

The Impact of Organizational Commitment on Teachers' Presenteeism in Punjab: Effect of Presenteeism on Employee Morale

Remissa Musaddiq¹, Kafait Ullah², Hannan Afzal^{*3}, Saiqa Anwaar⁴

¹Ph.D Scholar, Department of Business Administration, University of Sialkot, Sialkot, Punjab, Pakistan.

²Professor, Dean of Faculty of Department of Economics, University of Sialkot, Sialkot, Punjab, Pakistan.

^{3*}Assistant Professor, Department of Business Administration, University of Sialkot, Sialkot, Punjab, Pakistan.

⁴Assistant Professor, Knowledge Unit of Business, Economics, Accountancy and Commerce, University of Management and Technology, Sialkot Campus, Punjab, Pakistan.

Corresponding author: hannanafzal6@gmail.com

Keywords: Presenteeism, Organizational Commitment, Employee Morale, Schools, Pakistan, Teachers

DOI No:

<https://doi.org/10.56976/jsom.v5i1.380>

The research aims to investigate the effect organizational commitment has on the presenteeism exhibited by the school teachers in schools of Punjab. It further examines the effect presenteeism has on the morale of teachers. Presenteeism, which is a situation where employees come to the workforce either by their own will or of force, even when they are not well, is an emerging concern in the education industry as it has an effect on the productivity and the well-being of the employees. Data was collected from public and private schools of Punjab using questionnaires. PLS-SEM was used to conduct the analysis. It resulted that there exists a significant direct relationship between organizational commitment and presenteeism. High levels of commitment cause teachers to exhibit higher presenteeism and vice versa. The study also demonstrates that teacher morale is negatively affected by the increased presenteeism. This in turn, influences the motivation and job satisfaction negatively. The research also lays emphasis on inculcating organizational commitment, thus reducing presenteeism and enhancing their morale. This study is beneficial for policymakers, school leadership, and management. It is useful in devising policies to reduce the negative effects of presenteeism and enhance the morale of teachers. The study will be equally beneficial at the strategic level at both the provincial and national levels.

1. Introduction

Quality education and teacher performance are important elements for educational institutions, specifically schools (Díez et al., 2020). Schools usually relate this performance to the presence of teachers, ignoring other factors (Kanya et al., 2021). Therefore, in the educational sector, teacher performance and well-being are considered critical to maintaining the quality of instruction and the overall effectiveness of schools (Soto-Pérez et al., 2020). Among the challenges impacting teacher productivity, presenteeism has become an increasingly prevalent concern. It refers to the situation where employees come to the workplace even when they are not well. (Mamaye et al., 2024). Unlike absenteeism, which is more easily recognized and managed, presenteeism can be more dangerous, often going unnoticed while silently diminishing work quality, morale, and institutional efficiency.

Organizational commitment is one of the main organizational factors that affects presenteeism (Collins & Cartwright, 2012; Mori et al., 2021). It refers to the attachment that an employee has with his or her organization (Wang & Binti Omar, 2023). Teachers who rate high on organizational commitment feel it is imperative to be present at the workplace even though they are not well (Shu, 2022).

It has become a matter of hour to understand the relationship between organizational commitment and presenteeism, especially in the Punjab, where teachers are observed facing pressures in the form of workload and job insecurity. Additionally, examining how presenteeism affects employee morale, encompassing job satisfaction, motivation, and psychological well-being, can provide further insight into improving school environments and enhancing teaching outcomes.

Studies and literature have explored the concepts of organizational commitment and presenteeism individually. Limited research has been done in investigating the direct relationship between these two variables particularly among the school teachers in the developing regions of Pakistan like Punjab. The existing literature lays emphasis on mostly corporate and healthcare sector. The unique pressures faced by the teachers is often overlooked. Apart from this very few studies address the effect of presenteeism on the morale of teachers. This creates a gap which helps to understand how to support the well-being of teachers and their performance. The purpose of the present study is to address this gap by examining the relationship between organizational commitment, presenteeism, and the morale of teachers, thus offering insights to policymakers and school management.

Mayer and Allen Three-Component Model of organizational commitment helps to understand the theoretical relationship between organizational commitment and presenteeism (Latha & Kiranmayi, 2023). In accordance to this model, organizational commitment is categorized in three categories: affective organizational commitment, normative organizational commitment, and continuance organizational commitment. It states that positive work behaviors are mostly exhibited by the employees who have affective commitment, and presenteeism is exhibited by those with high continuance commitment due to external pressures. The research explains how the decisions of teachers is influenced by the different forms of commitment when teachers come to the workplace while unwell and also the subsequent effect on their morale. It also provides a lens through which the interactions

among organizational commitment, presenteeism, and employee morale can be studied in the context of the teaching profession in Punjab. It is also further supported by the organizational commitment theory (Lee et al., 2001). This theory explains that low organizational commitment leads to counterproductive behaviors like presenteeism. Teacher motivation and morale are important for effective instruction in the teaching profession. In this case, organizational commitment plays a very important role to determine that the way teachers handle stress and job demands. By applying Organizational Commitment Theory, this research aims to explain how a strong psychological connection to the school can reduce presenteeism and enhance overall employee morale.

To achieve the primary objective of examining the effect of organizational commitment among the school teachers and its effect on teacher morale while considering the mediating role of presenteeism and presenteeism motivations, the current research has three research objectives. First, the main purpose of the research is to examine the relationship between organizational commitment and presenteeism among teachers in Punjab. Second, the study aims to determine the impact of presenteeism on employee morale. Third, it helps identify the strategies by the policymakers and school leadership that will be useful for enhancing the commitment of teachers, such that it will reduce presenteeism and at the same time increase their morale.

