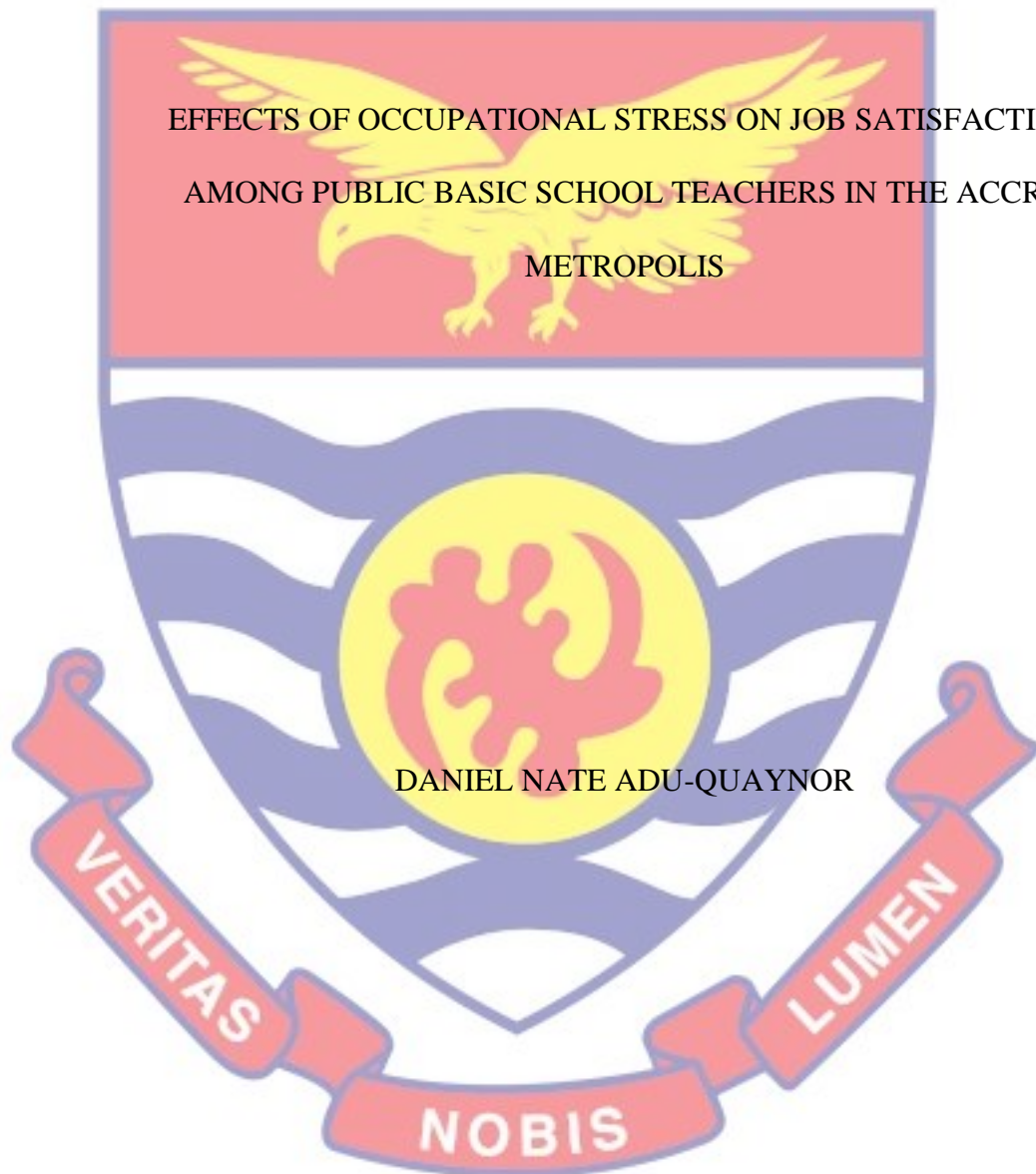


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EFFECTS OF OCCUPATIONAL STRESS ON JOB SATISFACTION
AMONG PUBLIC BASIC SCHOOL TEACHERS IN THE ACCRA
METROPOLIS

BY

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Thesis submitted to the Department of Education and Psychology, of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy degree in Educational Psychology.

