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Cognitive Abilities and Employee Withdrawal Behaviour in Public Secondary Schools in Bayelsa State, Nigeria.

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Abstract

This study examined the relationship between cognitive abilities and employee withdrawal behaviour among teachers in public secondary schools in Bayelsa State, Nigeria. A cross-sectional correlational survey design was adopted for the study. The population of the study comprised 3,946 teachers in public secondary schools in Bayelsa State. A sample size of 363 was drawn using the Taro Yamane formula, and a systematic sampling technique was adopted. Data were collected from respondents using a structured questionnaire. Content validity was used to validate the measurement scales, while the reliability of the instrument was determined using Cronbach's alpha. A total of 326 completed questionnaires were retrieved and used for analysis. Descriptive and inferential statistics were employed. Descriptive statistics included means, standard deviations, and frequency tables, while inferential analysis utilised the Pearson product–moment correlation coefficient to test the strength of relationships between variables at the 0.05 level of significance. The findings revealed a significant inverse relationship between cognitive abilities and withdrawal behaviour among public secondary school teachers. This implies that teachers with higher levels of cognitive abilities—such as quantitative, verbal, and reasoning abilities are less likely to engage in withdrawal behaviours, including absenteeism, cyberloafing, and intention to leave. The results suggest that cognitively competent teachers are better equipped to manage instructional challenges, classroom demands, and organisational pressures. Conversely, teachers with lower cognitive abilities may experience difficulties coping with work-related challenges, leading to frustration, reduced motivation, and increased withdrawal tendencies. Therefore, school administrators and education authorities should recognise the importance of cognitive abilities in reducing teacher withdrawal behaviour. Recruitment and placement processes should emphasise competency-based assessments to ensure that teachers possess the cognitive skills required to meet the demands of modern secondary education.

Key words: cognitive, abilities, employee, withdrawal and behaviour

Introduction

Organisations are progressively interested in employee's ability, skills, and knowledge to have a cutting-edge advantage over their competitors in the industry (Mgbemena, 2022). Organisations require a workforce that will navigate the processes and operational activities of the firm to achieve their goals and maintain sustainability. Employees are crucial for coordinating all production resources to achieve organisational goals. Chen et al. (2020) averred that the management of organisations should be responsive in ensuring employees' happiness to avoid situations that may lead to employee disengagement and also

ensure they demonstrate an acceptable standard of attitude and behaviours in the workplace owing to the significant contributions it plays in the organisation.

Ideally, employees are expected to demonstrate an acceptable standard of attitude and behaviours in the workplace, but in reality, studies indicated that several workers disengage and exhibit withdrawal behaviour for different intentions (Colquitt et al., 2011; Hanisch & Hulin, 1990; Podsakoff et al., 2007). Withdrawal behaviours are worker detachment from work and organisational goals, which might be psychological or physical (Khan, 2023; Lehman & Simpson, 1992). Withdrawal behaviours are any employee withdrawing from tasks and obligations due to the growing distance between the individual and the organisation (Erdemli, 2015). Employee disengagement from duties is a typical manifestation of withdrawal behaviours. It is also a collection of behaviours and actions displayed by employees when they are present in the workplace but opt to be less engaged or outright nonappearance from the workplace for various reasons (Colquitt, 2012; Hanisch & Hulin, 1990; Khan, 2020; Podsakoff et al., 2007). As a result, worker withdrawal behaviour has been linked to poor outcomes for organisations and is thus seen as unproductive work behaviour (Carpenter & Berry, 2017). Withdrawal behaviour includes a variety of traits, including absenteeism, cyberloafing, turnover, withholding job efforts, and tardiness (Sagie et al., 2002).

Employee withdrawal behaviour is two major categories; psychological and physical (Khan, 2023). Psychological withdrawal behaviour entails cyberloafing, daydreaming and socialising, and others. It is sometimes challenging to discover because employees will remain at the job but choose to be less participatory in the workplace or deliberately be less engaged or active for various reasons (Aziz & Claudio, 2017)). On the other hand, physical withdrawal behaviour comprises absenteeism, tardiness, and turnover.

