

Present, But at What Cost? Unpacking Job Demands, Presenteeism and Underlying Motivations Among Teachers

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Now a days employees' presence while working unwell has become an important concern for the organizations as it affects the employee contentment and performance. The main purpose of the research is to investigate the relationship between job demands and presenteeism and thus studying its effect on the job satisfaction of employees. The research also lays emphasis on the factors motivations and psychological factors that cause teachers to exhibit such behavior. The study adopted quantitative approach by distributing and collecting data through questionnaires from teachers of both [public and private schools of 9 divisions of Punjab, Pakistan. By adopting quota sampling technique 767 responses were collected. Analysis was done using Smart PLS-SEM. It has been identified and confirmed that job demands (physical, cognitive and emotional) play an important role in teachers exhibiting presenteeism. The study also highlights that presenteeism motivations both voluntary and involuntary play an important role in deriving teachers to exhibit presenteeism and thus affecting job satisfaction. The study unrevealed the need for strategic interventions thus putting emphasising the policy makers and school leadership to balance job demands and increase the job satisfaction of teachers. This in turn will improve the educational effectiveness. These insights provide valuable implications for policymakers, school administrators, and mental health professionals in fostering a healthier work environment for teachers. This research offers a novel contribution by examining the psychological mechanisms linking job demands to presenteeism among teachers in Punjab, an under-researched region in the field of management research. The study also contextualizes this phenomenon within the unique socio-cultural and institutional landscape of Punjab's education system, thereby providing culturally grounded insights that can will be useful and helpful for policymakers in similar educational contexts globally.

1. Introduction

Employee presence is one of the major concerns for organizations. It is also true that healthy and efficient workforce is an asset of an organization (Kodarlikar & Umale, 2020). Keeping this thing in mind the organizations want to see their employees both physically and mentally well so that they can perform both effectively and efficiently (Judge et al., 2023). If we talk in the context of the education sector, targeting schools specifically, education serves a crucial role in shaping the development of the nation and teachers are the heart of this process (Haiyan & Allan, 2021). Thus, the teaching profession is inherently demanding, requiring teachers to balance academic instruction, administrative responsibilities, and emotional engagement with students. In Punjab, teachers often face excessive workloads, rigid deadlines, large class sizes, and emotionally challenging classroom environments. These job demands contribute to heightened stress levels, fatigue, and burnout, ultimately affecting their well-being and professional performance (Vander Weerd et al., 2023).

One critical yet underexplored consequence of high job demands is presenteeism; a situation where teachers come to workplace even though they are not feeling well physically or mentally (Breitsohl et al., 2023; Chandrakumar et al., 2024; Jayaweera & Dayarathna, 2019; Schmitz et al., 2023). Unlike absenteeism, which has been extensively studied, presenteeism remains a relatively neglected area in educational and management research (Chandrakumar et al., 2024; Patel et al., 2023). Though it has been observed that if teachers are present, it ensures the continuity in education, but this presence can also become detrimental in case teachers are not physically or mentally well. This can cause negative consequences like decreased satisfaction, reduced productivity and ineffective teaching (Brborović et al., 2017).

Though presenteeism is an emerging phenomena and it research has been done in various professions but still significant gap exists in identifying the underlying antecedents and results of presenteeism in the education sector particularly in Punjab where most of the schools exists. (Eluwole et al., 2018; Ruhle et al., 2020). Previous literature and study on presenteeism is mostly on healthcare centre, manual labor industries. Limited research has been in the education sector (Bokhari et al., 2017; Yikilmaz & Surucu, 2025). In addition, presenteeism has been mostly studied in the context of organizational or economic outcomes. The psychological factors, causes and motivations that derive such behavior has been overlooked.

Additionally, previous research has mostly examined job stress and the teacher burnout (Skaalvik & Skaalvik, 2020), insufficient evidence exists on the relationship and causes of job demands on presenteeism and also the mediating effect of presenteeism between job demands and job satisfaction (Dehghanian et al., 2023; Lukšytė et al., 2023). Furthermore, presenteeism has been identified to result from two different types of motivations termed as voluntary presenteeism motivation and involuntary presenteeism motivation. Voluntary presenteeism might be due to factors like teachers choose to work willingly and in involuntary presenteeism teachers are compelled to work despite illness (Uslukaya et al., 2022). It is imperative and essential to develop understanding of these distinct motivations to make effective policy interventions and thus increasing job satisfaction. This gap thus makes it necessary to understand the relationship of various variables investigated in the current research i.e. job demands, presenteeism, presenteeism motivations and job satisfaction.

This research has been backed by the theoretical understanding of Job demands - resources (JD-R) model and self-determination theory (SDT). JD-R helps to analyze the effect of job demands on presenteeism and job satisfaction (Anjum et al., 2023; Hlado & Harvankova, 2024). In accordance with the JD-R, increased job demands affects the physical and psychological resources of employees negatively thus leading to stress, mental fatigue, burnout and decreased job satisfaction resulting from presenteeism (Nair et al., 2020).

In addition, SDT explains the driving forces i.e. voluntary presenteeism motivation and involuntary presenteeism motivation behind presenteeism (Nunes et al., 2024). This theory suggests that behavior of employees in this case teachers is driven by intrinsic motivating factors i.e. professional dedication and passion for teachers that cause them to engage in voluntary presenteeism. In contrast to this there are some extrinsic factors also like job insecurity, professional expectations and weak organizational policies that drive teachers to voluntary presenteeism. In both cases it affects their job satisfaction (Ramalingam & Jiar, 2022).

The integration of these theoretical perspectives provides a more comprehensive understanding of the influence of job demands on presenteeism and the mediating role played by presenteeism. To examine the phenomenon in detail and to achieve the primary objective of examining the effect of job demands on the job satisfaction of teachers keeping in consideration the mediating role of presenteeism and presenteeism motivations the current study has three research objectives. First, the purpose of the study is to identify the key job demands that lead to presenteeism among teachers in Punjab. Second, the study aims to analyze the mediating role of presenteeism and presenteeism motivations. Third, it acts as a blueprint for policymakers and school leadership aiding them to develop interventions thus reducing presenteeism and increasing the job satisfaction of teachers.

