



**DOES DYSFUNCTIONAL PRESENTEEISM AFFECT ACADEMIC PERFORMANCE?
EVIDENCE FROM UNDERGRADUATE STUDENTS IN KHULNA REGION**

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Abstract

With respect to performance, presenteeism can be functional if the individual can continue to work without leading to any significant lessening of work performance, or dysfunctional if one is unable to continue working at the expected performance level. At academic level, dysfunctional presenteeism refers to the situation when students are physically present in class but are to some extent unable to connect themselves mentally with academic affairs. This study tries to identify the factors responsible for such situation and trace its effect on academic performance among university students. A total of 168 students from Khulna University are taken as samples by applying systematic random sampling procedure. Dysfunctional presenteeism score (DPS) for students are estimated to measure productivity loss and the GPA score has been used to capture students' academic performance. Different statistical measures and econometric models like ordinary least squares (OLS) and Tobit model have been used as analytical tools to reach the research objective. OLS analysis demonstrates that, social media usage, involvement in organizations, late night sleeping habits and exhaustion score have significant positive impact on DPS score and habit of hygiene practices and lifestyle scores have significant negative impacts on DPS scores. Tobit regression analysis demonstrates that, mother's education level, residence type, study hours and lifestyle score have significant positive impact on academic performance but time needed to go to university, exhaustion score and DPS have significant negative impacts on academic performance. Therefore, this study suggests improving food quality, reducing class pressure and maintaining regular study routine for developing healthy lifestyle; and, thus, improves academic performance of the students.

Keywords: Dysfunctional presenteeism, Productivity loss, Academic performance, Students, Khulna

Introduction

Dysfunctional presenteeism is a crucial and exciting issue in the context of present-day reality all over the world (Omar et al., 2016). Usually, it is the practice of going to work while feeling ill (Palo & Pati, 2013). In general, it implies physical presence but mental absence (Shah, 2009). In this connection, other related types of behaviors include showing up for work rather than missing it, working longer hours despite being unfit, refusing to work part-time rather than full-time, being ill but not displaying sick absenteeism, showing up for work even though feeling bad, and having lower productivity at work due to health issues (Johns, 2010; Ansari & Pianta, 2019; Bipasha & Goon, 2013). Dysfunctional presenteeism though continues to be an unquantifiable indirect cost but is projected to be higher in real terms than the cost of active absenteeism (Ingul & Nordahl, 2013; Janssens et al., 2016). Hence, to ensure quality education (SDG-4), it is essential to focus on both dysfunctional presenteeism and active absenteeism simultaneously. Usually, stakeholders neglect dysfunctional presenteeism; which, in ultimate analysis may hamper achievement of desired academic goals.

Broadly, dysfunctional presenteeism can be categorized as short-term and long-term. Short-term cases are due to acute illnesses caused by suffering from flu or migraines. Long-term cases are due to chronic illness caused by health problems like arthritis (Khan et al., 2014; Li et al., 2019). Existing literature points out several health-related problems like, existence of migraines, chronic pain, allergies, sinus issues, asthma, anxiety, headaches, blood pressure, depression, eating and sleeping disorders, as the causes of dysfunctional presenteeism (Ferreira &

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Martinez, 2012; Karanika et al., 2015; Karmakar et al., 2016; Woodland et al., 2023). It is also indicated that, university students commonly experience dysfunctional presenteeism due to chronic academic pressures; ultimately leading to adverse effects on their health and academic achievements (Matsushita et al., 2011; Karanika et al., 2015; Karanika & Biron, 2020).

Numerous studies have been done on the financial impacts of dysfunctional presenteeism in an organization. Dysfunctional presenteeism related losses include loss of workplace productivity and monetary losses (Mokhtar et al., 2019; Khan et al., 2014). According to Li et al. (2019), it is customary in Singapore and other East Asian nations for employees to remain in the office even after completion of their designated working hours; waiting until their superior leaves. Employees who emotionally distance themselves from their employers are more likely to engage in presenteeism (Mikami et al., 2013).

