when employees go to work but spend a portion of the workday engaging in personal work. Willingham in Gachui and were (2014) ^[4] submitted that:

Presenteeism covers a broad spectrum from health

related issues like allergies, depression, diabetes, common cold, hay fever, asthma, sinus, arthritis, toothache, body ache, headache, backbone to non-health related issues like family issues, financial problems and workplace conditions while major ailments like heart problems, epidemic like bird flu and swine flu don't attract presenteeism because these ailment cause absenteeism on medical advice (p: 19).

It is a truism that from the assertion above that presenteeism ranges from health related issues to non-health related issues. Teachers' health status has a lot to contribute in the teachers' achievement in the school likewise the family set-up.

Motivation is the drive that keeps one going in a particular identified task. Teachers' motivation is the drive that keeps the teachers at work. These drives could be internally or externally stemmed. When the drive is coming from the inside, it is as a result of the passion and likeness of the teacher towards the job. On the other hand, when the drive is coming from the outside, it is as a result of the benefit that is accruable from the job. Cherry (2016) ^[3] reported that motivation involves the biological, emotional, social and cognitive forces that activate behaviour. Nwankwo (2005) ^[7] opined that:

There are two schools of thought that provide some explanation to the phenomenon of motivation. The mechanistic school holds that motivation is innate and it

has to be expressed towards events or situations automatically. It is its belief also that human behaviour is guided by and controlled by motivation and thus must be expressed. The cognitive or rationalistic school holds that individuals are motivated, not because motivation is innate, but because individuals can use their cognitive processes or rationality to assess situations and to direct themselves to whatever activities they wish (p: 213).

Supporting the assertion of Nwankwo was Hosking (2015) ^[7] when he corroborated that motivation comes from several different sources; some of the sources are internal, while others are external. Cherry (2015) has it that intrinsic motivation involves engaging in behaviour because it is personally rewarding, essentially, performing an activity for its own sake rather than the desire from external reward. Hosking (2015) ^[7] in his word submitted that external motives push a person toward the goal or incentive he/she wishes to obtain at the end of a task.

Every person is uniquely and individually made for unique achievements. The perception of one about him/herself determines to a great extent whether those noble targets are met. Uguma and Akpama (2005) ^[10] asserted that self-concept is a perceived opinion of oneself. It is also the image that we have of ourselves (Cherry 2015). To Hereford (n.d), self-concept is the understanding and knowledge you have of your own existence and how you see yourself in relation to others and to your surroundings. Roger (1992) ^[8] explains that self-concept refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable.

Wikipedia the free Encyclopedia (2016) ^[11, 12] stated that self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. If the students have no strong belief in the task before them whether self-imposed or school imposed, they succeed in achieving little or nothing from such responsibility. Self-efficacy cuts across every area of human activity. Self-efficacy influences one's reasoning ability, studying ability, organizational ability, intellectual ability social ability and leadership ability. In the midst of difficulties, it is the person's self-efficacy that will give him/her the courage to think and reason. Bandura in American Psychological Association (2016) ^[1] submitted that self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific academic achievement. In the same vein, APA (2016) ^[1] has it that self-efficacy represents ability to manifest control over one's own motivation, behaviour, and social environment. Self-efficacy is always cognitive self-determinism in nature and in concept. Bandura (1997) ^[2] identified four sources of self-efficacy as mastery experiences; vicarious experiences; verbal persuasion, emotional and physiological states. He also noted that self-efficacy is a judgment of one's ability to organize and execute given types of performances.

Self-regulation is exclusively when a person takes charge of his/her actions or conducts without the interference or contamination of outside influence. Self-regulation, when fully exercised is an important and strong parameter that can help the teachers take full responsibility of their actions. It is a

control measure or mechanism that will enable the teacher to determine as well as be guided by those actions that are pleasing to him/her. Stosny (2011) ^[9] reported that self-regulation is the ability to act in your long-term best interest, and be consistent with one's deepest values. Moreso, he opined that self-regulation is the ability to calm yourself down when you are upset and cheer yourself up when you are down.

Statement of Problem

Teachers who have marital problems, financial problems or job dissatisfaction may end up coming to work yet not putting their best to achieve the desired objectives. The lost hour during a job process is very difficult to make up or supplement for. This lost in working hours is evident when a teacher comes to school sick. The teacher will not be able to achieve anything at the end of the day yet he/she is very present in the school vicinity. There are rampant scenarios where there are many qualified teachers in the school system yet students do not do well in their academic endeavours. Instead they are involved in cultism, bullying, examination malpractice, truancy and other unfathomed social vices. If these ugly trends that are vividly and conspicuously noticed in our public school systems are not meted with urgent remediation, the future of our students and this great nation will be bleak. This unsatisfactory state of affairs requires urgent and cogent attention from all works of life. Hence the element of this study is to examine if motivation, self-concept, self-efficacy, self-regulation have impact on teachers presenteeism.

Aim and Objectives

The objective of this study is to establish the relationship between psychological factors and teachers presenteeism in public senior secondary schools in Imo State. Specifically put, the study sought to:

1. Determine the relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria.
2. Ascertain the relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria.
3. Find out the relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria.
4. Examine the relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Research Questions

The following research questions were answered in this study.

1. What is the relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria?
2. What is the relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria?
3. What is the relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria?
4. What is the relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria?