The current research will be beneficial in various ways. It will aid in creating healthy and productive teaching professionals by comprehensively developing the understanding of presenteeism in the education sector. By highlighting the various job demands and the factors that lead to presenteeism the current study will provide useful insights for schools, other educational institutions, policymakers and school leadership. The findings will aid in designing effective workplace policies, mental health support systems and work-life balance strategies thus increasing the job satisfaction of teachers. The research also leverages the existing literature by bridging the gap between organizational psychology and educational management. This in turn

In addition, this contributes to the existing literature by bridging the gap between organizational psychology and educational management, offering a comprehensive perspective on how job demands, presenteeism, and its underlying motivations shape job satisfaction in the teaching profession. In addition to addressing presenteeism in the educational sector of Punjab, the current study also has implications for other provinces and challenges. By identifying the motivations and driving forces behind presenteeism, this study open doors for future researchers on the job satisfaction, well-being of teachers benefiting both educators and students.

2. Literature Review



2.1 Job Demands

Job demands are the important aspect of organization requiring physical, emotional and cognitive efforts from the employees. Bakker and De Vries (2021) highlighted that high job demands negatively affect the employees' resources. This in turn lead to burnout and reduced job satisfaction. In the teaching profession, excessive administrative work, large student-to-teacher ratios, and high emotional involvement create conditions that make presenteeism more likely. Research suggests that prolonged exposure to such demands leads to chronic stress, negatively impacting well-being and job satisfaction (Huhtala et al., 2021). Job demands has three dimensions; physical job demands, emotional job demands, and cognitive job demands. Physical job demands include physical stamina and the skills required to do a particular job. Emotional Job demands refer to managing one's emotions, interpersonal relationships within the workplace and Cognitive job demands include mental workload, problem solving, and decision-making requirements associated with the job (Figueiredo et al., 2023).

2.2 Presenteeism in the Educational Sector

Presenteeism is defined as a phenomenon where employees attend to work even when they are not feeling well (Webster et al., 2019). The reasons for their absence can be either that the employees are not physically or mentally well or are facing some personal issues and are stressed out (Cooper & Lu, 2016; Presenteeism, 2024; Uslukaya et al., 2022). Unlike absenteeism, presenteeism refers to situations where employees come to work but are not fully productive due to any sickness or mental fatigue. It has multiple dimensions, which include health-related presenteeism; working while sick (Brouwer et al., 2023). Psychological presenteeism; being mentally disengaged from work due to burnout, behavioral presenteeism; engaged in non-work activities while at work, organizational presenteeism; work culture that pressures employees to be at work beyond working hours, job insecurity -driven presenteeism; fear of losing job thus causing employees to work even when they are not well, technology-driven presenteeism; the expectation to be always present at work causing employees to work at home even when rest is required (Bryan et al., 2022; Skagen & Collins, 2016).

Presenteeism has been extensively studied in healthcare and corporate sectors but remains underexplored in educational settings. According to Johns (2010), presenteeism results from various organizational and individual factors, including job insecurity, workload, and professional commitment. In the context of education, research by Karanika-Murray and Biron (2020) highlights that teachers often engage in presenteeism due to their strong sense of duty toward students and fear of falling behind on curricula. Thus presenteeism diminishes the teaching quality and also increases the risk of health problems thus negatively affecting the job satisfaction to greater extent (Ferreira & Martinez, 2012; García-Iglesias et al., 2023; Y. Wang et al., 2023).

2.3 Voluntary and Involuntary Presenteeism Motivations

It has been identified from literature that there are two driving forces of presenteeism ; voluntary presenteeism motivation and involuntary presenteeism motivation (Van Waeyenberg, 2024). Voluntary presenteeism usually occurs when employees come to work even when they are not well due to internal motivation like professional commitment or

personal ethics. In contrast to this, involuntary presenteeism occurs when employees forcefully come to work despite illness due to some extrinsic factors like fear of job loss or strict policies. This behavior has gained immense attention due to its negative consequences on the employees and organizations (Côté et al., 2021; Khan et al., 2021).

2.4 Job Satisfaction

Job satisfaction is defined as the positive feeling employees have towards their job. This phenomenon has lot of importance in the field of organization behavior and HRM (Joanna & Jerzy, 2020). It is defined as the overall attitude of the employees and their emotional state and perception in relation to their jobs. Scholars and researchers defined job satisfaction through various theoretical lenses which include affective, cognitive and behavioral components (Joanna & Jerzy, 2020; Khan et al., 2021). Employees who are satisfied in their jobs are more likely to pursue career advancement and focus on skill development. Job satisfaction also influences the overall performance of the organization (Nguyen, 2020). Satisfaction among employees is linked to the productivity of the organization. Satisfied employees tend to perform better and thus contribute positively to the organization. High job satisfaction results in low turnover ratio and thus helps to retain employees and thus decreases the turnover ratio (Sija, 2021).

2.5 Hypotheses Development

On the basis of literature review, following hypothesis has been proposed:

2.5.1 Job Demands and Voluntary Presenteeism Motivation

Among the various antecedents of presenteeism, job demands have emerged as a critical factor warranting further investigation. Job demands encompass the physical, emotional and cognitive aspects of a job that require sustained effort and are associated with physiological and psychological costs. High job demands, such as heavy workloads, tight deadlines, and role ambiguity, often exert pressure on employees to remain present at work to manage expectations and maintain performance (M. Wang et al., 2023). This type of pressure causes the employees to exhibit voluntary presenteeism. Literature suggests that in situation when job demands are perceived as challenging it result in employee motivation and engagement thus encouraging the employees to ensure their presence even when they are not well (Johns, 2010). Empirical studies confirm the positive relation between job demands and presenteeism (Aman-Ullah et al., 2022). This is in line with the notion that the decision-making process of employees that result in voluntary presenteeism is influenced by job demands. Based on this theoretical and empirical foundation, the following hypothesis is proposed:

Hypothesis 1: Job demands has significant influence on voluntary presenteeism.