It is found in Bangladesh that, 24.5 thousand of employees suffer from health hazards at the workplace across all sectors each year (Shah, 2009). However, there is need to carry out more studies focusing on employee health issues at work and dysfunctional presenteeism in Bangladesh. According to Henry (2007), there is a growing concern that workplace employee health and behavioral issues are often violated. They primarily concentrate on the adverse effects on the company, such as loss of productivity and the individual, such as future health conditions that may be compromised (Lohaus, 2021).

Dysfunctional presenteeism, as seen above, occurs in several occupations, although it is particularly prevalent among students in the education sector (Ferreira & Martinez, 2012). Japanese high school students who want to go to college could experience more significant psychological stress than students in other students in Western industrialized countries (Grant, 2008). In actuality, many students struggle with severe sleep deprivation, depression, and psychological stress; due to dysfunctional presenteeism, these students are present in the classroom physically but not mentally (Mikami et al., 2013; Oluyemi et al., 2019; Omar et al., 2016). Consequently, there are cases of drop in the number of tasks completed on time, drop in school quality, failure to perform at a high level, lack of enthusiasm, weakening of peer relationships, absenteeism, and increase in teacher expenses (Panari & Simbula, 2013; Pengpid et al., 2015; Patel et al., 2023; Chowdhury and Haider, 2021). Attention on anything else during lectures and performance loss due to their minds wandering are signs of presenteeism in students (Gubbels et al., 2019; Haque, 2021).

It is clear then that dysfunctional presenteeism affects health and academic achievement (Mikami et al., 2013; Oluyemi et al., 2019). At university level, though various other negative consequences may also appear among students due to dysfunctional presenteeism; more importantly, academic performance during this period of time is hampered through lowering attentiveness and degree of class engagement, hindering the task of taking class notes, performing poor in class tests, assignments and presentations, and finally, turning out with poor result in term final exams (Ferritto, 2016; Sabates, 2013). University students frequently adopt unhealthy habits, including eating fast food, smoking, and having troubled sleeping, and these behaviors are increasingly spreading among Bangladeshi university students also (Karmakar et al., 2016). Another study also reveals that it affects students' quality of life (Vanni, 2017; Watling, 2015).

It is, thus, clear enough that, phenomenon of dysfunctional presenteeism is a critical issue in a developing country like Bangladesh that needs to be understood. Hence, it is essential to investigate the factors leading to the occurrence of dysfunctional presenteeism and its consequent effect on academic performance of students. This paper is an attempt to move firstly, in this direction of exploring the factors operating behind dysfunctional presenteeism; and, secondly, to trace its effect on academic performance among university students. Accordingly, the first research question of the study is: What factors affect dysfunctional presenteeism? The second one is: How does dysfunctional presenteeism affect academic performance of students? The novelty of this study is, firstly to estimate dysfunctional presenteeism score (DPS) for students and secondly, to find out whether or not degree of dysfunctional presenteeism influences academic performance. In this process, besides (DPS), exhaustion score (ES) and several other health-related composite variables like lifestyle score have also been taken under consideration.

With this background of the study, the paper first attempts to describe the materials and methods used in the research in the following section. Next, the study results are presented and finally, study findings are compared with those found in existing literature. The study concludes by chalking out some recommendations in the light of study findings.

Materials and Method

Study Area and Sampling Technique

As mentioned earlier, this study is an attempt to explore the factors operating behind dysfunctional presenteeism and then trace effect of dysfunctional presenteeism on academic performance among university students. Firstly, Khulna region of Bangladesh has been selected for this research. Next, from Khulna region, Khulna University has been selected purposively for this study. Around 6900 students are currently studying in twenty-nine disciplines of this university. This study adopts multistage sampling technique to select final respondents.