However, whatever the category, Okache (2020) suggested that it affects employees' contributions and, by extension, the organisation as each conduct depicts considerable elimination or withdrawal from the organisation. Firms seek resourceful and devoted employees who are physically and psychologically connected to the organisation. Workers exhibit withdrawal behaviour through absenteeism. Withdrawal behaviour sometimes manifests through employee absenteeism, which implies different meanings for diverse individuals. For instance, Raja and Gupta (2019) believe that absenteeism refers to unannounced unavailability from the work environment. Absenteeism also means a worker's unapproved nonappearance from his expected workplace engagement. A worker cannot be available at the workplace as programmed (Saxena & Sharma, 2013). Forte (2017) in his perspective describes employee absenteeism as a worker's absence from work when they are expected to perform statutory duty at the workplace. Tomar (2014) stated that employee absence from work is a result of numerous reasons, including character, attitude, and occasionally gender. Employees also manifest withdrawal behaviour through cyberloafing, even though information technological improvements in the organisational system have provided breakthroughs for personnel and industrialists (Kalejaiye & Hammed, 2021). Employees are discovered to be involved in cyberloafing activities in the organisation, purposefully utilising information technology devices for unofficial activities in the work environment and within the distinct official working time that does not necessarily require the use of information technological devices (Lim, 2002).

Personnel participating in such activity either waste time and resources or do work of the lowest quality and quantity, violating the intended job outcome criterion (Jandaghi et al., 2015; Lim & Teo, 2005). employees often engage in cyberloafing activities and mostly use their cell phones to access the Internet (Rahmah et al., 2020). These actions pose negative consequences to organisations' productivity and success. Professionalism and appropriate behaviour in the workplace are prerequisites for success in every

company (Madzivhandila et al., 2019). Consequently, its management has become crucial in our modern workplace to achieve organisational goals. Turnover, another measure of employee withdrawal behaviour, is a significant issue for businesses in a highly competitive international environment (Alias et al., 2018). The degree to which employees disengage from an organisation is called "worker turnover" (Hedwiga, 2011). The need to proffer solutions to problems associated with turnover must be emphasised because it is a cardinal measure of withdrawal behaviour crucial to organisational effectiveness and profitability (Smith, 2018). Conversely, good employees may be lost due to high turnover rates (Alkahtani, 2015). Since valued, competent personnel are crucial to an organisation's success, keeping them in the organisation should be a top priority for the management of organisations (Al et al., 2017).

Actions that portray withdrawal behaviours may seemingly look minute, but in the end, they can result in serious outcomes that may harm the organisation's success. Executives of organisations strive for robust profitability, output, and efficiency. However, this good intention can cause setbacks due to employee withdrawal behaviours, negatively affecting the organisation's earnings because of employee loss of work hours (Lobene & Meade, 2013). Smith et al. (2016) suggested that employees with organisational citizenship behaviours have fewer chances to be absent from the workplace. It is recommended that organisations establish initiatives aimed at fostering organisational citizenship behaviour, thereby mitigating employee withdrawal behaviours that could contribute to a decrease in lateness. Reduction in lateness and absence from work has the potential to diminish the financial burdens associated with withdrawal while simultaneously enhancing productivity levels. Research indicates that the resignation of leaders can significantly undermine the developmental climate within an organisation, potentially triggering a wave of further resignations. This phenomenon tends to diminish the organisational identification among employees who previously enjoyed high-quality exchanges with their former leaders, consequently heightening their desire to leave the firm.
Organisations devote significant consideration to the changes in leadership structure. Upon the replacement of leader(s), the organisation is expected to swiftly identify alterations among employees and implement training interventions for those experiencing discrepancies in their work-related identities to mitigate the risk of employee withdrawal behaviours (Liu et al., 2019). A multitude of interconnected factors influences the behaviours of employees concerning withdrawal. Allen et al. (2017) maintained that a management incident is deemed disruptive when it transpires without justification.