2.5.2 Job Demands and Involuntary Presenteeism Motivation

Unlike voluntary presenteeism, involuntary presenteeism motivation is caused by strict organization policies, fear of job loss or negative consequences (Van Waeyenberg, 2024). In this case job demands like job pressure. Heavy workloads and role conflict forces the employees to be present at work even when they are not feeling well. JD-R model offers a useful framework for understanding this dynamic. It states that in case where the job demands

exceed the resources, employees feel stressed-out and but still ensure presence at work in order to avoid negative consequences resulting from their absence (Bakker & Demerouti, 2007). In such cases presenteeism acts as a coping mechanism resulting from involuntary presenteeism motivation (Chen et al., 2023). Research confirms that high-demands jobs like that of healthcare, education and customer service causes employees to exhibit involuntary presenteeism. Therefore, based on theoretical models and empirical evidence, the following hypothesis is proposed:

Hypothesis 2: Job demands has significant influence on involuntary presenteeism.

2.5.3 Job Demands and Job Satisfaction

Job satisfaction is one of the key indicators affecting the job satisfaction of employees (Sudibjo & Sutarji, 2020). It reflects the alignment between the expectations of employees and their actual work experience. One of the most critical factors affecting job satisfaction is the nature and intensity of job demands (Judge et al., 2020). While moderate levels of job demands may be stimulating and lead to a sense of accomplishment, excessive or poorly managed demands often result in stress, fatigue and dissatisfaction. The relationship between job demands and job satisfaction can also be viewed through the lens of Job Demands-Resources (JD-R) model (Han et al., 2020). In the context of this model, it can be said that high job demands can deplete the mental health of employees thus leading to strain and reduced job satisfaction, especially when not offset by adequate job resources. Numerous studies support the notion that there exists both positive and negative link between job demands and job satisfaction (Huhtala et al., 2021). Thus, it is proposed:

Hypothesis 3: Job demands have significant influence on job satisfaction.

2.5.4 Voluntary Presenteeism Motivation and Presenteeism

The recent perspectives lay emphasis on the multifaceted nature of presenteeism especially the role of motivation in influencing such behavior (Chandrakumar et al., 2024; Miraglia et al., 2024). Voluntary presenteeism specifically has been defined as the intrinsic desire to work despite health issues. The reasons behind voluntary presenteeism include personal values, professional commitment (Ollo-López & Nuñez, 2024). Work enjoyment is critical to the organization. Employees motivated by the internal drivers may choose to work willingly despite illness not due to fear of job but due to sense of responsibility or dedication (Collins & Cartwright, 2012). JD-R theory suggests that employees with high personal resources like engagement, purpose may be more inclined to demonstrate behaviors like voluntary presenteeism (Koroglu & Ozmen, 2022). SDT also supports the idea that the behavior of employees is influenced by inner motivation (Forner et al., 2020). Therefore, employees who identify with their roles and perceive their work as meaningful may rationalize working through illness. Thus, the current study tends to state that voluntary presenteeism motivation is a significant antecedent of actual presenteeism behavior thus distinguishing it from coerced attendance. Recognizing this distinction may inform more targeted and empathetic workplace health policies that balance employee autonomy with organizational well-being. Thus, it is hypothesized:

Hypothesis 4: Voluntary presenteeism motivation has significant influence on presenteeism.

2.5.5 Involuntary Presenteeism Motivation and Presenteeism

Apart from internal motivation and commitment acting as the driver which lead to presenteeism, there is one another drive where employees work when they are not motivated but choose to be present at work due to some fear or insecurity (Nath et al., 2024). This is termed as involuntary motivation. In involuntary presenteeism the behaviors of employees are affected by demands exerted by the organization (Ruhle et al., 2020; Zhang et al., 2024). Such demands include rigid attendance policy, great expectations from leadership and strict leave policies (Marklund et al., 2021; Van Waeyenberg, 2024). Therefore, employees experiencing heavy job demands and limited resources feel themselves compelled to be present at work even when they are not well thus exhibiting presenteeism caused by involuntary presenteeism motivation (Dulal-Arthur et al., 2025; Sarwat et al., 2021). The following discussion leads to the following hypothesis:

Hypothesis 5: Involuntary presenteeism motivation has significant influence on presenteeism.

2.5.6 Voluntary Presenteeism Motivation and Job Satisfaction

Employees who are motivated keep themselves engaged in the work activities even when they are not well thus deriving sense of accomplishment and thereby leading to job satisfaction (Mahdzar et al., 2023). Previous research supports the idea that employees who are motivated by intrinsic factors tend to report higher levels of job satisfaction (Hakim et al., 2023; Mahdzar et al., 2023). It is true that when employees choose to work voluntarily these employees perceive their actions as contribution to the performance of organizations thus reinforcing their sense of purpose and job satisfaction but sustained engagement without sufficient recovery may eventually lead to strain and burnout potentially and eventually diminishing job satisfaction over time (Humayun et al., 2022). Considering the above discussion following hypothesis has been developed:

Hypothesis 6: Voluntary presenteeism motivation has significant influence on job satisfaction

2.5.7 Involuntary Presenteeism Motivation and Job Satisfaction

Unlike voluntary presenteeism, which is driven by intrinsic factors, involuntary presenteeism typically reflects a lack of autonomy and can result in negative psychological outcomes. Job satisfaction depends on various factors like the job nature, workplace relationships, compensation, job security, and opportunities for personal growth (Baxi & Atre, 2024). When employees come to the workplace forcefully when they do not want to due to illness or stress, the job satisfaction of the employees is affected negatively. In view of previous literature employees exhibiting involuntary presenteeism feel undervalued and unsupported by the organization thus reducing the job satisfaction of employees (Van Waeyenberg, 2024). JD-R model also supports the notion that such conditions decrease the energy of employees thus reducing job satisfaction. On the basis of above discussion following hypothesis has been proposed:

Hypothesis 7: Involuntary presenteeism motivation has a significant influence on job satisfaction.