On the basis of pilot-survey, the researchers have identified that, to some extent (high/low), almost all students suffer from the problem of presenteeism. Accordingly, all the students have been considered to constitute the population of the study. Samples have been taken from the undergraduate level only and students of Masters level have been excluded because of being small in number in some disciplines. Also, students of BSS first year have been excluded because of not yet getting result in some cases. Keeping all these issues in mind, initially, from a total of twenty-nine disciplines, selection of even numbered disciplines (02, 04, 06,.....,28) gives fourteen disciplines. Next, to determine sample size of the study, systematic random sampling technique has been followed. Accordingly, from each of these fourteen disciplines, students holding identification number (ID) 01, 11, 21, and 31 are selected from each year of BSS program; with subsequent IDs chosen if necessary. Selection of four students from three years makes the sample size 168 (14 x 3 x 4). Selected respondents were then surveyed during the period May 2023 and academic result of immediate past one single term has been considered.

Variable Identification and Methods

The dysfunctional presenteeism score (DPS) of students has been considered as the dependent variable to address the first research question. Here also considered exhaustion score (ES) and lifestyle score (LS) as explanatory variables (Haider et al., 2023). A five-point Likert scale is used to measure these scores. The other explanatory variables include gender (0=female, 1=male), residence type (1=university hall/mess, 0=home), social media usage (hours/day), the time needed to go to the university (minutes/day), part-time job (0=no, 1=yes), time spent in a part-time job (hours/day), absenteeism in the last term (number), participation in extracurricular activities (0=no, 1=yes), an organization involved in (number), a span of study time (hours/day), late night sleeping habit (0=no, 1=yes) and sleeping duration (hours/day).

Next, to address the first research question of the study, that is, ‘what factors affect dysfunctional presenteeism?’, multiple linear regression model is used to find out the magnitude and direction of the effect, the explanatory factors have on dysfunctional presenteeism. This model has been chosen on the basis of supposition that in this case, the relation between the dependent variable (DPS) and the set of explanatory variables is linear. Moreover, use of this model and its estimation using ordinary least squares (OLS) is doubtlessly the most widely used tool in econometrics.

To address the second research question of the study, that is, ‘how does dysfunctional presenteeism affect academic performance of students?’, Tobit model has been used to find the extent and direction of influence of dysfunctional presenteeism score on academic performance. In this case the dependent variable, academic performance, measured in terms of grade point average (GPA) ranges from 2.0 to 4.0. Tobit model, also called a censored regression model, has been selected as it is designed to estimate linear relationships between variables when there is either left or right censoring in the dependent variable.

To capture the concept of and measurement of qualitative aspects like dysfunctional presenteeism, life-style and degree of exhaustion; five-point Likert scale has been used in this study. Moreover, the issues being comprehensive, several dimensions related with each specific issue have been considered. Next, composite score regarding above mentioned three issues has been constructed on the basis of response as per Likert scale.

Calculation of Dysfunctional Presenteeism Score (DPS)

The study considers ten dimensions to measure dysfunctional presenteeism score (Haider et al., 2023). Accordingly, composite score measuring degree of dysfunctional presenteeism has been calculated using the following formula:

$$DPS_i = \frac{\sum_{j=1}^{10} X_j}{10} \dots\dots\dots (1)$$

Here, DPS_i = Dysfunctional presenteeism score for i th student and X_j = Likert-scale response value with respect to j th dimension for DPS estimation. The higher the score, it indicates higher prevalence of dysfunctional presenteeism in case of the studied sample. Dimensions considered for calculating DPS score is shown in following table 1.

Table 1. Dimensions of Dysfunctional Presenteeism Considered

Sl. No.	Dimensions	Measurement
1	How often was it difficult for you to achieve your academic objectives?	
2	Were you prone to losing concentration while attending class?	
3	How frequently you are unable to get yourself involved in classroom discussions?	
4	How frequently did you find yourself unable to record notes in class?	5= Always
5	How often did you have poor performance in class tests?	4= Frequently
6	How often were you unable to submit class assignments in time?	3= Sometimes
7	How frequently did you have instances of being absent from classes?	2= Seldom
8	Did you find it difficult to cooperate and work effectively with peers in group works?	1= Never
9	Did you often feel tired in class due to sleep disruptions caused by sickness?	
10	How often did you arrive late in class?	