FEBRUARY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name:

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

Name:

Co-Supervisor's Signature: Date:.....

Name:

ABSTRACT

The study examined the effect of occupational stress on job satisfaction among basic school teachers in the Accra Metropolis. The descriptive survey design was employed. A questionnaire was used for the data collection. A sample of three hundred and twenty-two (322) was selected using stratified random sampling. These were teachers from kindergarten, primary and Junior High School levels of basic education. Data was analysed using Confirmatory Factor Analysis, Structural Equation Modeling, ANOVA and Independent samples t-test. The study revealed that teachers' workloads, relationships with colleagues and supervisors, challenges with students, parents and administrators and challenges in classroom management as stressors that significantly affected teachers. There are many stress causing factors identified by various researchers however teacher workload, challenges with students and classroom challenges are key stressors that play a major role in determining teacher job satisfaction. These are issues which teachers encounter on daily basis and therefore must be critically examined. The study recommended that the Ghana Education Service in collaboration with other agencies in education must equip teachers with knowledge and skills in Information Communication Technology and provide them with technology tools such as computers and tablets to prepare their lesson plans. This would help reduce the workload on planning lessons.

KEYWORD

Occupational stress

Job stress

Job satisfaction

Basic school

Stressor

Teachers

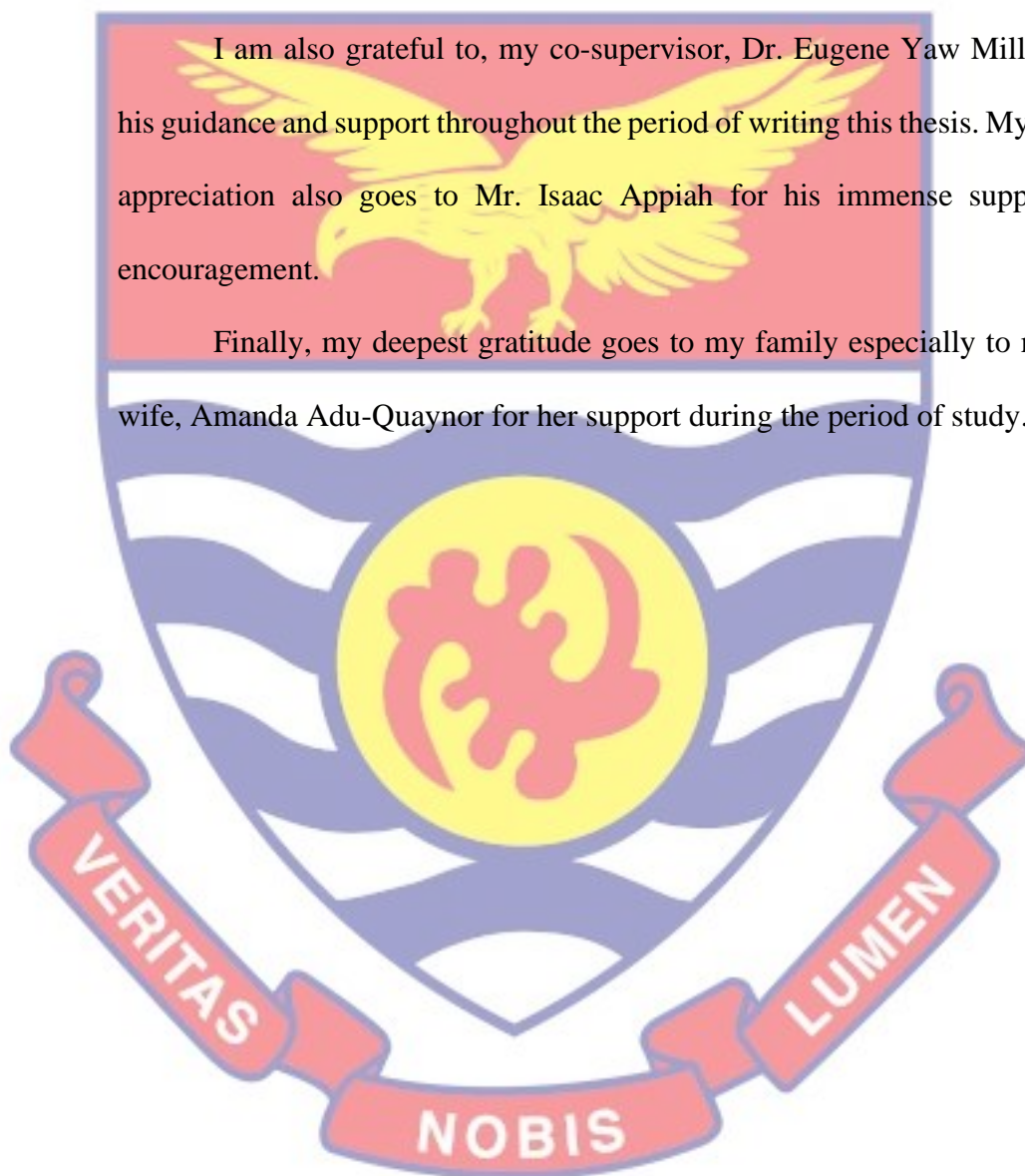


ACKNOWLEDGMENTS

I wish to express my sincere gratitude to all who have helped me throughout my study. I am most thankful to my principal supervisor, Prof. Josephine Sam-Tagoe, for her tremendous encouragement, support and guidance throughout the period of writing this thesis.

I am also grateful to, my co-supervisor, Dr. Eugene Yaw Milledzi for his guidance and support throughout the period of writing this thesis. My sincere appreciation also goes to Mr. Isaac Appiah for his immense support and encouragement.

Finally, my deepest gratitude goes to my family especially to my dear wife, Amanda Adu-Quaynor for her support during the period of study.



DEDICATION

To my dear mother Grace Kweikie Quaynor.



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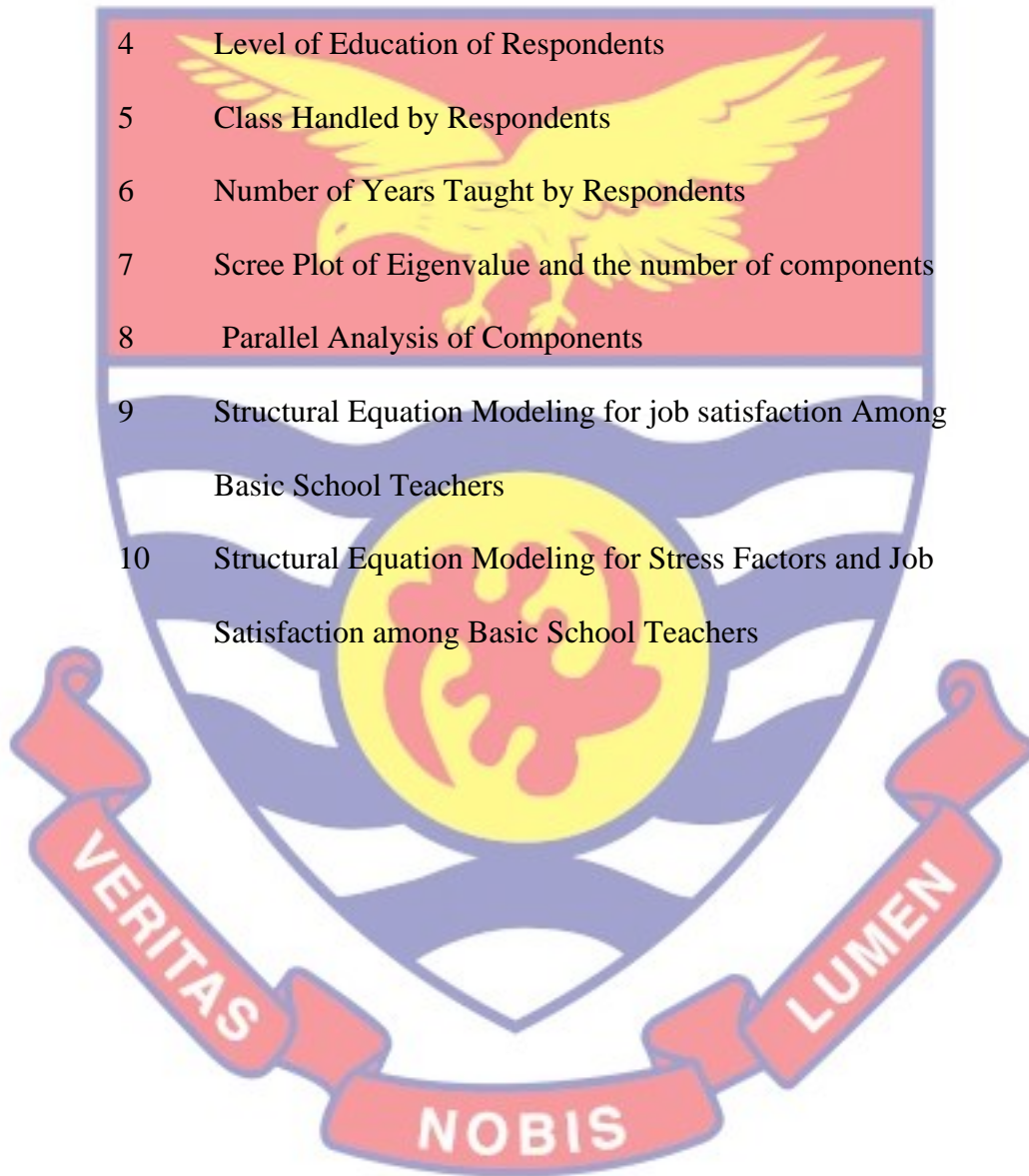
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CHAPTER ONE