2.5.8 Presenteeism and Job satisfaction

It has been observed that productivity loss of organization has been related to presenteeism but the relationship of presenteeism and job satisfaction of employees is also a complex issue which needs to be addressed (Kahar & Indrawan, 2023). Job satisfaction encompasses various dimensions like work conditions, interpersonal relationships and perceived value (Haque, 2018). When employees engage in presenteeism unnecessarily it may negatively affect their physical and mental health thus reducing job satisfaction (Samalopanan, 2018). A predominant view supported by literature also lays emphasis on sustained presenteeism that tends to erode and decrease the satisfaction of employees. In accordance with CRO theory, employees work hard to retain, protect and build resources like health, energy and time. Presenteeism can lead to resource depletion without adequate recovery, which can, in turn, reduce job satisfaction (Ning et al., 2023). Understanding relationship between presenteeism and job satisfaction is essential for developing workplace strategies that support employee health while enhancing overall job satisfaction (Maurício & Laranjeira, 2023). Based on above discussion following hypothesis has been developed:

Hypothesis 8: Presenteeism has significant influence on job satisfaction.

2.5.9 Voluntary Presenteeism Motivation as mediator

Research indicates that while job demands affect presenteeism, this relationship is significantly mediated by the intrinsic motivation of employees which motivates them to be present at work (Aronsson et al., 2021). The literature and research highlight the interplay between job demands and employee presence suggesting that interventions should not only address job design but also consider motivational drivers behind presenteeism behavior (Ollo-López & Nuñez, 2024). Voluntary presenteeism that refers to the internal drive of employees to work despite health setbacks often fueled by professional commitment or intrinsic interest in their work aligns with self-determination theory which states that voluntary presenteeism motivation led to behavior that is self-endorsed and aligned with personal values thus categorized as voluntary presenteeism motivation (Rawat et al., 2025). While job demands can increase the likelihood of presenteeism, motivation serves as a psychological bridge that explains why some employees willingly choose to work while sick. The presence of voluntary motivation can transform a reactive behavior into a proactive one. Thus, we state the following hypothesis:

Hypothesis 9: Voluntary presenteeism motivation serves as a mediator between job demands and presenteeism.

2.5.10 Involuntary Presenteeism as mediator

When job demands are high employees feel pressured to be present at work even when they are not well to fear of negative consequences like falling behind, job loss or disappointing supervisors. This pressure-driven attendance reflects involuntary presenteeism motivation which is rooted in obligation rather than choice. While previous research has confirmed the direct link between job demands and presenteeism (Wynen et al., 2021). Literature explores the mechanism through which this relationship occurs thus proposing that involuntary

presenteeism motivation serves as mediator. Grounded in COR theory and self-determination theory, job demands trigger feelings of compulsion which in turn lead to presenteeism behavior (Vieira, 2018). Accordingly, we put forward the following hypothesis:

Hypothesis 10: Involuntary presenteeism motivation mediates the relationship between job demands and presenteeism.

2.5.11 Presenteeism as mediator between voluntary presenteeism and job satisfaction

While voluntary motivation has been associated with positive work outcomes, including higher engagement and organizational commitment, the mechanism through which it impacts job satisfaction remains less explored. This study proposes that the act of presenteeism itself serves as a mediating factor (Wang et al., 2024). Employees who exhibit high voluntary motivation are more likely to engage in presenteeism. They feel satisfied as they feel they are reinforcing their job identity. This also aligns with SDT theory which emphasises that if the behavior of employees is aligned with their personal values, job satisfaction of employees increases. Therefore, the following hypothesis has been proposed:

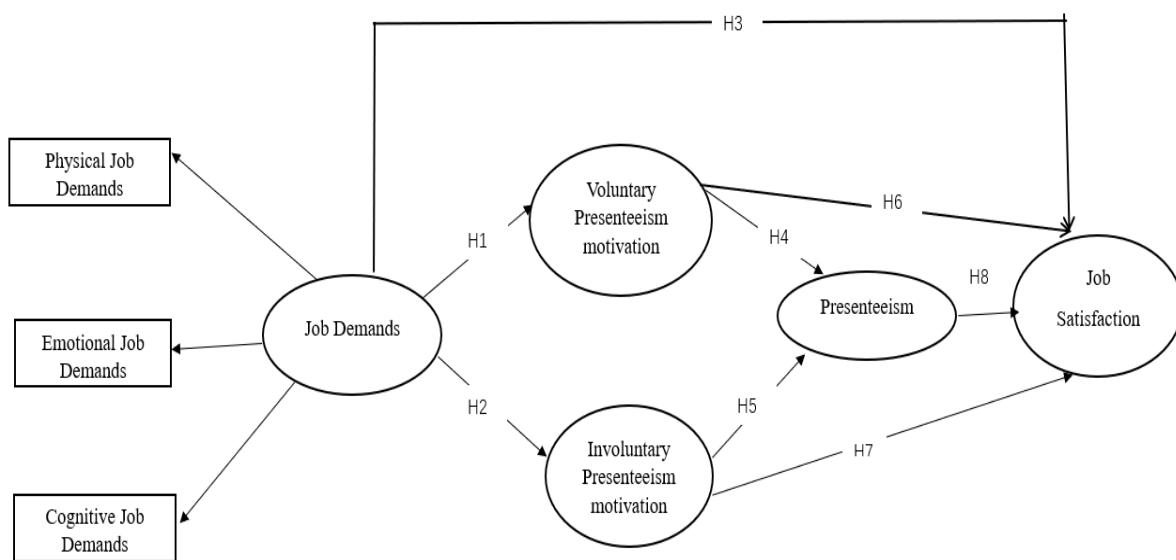
That is, employees with high voluntary motivation are more likely to engage in presenteeism behavior, which, under self-chosen conditions, may enhance their satisfaction by reinforcing their sense of purpose, identity, or achievement at work.

Hypothesis 11: Presenteeism mediates the relationship between voluntary presenteeism and job satisfaction.

2.5.12 Presenteeism as mediator between involuntary presenteeism motivation and job satisfaction

Theoretical framework combining all variables is given in Figure 1:

Figure No 1: Theoretical Framework



In contrast to voluntary presenteeism, involuntary presenteeism motivation is linked to negative outcomes like stress, burnout, reduced well-being. While it is very important phenomenon its indirect effect on job satisfaction via presenteeism behavior has not been studied and examined much. It is obvious that employees who experience external pressures exhibit presenteeism behavior more frequently. This in turn influences the job satisfaction of employees. Based on above discussion, we develop the following hypothesis:

Hypothesis 12: Presenteeism mediates the relationship between involuntary presenteeism and job satisfaction.