State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

1. There is no significant relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria.
2. There is no significant relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria.
3. There is no significant relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria.
4. There is no significant relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Methodology

The study adopted a correlation research design. The population of the study is all the 314 principals in the 314 public senior secondary schools in Imo State. A purposive sampling technique was used to arrive at the sample size of 314 principals. The principals are suitable as the respondents because they oversee the activities of the teachers in the school. Two self-designed non cognitive instruments titled ‘Psychological Variables Scale’ (PVS) and ‘Teacher Presenteeism Scale’ were used for data collection. The instrument has two parts. Part A consists of the demographic factors while part B contains non cognitive and non-standardized items on psychological variables and teachers’ presenteeism. This section is structured after the modified Likert four points rating scales of Strongly Agree (4-points), Agree (3-points), Disagree (2-points) and Strongly Disagree (1-point). This section contains 40 items on psychological factors and 10 items on teachers’ presenteeism. Face and content validities were ensured. The Cronbach alpha reliability was used to establish a reliability of 0.87 and 0.69 for PVS and TPS respectively. Pearson Product Moment Correlation coefficient was used for data analysis. The r value was used to answer the research questions while the null hypotheses were tested at an alpha level of 0.05.

Results

The results of the study are presented as shown below.

Research Question One

What is the relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria?

Hypothesis One

There is no significant relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria?

Table 1: Pearson Product Moment Correlation Statistics of the relationship between motivation and presenteeism

Category	N	R	Sig.	Remark
Motivation	270	0.88	0.02	Statistically significant

Presenteeism				
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Table 1 revealed that the Pearson Product Moment coefficient r is given as 0.88. This implies that there is a high positive relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.02 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Research Question Two

What is the relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria?

Hypothesis Two

There is no significant relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria.

Table 2: Pearson Product Moment Correlation Statistics of the relationship between self-concept and presenteeism

Category	N	R	Sig.	Remark
Self-concept	270	-0.73	0.47	Not Statistically significant
Presenteeism				

Table 2 revealed that the Pearson Product Moment coefficient r is given as -0.73. This implies that there is a high negative relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.47 is greater than the critical probability p-value of 0.05, therefore, the null hypothesis is accepted. By implication, there is no significant relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria.

Research Question Three

What is the relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria?

Hypothesis Three

There is no significant relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria.

Table 3: Pearson Product Moment Correlation Statistics of the relationship between self-efficacy and presenteeism

Category	N	R	Sig.	Remark
Self-efficacy	270	0.57	0.00	Statistically significant
Presenteeism				

Table 3 revealed that the Pearson Product Moment coefficient r is given as 0.57. This implies that there is a high positive relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p-

value of 0.05, therefore, the null hypothesis is rejected. By

implication, there is a significant relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria.

Research Question Four

What is the relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria?

Hypothesis Four

There is no significant relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Table 4: Pearson Product Moment Correlation Statistics of the relationship between self-regulation and presenteeism

Category	N	R	Sig.	Remark
Self-regulation Presenteeism	270	-0.89	0.11	Not Statistically significant

Table 4 revealed that the Pearson Product Moment coefficient r is given as -0.89. This implies that there is a high negative relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.11 is greater than the critical probability p-value of 0.05, therefore, the null hypothesis is accepted. By implication, there is no significant relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Summary of Findings

The findings of this study are summarized below.

1. There is a significant relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria.
2. There is no significant relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria.
3. There is a significant relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria.
4. There is no significant relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria.

Discussion of Findings

The findings of this study are discussed as shown below.

Relationship between Motivation and Presenteeism

There is a high positive relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.02 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between motivation and presenteeism in public senior secondary schools in Imo State, Nigeria. This shows that the increase in motivation of teachers in the school system has a potential to bring sick teachers who are supposed to have bed rest to the school. The finding agrees to some extent with Cherry (2016) ^[3] who reported that motivation involves the

biological, emotional, social and cognitive forces that activate behaviour. It implies that presenteeism can be activated as a result of the school reward system.

Relationship between Self-concept and Presenteeism

There is a high negative relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.47 is greater than the critical probability p-value of 0.05, therefore, the null hypothesis is accepted. By implication, there is no significant relationship between self-concept and presenteeism in public senior secondary schools in Imo State, Nigeria. The finding of this study is in tandem with that of Roger's (1992) ^[8] when he explains that self-concept refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable. Self-perception of oneself will make one to avoid frivolities.

Relationship between Self-efficacy and Presenteeism

There is a high positive relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between self-efficacy and presenteeism in public senior secondary schools in Imo State, Nigeria. Too much confidence on one's ability can lead to presenteeism as depicted by the finding. Wikipedia the free Encyclopedia (2016) ^[11, 12] stated that self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals.

Relationship between Self-Regulation and Presenteeism

There is a high negative relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria. The calculated probability value of 0.11 is greater than the critical probability p-value of 0.05, therefore, the null hypothesis is accepted. By implication, there is no significant relationship between self-regulation and presenteeism in public senior secondary schools in Imo State, Nigeria. Increase in self-regulation leads to decrease in presenteeism. No wonder Stosny (2011) ^[9] reported that self-regulation is the ability to act in your long-term best interest, and be consistent with your deepest values. There is no gainsaying that internal self-regulation can make one work with good working disposition.

Conclusion

Based on the findings of this study, it was concluded that motivation and self-efficacy are significant determinants of presenteeism while self-concept and self-regulation are not significant determinants of presenteeism in public senior secondary schools in Imo State.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made.

1. The teachers who have emotional, physiological, physical or spiritual issues that can because presenteeism should be motivated by the school administrators and the school

counselors to come out of such scenario in order to yield productivity in the school.

2. Teachers should build more on their self-concept to cover lacunas created during periods of inactivity.
3. Since teachers self-efficacy makes them think they will manage to teach if embattled, there is need for such teachers to recognize the importance of leave in the work place for recuperation.
4. Self-regulation was found not to be significant with teachers' presenteeism, teachers should adopt effective coping strategy like overlooking issues of life while at work in order to overcome any form of turbulence in their life.

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