INTRODUCTION

Background to the study

Work is certainly one of the most important dimensions of life. It does not only represent the main source of income for most people in the world but a large part of one's lifetime is spent working (Cassar, 2010). According to Dinis-Oliveira and Magalhães (2020) one-third of the adult life is spent at work with the motive of ensuring security of income, better prospects in future as well as satisfaction of social and psychological needs.

In his well-accepted theory of development, Erikson (1950) noted the importance of work to an individual's sense of selfhood by stating that work is one area that aids the individual to be able to identify him/herself (Chávez, 2016). Maslow (1968) in his Hierarchy of Needs theory have suggested that work does not only fulfil basic needs for security, food or shelter, but also provides a means by which higher level needs, such as the needs for competence, meaning and social engagement are met. Since work is central to one's life, being satisfied or unsatisfied with one's job becomes an important issue because it plays a great part of the overall life satisfaction of an individual (Heller, Judge & Watson, 2002).

The concept of job satisfaction has been described in different ways by different individuals. Robbins and Judge (2007) defined job satisfaction as the positive feeling about one's job in terms of his/her evaluation of job characteristics. Job characteristics include working conditions, working environment, salaries, job security, opportunities for advancement and relationships with co-workers. This implies that how people assess these aspects

of their jobs as either negative or positive determines a person's job satisfaction or dissatisfaction (Sypniewska, 2014).

Furthermore, Sousa-Poza and Sousa-Poza (2000) explained that job satisfaction depends on the balance between work-role inputs (education, working time, as well as efforts made and work-role outputs such as wages, status and working conditions). If work-role outputs, which are usually pleasurable increase relative to work-role inputs, which are normally not pleasurable, then job satisfaction will increase and vice versa (Sousa-Poza & Sousa-Poza 2000). Job satisfaction or dissatisfaction is common in every organization because individuals join organisations with motives like security of income, better prospects in future and satisfaction of psychological and social needs. Therefore, how these intentions are met or unmet can go a long way to determine job satisfaction and life satisfaction as a whole (Suri & Chhabra, 2000).

Over the years, researchers have come out with factors that affect and determine job satisfaction. For instance, Ololube (2006) explained the quality of an employee's relationship with supervisors, relationship with co-workers and the physical environment of the workplace as factors that affect job satisfaction. Other researchers identified other factors such as working environment, salary, relationship with co-workers, satisfactory work apparatuses, resources, supervision, support, promotion and progress as factors which affect job satisfaction (Azim, Haque, & Chowdhury, 2013; Singh & Jain, 2013; Rehman, Saif, Khan, Nawaz, & Rehman, 2013).