3. Research Methodology

The data was collected from both public and private school teachers from nine divisions of Punjab, Pakistan. The researcher used questionnaire to collect the data. Questionnaire was distributed both in person and it was also mailed in the form of google form. Pilot testing was also conducted to test the validity and reliability. After few amendments final questionnaire was distributed. Quota sampling method was used thus distributing 100 questionnaires to each division.

Table No 1: Demographic characteristics of respondents (n=767)

Variables	Categories	Frequency	Percentage (%)
Gender	Male	199	25.9%
	Female	568	74.1%
Age	21- 30 years	466	60.8%
	31-40 years	193	25.2%
	41-50 years	80	10.4%
	Above 50 years	28	3.7%
Education	12 years	52	6.8%
	14 years	97	12.6%
	16 years	383	49.9%
	16 years and above	235	30.6%
Residential Area	Rural	193	25.2%
	Urban	574	74.8%
Average Monthly Income	0-Rs. 25000	311	40.5%
	Rs. 25001-50000	179	23.3%
	Rs. 50001-75000	121	15.8%
	Rs.75001-100000	78	10.2%
	Above 100000	78	10.2%
Working Experience	0-2 years	260	33.9%
	3-5 years	196	25.6%
	6-8 years	130	16.9%
	9 years and above	181	23.6%
Marital Status	Single	430	56.1%
	Married	315	41.1%
	Other	22	2.9%
Grade of School Taught	Primary	132	17.2%
	Middle	102	13.3%
	Secondary	226	29.5%
	Higher Secondary	307	40.0%

The thumb rule: 10 responses against each item was used to calculate the number of response (RVSPK et al., 2020). This resulted in 610 responses as the total number of items were 61. Total 900 questionnaires (nearest to 1000) were distributed, and 767 responses were collected. The sample was predominantly female, with 74.1% (n = 568) respondents identifying as female, and 25.9% (n = 199) 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 (refer table 1).

All items were measured with the help of 5-point Likert scale (1= strongly disagree to 5= strongly agree). To measure job demands, the study adopted JCQ (Job Content Questionnaire). (Popov et al., 2025). Both voluntary presenteeism motivation and involuntary presenteeism motivation was evaluated by using 4 items that aligns with Guay et al. (2000) two 4-item scales (Van Waeyenberg, 2024). For measuring presenteeism Koopman six-item Presenteeism scale is used (Koopman et al., 2002). Job satisfaction was measured using 8 items from Teaching and Learning International Survey (TALIS) 2018 (Zakariya, 2020). The item is used for this study because it is internationally recognized and validated tool used over 48 countries, and it is specific to teachers thus ensuring the relevance in the education sector. Moreover, it also assesses the multiple facets of job satisfaction thus proving comprehensive understanding of the teachers' experience. All scales had good reliability and validity confirmed from papers from which they were adopted.

4. Data Analysis

Data analysis was done using Smart PLS-SEM. PLS-SEM usually refers to Partial Least Squares Structural Equation Modelling, which is a statistical method used for modelling complex relationships between observed and latent variables (Purwanto & Sudargini, 2021). In this context, using Partial Least Squares Structural Equation Modelling (PLS-SEM) is a suitable and strategic choice. This research explores new or relatively less-studied relationships in the specific cultural and occupational context of teachers in Punjab. PLS-SEM is ideal for exploratory studies where the theoretical model is still evolving or under development. PLS-SEM was employed in this study due to the complex, multi-path nature of the proposed model involving mediating constructs, the predictive orientation of the research, and the exploratory aim of understanding psychological mechanisms behind teachers' presenteeism in Punjab. Its flexibility with small sample sizes and non-normal data further justified its application. "The analysis was done in two stages: evaluation of the outer model (measurement model) and assessment of the inner model (structural model).

4.1 Results

4.1.1 Measurement model assessment

The measurement model calculates the reliability and validity thus confirming the relationships between variables (Cheung et al., 2024). The assessment involved examining both the item reliability, scale reliability, convergent validity, and discriminant validity of the latent variables. The table 2 presents the a) indicator reliability b) Cronbach alpha values and c) composite reliability values (CR) values. All indicator reliability values exceed the

recommended threshold of 0.5 (Hair Jr et al., 2021). The Both Cronbach's alpha and Composite Reliability are used to assess internal consistency (Izah et al., 2023). All constructs demonstrated Cronbach Alpha values above 0.70, indicating satisfactory internal consistency. While Cronbach's Alpha for some constructs (e.g., Emotional Job Demands at 0.603) was slightly below the conventional threshold, this is acceptable in exploratory research contexts, particularly when CR values are adequate. The composite reliability also falls within the acceptable range i.e. 0.7 to 0.9. This indicates that data has satisfactory internal consistency. Thus, the findings indicate that all values for IR, CR and α meet the requirements thus confirming the internal reliability.

Table No 2: Reliability Analysis

Constructs	Items	Items loadings	Indicator reliability	Cronbach's alpha	Composite reliability	Average variance extracted
Physical Demands	Job	JDP1	0.893	0.797	0.649	0.672
		JDP2	0.824	0.679		
Emotional Demands	Job	JDE1	0.857	0.734	0.603	0.605
		JDE2	0.834	0.696		
Cognitive Demands	Job	JDC1	0.793	0.629	0.766	0.772
		JDC2	0.812	0.659		
		JDC3	0.871	0.759		
Voluntary Presenteeism		VPM1	0.776	0.602	0.740	0.751
Motivation		VPM2	0.678	0.459		0.560
		VPM3	0.736	0.542		
		VPM4	0.798	0.637		
Involuntary Presenteeism		IPM1	0.782	0.611	0.755	0.757
Motivation		IPM2	0.800	0.64		
		IPM3	0.688	0.473		
		IPM4	0.766	0.587		
Presenteeism		P1	0.604	0.365	0.733	0.748
		P2	0.620	0.384		
		P3	0.683	0.467		
		P4	0.666	0.444		
		P5	0.601	0.361		
		P6	0.729	0.531		
Job Satisfaction		JS1	0.702	0.493	0.773	0.798
		JS2	0.522	0.272		
		JS3	0.837	0.700		
		JS4	0.760	0.578		
		JS5	0.767	0.589		