Source: Authors compilation based on Haider et al. (2023)

Calculation of Exhaustion Score (ES)

The study takes into account seven dimensions to measure exhaustion score (Haider et al., 2023). Accordingly, composite score measuring degree of exhaustion has been calculated using the following formula:

$$ES_i = \frac{\sum_{j=1}^7 X_j}{7} \dots\dots\dots (2)$$

Here, ES_i = Exhaustion score for i th student and X_j = Likert-scale value of j th dimension for ES estimation. The higher the score, it indicates higher prevalence of exhaustion. Dimensions for calculating ES score is shown in following table 2.

Table 2. Dimensions of Exhaustion Considered

Sl. No.	Dimensions	Measurement Unit
1	Ventilation system of classroom is poor	
2	Less break between the classes	5= Strongly Agree
3	Too much academic pressure	4= Agree
4	Lack of leisure time	3= Neutral
5	Too much study work force to take meal in improper time	2= Disagree
6	Academic pressure forces to choose unhygienic foods	1= Strongly Disagree
7	Getting insufficient sleeping time	

Source: Authors compilation based on Haider et al. (2023)

Calculation of Lifestyle Score (LS)

The study takes into account eight dimensions to measure lifestyle score (LS). Accordingly, composite score measuring degree of exhaustion has been calculated using the following formula:

$$LS_i = \frac{\sum_{j=1}^8 X_j}{8} \dots\dots\dots (3)$$

Here, LS_i = Lifestyle score for i th student and x_j = Likert-scale value of j th dimension for LS estimation. The higher the score, it indicates higher prevalence of healthy lifestyle.

Table 3. Dimensions of Lifestyle Considered

Sl. No.	Dimensions	Measurement Unit
1	How regularly you take your meals?	
2	How regularly you take balanced food?	
3	How frequently you drink water?	5= Always
4	Is your sleeping habit normal?	4= Frequently
5	Do you avoid taking fast food?	3= Sometimes
6	Do you avoid smoking?	2= Seldom
7	Do you avoid using social media?	1= Never
8	Are you satisfied with hygiene condition of your living place?	

Source: Authors own work

Analytical Strategy

Research Question 1

To address this question following ordinary least squares model has been framed:

$$DPS_i = \beta_0 + \beta_j X_{ij} + \alpha ES_i + \gamma LS_i + \mu_i \dots\dots\dots (4)$$

Here, DPS_i (as calculated above) is the dependent variable, X_{ij} is the vector of explanatory variables, ES_i represents the exhaustion score of individual samples, LS_i stands for lifestyle score of individual samples and μ_i is the stochastic error term.

Research Question 2

In this case, grade point average (GPA_i) is the dependent variable which is as mentioned before a censored data (ranging from 2.00 to 4.00). Hence, Tobit model is used to find out the impact of dysfunctional presenteeism on academic performance. The regression model is as follows:

$$GPA_i = \beta_0 + \beta_j X_{ij} + \delta DPS_i + \alpha ES_i + \gamma LS_i + \mu_i \dots\dots\dots (5)$$

Here, X_{ij} is the vector of explanatory variables, DPS_i represents the dysfunctional presenteeism score for individual sample, ES_i stands for exhaustion score of individual samples, LS_i denotes lifestyle score of individual samples and μ_i is the stochastic error term.

Results

Demographic Characteristics

Table 4 shows that though randomly selected, the percentage of female students is higher than that of male students at the university. It also shows that the percentage of student belonging to age group (23-24) is higher than those belonging to other age groups. This study also finds that around half of the respondents stayed in the hall (51%). Time needed to go to the university is a vital issue for studies like this. Study results reveal that, most of the students (nearly 39%) need only 1-10 minutes to go to University. This means that students mostly stay in the university hall or mess. It also demonstrates that more than (47%) of respondents use social media at least 4-6 hours daily. The study also finds that most of the respondents (85%) are not engaged in any part-time job. In this study, it is found that, nearly half of the respondents (49.4%) study only 4-6 hours daily. Also found that, (95%) of the respondents remained absent 1-5 days per term. Lastly, this table describes that (65%) of the respondents are habituated to late-night sleeping practice.