The current study holds significant value for both academic research and practical application in the field of education management. The current study provides a more comprehensive understanding of the relationship between organizational commitment and presenteeism and the way it affects the morale of teachers, especially in the context of Punjab. It will be beneficial for school management, policymakers, and education stakeholders in developing policies that will be useful in enhancing organizational commitment and reducing presenteeism. The research also contributes to the existing body of literature in presenteeism. It offers useful insights that help to support and protect the school environments, thus improving the well-being of teachers and the learning outcomes of the students.

2. Literature Review

2.1 Organizational Commitment

Employee attitudes, behavior, and performance across various sectors, including education, are widely affected by organizational commitment. In case of teachers, organizational commitment can be defined as the degree of emotional attachment and involvement in the school. In accordance with Mayer and Allen's Three-Component Model (1991), commitment can be categorized into affective, continuance, and normative (Meyer & Allen, 1991). In accordance with research, teachers with high affective commitment are more motivated and innovative (Liu et al., 2025; Shu, 2022). Contrary to this, low commitment is associated with increased job stress, dissatisfaction, and increased turnover intentions (Wahyono & Riyanto, 2020).

In the case of schools, organizational commitment not only affects the performance of teachers but is also plays an important role in shaping the environment of the school. Presenteeism is also less exhibited by the committed teachers. This is so because such teachers

focus on long-term organizational goals, thus maintaining their health and professional responsibilities. It can be said that organizational commitment plays a very important part in sustaining a healthy and motivated workforce.

2.2 Presenteeism in the Education Industry

Presenteeism is defined as the phenomenon in which employees come to the workplace when they cannot due to mental or physical illnesses (Ho et al., 2022). In such a situation, it can be the case that employees are physically present at work, but they are not productive because they are not well. Presenteeism can be due to various reasons, thus giving rise to various forms, which include health-related presenteeism (Wang et al., 2010), psychological presenteeism (Neto et al., 2017), organizational presenteeism (Johns, 2010), job insecurity-driven presenteeism (Moreno Ferrari et al., 2025), and technology-driven presenteeism (Malik & Chakraborty, 2025).

Presenteeism is not a new phenomenon, as the term presentee was coined early by Mark Twain in the 1960s (Eng, 2017), but this phenomenon has not been studied in detail. Apart from this, it has been studied widely in healthcare and corporate sectors, with limited studies in educational settings. There exist various factors, both individual and organizational, that lead to presenteeism (Collins & Cartwright, 2012). These include job insecurity, increased workload, and commitment towards the organization. In the case of teachers, presenteeism is often observed due to their strong sense of duty towards students and the desire to complete their syllabus on time. They remain unaware of the fact that this fact is often ignored, which affects the teaching quality negatively, thus leading to prolonged health problems and decreasing the morale of teachers.

2.3 Voluntary and Involuntary Presenteeism Motivations

Two drivers of presenteeism have been identified from the literature: voluntary presenteeism motivation and involuntary presenteeism motivation (Van Waeyenberg, 2024). Voluntary presenteeism motivation is linked to internal motivation, and involuntary presenteeism motivation is linked to external pressures, which might include strict HR policies or job insecurity. Voluntary presenteeism motivation causes the teachers to come to the workplace due to internal motivation, such as dedication to the students. Involuntary presenteeism motivation is due to external pressures like lack of paid leave and strict attendance policies implemented by schools. Research indicates that involuntary presenteeism is more strongly associated with negative job satisfaction outcomes than voluntary presenteeism (Lu et al., 2013).

2.4 Employee Morale

The attitudes of employees, satisfaction and the confidence that employees feel towards the work environment is reflected by the employee morale (Geetha, 2024). Teacher morale is very important in the educational sector because it has direct influence on the classroom effectiveness, student engagement and the performance of the schools (Nalini, 2024). High morale among teachers is typically characterized by job satisfaction, commitment, and a willingness to go beyond minimum job requirements (Shavuka, 2020). In contrast to this, low employee morale causes burnout, decreased productivity, absenteeism and also presenteeism

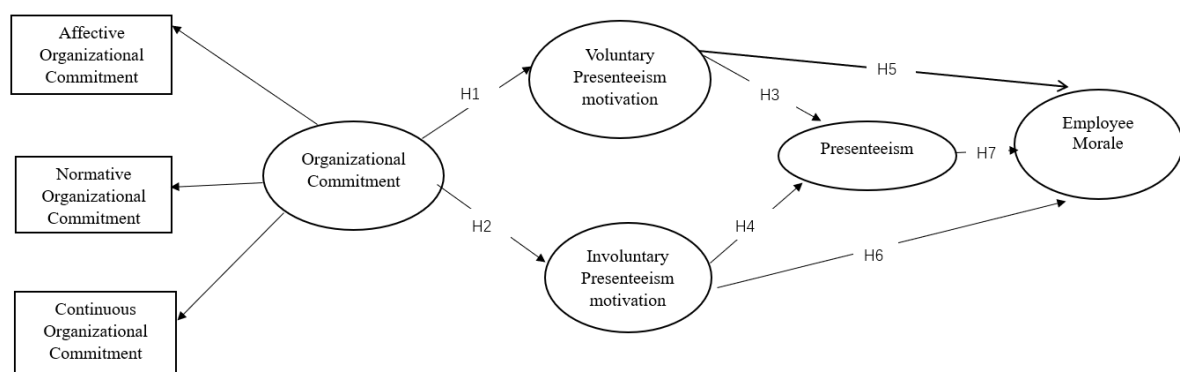
and emerging phenomenon where employees come to the workplace even when are not well either physically or mentally (Mamaye et al., 2024). Herzberg Two-factor theory states that factors such as recognition, professional growth opportunities and positive environment boost the morale of employees (Miah & Hasan, 2022). Research indicates that when teachers are valued and get support from the school management and leadership, their motivation and sense of purpose increase. This leads to increased performance and low turnover rates (Alrawahi et al., 2020; Zhi et al., 2025).