Convergent validity was checked by evaluating the outer loadings of each item and average variance extracted (AVE) (Cheung et al., 2024) (see figure 2) Items with loadings above 0.70 are considered acceptable, indicating that the item substantially contributes to its construct. Most items met this threshold. However, some items such as P1 (0.604), P2 (0.620),

JS2 (0.522), and VPM2 (0.678) fell slightly below the ideal cutoff, but were retained due to theoretical relevance and acceptable reliability at an exploratory stage. As the average variance of all constructs is more than 0.5 which is considered acceptable. The AVE for presenteeism is 0.425 which is below the ideal cutoff thus suggesting that construct may require refinement in future studies. Discriminant validity was assessed using the Heterotrait-Monotrait ratio of correlations (HTMT), which is a modern and stringent criterion for evaluating the distinctiveness of latent constructs. According to Henseler et al. (2015), HTMT values should be below 0.90 to establish discriminant validity between two constructs. Values exceeding this threshold suggest a potential lack of discriminant validity. Most construct pairs demonstrated HTMT values below 0.90, supporting discriminant validity (see table 3).

Table No 3: Heterotrait-Monotrait Ratio of Correlations

JDP	JDE	JDC	VPM	IPM	P	JS
JDP						
JDE	0.555					
JDC	0.592	0.855				
VPM	0.404	0.511	0.702			
IPM	0.481	0.471	0.680	0.859		
P	0.502	0.492	0.647	0.705	0.803	
JS	0.295	0.689	0.598	0.671	0.620	0.577

Notes: JDP=Physical job demands, JDE= Emotional Job demands, JDC=Cognitive job demands, VPM= voluntary presenteeism motivation, IPM=involuntary presenteeism motivation, Presenteeism=P, JS=job satisfaction

4.2.2 Structural Model Evaluation

Structural Model evaluation was done by using PLS-SEM. Table 5 provides the t-values, β values, p values for each path. The study also assessed the predictive accuracy of the model using the R^2 value (see table 4). R^2 values can be interpreted as weak if around 0.02, moderate if approximately 0.15, and substantial when 0.35 or higher(Purwanto & Sudargini, 2021). Table 5 shows the predictive accuracy with adjusted R^2 of 0.407 for presenteeism and being moderate predictive accuracy with an adjusted R^2 values of 0.263 for involuntary presenteeism motivation, 0.266 for involuntary presenteeism motivation and 0.351 for job satisfaction.

Table No 4: R^2 and R^2 adjusted

		R^2	R^2 adjusted
Involuntary Motivation	Presenteeism	0.264	0.263
Voluntary Motivation	Presenteeism	0.267	0.266
Presenteeism		0.409	0.407
Job Satisfaction		0.353	0.351

4.2.3 Hypothesis testing

The hypothesis testing was done using PLS-SEM. It is a statistical technique which is used for the analysis of complex relationships between variables (Usakli & Rasoolimanesh, 2023). The table 5 shows that all hypotheses were supported. It has been observed that JD (H1:

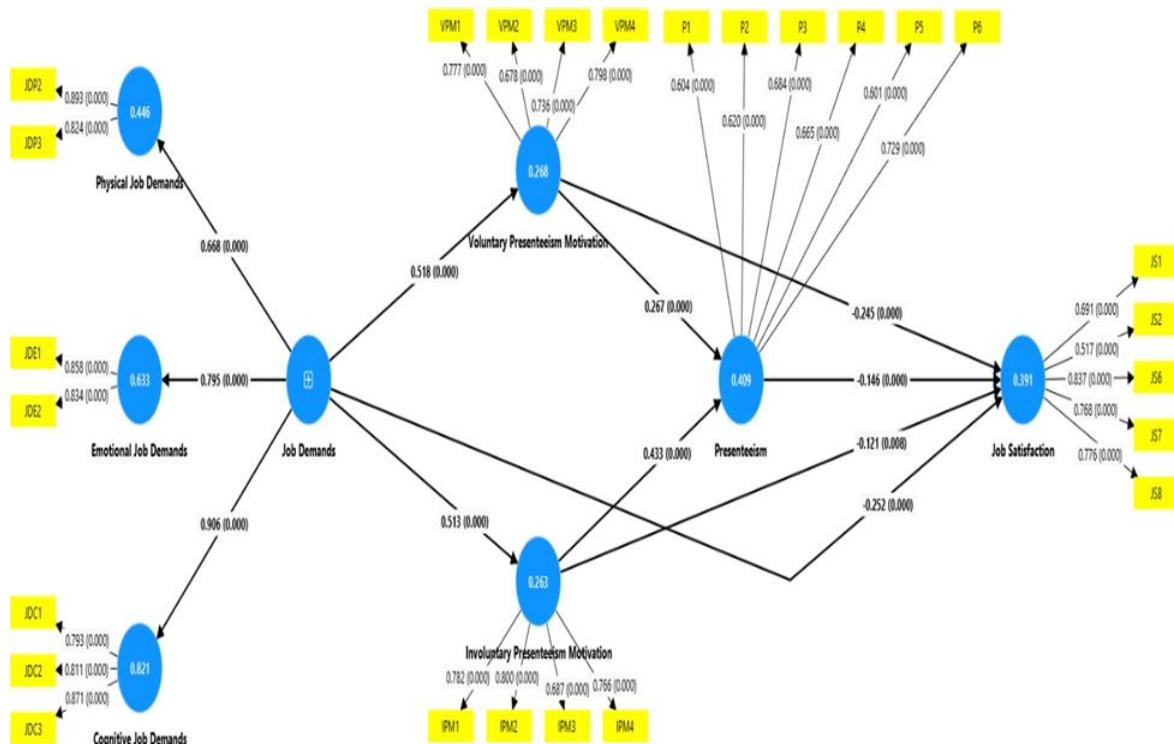
$\beta = 0.518$, $p < 0.00$) positively affect VPM and JD (H2: $\beta = 0.513$, $p < 0.00$) positively affect VPM. Further, JD (H3: $\beta = 0.258$, $p < 0.00$) negatively affect JS. Further VPM (H4: $\beta = 0.268$, $p < 0.00$) positively affect P. Further IPM (H5: $\beta = 0.433$, $p < 0.00$) positively affect P. In addition, VPM (H6: $\beta = 0.245$, $p < 0.00$) negatively affect JS. IPM (H7: $\beta = 0.121$, $p < 0.00$) also negatively affect JS. Last P (H8: $\beta = 0.146$, $p < 0.00$) also negatively affect P. Therefore, it is concluded that all relationships are statistically significant since all p -values = 0.000 (i.e., < 0.05). The T-statistics are all well above 1.96, indicating strong support for each hypothesis at the confidence level of 95%.