Table 4. Demographic Characteristics of the Respondents

Variable Name	Frequency	Percentage
Gender		
Male	81	48.21
Female	87	51.79
Age Group (year)		
21-22	36	21.43
23-24	119	70.83
25 to above	13	7.74
Residence Type		
Home	48	28.57
Hall	86	51.19
Mess	34	20.24
Time needed to go to University (minutes)		
1-10	65	38.69
11-20	54	32.14
21-30	5	2.98
31 to Above	44	26.19
Using Social Media (hours/day)		
1-3	20	11.90
4-6	80	47.62
7-9	68	40.48
Part Time Job		
No	142	84.52
Yes	26	15.48
Time span for Study (hours/day)		
1-3	68	40.48
4-6	83	49.40
7 to Above	17	10.12
Number of Absent Days/term		
1-5	160	95.24
6-10	1	0.595
11-15	2	1.19
16-20	1	0.595
21-25	2	1.19
26-30	2	1.19
Late Night Sleeping Habit		
Yes	110	65.48
No	58	34.52
Total	168	100.00

Source: Authors own work

Factors Influencing Dysfunctional Presenteeism among Students

Table 5 displays the result of multiple linear regression analysis which helps to identify the factors that influence dysfunctional presenteeism among students. It reveals that higher degree of social media usage, involvement in organizations, late night sleeping habits and higher exhaustion score have significant positive impact on dysfunctional presenteeism score (DPS). On the other hand, higher degree of hygiene practices and higher lifestyle scores implying healthy life style significantly negatively impact dysfunctional presenteeism scores (DPS).

Table 5. Result of Multiple Linear Regression Analysis (Equation 4)

Variable Name	Unit of Measurement	Coefficient
Residence Type	0 = Home, 1= University Hall/Mess	0.215
Social Media Usage	Hours/day	0.817***
Time Needed to Go to the University	Minutes/day	0.028
Part Time Job	1= Yes; 0 = No	- 0.797
Extracurricular Activities	1= Yes; 0 = No	1.069
Involvement in Organizations	Number	0.810**
Study Time	Hours/day	0.019
Late Night Sleeping Habit	1= Yes; 0 = No	2.475***
Hygiene Practices	Number/day	- 1.862***
Lifestyle Score	Likert Scale ^a	- 0.36***
Exhaustion Score	Likert Scale ^b	0.165**
Constant		28.301***
R ²		0.429
N		168

Source: Authors compilation based on field survey, 2023, N.B.: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$; Likert Scale ^a: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently; 5 = Always; Likert Scale ^b: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

More specifically, it shows that for a one-hour increase in social media usage of the respondents, (DPS) increases by 0.817 points ($p < 0.01$). This study indicates that, for a one-number increase in the involvement in organization, DPS increases by 0.810 points ($p < 0.05$). The study discloses that for a one-point increase in exhaustion score, DPS increases by 0.165 points ($p < 0.05$). The study results also specify that, those who are habituated to late-night sleeping habit, their DPS is 2.475 points greater ($p < 0.01$) than compared to those who do not practice late-night sleeping. The study also reveals that, for a one-time increase in hygiene practice, DPS reduces by 1.862 ($p < 0.01$). The study also presents that, for one-point increase in lifestyle score, DPS score reduces by 0.36 points ($p < 0.01$).

Relation between Dysfunctional Presenteeism and Academic Performance

Table 6 reveals that mother's education, residence type, study time and lifestyle score have significant positive impact on academic performance (GPA). On the other hand, time needed to go to university, exhaustion score (ES) and dysfunctional presenteeism score (DPS) have significant negative impacts on academic achievement (GPA).