2.5 Theoretical Framework/Model

The research is backed by three interrelated theories: Organizational Commitment Theory (Mowday et al., 1979), Meyer and Allen's Three-Component Model of Organizational Commitment (Meyer & Allen, 1991) and the Job Demands-Resources (JD-R) Theory (Bakker & Demerouti, 2007). All these helps to understand the way organizational commitment affects the presenteeism exhibited by teachers and its effect on the morale of teachers.

The relationship between employees and their organization is explained by the organizational commitment theory. The theory provides an explanation of the way commitment towards the organization affects employee behavior, engagement, and performance (Goetz & Wald, 2022). In addition to this commitment towards the organization can be studied in more detail by dividing it into three types: affective, continuance, and normative. This is in accordance to the Mayer and Allen Three-Component Model. Literature indicates that teachers who are more emotionally attached to their organization are more motivated, take ownership of their roles, and prefer to be present at the workplace, thus contributing to presenteeism, which, in the long run, affects their well-being and reduces morale (Uslukaya & Demirtas, 2023). In addition to this, teachers who remain connected with the school due to continuance commitment, i.e., fear of perceived costs of leaving, or consider it an obligation due to normative commitment, experience presenteeism, which ultimately reduces their morale (OWUSU, 2023).

Figure No 1: Theoretical Framework



In addition, not this effect on the morale of employees can also be explained in light of Job Demands -Resources (JD-R) theory. It explains that the balance between job demands like emotional stress and administrative pressure, and job resources like leadership and recognition,

can be balanced and their effect on the well-being of employees. Where job demands exceed the resources, teachers exhibit presenteeism, thus diminishing morale.

The integration of these theories explains how organizational commitment causes teachers to exhibit presenteeism either voluntarily or forcefully, which in turn affects the morale of employees. Figure 1 provides a theoretical framework connecting all the variables.

2.6 Hypotheses Development

The following hypothesis has been developed based on a literature review and theoretical framework.

2.6.1 Organizational Commitment and Voluntary Presenteeism Motivation

Voluntary presenteeism is shaped by the commitment employees have towards their organization. Employees who rate high on organizational commitment prefer to be present at the workplace, although they are not well (Mwesigwa et al., 2020). Employees with high organizational commitment possess a strong sense of duty, and this dedication causes them to come to the workplace even when they are not well by their own will. This loyalty can manifest in voluntary presenteeism as these employees do not want to let their colleagues or the organization down, even when they are unwell. In accordance with self-determination theory, organizational commitment tends to increase intrinsic motivation, and thus employees derive satisfaction by contributing towards the success of the organization (Krajcsák, 2020). The intrinsic motivation, in turn, derives voluntary presenteeism motivation, causing the employees to come to the workplace even when they are not well. Thus, the following hypothesis is proposed:

Hypothesis 1: Organizational commitment has a significant influence on voluntary presenteeism motivation.

2.6.2 Organizational Commitment and Involuntary Presenteeism Motivation

In contrast to voluntary presenteeism motivation, involuntary presenteeism causes employees to come to the workplace even when they are not well due to external pressure (Lu & Cooper, 2022; Van Waeyenberg, 2024). Research indicates that employees with strong organizational commitment, particularly normative commitment, i.e. sense of duty and obligation toward the organization, are more likely to experience pressure to remain present at the workplace even when they are not well (Đorđević et al., 2020). This is so because employees fear that their absence will disrupt the performance of the organization and also pose challenges. In view of the effort-reward imbalance (ERI) model, employees possessing high organizational commitment might feel compelled to work despite adverse conditions to reciprocate the organization's investment in them (Kinman & Jones, 2008; Liang et al., 2023). In addition to this, employees also engage in involuntary presenteeism motivation due to the perceived costs of leaving the organization, i.e., continuous organizational commitment. Conversely, employees with low organizational commitment may feel less obligated to push through adverse conditions and may prioritize personal well-being over organizational expectations.

Therefore, based on theoretical models and empirical evidence, the following

hypothesis is proposed:

Hypothesis 2: Organizational commitment has a significant influence on involuntary presenteeism motivation.

2.6.3 Voluntary Presenteeism Motivation and Presenteeism

Recent research has put emphasis on the driving forces behind presenteeism. Voluntary presenteeism motivation is defined as the intrinsic desire to be present at the workplace despite health problems (Van Waeyenberg, 2024). Values like personal ethic and professional commitment cause the employees to experience voluntary presenteeism motivation. In accordance with the JD-R theory, presenteeism due to voluntary presenteeism motivation is most likely to be exhibited by employees who are high on personal values like work engagement (McGregor et al., 2016; Rawat et al., 2025). This is further supported by the self-determination theory, which states that inner motivation causes employees to exhibit such behavior (Deci et al., 2017). Therefore, it can be said that employees who identify themselves with their roles rationalize being present at the workplace despite illness. Thus, the research suggests that actual presenteeism is caused because of voluntary presenteeism motivation. Thus, it is hypothesized:

Hypothesis 3: Voluntary presenteeism motivation has a significant influence on presenteeism.

2.6.4 Involuntary Presenteeism Motivation and Presenteeism

In addition to voluntary presenteeism motivation, another driver leading to presenteeism is involuntary presenteeism motivation, where employees come to the workplace due to external pressures, even when they are not feeling well (Van Waeyenberg, 2024). This often leads to increased stress, thus decreasing the morale of employees and ultimately negatively affecting the performance of employees and, in turn, the performance of organizations. This hypothesis can be supported by the Self-determination theory (SDT). It differentiates between autonomous and controlled forms of motivation. Controlled form of motivation includes involuntary presenteeism motivation, where the behavior of employees is influenced by the external demands (Ryan & Deci, 2020). In addition to this Job-Demands Resource model is more suitable for understanding how job demands, such as excessive workload or limited sick leave policies, can foster involuntary presenteeism (McGregor et al., 2016). Employees who experience high job demands and limited resources might not be willing to come to the workplace, but still they come, thus exhibiting involuntary presenteeism motivation, which ultimately leads to presenteeism. Based on the above discussion, the following hypothesis is proposed:

Hypothesis 4: Involuntary presenteeism motivation has a significant influence on presenteeism.