Therefore, human resource management must analyse and identify the fundamental causes of such behaviours. The influence of turnover intention on the productivity of organisations indicates that such intentions detract from organisational efficiency (Shaikh et al., 2020). Spendolini (1985) classifies several relevant elements of employee withdrawal behaviour into three main categories they are multiple individual factors, including age, gender and seniority; organisational indicators, such as employee commitment, organisational citizenship behaviour, size and economic factors like holistic economic conditions, wages, skill levels, employment conditions, and leadership style, substantially influence employees' withdrawal behaviours. Despite the numerous studies on employee withdrawal behaviour, much is still required as empirical evidence to address the unabated problems related to employee withdrawal behaviour in organisations (Liu et al., 2019; Shaikh et al., 2020; Smith et al., 2016). Due to the dynamic landscape of global competitive business setting, it is essential for ongoing study to identify appropriate strategies that can help solve the problem of employee withdrawal behaviour in the workplace by gaining insight into the underlying drivers and barriers to an organisation's success. The study introduces cognitive abilities as a construct that may help mitigate employee withdrawal behaviour and drive sustainable business outcomes. Colquitt et al. (2011) defined cognitive abilities as the competencies to acquire and apply knowledge in problem-solving. It also encompasses the capability of the human brain to

recall, develop, and retrieve information, which includes aspects such as attention, memory, logical reasoning, and the transformation of thought (Shi & Qu, 2022). Research consistently demonstrates its pivotal role in forecasting academic achievement (Stadler, 2016). Individuals must have the requisite competencies, skills, and abilities to execute responsibilities successfully and efficiently within organisations (Alipour et al. (2013).

Cognitive abilities are also a key factor in determining or influencing how firms make strategic decisions and adapt to a dynamic business environment through the resources of employees (Cao et al., 2020). Studies advocate that cognitive abilities play a crucial part in the practical decision-making of entrepreneurs and enhances organisational performance, especially in dynamic environments (Bajwa et al., 2017).
Most importantly, educational institutions require employees (teachers) with the following dimensions of cognitive abilities: quantitative, verbal, and reasoning, to function effectively in institutions. The ability to impact is a function of teachers with the requisite knowledge and competencies in quantitative, verbal, and reasoning abilities. The capacity to work with numbers and solve quantitative problems is known as "quantitative ability." It is what we sometimes call mathematics as a subject in public secondary schools. It is an ability required by an employee to solve numerical or mathematics-related problems. Meanwhile, verbal ability emphasises the capacity to comprehend and employ written and spoken language. It is typically manifested as the capacity to write and speak soundly. Reasoning ability is the capacity to deliver solutions to issues, and knowing the core philosophies by which they might be unravelled is also highly important (George & Jones, 2005). This ability is required for effective teaching and is a prerequisite for teaching every other subject. Cognitive abilities are significant in every organisation and institution because they comprise knowledge that can help make decisions and resolve problems.

A study discovered that only 25 per cent of the biggest firms are assumed to have a required skilled workforce (Barrett, 2005). Thus, companies compete for talented people with high expertise and competence in the workplace (Berger & Berger, 2004). This has engineered the need to recruit, grow, and keep personnel, which will become increasingly critical for attaining a competitive edge. The government and other relevant stakeholders' efforts to maintain passionate, motivated, and equipped teachers with adequate cognitive abilities seemingly have not yielded the desired result in public secondary schools (Matthew, 2013).

The significance of public secondary schools in the educational structure can never be overstated. The government established Public secondary schools to provide quantitative and qualitative education for all its citizens. It links primary and secondary school and allows an individual to obtain extra knowledge, abilities, and qualities outside the primary level of the educational sector. The knowledge dished out at the primary stage needed to be improved for a kid to obtain sustainable literacy, communication, and quantitative proficiency upon the exercise's conclusion (Osho & Osho, 2000). The post-primary level of education performs a distinct role in the academic development of a child's academic progressions; it also bridges the gap between primary and tertiary education. The knowledge, morals, and attributes an individual obtains at this phase will add to those attained at primary school and provide a platform for tertiary education (Matthew, 2013).

Despite the importance of public secondary schools, problems of varying degrees hamper their expected growth (Ajayi, 2002 & Omeregie, 2005). The attendant setback in this level of education may be more prevalent in public institutions. This might be connected to the "tragedy of the commons" concept by Gareth (1968), which holds that public belongings are not respected and abused, which results in depletion and failure (George & Jones, 2005). The perceived country's under-development may be influenced by the

poor performance of public secondary schools, which were anticipated to perform a crucial role in the industry. Public secondary schools face several challenges, such as indiscipline, examination practices, poor reading culture, school dropout, inadequate professionally trained staff and facilities, and poor teacher attitude toward work; these factors contribute to the educational underdevelopment in Nigeria (Matthew, 2013).