Table 6. Result of Tobit Regression Analysis (Equation 5)

Explanatory Variables	Unit of Measurement	Coefficient
Age	Number of Years	- 0.012
Gender	0=Female; 1=Male	- 0.002
Education of Mother	Years of Schooling	0.017**
Residence Type	0 = Home, 1 =Hall/Mess	0.048**
Social Media Usages	Hours/day	- 0.007
Time Needed to Go to University	Minutes/day	- 0.007***
Marital Status	0 = Unmarried; 1 = Married	- 0.031
Study Time	Hours/day	0.038***
Part Time Job	1 = Yes; 0 = No	- 0.031
Involvement in Organizations	In Number	0.036
Sleeping Duration	Hours/day	0.008
Lifestyle Score	Likert Scale a	0.002*
Exhaustion Score	Likert Scale b	- 0.005*
Dysfunctional Presenteeism Score	Likert Scale c	- 0.019***
Constant		4.233***
R ²		0.462
N		168

Source: Authors compilation based on field survey, 2023

N.B.: *** $p < .01$, ** $p < .05$, * $p < .1$; Likert Scale a: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently; 5 = Always; Likert Scale b: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree., Likert Scale c: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently; 5 = Always.

This table indicates that, for a one-year increase in mothers' education, the respondents' GPA increases by 0.017 points ($p < 0.05$). The study also discloses that, those students residing in university halls/mess secure 0.048 points higher GPA ($p < 0.05$) than those residing at home. Results also reveal that, for a one-hour increase in study time by the respondents, GPA increases by 0.038 points ($p < 0.01$). The study also presents that, for a one-point increase in lifestyle score, GPA rises by 0.002 points ($p < 0.10$). This study identifies that for a minute's increase in time needed to go to the university, GPA reduces by 0.007 points ($p < 0.01$). This study also detects that for a one-point increase in exhaustion score, GPA lowers by 0.005 points ($p < 0.10$). Finally, regarding focal point of this study; that is relation between academic performance (GPA) and dysfunctional presenteeism (DPS), the study finds that for a one-point increase in DPS, GPA reduces by 0.019 points ($p < 0.01$).

Discussion

This study uses OLS and Tobit regression models respectively to identify the factors which influences dysfunctional presenteeism score (DPS) and to what extent dysfunctional presenteeism affects academic performance (GPA). In this process, it paves the way for investigating the inter-linkage among some crucial issues like, dysfunctional presenteeism score (DPS), sources of (DPS), exhaustion score (ES), lifestyle score (LS) and academic performance (GPA).

This study identifies that social media usage has a positive effect on DPS; that is, those who use social media at higher rate, suffer from more dysfunctional presenteeism than those who use it at a lower rate; and this finding is similar to the finding of Abousaber & Oueder (2018). This study also reveals that involvement with organizations has a positive and significant relationship with DPS. That is, students involved in such activities are more likely to suffer from dysfunctional presenteeism. However, Wee et al. (2019) found a negative effect of involvement with organizations with DPS, countering the current study findings. Finding of positive relation between DPS and degree of organizational involvement can be explained as, incidence of such involvement often occurs due to social pressure; which later generates sense of obligation to participate in different activities of those organization(s) and attend their meetings. As a result, students who are highly involved in organizations may often feel compelled to attend classes even when they are not feeling their best or are experiencing distractions. Moreover, the study discovers that late-night sleeping habit is positively correlated with DPS. The result is similar to the findings of Ferreira & Martinez (2012). This finding can be explained as; lack of adequate sleep can negatively impact mental and emotional well-being, including increased stress, irritability, and mood swings, leading to high dysfunctional presenteeism.

The study also observes that the students who are used to hygiene practices have lower DPS; such finding is similar to those of Sarma et al. (2014). Also found in the study that lifestyle score has a significant negative relationship with DPS. The survey data also signals that when the respondents' lifestyle score increase, it leads to lower DPS; which finding is similar to the findings of Wee et al. (2019). Furthermore, exhaustion score in this study has significant positive association with DPS. An increase in exhaustion score leads to higher DPS. This finding is similar to the finding of Matters (2013).

Study results reveal that mothers' education is positively associated with GPA. The respondents, whose mothers are more educated, have earned higher GPA than others whose mothers' education level is lower. This result is similar with Vanni (2017) and Watling (2015). Results also reveal that living status or residence type is a significant factor with respect to earned GPA. Students residing in university halls/mess are found to obtain higher GPA than those residing at home (Wee et al., 2019). In this study, the time needed to go the university is negatively associated with GPA. It indicates that if the students live at home, their GPA is lower than those students living in a hall/mess; because students can adequately utilize their time those who stayed in a hall/mess. However, it contradicts the findings of Haider et al. (2023) and Abousaber & Oueder (2018). This study also explores that study hour is positively associated with GPA; and, this outcome is similar to the result of Sarma et al. (2014).