2.6.5 Voluntary Presenteeism Motivation, and Employee Morale

Organizational commitment and work engagement cause employees to exhibit behaviors like voluntary presenteeism motivation (Rawat et al., 2025; Van Waeyenberg, 2024). Employees who have high morale are more enthusiastic, cooperative, and productive (Lantara,

2019). When employees choose to come to the workplace out of their own will due to internal motivation, it reflects a strong connection with their job and also a sense of accomplishment. This elevates their morale. This relationship can be explained by using the Self-Determination theory. It states that employees feel better and exhibit greater well-being when their behavior is aligned with their personal values (Vansteenkiste et al., 2006). When employees come to the workplace of their own will, they feel autonomous. This is one of the important aspects of employee morale. The overall morale of the organization also increases as colleagues perceive this behavior positively. Though voluntary presenteeism motivation is beneficial in the short term but it must be balanced with the opportunity to recover. If employees focus on being present at the workplace continuously, even if they are doing so according to their own will, it might lead to fatigue, thus decreasing their morale. Thus, the following hypothesis has been proposed:

Hypothesis 5: Voluntary presenteeism motivation has a significant influence on employee morale.

2.6.6 Involuntary Presenteeism Motivation and Employee Morale

One more behavior that affects the morale of employees is involuntary presenteeism motivation (Van Waeyenberg, 2024). The morale of employees decreases with time when they are forced to come to the workplace when they are not well. The relationship between involuntary presenteeism motivation and employee morale can be studied in light of the Job Demands–Resources (JD-R) model (Demerouti et al., 2001) and Self-Determination Theory (Deci & Ryan, 1985). When employees are forced to come to work, they feel that they are not empowered and also feel insecure, which reduces their morale of employees. Thus, the following hypothesis is proposed:

Hypothesis 6: Involuntary Presenteeism Motivation has a significant influence on employee morale.

2.6.7 Presenteeism and Employee Morale

Dedication and commitment of employees cause them to exhibit presenteeism. At the same time, employees exhibiting presenteeism also experience low decrease in physical and mental health (Chen, 2024). This leads to frustration and dissatisfaction among employees which in turn reduces their morale and causes them to engage in presenteeism (Ruhle et al., 2020). The job demand resources model suggests that employees who frequently engage in presenteeism without adequate recovery might experience resource depletion, burnout, and therefore declining employee morale (Lu & Cooper, 2022). This is because the ability of employees to cope with job demands decreases over time. Also, the conservation of resources theory states that when employees continuously work despite illness and fatigue, they also experience loss of psychological and physical resources, thus reducing the morale of employees (Wu & Lu, 2025).

Hypothesis 7: Presenteeism has a significant influence on employee morale

2.6.8 Mediating role of Voluntary Presenteeism Motivation Between Organizational Commitment and Presenteeism

Organizational commitment indeed affects the morale of employees, but research indicates that this relationship is not direct, and voluntary presenteeism motivation plays a mediating role in explaining the reason why highly committed employees choose to be present at work despite the health challenges (Van Waeyenberg, 2024). Since organizational commitment is a reflection of dedication, loyalty, and a sense of responsibility of employees towards the organization, this behavior leads to increased employee engagement and performance, but it also increases the tendency of employees to be present at work even when they are not well. In this also not all employees engage in presenteeism at the same level. It happens that some employees might take time off from duty when they need to, while other employees push themselves to work despite illness. Thus, employees come to the workplace due to voluntary presenteeism motivation. Employees who rate high on organizational commitment tend to exhibit presenteeism voluntarily due to internal motivation and dedication (Humayun et al., 2022). Voluntary presenteeism motivation acts a mediator, thus explaining the way organizational commitment leads to presenteeism. Thus, it is hypothesized:

Hypothesis 8: Voluntary presenteeism motivation mediates the relationship between organizational commitment and presenteeism

2.6.9 Mediating role of Involuntary Presenteeism Motivation Between Organizational Commitment and Presenteeism

Involuntary presenteeism motivation also acts as a mediator, explaining the way organizational commitment causes employees to exhibit presenteeism due to external pressures, in contrast to personal choice (Van Waeyenberg, 2024). Though commitment towards the organization is viewed as positive behavior but if employees feel that it is their obligation to come to work even when they are sick and availing sick leave will affect their reputation causes the employees to engage in presenteeism. Thus, it is suggested that involuntary presenteeism plays a key role in linking organizational commitment and presenteeism. It can be said that involuntary presenteeism motivation acts as a mediator between organizational commitment and presenteeism. The following hypothesis is proposed:

Hypothesis 9: Involuntary presenteeism mediates the relationship between organizational commitment and presenteeism.

2.6.10 Mediating Role of Presenteeism between Voluntary Presenteeism And Employee Morale

The individual and organizational productivity is highly affected by emerging behavioral phenomena termed as presenteeism (Karanika-Murray et al., 2021). Voluntary presenteeism does not have a direct effect on the morale of employees. Research suggests that presenteeism plays the role of mediator in shaping the way morale of employees is shaped by the voluntary presenteeism motivation (Wu & Lu, 2025). Employees might be motivated out of a stressful sense of commitment or the fear of falling behind (Ruhle et al., 2020). Though the dedication of employees is reflected by employee motivation but the intensity of the effect on employees' morale is not determined directly. The key factor influencing morale is the

experience of working while unwell, which is shaped by presenteeism (Uslukaya et al., 2022). Thus, presenteeism plays a bridging role between voluntary presenteeism motivation and employee morale. Its effect on morale depends on the way presenteeism is experienced. If employees engage in presenteeism due to their own will and feel supported and recognized in the organization, it has a positive on morale. On the other hand, it might affect negatively in a way that if presenteeism results in physical strain, declining health, work-related stress, or burnout. Thus, presenteeism determines whether voluntary presenteeism motivation enhances or diminishes morale over time. The following hypothesis is proposed:

Hypothesis 10: Presenteeism mediates the relationship between voluntary presenteeism and employee morale.