According to According to Halkos and Bousinaki (2010) the interaction among the various job satisfaction factors in the work environment puts a

psychological and physiological strain on the individual. It is therefore obvious that stress can affect job satisfaction. Individuals spend a major part of their lives working and interacting with people at the workplace hence the majority of the stress we encounter may come from our jobs (Persaud & Williams, 2017).

Workplace stress is also known as occupational stress has been defined in different ways by various researchers. For instance, Kyriacou (2001) defined occupational stress as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors. Ganster and Rosen (2013) explained work stress as workplace psychological experiences and demands (stressors) that produce short-term and long-term changes in mental and physical health. Furthermore, discomforts may be experienced on a personal level in the workplace by individuals. However, when these become too frequent and excessive than a person can handle then it can be explained as occupational stress (Malta, 2004). Luthans (2002) defined occupational stress as an adaptive response to an external situation that results in physical, psychological and/or behaviour deviation for organisational participants. The various definitions point to occupational or job stress being a result of overburdened demands in the work environment which are above the individual's capabilities.

Occupational stress is an issue of concern in the sense that the consequences can greatly affect both employees and the organisation. If an organisation's employees are under stress it may result in increased absenteeism, decreased commitment and poor work performance which would affect productivity (Mohajan, 2012). The workers' psychological and

physiological health on the other hand are also compromised (Ganster & Schaubroeck, 1991; Jepson & Forrest, 2006).

All occupations involve some form of stress since stress forms an inevitable part of our day. However, Acirrt (2002) described teaching as a more demanding and intense job hence it has been identified as one of the professions associated with very high levels of occupational stress. Kyriacou (2000) mentioned that the level of stress in teaching led to teaching being categorized as one of the high stress occupations and it is parallel to other stressful jobs like the security services, air traffic controllers, doctors and nurses.

Teachers struggle on a day to day basis coping with stressful conditions while trying to live up to the many expectations of the society (Dias-Lacy & Guirguis, 2017). In addition, routine work like preparation of lesson notes, teaching, evaluating assignments, maintaining discipline, paying individual attention to students, being innovative and creative and adapting to new changes put a strain on the teacher resulting in high levels of stress (Basu, 2013). Teacher unions in the United Kingdom (UK) are warning of an “Epidemic of Stress” as research revealed that 3,750 teachers were signed off on long sick leaves in the year 2017 because of the pressure of work, anxiety and mental illness (Asthana & Boycott-Owen, 2018). Ho and Au (2006) explained that coping with the numerous stressors associated with the teaching profession often adversely affects the job satisfaction of the teacher.

A study by De Nobile and McCormick (2005) investigated the relationships between job satisfaction and occupational stress among Catholic primary schools in New South Wales, Australia. They found that four stress domains (information, personal, student and school domains) were determinants

of job satisfaction. Negative associations were found between job satisfaction and occupational stress. This means that teachers' stress may be an important variable to consider when talking about teachers' job satisfaction.

In Ghana a lot has been said about teachers' dissatisfaction. This is demonstrated by the actions of teacher unions like the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) and the Coalition of Concerned Teachers (CCT) which have engaged government on several occasions regarding the conditions of service of their members. These actions point to the fact that teachers are not satisfied (Appiah-Agyekum, Suapim, & Peprah 2013). Further, a national survey conducted in 2009 by Ghana National Association of Teachers (GNAT) and Teachers and Educational Workers Union (TEWU) of Ghana Trades Union Congress on job satisfaction of pre-university teachers revealed that the majority of the teachers (72%) were either "Dissatisfied" or "Very Dissatisfied". The main reasons cited for their dissatisfaction were the low level of wages and poor conditions of service in the education sector. The study further reported that nearly 10,000 teachers leave the classroom annually and 50% of the respondents used for the study intended leaving teaching before they retired. This explains clearly that the Ghanaian teacher is not satisfied with his/her occupation (GNAT/TEWU, 2010).