The survey data signals that when the respondents' lifestyle score increases, it leads to an increase in the GPA of the respondents; it is similar to the findings of Wee et al. (2019). The study also reveals that the exhaustion score in this study has a significant negative association with GPA. An increase in exhaustion score leads to a decrease in GPA, which finding is similar to the finding of Matters (2013). Finally, degree of dysfunctional presenteeism is found to be significantly and inversely related to academic performance; which finding is confirmed

by studies like, Ferritto (2016). As defined before, dysfunctional presenteeism implies being physically present but not fully engaged or productive during classes. This lack of focus and attention is supposed to hinder students' ability to absorb information, actively participate, and understand subject matter of study; thus, leading to reduced learning outcomes. Moreover, inefficient time management and poor prioritization contribute to dysfunctional presenteeism, further reducing the amount of time students dedicate to studying and completing assignments, which can directly impact their academic performance.

Conclusion

The study focuses on the relationship between dysfunctional presenteeism and the academic performance of students of Khulna University. The issue of productivity loss due to presence with sickness is often ignored because it cannot be measured in monetary terms. Hence, people need to realize the importance of being healthy and place due attention to the issue. By maintaining a healthy lifestyle and reducing work stress or exhaustion, one can avoid or reduce the chance of losing productivity. Thus, it is essential to encourage students to avoid unhealthy lifestyle.

This study illustrates that more than 47 percent of respondents use social media at least 4-6 hours a day. This study describes that most respondents have yet to engage in part-time jobs. Only 16 percent of the respondents are engaged in part-time jobs. In this study, nearly half of the respondents studied 4-6 hours daily. Surprisingly, 95 percent of students absent days are 1-5 days per term. Regression analysis finds that mother's education level, residence type, span of study time and healthy lifestyle are positively related and time needed to go to university, level of exhaustion and degree of dysfunctional presenteeism are negatively related to academic performance (in terms of GPA). The study suggests that the students should regularly take their meals, drink sufficient water, have balanced food, practice regular sleeping habit, avoid fast food, use social media at a lesser degree and improve their lifestyle. Positive move regarding above mentioned issues will help improve or avoid exhaustion and the phenomenon of dysfunctional presenteeism. This, in turn will improve their involvement in class discussions, make them able to have good performance in class tests and enhance ability to submit class assessments.

In spite of throwing light on various important issues; this study has some limitations. It is based on the information of last term completed by the students. Hence, recalled information might have been difficult for the students. Consequently, provided data might not have been entirely accurate. However, this research reveals the factors influencing dysfunctional presenteeism and its consequent effect on academic performance. This seems to be helpful for the stakeholders in the way to identify the factors of dysfunctional presenteeism; and, take steps to make students achieve higher level of academic performance.

As per result/outcome of the study and interpretation thereof, there seems huge scope for human resource management (HRM) to play role with respect to issues like, dysfunctional presenteeism, productivity loss, and academic performance. Unfortunately, the study area (Khulna University) lack any formal institution or organization or any other such entity to handle and contribute with respect to this significant aspect. Hence, this study recommends highly for establishment of HRM cell in some form to handle the crucial problem of presence of dysfunctional presenteeism among the students. This, is then supposed to tackle the issue of productivity loss and consequent poor academic performance.

Last but not the least, regarding the question of representation; then, definitely, selection of only Khulna University as study area is faulty in the sense of being a fractional approach. Accordingly, though not impossible, scope for policy implication and chance of making inferences has become narrow. Due to presence of constraints, mainly like limitation of time and fund; the researchers have went on with this partial approach to at least have some idea and indication regarding the crucial phenomena so far handled in this study. The researchers hope that result of this study will induce future researchers to carry on the task with more extended and inclusive study area and still larger sample size thereby.

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Conflict of Interests

The authors declare no conflict of interest.

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