2.6.11 Mediating role of Presenteeism between Involuntary Presenteeism Motivation and Employee Morale

While some employees engage in presenteeism voluntarily, others experience involuntary presenteeism motivation (Karanika-Murray & Biron, 2020). Literature suggest that presenteeism serves as a mediator in the relationship between involuntary presenteeism motivation and employee morale, influencing whether employees remain engaged and motivated or become disengaged and demoralized (Van Waeyenberg, 2024). Here again, the impact of presenteeism on morale can vary. If the health of employees is affected by exhibiting presenteeism, then in that case, employees might be demotivated, thus reducing their morale (Powell, 2023). Thus, presenteeism negatively affects the involuntary presenteeism motivation, making it a crucial mediator in this relationship. Thus, it is hypothesized:

Hypothesis 11: Presenteeism mediates the relationship between involuntary presenteeism and employee morale.

3. Measure and Methods

3.1 Sample and Data Collection

Data was collected from both public and private school teachers from nine divisions of Punjab, Pakistan. The quota sampling method was adopted. In each division, 100 questionnaires were distributed. Out of 900 questionnaires, 767 responses were collected. The sample was predominantly female, with 74.1% respondents identifying as female, and 25.9% identifying as male. This gender distribution may reflect the gender composition commonly found in the teaching profession. Teachers were distributed across school levels, with 40.0% teaching at the higher secondary level, 29.5% at the secondary level, 17.2% at the primary level, and 13.3% at the middle level.

3.2 Measures

All items were measured with the help of a 5-point Likert scale ranging from 1= strongly disagree to 5= strongly agree.

3.2.1 Organizational Commitment

Organizational commitment was evaluated with the help of the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979), which

consisted of 15 items (Mowday et al., 1979). It was further refined by Allen and Meyer in 1990 by classifying the items into three dimensions, which was thus named as TCM Employee Commitment Survey (Allen & Meyer, 1990). The original instrument was further revised, and items were reduced from 24 to 18. This instrument measures three types of commitment: affective, normative, and continuance. Participants reported on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A sample item of from each dimension are; affective organizational commitment, I would be happy to spend the rest of my career with this school”, Normative Organizational Commitment; “I believe that a person must always be loyal to his or her school”. Continuous Organizational Commitment: “Right now, staying with my school is a matter of necessity as much as desire”, Normative Organizational Commitment,” I do not feel any obligation to remain with my current employer”. Responses were collected on five five-point Likert scales ranging from 1 (Strongly agree) to 5 (Strongly Disagree).

3.2.2 Voluntary Presenteeism Motivation and Involuntary Presenteeism Motivation

Voluntary presenteeism, where employees prefer to attend work despite illness, was evaluated by using 4 items. It was developed by Thomas Van Waeyenberg in 2023. Sample item is “When I don’t feel well, I force myself to go to work for my own good”. Participants responded on a 5-point Likert scale. The Cronbach's alpha (α) for the items measuring voluntary presenteeism was 0.94 within each factor, with the items effectively clustering together to represent voluntary presenteeism motivation. Like involuntarily presenteeism, motivation was also evaluated by using 4 items developed by Thomas Van Waeyenberg 2023. Sample item is “When I don't feel well, I force myself to go to work because I am supposed to”. Participants responded to each item using a 5-point Likert scale. Cronbach's alpha (α) for the items measuring involuntary presenteeism was .91.

3.2.3 Presenteeism

Presenteeism was measured using Koopman six-item Presenteeism scale (Koopman et al., 2002). It is a widely used instrument designed to measure presenteeism in the workplace. This scale is particularly useful in research focusing on employee well-being, workplace efficiency, and organizational productivity. Each item is rated on a Likert scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree), providing a quantitative measure of presenteeism. The internal consistency of the P-SPS-6 scale is confirmed to be greater than 0.7 is considered favorable. The sample item is “Because of my health problem, the stressors of my job were harder to handle. Presenteeism and work ability: development of the Persian version of the Stanford Presenteeism Scale (P-SPS-6) and measurement of its psychometric properties.

3.2.4 Employee morale

Employee morale, specifically teachers, refers to the overall job satisfaction, enthusiasm, and commitment that employees feel towards their organization. High teacher morale is often linked to better student outcomes and a positive school environment. A scale from the School Organizational Health Questionnaire (SOHQ) (Hart, 1994; Hart, Carter, Conn, Dingle & Wearing, 1993) was used with teachers to measure teacher morale in the school. The purpose of this questionnaire was to assess how the school’s organizational climate contributes to teachers’ psychological distress, school organisational health, and teacher morale. This

instrument has already been validated by Hart and colleagues. To this study, only one scale from the SOHQ was selected for inclusion in the teacher questionnaire in order to measure an important aspect of teacher psychological health, namely, teacher morale. The sample item is There is good team spirit in this school. The items are measured on a Likert scale (1= strongly Disagree to 5 =strongly agree). The SOHQ has been validated and used in numerous studies, with strong evidence of its reliability and validity across various cultural and educational settings. Reliability for the teacher morale scale has been tested using Cronbach's alpha (α), and results consistently fall within an acceptable range (e.g., $\alpha > 0.70$).

3.3 Data Analysis

Smart PLS-SEM was used for the purpose of data analysis. PLS-SEM is a widely used statistical method that helps to model complex relationships (Legate et al., 2023). The current research explores and examines new relationships among various variables, and the study is done in a specific occupational context. This makes PLS-SEM an ideal choice. In addition to this the its flexibility in case of data with a small sample size and non-normal distribution further makes it a justified option. Data analysis was conducted in two steps: measurement model assessment and structural model assessment.