Occupational stress is described as the basis of most organisational issues such as performance, staff turnover, absenteeism, emotional disorders, work-life imbalance and job dissatisfaction (Ajayi 2018; Nadinloyi, Sadeghib & Hajlooc, 2013). Halkos (2008) identified occupational stress as an important variable to consider in determining job satisfaction. This implies that among all

the determinants of job satisfaction, a study on occupational stress is vital to understanding the phenomenon of job satisfaction.

Statement of the problem

A review of literature indicates that stress is a major problem among teachers. McCarthy, Lambert, Crowe and McCarthy (2010) emphasized this in their studies by the statement “teacher stress remains a harmful and persistent problem”. The phenomenon of ‘teacher stress’ has further been researched into by different researchers all over the world. For instance, Schroeder, Akotia, and Apekey, (2001) who conducted their study in Ghana, Kyriacou and Chien (2004) in Taiwan; Jepson and Forest (2006) in the United Kingdom; Ghani, Ahmad and Ibrahim (2014) in Malaysia; Lambert, McCarthy, Fitchett, Linebacks and Reiser (2015) in the United States of America; Olaitan, Oyerinde, Obiyemi and Kayode (2010) in Nigeria; Kaur and Kumar (2019) in India; Chan Cheng and Chong (2010) in Hong Kong point to ‘teacher stress’ as a problem. Olaitan, Oyerinde, Obiyemi and Kayode (2010) for instance carried out a study on 624 randomly selected Primary school teachers in South-West, Nigeria. The results showed that the majority of the teachers suffered from high stress levels which affected their health. This further explains that no matter which side of the globe one finds himself or herself, the teacher is still prone to stress.

Teacher job satisfaction has been an issue of concern in recent times and this has been demonstrated by the actions teacher unions such as Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) who have continually pushed for the improvement in the conditions of teachers (Appiah-Agyekum, Suapim &

Peprah, 2013). Poor performance of students in the West African Senior Secondary Certificate Examination (WASSCE) and Basic Education Certificate Examination (BECE), especially in the rural and peri-urban areas of Ghana, is another issue of concern (Appiah-Agyekum, Suapim & Peprah, 2013). For these reasons, government and stakeholders in education continue to find solutions to augment teachers' job satisfaction. Hence, it is important to take a critical look at any issue that may affect teachers' job satisfaction.

Elovainio, Kivimäki and Vahtera and (2002) Kazmi (2007) explained that there is a link between occupational stress, job satisfaction and job performance. By this assertion, it may be stated that in an era when teachers' job satisfaction and students' performance have become important issues of concern to the nation, it is important to explore all areas that can affect teachers' job satisfaction and students' performance including the impact of stress.

Studies conducted by Borg and Riding (1991); Yaacob and Long (2015) and Jepkoech Koros, Momanyi and Chakua (2018) have established a relationship between 'teacher stress' and job satisfaction. However, the review of literature has shown that studies on the effects of occupational stress and teachers' job satisfaction in Ghana have not been fully explored (Bennet & Bamini, 2013; Addison & Yankyera, 2015). Available studies on 'teacher stress' and job satisfaction by Essiam, Mensah, Kudo and Gyamfi (2015), Adu Boahen and Akonor (2017) focused on tertiary institutions. Stress and job satisfaction studies at the pre-tertiary level, especially, among Basic school teachers need more exploration. The need to look at issues that may affect teachers job satisfaction which in this case occupational stress and the need to explore more into the effect of occupational stress on teachers' job satisfaction

at the basic level of education have necessitated the need for a study to examine the effects of occupational stress on teachers' job satisfaction.

Purpose of the study

The main purpose of this study was to examine the effects of occupational stress on the level of job satisfaction among basic school teachers

in the Accra metropolis. Specifically, the study sought to;

1. Examine factors that influence stress among basic school teachers in the Accra Metropolis.
2. Assess the level of job satisfaction among basic school teachers in the Accra Metropolis.
3. Examine the effect of occupational stress on job satisfaction among basic school teachers in the Accra Metropolis.

Research Questions

1. What are the occupational stress factors among basic school teachers in the Accra Metropolis?
2. What is the level of job satisfaction among basic school teachers in the Accra Metropolis?
3. What is the effect of occupational stressors on job satisfaction among basic school teachers in the Accra Metropolis?