Therefore, the issue of employee withdrawal behaviour in public secondary schools in Nigeria is still a significant concern (Sule et al., 2019). As a result of the above, multiple studies on employee withdrawal behaviour and other variables have been conducted by various academic scholars (Gabriel, 2020; Aziz & Claudio, 2017; Erdemli, 2015; Smith et al., 2016). On the other hand, there are studies on cognitive abilities and other variables (George & Jones, 2005; Colquitt et al., 2011 & Alipour et al., 2013).

However, the nurture perspective of cognitive abilities has yet to be given the attention it deserves, and the context in which the previous studies were conducted differs from this study. Also, the dimensions and measures adopted in this research vary from earlier studies, and none of these works were specific about the relationship between the variables under this study. Therefore, this study empirically investigates the relationship between cognitive abilities and employee withdrawal behaviour in public secondary schools in Bayelsa state, Nigeria

Statement of the Problem

Employee withdrawal behaviour in public secondary schools in Nigeria has significant and complex consequences that harm the educational system, students' academic achievement, and the larger societal context. These behaviours are manifested through absenteeism, cyberloafing, and turnover. These variables cause severe issues in public secondary schools in Nigeria, resulting in a deterioration in student academic performance; the flow of classroom teaching and learning is disrupted by frequent teacher absence, resulting in learning gaps and poor academic performance among students.

Objective of the Study

The objective of the study is to investigate the relationship between cognitive abilities and employee withdrawal behaviour in public secondary schools in Bayelsa state

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Research Question

What is the relationship between cognitive abilities and employee withdrawal behaviour in public secondary schools in Bayelsa state, Nigeria

Research Hypothesis

There is no significant relationship between cognitive abilities and employee withdrawal behaviour in public secondary schools in Bayelsa state, Nigeria

Literature Review

Cognitive Abilities

Cognitive abilities are another construct that is on the bearing and has begun to elicit recognition recently, underscoring capabilities as essential mechanisms for forecasting performance in professions and their responsibilities, which must not be overlooked (Krumm et al., 2014; Lang & Kell, 2020; Murphy, 2017; Reeve et al., 2015). Cognitive ability is divided into two major categories: nature and nurture perspectives. The nature view, which also refers to general intelligence, is determined by the genes inherited from parents. At the same time, the nurture standpoint implies the knowledge and skills acquired through a formal process. Cognitive ability means acquiring skills, competencies, and knowledge and applying abilities in resolving problems (Colquitt et al., 2011). Cognitive abilities constitute what a good number of people instinctively refer to as intelligence and aptitudes. These are the psychological and intellectual courses of assembling and refining information to accomplish the job. Cognitive ability is closely related to academic achievement, career, and well-being outcomes (Plomin & Von Stumm, 2018). Cognitive abilities can also imply intellectual functions or capabilities. It enables individuals to integrate novel information and formulate decisions built on previously acquired knowledge. It is a construct that denotes an individual's ability to develop opinions and process them mentally when solving problems. Brain-based abilities are required to acquire information, manipulate knowledge, and think to solve problems.

Liu (2013) posits that cognitive abilities represent skills necessitating the engagement of the human intellect. These encompass cognitive abilities spanning memory and procedural capabilities to linguistic proficiency and mental engagement skills. Bloom's (1956) Taxonomy of Education emphasises the cognitive, affective and psychomotor domains. He further articulated learning outcomes in a manner that encapsulates cognitive skills." Understanding, applying, analysing, judging, and synthesising are the six levels of cognitive skills, going from the most basic to the most complex.

Lower cognitive abilities include remembering things and making lists. Higher cognitive include problem-solving, testing of hypothesis, making of decision-, assessment, and self-evaluation (Anderson & Krathwohl, 2001). Enhancing cognitive abilities contributes significantly to employees, leading to favourable well-being and health and impacting personal development. Consequently, cognitive abilities extend beyond earlier notions like coping and adaptation to situations; they imply an active, independent, and accountable approach to oneself within the societal context (Rychen & Salganik, 2013). Cognitive abilities are proficiencies required to perform and adapt positive actions that give people the power to address challenges of our daily life (World Health Organisation, 2014). It is also are a way to transformation or improve human actions that brings together three areas: information, attitude, and skills (UNICEF, 2018). The definition provided by UNICEF is grounded in research evidence indicating that changes in risky behaviour are improbable unless knowledge, attitudes, and skills-based competencies are adequately addressed. Therefore, cognitive skills represent the capacities that foster mental well-being and proficiency in individuals as they navigate the complexities of thought.