4. Results

4.1 Measurement Model Assessment

The relationship among various variables is confirmed by calculating the reliability and validity through measurement model assessment. In this item, reliability, scale reliability, convergent reliability, and discriminant reliability of the latent variables were examined. The values are presented in Table 1. Indicator reliability values of all variables exceed the recommended threshold of 0.5. Internal consistency is assessed through Cronbach's alpha and composite reliability values. Internal consistency was satisfactory as Cronbach's alpha values of all constructs were above 0.70. Moreover, the composite reliability values were also within the acceptable range, i.e., 0.7 to 0.9. Thus, the data confirms the internal reliability as all the values of IR, CR, and α meet the requirements.

Table No 1: Reliability Analysis

Constructs	Items	Items loadings	Indicator reliability	Cronbach's alpha	Composite reliability	Average variance extracted
Affective Organizational Commitment	OCA1	0.747	0.558	0.828	0.844	0.539
	OCA2	0.667	0.445			
	OCA3	0.808	0.653			
	OCA4	0.690	0.476			
	OCA5	0.820	0.672			
	OCA6	0.655	0.429			
Normative Organizational Commitment	OCN1			0.777	0.797	0.602
	OCN2	0.795	0.632			
	OCN3	0.635	0.403			

	OCN4	0.849	0.721			
	OCN5					
	OCN6	0.809	0.654			
Continuous Organizational Commitment	OCC1	0.798	0.637	0.678	0.733	0.493
	OCC2					
	OCC3	0.645	0.416			
	OCC4	0.683	0.466			
	OCC5	0.675	0.456			
	OCC6					
Voluntary Presenteeism Motivation	VPM1	0.779	0.607	0.740	0.752	0.561
	VPM2	0.684	0.468			
	VPM3	0.723	0.523			
	VPM4	0.805	0.648			
Involuntary Presenteeism Motivation	IPM1	0.781	0.609	0.755	0.764	0.578
	IPM2	0.813	0.661			
	IPM3	0.670	0.449			
	IPM4	0.768	0.589			
Presenteeism	P1	0.607	0.367	0.715	0.729	0.462
	P2	0.660	0.436			
	P3	0.703	0.494			
	P4	0.691	0.477			
	P5					
	P6	0.731	0.534			
Employee Morale	EM1	0.843	0.711	0.846	0.852	0.620
	EM2	0.801	0.642			
	EM3	0.730	0.531			
	EM4	0.773	0.598			
	EM5	0.784	0.615			

Table No 2: Heterotrait-Monotrait Ratio of Correlations

	OCA	OCN	OCC	VPM	IPM	P	EM
OCA							
OCN	0.725						
OCC	0.518	0.696					
VPM	0.606	0.566	0.463				
IPM	0.385	0.471	0.471	0.859			
P	0.459	0.570	0.453	0.692	0.807		
EM	0.751	0.733	0.458	0.662	0.663	0.625	

Notes: OCA=Affective organizational commitment, OCN= Normative organizational commitment, OCC=Continuous organizational commitment, VPM= voluntary presenteeism motivation, IPM=involuntary presenteeism motivation, Presenteeism=P, EM=Employee morale

Convergent validity of the model was checked through outer loadings of each item and the values of average variance extracted (AVE). (refer Figure 2). Items that had values of loadings above 0.70 were considered acceptable. This is an indication that the item contributes substantially to its construct. It can be observed that the threshold value was met by most of the items. However, it can be observed that there are some items which fell below the acceptable range, like OCN3 (0.635), P1 (0.607), but still these values were retained due to the

theoretical relevance. The average variance (AVE) of almost all constructs is above 0.5, and this is considered acceptable. The AVE of continuous organizational commitment and presenteeism is slightly below the acceptable range. This suggests their refinement in future studies. The Heterotrait-Monotrait ratio was used to assess the discriminant validity. HTMT values should be below 0.90 to confirm discriminant validity between two constructs. Most construct pairs had values below 0.90, thus confirming discriminant validity (refer to Table 2)

4.2 Structural model evaluation

The structural model was also evaluated using PLS-SEM. Predictive accuracy of the model was evaluated by using R^2 values. If the values are around 0.02, they are considered weak, if around 0.15, they are considered moderate; and if 0.35 or above, then the values are considered appropriate. Table 3 shows the values for R^2 and adjusted R^2 . All the values are almost appropriate.

Table No 3: R^2 and R^2 adjusted

		R^2	R^2 adjusted
Involuntary Motivation	Presenteeism	0.192	0.191
Voluntary Motivation	Presenteeism	0.271	0.270
Presenteeism		0.398	0.396
Employee Morale		0.389	0.387

4.3 Hypothesis testing

The hypothesis testing was done through PLS-SEM. It is quite useful for the analysis of complex relationships among variables. The results of all hypotheses are given in Table 4. It can be observed that all hypotheses are supported. It has been observed that OC (H1: $\beta = 0.520$, $p < 0.00$) positively affects VPM, and OC (H2: $\beta = 0.438$, $p < 0.00$) positively affects VPM. Further, VPM (H3: $\beta = 0.250$, $p < 0.00$) positively affects P. Further IPM (H4: $\beta = 0.439$, $p < 0.00$) positively affects P. In addition, VPM (H5: $\beta = -0.263$, $p < 0.00$) negatively affects EM. IPM (H6: $\beta = -0.120$, $p < 0.00$) also negatively affects EM. Last P (H7: $\beta = -0.258$, $p < 0.00$) also negatively affects P.