Hypotheses

In the light of the above purpose of the study, the following null hypotheses have been formulated for testing in this study:

1. **H₀**: There is no significant differences in teachers' level of job satisfaction based on their ages in the Accra Metropolis.

H_A: There is a significant difference between teachers' level of job satisfaction based on their ages in the Accra Metropolis.

2. **H₀:** There is no significant differences between teachers' level of job satisfaction based on their sex in the Accra Metropolis.

H_A: There is a significant difference between teachers' level of job satisfaction based on their sex in the Accra Metropolis.

3. **H₀:** There is no significant differences between teachers' level of job satisfaction based on their years of experience in the Accra Metropolis.

H_A: There is a significant difference between teachers' level of job satisfaction based on their years of experience in the Accra Metropolis.

4. **H₀:** There is no significant differences between teachers' level of job satisfaction based on level of class taught in the Accra Metropolis.

H_A: There is a significant difference between teachers' level of job satisfaction based on level of class taught in the Accra Metropolis.

Significance of the study

The issue of teachers' job satisfaction has been popular in recent times when concerns were raised on poor students' performance at the basic and secondary school levels. Various factors may be the cause of teachers' job dissatisfaction. This research work may be useful in various ways to several stakeholders in education. The findings of the study will first of all benefit the Ghana Education Service (GES) by inform officials of GES on how stress in the work place affects their employees in diverse ways. This will assist them in implementing steps to lesson teacher stress on the job.

Secondly, the results of this study might provide reliable and comprehensive information to policy makers to enable them consider the effect

of teachers' stress on their job satisfaction. This will help them formulate policies that would aid in improving teacher efficiency. Thirdly, the findings will also extend the frontiers of knowledge in the academic field especially 'teachers stress' and job satisfaction whereby students and future researchers will be able to make reference to strengthen their research work. Finally, teachers' unions may also benefit from the results of this study since their area of concern is teachers' welfare. The knowledge they will acquire from the findings of this work would help them to appreciate the effect of stress on the job satisfaction of their members and aid them in devising ways to help teachers.

Delimitation

The present study is delimited to public basic schools in the Accra Metropolitan area of the Greater Accra Region of Ghana. The Accra Metropolitan Assembly has a total of 161 kindergartens, 202 primary schools and 185 JHS according to the Education Management Information System (EMIS) of the Ghana Education Service (GES) (EMIS, 2017/2018). Though existing literature has established several determinants of job satisfaction, examples of which are working environment, salary, relationship with co-workers, satisfactory with work apparatuses, resources, supervision, support, promotion and stress, this study is limited to stress as a determinant of teachers' job satisfaction.

Limitations

This research faced several challenges, chiefly among these was that respondents were available but they did not have much time to spare to answer questionnaires. Therefore, the researcher and his assistants had to visit some schools on several occasions to retrieve questionnaires. This affected the time

originally planned for the data collection. Also, the study concentrated on only public basic schools, therefore while the findings from this research may be used to guide future research, it cannot be applied to private basic schools.

Definition of terms

Occupational stress: This is defined as the negative or unpleasant outcome of the demands of tasks that workers face in carrying out professional roles, duties and responsibilities.

Stress: It is self-perceived negative or unpleasant impact that the individual experiences when exposed to a challenging, demanding and threatening conditions that affect his or her safety.

Stressors: Any environmental circumstances that directly or indirectly affects an individual and puts strain or tension on him or her.

Basic School: This covers schooling from kindergarten, primary school and junior high schools.

Job satisfaction: A pleasurable or positive emotional state that comes about when one's job or job experiences are appraised by the individual.