Investigation suggests that mental capacity forecasts work outcomes (Murphy, 2017). To comprehend the association between intellectual skills and job outcomes, one must ascertain the capability that effectively accomplishes the job (Colquitt et al., 2011). Hence, this intellectual capability is most likely to forecast performance in these jobs (Salgado et al., 2003). Liu (2013) maintained that cognitive abilities require the functioning of employee mental intelligence. At times, an employee's cognitive ability implies mental ability and is essential for humans' adaptation and existence. Sinha (2017) highlighted the capability of employee intelligence in numerous mental jobs, emphasising that it varies from individual to individual in diverse age groups and distinct sexes. The study of cognitive ability for employee productivity must be given the desired attention (Kell et al., 2018). Through capacity building, employees develop and obtain the requisite knowledge and intelligence to execute their jobs. Employees who advance their expertise

through training are expected to participate fully in their jobs since they get gratification from understanding new jobs (Chutke, 2016). New knowledge and abilities might activate renewed attention in such facets of the work that had not previously been imported. Employees with low cognitive ability will likely be discontented with work (Nyberg et al., 2010). Despite the argument as the preferred deciding factor of work outcomes, the debate to determine the capability or group of skills that present job outcomes has remained the same (Almamari& Anne, 2021). Caughron et al. (2013) and Partlow et al. (2015) investigated cognitive abilities and discovered that managers with cognitive competencies may create precise analyses that impact predictions and overall performance. The ability to think critically can shape business ideas, such as formulating strategic plans (Kor & Mesko, 2013), leading to enhanced performance within organisations.

Nonetheless, the existing literature on cognitive abilities often delineates various dimensions encompassing concerns about organisational employee cognitive capabilities. Wo and Lin (2000) and Liang et al. (2020) conducted several in-depth investigations. Five types of cognitive capacities were examined in the study: representation, thought transformation, working memory, logical reasoning, and information processing. Nunnally (1941) developed the following cognitive abilities: Numerical, logical, deductive, relational ability, memory ability, spatial, verbal, and perceptual abilities. Also, Colquitt et al. (2011) documented cognitive abilities as verbal, quantitative, reasoning, spatial, and perceptual. Hence, this study considered quantitative, verbal, and reasoning dimensions of cognitive abilities. Therefore, this study's cognitive abilities dimensions are quantitative, verbal, and reasoning abilities drawn from the works of Colquitt et al. (2011) and Nunnally (1941).

2.1.5 Employee Withdrawal Behaviour

All over the world, employees are perceived to be the most significant resource in organisations, as such, they are expected to exhibit work behaviours that improve the system's productivity. Employee attitudes can directly impact an organisation's work atmosphere and productivity (Akpodiete et al., 2022). Employee withdrawal behaviour represents employee disengagement or reframing from work, which is perceived as unfavourable and intended to create greater psychological and physical separation between the individual and the organisation (Spendolini, 1985, as cited in Erdemli, 2015).

Malik (2013) stated that employee withdrawal behaviours such as neglect or exit measures negatively affect firms, costing organisations billions of dollars annually. Employee withdrawal behaviours cost organisations 15% of their payroll globally (Faulk & Hicks, 2015). Education in Nigeria, most especially the secondary level is one institution that is faced with the problem of employee withdrawal behaviour. The post-primary school level of education was established to achieve the nation's educational, social, and economic needs. Still, it has also come with challenges of employee withdrawal behaviour and other issues (Matthew, 2012). As a result of corruption, incompetent personnel are employed as teachers (Aduwa, 2021), and these categories of employees are most likely to exhibit withdrawal behaviour in the system. Scholars have proposed many definitions of employee disengagement behaviours inside organisations. Kaplan et al. (2009) and Shapira-Lishchinsky (2018) characterise it as a collection of attitudes and behaviours that workers display when they remain in their positions but choose to diminish their participation in workplace responsibilities.