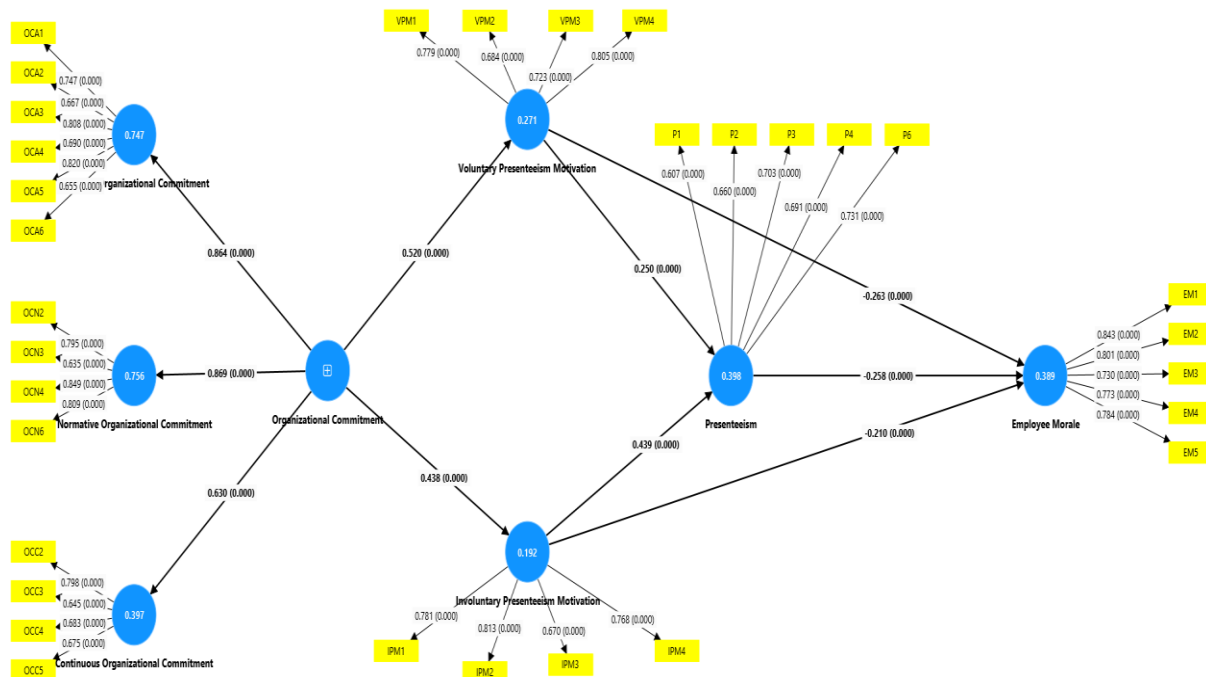
Table No 4: Hypotheses Testing

Relationship	β	T-statistic	P values	Significance
OC \rightarrow VPM	0.520	20.815	0.000	Significant
OC \rightarrow IPM	0.438	12.410	0.000	Significant
VPM \rightarrow P	0.250	7.498	0.000	Significant
IPM \rightarrow P	0.439	14.016	0.000	Significant
VPM \rightarrow EM	-0.263	4.763	0.000	Significant
IPM \rightarrow EM	-0.210	4.354	0.000	Significant
P \rightarrow EM	-0.258	7.140	0.000	Significant

Notes: OC=Organizational commitment VPM= voluntary presenteeism motivation, IPM=involuntary presenteeism motivation, P=presenteeism, EM=employee morale

Therefore, it is concluded that all relationships are statistically significant since all p -values = 0.000 (i.e., < 0.05). Furthermore, it has been observed that T -statistics are also all above 1.96, indicating strong support for each hypothesis at the confidence level of 95%.

Figure No 2: Structural Model



4.4 Discussion

The research investigated and revealed important insights into the relationship between organizational commitment, presenteeism, and employee morale among the school teachers in Punjab. It investigated the effect that organizational commitment has on their morale through the phenomenon of presenteeism. While presenteeism has been studied in healthcare and corporate sectors, research in the educational sector of the developing countries, particularly Punjab, Pakistan, is limited. Most of the prior studies have focused on the antecedents of presenteeism, which include job demands or workload and its outcomes on productivity or job satisfaction. Limited attention has been given to the role of organizational commitment as one of the driving forces of presenteeism and its effect on employee morale.

Thus, the study of presenteeism remains unexplored in the context of school teachers of Punjab, the gap which is addressed by the current study. The study also provides an understanding of the relationship between organizational commitment and presenteeism thus offering insights for policymakers that how the attitudes of employees towards the organization encourage healthy workplace practices. The proposed model consisted of five variables: organizational commitment, involuntary presenteeism motivation, voluntary presenteeism motivation, presenteeism, and employee morale. The data was collected from both public and private school teachers of Punjab. Out of the total 900 questionnaires that were distributed, 767 responses were collected. Consistent with prior research and theoretical expectations, the

results indicate a significant direct relationship between organizational commitment and presenteeism. It has been observed that all three dimensions of organizational commitment i.e. affective organizational commitment, normative and continuous organizational commitment, plays a significant role in causing the teachers to exhibit presenteeism. The results of the study supported hypotheses 1 and 2, thus indicating that organizational commitment significantly influences both voluntary and involuntary presenteeism motivations. It has been observed that those teachers who are high on organizational commitment mostly exhibit presenteeism. This behavior can be either due to their own will, i.e., voluntary presenteeism motivation, or due to external pressures, i.e., involuntary presenteeism motivation.

The findings support organizational commitment theory, which states that committed employees are more willing to sacrifice their personal well-being for organizational continuity. In Punjab, where educational institutions face teacher shortages and large class sizes, this commitment often translates into teachers attending work despite health challenges. In addition, the study also supported hypotheses 3 and 4 that both voluntary and involuntary presenteeism motivations influence the presenteeism. The results also confirmed hypotheses 5 and 6, thus confirming that presenteeism negatively influences the morale of teachers. In addition, the hypothesis 7 was also confirmed, stating that presenteeism influences the morale of teachers negatively. If the employees are involved in the presenteeism behavior for a long time, it reduces their morale, thus affecting their efficiency and in turn, the efficiency of the organization. In addition, the research also confirmed the mediating role of presenteeism motivations and presenteeism. It supported hypotheses 8 and 9, which state that both voluntary and involuntary presenteeism motivations mediate the relationship between organizational commitment and presenteeism. Moreover, hypotheses 10 and 11 were also supported, stating that presenteeism mediates the relationship between voluntary and involuntary presenteeism motivation and employee morale. Thus, it can be said that presenteeism plays a vital role in shaping the commitment of teachers towards the organization and thus affects their morale and the efficiency of the organization.