Table No 5: Hypotheses Testing

Relationship	β	T-statistic	P values	Significance
tistics				
JD → VPM	0.518	19.036	0.000	Significant
JD → IPM	0.513	16.973	0.000	Significant
JD → JS	-0.252	7.904	0.000	Significant
VPM → P	0.267	8.006	0.000	Significant
IPM → P	0.433	13.394	0.000	Significant
VPM → JS	-0.245	4.966	0.000	Significant
IPM → JS	-0.121	2.416	0.000	Significant
P → JS	-0.146	3.749	0.000	Significant

Notes: JD=Job demands VPM= voluntary presenteeism motivation, IPM=involuntary presenteeism motivation, P=Job satisfaction, JS=job satisfaction

Figure No 2: Structural Model



4.3 Discussion

The study investigated the influence of various demands occurring due to job and work pressure on the contentment and satisfaction of teachers in Punjab, Pakistan. It addresses the existing knowledge gap by studying the causes that result in presenteeism. The study also explored the motivations behind this behaviour i.e. voluntary presenteeism motivation and involuntary presenteeism motivations. The proposed model consisted of five variables; job demands, involuntary presenteeism motivation, voluntary presenteeism motivation, presenteeism and job satisfaction. A longitudinal study was conducted by collecting the data from both private and public sector schools in 9 divisions of Punjab. 900 questionnaires were distributed. Out of which 767 responses were collected and used for analysis. Increasing job demands causes the employees to be present at work the phenomena termed as presenteeism. This behavior can be due to employees own fill i.e. voluntary presenteeism motivation or forcefully i.e. involuntary presenteeism motivation. This ultimately affects the job satisfaction of the employees.

The study aims at identifying the factors which affects the presenteeism and thus highlighting that how it affects the satisfaction of employees (Demerouti & Bakker, 2023; Ralston, 2022). The results supported hypothesis 1 and 2 thus indicating that job demands significantly influence both voluntary and involuntary presenteeism motivations. Teachers who experience high job demands are more likely to engage in presenteeism. This behavior can be either due to one own sense of responsibility i.e. voluntary presenteeism motivation or due to external pressures which might include job insecurity or administrative sections i.e. involuntary presenteeism motivation(Yean et al., 2020). The findings align with the Job Demands-Resource (JD-R) model. In accordance with it the energy of employees reduces and prompt the employees to exhibit coping behaviors such as working while unwell(Perkins, 2021).The study also supported hypothesis 3 thus reflecting that job demands negatively affect the job satisfaction. Job demands such as increased workload; time pressure and emotional labor significantly reduce the job satisfaction of teachers. This supports the previous literature which suggests that if the job demands are not matched with sufficient resources. It leads to psychological strain and dissatisfaction. Hypotheses 4 and 5 confirmed that both voluntary and involuntary presenteeism motivations significantly influence actual presenteeism behavior. This distinction is crucial, as voluntary presenteeism may stem from intrinsic commitment or professional dedication, while involuntary presenteeism often results from fear or lack of alternative options. Understanding these differences can help schools tailor interventions accordingly.

The study also supports hypothesis 6 and 7 thus showing that presenteeism motivation both voluntary presenteeism motivation and involuntary presenteeism motivation influence the job satisfaction negatively. The confirmation of Hypothesis 8 further demonstrates that presenteeism itself has a significant effect on job satisfaction. Frequent presenteeism was generally associated with lower satisfaction, as it may lead to prolonged illness, reduced productivity, and emotional burnout. Crucially, the study found significant mediating effects, supporting Hypotheses 9 and 10. Both voluntary and involuntary presenteeism motivations mediate the relationship between job demands and presenteeism. This highlights the

psychological pathway through which external stressors are internalized into behavioral outcomes. Moreover, Hypotheses 11 and 12 were also supported: presenteeism mediates the relationship between both voluntary and involuntary motivations and job satisfaction. This suggests that the act of attending work while ill plays a critical role in shaping how motivational factors ultimately impact overall job satisfaction.

5. Conclusion

This study examines the complex relationship among various variables i.e. job demands, presenteeism, its underlying motivations and job satisfaction among the teachers working in public and private schools of Punjab, Pakistan. The study serves as valuable study on a very important and emerging phenomenon; presenteeism that is often overlooked in workplace, but it needs to be addressed. Job satisfaction is one of the major concerns of all organizations as any factor which influence it needs to study and addressed if it is affecting it negatively. It has been confirmed from the findings of the study that job demands significantly causes the employees to exhibit presenteeism behavior. This in turn negatively affects the job satisfaction of teachers. In addition, the study also examines the mediating role played by underlying motivations i.e. voluntary presenteeism motivation, involuntary presenteeism motivation and the presenteeism. By integrating JD-R model and SDT the research led to a more comprehensive understanding. The study unmasks the idea that while presenteeism is often perceived as dedication and employee commitment, it can also be hazardous and detrimental. The findings of the research are quite useful both theoretical and practically. It urges the educational stakeholders and leadership to reconsider the structuring of job demands. The suggested implications are not only for the purpose of reducing workload but also fostering a healthy work environment. In nutshell, assessing presenteeism is not about reducing absenteeism and ensuring employee presence. It is about creating a healthy and productive organization culture where teachers feel supported and realize both psychologically and professionally. In turn it will increase teacher satisfaction and improve the overall quality of education.