School funds might be stretched by recruitment and induction training programs (Olawale & Akinbode, 2019). From the issues highlighted above, employee withdrawal behaviour in public secondary schools in Nigeria is still a significant concern (Sule et al., 2019). Also, Erdemli (2015) developed the measures of

withdrawal behaviour as absenteeism, tardiness, turnover, early retirement, prolonged break times, and falling asleep at work as measures of physical withdrawal behaviour, while the psychological are presenteeism, cyberloafing, spending work time on personal matters, chatting with a co-worker about nonwork topics, employee silence, taught of living the current job and showing minimum effort at work. However, this study mainly focuses on absenteeism, cyberloafing, and turnover as a measure of employee withdrawal behaviour.

Higher reasoning aptitude is related to more professional involvement and dedication. Ogunleye and Ojo (2016) insisted that teachers with robust reasoning abilities are more inclined to actively participate in their jobs and demonstrate dedication to their schools, resulting in reduced employee turnover rates. Having a high reasoning ability positively impacts both work satisfaction and resilience. Teachers who are content and able to bounce back from challenges are less likely to quit their jobs, as they can handle the pressures and strains associated with their profession (Eze, 2017). Teachers with exceptional reasoning skills frequently rise to leadership positions and influence within their educational institutions. Their leadership positions and power add to their feeling of being part of a group and having a clear objective, which decreases the frequency at which workers disengage from the organisation (Adebayo, 2018). A study by Akinyemi (2015) showed that instructors with better reasoning ability saw reduced turnover rates. Job stability depends on one's capacity to handle issues and adapt to obstacles efficiently. Ogunleye and Ojo (2016) performed a study that focused on the significance of professional engagement and dedication in decreasing turnover. Teachers with robust reasoning skills display an advanced degree of participation and commitment to their professional responsibilities, resulting in reduced staff turnover rates.

Materials and Methods

This study investigated the relationship between cognitive abilities and employee withdrawal behaviour in public secondary schools in Bayelsa State, Nigeria. Employee withdrawal behaviour in public secondary has resulted to the deterioration in student academic performance, employee burnout, learning gaps and indiscipline. The cross-sectional and correlational survey design was adopted for the study. The population of the study was 3946, consisting all the teachers in public secondary schools in Bayelsa state. A sample size of 363 was drawn using Taro Yamene formula and the systematic sampling was adopted. The questionnaire was used to collect data from respondents. Content validity was employed to validate the scales while, the reliability of the instrument was determined using Cronbach Alpha at average value of 0.786. Total of 326 questionnaire items were retrieved and used for the analysis. Descriptive and inferential statistics were used, the descriptive consists of mean, standard deviation and frequency tables, while inferential statistics employed Pearson product-moment correlation coefficient to test the strength of relationship between the variables at 0.05 confidence level.

Result and Discussion

Univariate Analysis

The descriptive analyses of the data are presented in this section. The data collected for each variable of the studied is presented and analysed in a table.

Cognitive Abilities

The descriptive results of cognitive abilities are presented in this section.

Table 1: Descriptive outcomes of cognitive abilities (n=326)

cognitive abilities Scales	Min.	Max.	Mean	Std. Dev

I can successfully come up with solutions to problems in managing the classroom.	1.00	5.00	3.4816	1.43515
I am good at putting together things in a way that makes sense.	1.00	5.00	3.2423	1.53709
In the face of difficulties, I always rely on logic and rules to proffer a solution	1.00	5.00	3.1963	1.47954
I depend on sense of reasoning in tackling problems at work	1.00	5.00	3.4294	1.24515
I explain and resolve situations when students struggle with the learning process	1.00	5.00	3.2454	1.44048
I handle unexpected classroom situations confidently.	1.00	5.00	3.5123	1.27394

Source: Survey Data, 2024

Information in Table 1 comprises the descriptive results for cognitive abilities. As indicated in the table, all mean scores are above the mid-point score of 3.0. This suggests a general agreement amongst respondents to the statements measuring cognitive abilities. The minimal deviation scores demonstrate that response variability is negligible as the data tends to cluster around the mean. It follows that public secondary school teachers can solve problems using insight, rules, and logic in institutions.

Employee Withdrawal Behaviour

The descriptive results of Employee Withdrawal Behaviours are presented in this section.