5. Conclusion

The current research investigates the effect of organizational commitment on presenteeism in Punjab and assesses the influence of presenteeism on the morale of teachers. The findings state that organizational commitment causes voluntary and involuntary forms of presenteeism, which ultimately leads to presenteeism. This decreases the morale of the teachers in the long run., The application of Meyer Allen Three three-commitment model and organizational commitment theory contributes to the theoretical understanding of presenteeism. The study highlights that organizational commitment, which is typically viewed as beneficial, can also lead to some unhealthy workplace behaviours that affect the morale of the employees negatively. In the context of the schools of Punjab, the study highlights that there is urgent need to develop supportive HR policies, substitute teaching systems teacher support program in order to balance the organizational commitment and morale of teachers. Apart from this, the study also addresses the research gap as it examines the presenteeism on the developing country. This broadens the global discourse on this issue. Overall, the study concludes that organizational commitment is a powerful force in shaping teacher behavior, but

without adequate institutional support, it risks reinforcing presenteeism and eroding employee morale over time. A more balanced approach valuing both commitment and well-being is essential for sustaining teacher performance and ensuring the long-term success of educational institutions in Punjab.

5.1 Theoretical Implications

The current research offers an important theoretical contribution in the field of organization behavior and human resource development. Firstly, it reinforces the relevance of various theories, which include Meyer and Allen's Three Component Model of Organizational Commitment and Organizational Commitment Theory. By applying the three-component model it demonstrates how the three dimensions of organizational commitment, i.e., affective, normative, and continuous, influence the behavior of employees in the workplace, specifically presenteeism. The study examines the validity of the application of this model in educational settings, i.e., beyond the corporate settings. Thus, it is valuable in understanding the motivation of teacher and their behavior. By the application of organizational commitment theory, the study highlights the role of organizational commitment in causing the teachers to exhibit presenteeism. Organizational commitment was previously observed as a positive predictor. The current study demonstrates that organizational commitment might also affect Traditionally, commitment is observed as a positive predictor of organizational commitment. This research demonstrates that organizational commitment, particularly affective and normative organizational negatively like it cause the teachers to engage in presenteeism. This affects the health of teachers as well as their morale in the long run. Furthermore, the research also highlights the need to reconceptualize presenteeism, viewing it not only as related to poor health but also as an outcome of organizational culture and commitment. This encourages future researchers to examine similar relationships in other professions. Finally, this research addresses a significant theoretical gap by examining presenteeism in the educational sector of a developing country, where socio-cultural norms and institutional structures differ markedly from Western contexts that dominate existing literature. By demonstrating how organizational commitment and presenteeism interact within Punjab's schools, the study enhances the cross-cultural validity of presenteeism theories and encourages scholars to re-examine how cultural and institutional contexts shape workplace behaviors.

5.2 Practical Implications

This research is practically beneficial for school administrators, educational policymakers, and human resource professionals specifically working in the education sector. It must be the utmost priority of the organizations to enhance organizational commitment in a way that teachers prefer to come to the workplace positively. It should not be the case that commitment is such that teachers are forced to come even when they are not well and thus exhibiting presenteeism. Such an attitude can be detrimental to the schools in the long run. Secondly, the HR policies of the schools must be deeply studied, and their implementation must be such that it focuses on promoting organizational culture, such that if the teachers are not well, they must not be forced to come to the workplace. The presenteeism must be reduced by providing adequate sick leave policies and workload management strategies. The study also examines the negative effect of presenteeism on employee morale. Keeping this thing in mind,

the schools must focus on the emotional exhaustion of teachers and provide timely support, mentorship, and mental health resources. All the implications and suggestions can be helpful in increasing the morale of teachers, improving the quality of education, and also increasing the productivity of the organization in the long run. One of the factors which has been observed in schools that lead to presenteeism is the lack of substitute teachers. The school management must consider that hiring substitute teachers is not cost but its absence thus leading to presenteeism can be more costly. The schools but focus on creating substitute teacher pools thus ensuring that the teachers are not forced to work when they are not well physically or mentally. At a broader level, Punjab's education policymakers should incorporate teacher well-being as a core element of educational reforms. This may include periodic health assessments, stress management workshops, and workload audits to ensure sustainable teaching practices. By institutionalizing well-being measures, the risk of presenteeism-driven morale decline can be minimized.

5.3 Limitations and Future Directions

While this study provides valuable insights into the relationship between organizational commitment, presenteeism, and employee morale among teachers in Punjab, several limitations should be acknowledged. First, the research is limited to the schools in Punjab only. This hinders the generalizability of the findings of the research to other regions or educational systems. Future researchers can extend the research to a broad geographic scope, and also, cross-regional comparisons can be done in order to enhance the scope of the results. Second, self-reported data were used. This might be influenced by the social desirability bias or personal interpretation. Other observational methods can be incorporated in order to increase the validity of the self-reported presenteeism behaviors. In addition to this, administrative data can be used. Third, the study used cross-sectional data, gathering data at a single point in time. It does not account for the effect of organizational commitment and presenteeism change over time. Longitudinal studies must be adopted by future researchers. This will help in examining the causal relationships and long-term effects of presenteeism more accurately. The current study focused on studying presenteeism among school teachers. Future researchers can focus on other educational roles, like administrators and support staff. Future researchers can also examine other potential mediators or moderators. These might include burnout, leadership style, or job satisfaction, which influence the strength of the relationships found. Expanding this line of inquiry will help build a more comprehensive understanding of how organizational culture, employee well-being, and institutional performance are interconnected in the education sector.

Disclosure Statement

No potential Conflict of Interest was reported by the author.

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