5.1 Theoretical Implications

The research contributes to the literature in various ways. Previous studies mostly focused on studying absenteeism and emphasis on fact that productivity and performance of employees and organizations can be increased by ensuring that employees are present at the workplace. Limited studies are presenteeism which explored presenteeism and identified that employees presence is not productive, but it can be detrimental for the organizations as well. In addition, the motives behind presenteeism i.e. voluntary presenteeism motivation and involuntary presenteeism motivation are novelty of the study. The motives behind this behavior were not studied prior. The current research studies in details the how involuntary and voluntary presenteeism leads to presenteeism. By integrating the Job Demands-Resources (JD-R) model with the concept of presenteeism and its underlying motivations, the study provides a more comprehensive understanding of how various job demands interact in shaping the work behavior of teachers.

First the findings extend the JD-R model by highlighting presenteeism as a critical and important mechanism through which job demands influence the outcomes such as employee



performance and job satisfaction. Secondly, the research identifies presenteeism motivations both involuntary and voluntary as important mediating variables. This insight adds depth to our understanding of why employees engage in presenteeism, suggesting that job demands do not merely exert a direct effect on performance-related outcomes, but operate through the motivational processes that shape presenteeism behavior. The differentiation between voluntary and involuntary presenteeism motivations also opens new theoretical directions for exploring agency vs. compulsion in workplace behavior. Thirdly, as the current research examines the dynamics specifically in the education sector of Punjab. Therefore, this study adds contextual specificity to the broader presenteeism literature. In many Western models, presenteeism is often studied in corporate or healthcare settings. The unique sociocultural and economic pressures faced by teachers in developing countries such as under-resourcing, high workload, and job insecurity present an important context where presenteeism is not only prevalent but also normalized. These findings suggest the need for culturally and sector-specific adaptations of psychological theories of work behavior. Finally, the negative path coefficients from presenteeism and its motivations to job satisfaction emphasize a paradox of productivity: while presenteeism may appear to sustain performance in the short term, it undermines long-term employee well-being. This contributes to a growing body of research urging a reconceptualization of productivity and attendance metrics in psychologically sustainable terms.

5.2 Practical Implications

From the practical perspective, the study provides useful information for the school leadership, school management and policy makers to deal with the phenomena of presenteeism within the schools and other organizations. Our results demonstrate the presenteeism affects the productivity of employees in this case the productivity of teachers which has serious consequences thus effecting the productivity and the education system, Based on the findings, we suggest that organizations should not only focus on linking the performance of organizations to the presence of employees. Organizations should focus on exploring the reasons that result in presenteeism. To encourage the productivity of employees and also ensure their health and well-being, organizations should focus on their HR policies to reduce the conflict between the job demands and employee's health and personal life. In addition, or research also focus on identifying the various job demands and thus adjusting them such that employees are satisfied with their jobs. The strong positive relationship between job demands and presenteeism underscores the need for effective workload management in schools. Excessive administrative tasks, unrealistic teaching expectations, and lack of resources contribute to teacher stress and presenteeism. Schools must focus on arranging tasks, making work-life balance strategies and focus on reducing burden on employees and making them feel comfortable.

Organizations must develop a clear understanding about presenteeism and should not consider it as employees' commitment or dedication towards organization. It is possible that employees are exhibiting such behavior due to pressure or fear. The results suggest that persistently exhibiting such behavior affects the well-being of teachers and thus negatively affecting the job satisfaction. School administrators and leadership should recognize that

presenteeism can be dangerous and harmful for their organizations and should monitor the attendance of teachers while ensuring that teachers do not work when they are not well. Schools should address policies and polices like flexible working hours, sick leave policies in order to minimize the risk. It is therefore suggested to examine the nature of presenteeism in detail and develop policies and strategies to minimize the resulting load and increase the job satisfaction of teachers which will ultimately improve their productivity and in return the productivity of the organizations.

Schools should provide access to counselling services, peer support groups, and stress management programs. Professional development should include training in emotional regulation and coping strategies, helping teachers build resilience against high job demands. At the policy level, the findings call for the development of teacher well-being frameworks within educational reforms. Policies must move beyond attendance metrics and prioritize sustainable performance, recognizing that healthy teachers are more effective educators. Regular well-being audits and inclusion of psychosocial factors in teacher evaluations could support a shift towards more humane and productive workplaces.

5.3 Limitations and Future Directions

The study has few limitations. The data was collected once i.e. theoretical model was examined using a cross-sectional data set thus the long-term effects of presenteeism and causal affects among variables remain unidentified. While associations between job demands, presenteeism motivations, and job satisfaction were established, the directionality of these relationships remains uncertain. Longitudinal studies are recommended to better understand the temporal sequence of these variables and the long-term effects of presenteeism. Thus, future researchers are encouraged to use cross-sectional approach. In addition, the study was limited only to Punjab. It may limit the generalizability of the findings to other cultural or geographical contexts. The future researcher's can also conduct in other provinces of Pakistan. Future researchers can also compare patterns and assess cultural differences. The population in the study was schoolteachers; Future research can apply the theoretical model to other sectors of economy like manufacturing and factories. Data were collected through self-reported questionnaires, which may be subject to biases such as social desirability, recall error, or self-perception distortions. Future studies could incorporate multi-source data, such as peer or supervisor assessments, absenteeism records, or objective performance metrics, to triangulate findings and enhance validity. This study did not examine institutional or policy-level factors (e.g., sick leave policies, leadership style, organizational support) that may influence presenteeism behaviors and job satisfaction. Incorporating such variables in future models could provide a more comprehensive understanding of the organizational ecosystem surrounding presenteeism. The study focused primarily on job satisfaction as an outcome variable. Future research could explore additional psychological or physiological consequences of presenteeism, such as burnout, mental health issues, or physical health deterioration, to fully assess its impact. Future researchers can develop a more holistic and comprehensive understanding of presenteeism and its evidence-based implications in the educational sector.



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