Table 2: Descriptive outcomes of Employee Withdrawal Behaviours (n=326)

Employee withdrawal behaviours Scales	Min	Max	Mean	Std. Dev
I arrive late to school more frequently than expected.	1.00	5.00	1.8098	.80805
I sometimes leave school earlier than the official closing time.	1.00	4.00	1.2730	.71619
I feel emotionally detached from my teaching duties.	1.00	5.00	1.2730	.75794
I no longer feel motivated to give my best in the classroom.	1.00	4.00	1.8006	.74015
I am actively considering leaving this school for another job.	1.00	5.00	1.2883	.79787
I do not see myself working in this school for many more years.	1.00	4.00	1.9724	.54562
I feel mentally absent even when I am physically present at school.	1.00	4.00	1.9785	.54023

Source: Survey Data, 2024

Table 2: contains the descriptive results of Employee Withdrawal Behaviours. As the table indicates, all mean scores are below the mid-point score 3.0. This suggests a general disagreement amongst respondents to the statements measuring employee withdrawal behaviours. The reason for these responses is due to the fact that the items are negatively structured. The minimal deviation scores demonstrate that response variability is negligible as the data tends to cluster below the mean. It follows that teachers of public secondary schools hardly leave teaching jobs for better opportunities.

Bivariate Analysis.

In this section, the hypotheses that were first presented in the first chapter of this work are evaluated. If the p-value is greater than 05, the null hypothesis is accepted, and otherwise, it is rejected. The r criteria is for the strength of the relationship between the variables under investigation are presented in the tables.

Ho_1. There is no significant relationship between cognitive abilities and employee withdrawal behaviour

Table 3: Correlation Outcome of cognitive abilities and employee withdrawal

		Cognitive abilities	employee withdrawal behaviour
cognitive abilities	Pearson Correlation	1	-.740
	Sig. (2-tailed)		.000
	N	326	326
employee withdrawal behaviour	Pearson Correlation	-.740	1
	Sig. (2-tailed)	.000	
	N	326	326

Source: Survey Data, 2024

The correlation results of cognitive abilities and employee withdrawal behaviour are presented in Table 3 As shown in the table, the correlation between cognitive abilities and employee withdrawal behaviour is strong at r = -.740, indicating a negative connection between the variables, which is significant @ p = .000 < .05. This implies that an increase in the cognitive abilities of teachers will result in a decrease in employee withdrawal behaviour. Given this finding, the null hypothesis is rejected and restated as there is a significant inverse relationship between cognitive abilities and employee withdrawal behaviour.

Conclusion/ Implications

This study examined the relationship between teachers' cognitive abilities and employee withdrawal behaviour in public secondary schools. The findings indicate a significant inverse relationship between cognitive abilities and withdrawal behaviour among teachers. This implies that teachers with higher levels of cognitive abilities such as Quantitative, Verbal, and Reasoning abilities are less likely to engage in withdrawal behaviours, including absenteeism, cyberloafing and intention to leave.

The results suggest that cognitively competent teachers are better equipped to handle instructional challenges, classroom demands, and organizational pressures. As a result, they demonstrate stronger engagement, resilience, and commitment to their teaching roles. Conversely, teachers with lower cognitive abilities may struggle to cope with work-related challenges, leading to frustration, reduced motivation, and increased withdrawal tendencies.

Overall, the study confirms that enhancing teachers' cognitive abilities can serve as a protective factor against withdrawal behaviour in public secondary schools, thereby contributing to improved teacher retention, instructional effectiveness, and school stability.

Therefore, school administrators and education authorities should recognize the importance of cognitive abilities in reducing teacher withdrawal behaviour. Recruitment and placement processes should emphasize competency-based assessments, ensuring that teachers possess the cognitive skills required to cope with the demands of modern secondary education.

Also, education policymakers should prioritize continuous professional development programmes aimed at strengthening teachers' cognitive capacities. Training in critical thinking, problem-solving, classroom decision-making, and adaptability to curriculum reforms can reduce withdrawal tendencies and improve teacher engagement.

Principals and school leaders should create a supportive and intellectually stimulating work environment that encourages collaboration, innovation, and problem-solving. Mentoring systems and peer-learning initiatives can help teachers enhance their cognitive skills, thereby reducing disengagement and withdrawal behaviour. Teachers should be encouraged to engage in lifelong learning, professional courses, and reflective practices that enhance cognitive functioning. Improved cognitive abilities enable teachers to manage workload pressures effectively and remain committed to their profession.

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