Organisation of the study

The thesis is organized under five chapters. The first chapter comprises the introduction which highlights the background to the research, the statement of the problem and the purpose of the study. The research question and hypothesis, significance of the study, delimitation and limitations of the study are also considered. This chapter concludes with the definition of terms and organisation of the study. Chapter two discusses literature related to the study. The review is organized under the headings definition of concepts, empirical review and theoretical framework. The third chapter describes the methodology

used in the study, research design, population, sample and sampling procedures, research instruments, data collection and data analysis procedures. Chapter four deals with the analysis of data and the discussions of the findings. The final chapter looks at the summary of findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter dealt with the review of related literature on occupational stress and job satisfaction. The chapter is categorized into three major sections namely, definition of concepts, empirical review and theoretical framework. The chapter captures the views of different authors that have relevance to the problem under study.

The concept of job satisfaction

Aziri (2011) stated that a universally acceptable definition for the term 'job satisfaction' is not available despite being widely researched by many scholars. For the purpose of this study, an attempt was made to cite some of the definitions given by some scholars. Rice, Gentile and McFarlin (1991) defined job satisfaction as an overall feeling about one's job or career in terms of specific facets of the job such as compensation, autonomy, and co-workers. According to Fletcher and Williams (2006), job satisfaction is the personal assessment of the job conditions (the job itself, the attitude of the administration) or the consequences (wages, occupational security) acquired from the job.

From the above definitions one can conclude that job satisfaction is the consequence of comparing expectations of the employee and what he gets from the job. The consequence of such comparison may come out as satisfaction or dissatisfaction with the job. Job dissatisfaction occurs when the employee sees that his expectations are not met in the job environment. This leads to a reduction of work productivity and commitment (Payne & Morrison, 2002).

McShane and Glinow (2000) also defined job satisfaction as an individual's evaluation of his or her job and work content. It is an appraisal of the perceived job characteristics and emotional experience. They further viewed job satisfaction as a collection of attitudes about specific facets of the job. Hence, employees can be satisfied with some elements of the job while simultaneously dissatisfied with others. Different types of satisfaction will lead to different intentions and behaviours. Overall job satisfaction is a combination of the individual's feeling towards different aspects of the job (Spector, 1997).

Vecchio (1991) and George and Jones (2002) stressed further that job satisfaction is the general attitude toward the job as a whole. They viewed job satisfaction as relating to the satisfaction with different aspects of the job such as conditions, motivation, supervision, individual health, age, pay, the work itself, and the particular weight or importance one attaches to those aspects of their work. For example, an employee may be satisfied with relations with co-workers but may be indifferent to the physical environment of the workplace. This means that a worker can be satisfied with his job at one time and at the same time be dissatisfied. Job dissatisfaction is an opposite concept of job satisfaction. It is an unfavourable feeling that an employee has towards his or her job satisfaction. Job dissatisfaction is described as a negative emotional reaction of an employee towards his or her own job and it is mostly recognized as unhappiness at work (Yean, Johari & Yahya, 2016).

On the basis of the above definitions, teachers' job satisfaction can also refer to teachers' attitudes, perceptions and feelings that they have towards the work. Teachers' job dissatisfaction also refers to negative reactions of employees towards their jobs. If teachers have positive attitudes or good

feelings about their jobs, then their satisfaction would be high but negative feelings can lead to dissatisfaction. Teachers' job satisfaction is critical to any educational system and influences job performance, attrition and ultimately students' performance.

Determinants of job satisfaction

Working Environment

The work environment can be described as the physical, social, technical and economic surrounding that the worker constantly relates to (Salunke, 2015). An enabling and supporting working environment in terms of physical structure, furniture, equipment, space, temperature, ventilation, noise and others stand as one of the crucial factors which are considered to influence employee job satisfaction and motivation (Ngeny, Bonuke & Kiptum, 2017; Salunke, 2015). In terms of working condition, there exist a significant relationship between the work environment and the level of employee job satisfaction (Spector, 2008). Employees are concerned with their work environments for both personal comfort and facilitating doing a good job. Therefore, if the working condition is good, the personnel will find it easier to carry out their job (Luthans, 1998). In terms of the working environment in schools, social relationships created by students, parents and co-workers in the teacher's immediate environment may play an important role in determining their job satisfaction (El-Hilali, & Al-Rashidi, 2015).

Relationship with students

According to Pepe, Addimando and Veronese (2017), the most common source of work-related stress in teachers is their interaction with pupils which is a key determinant of job satisfaction. They believe teachers have a basic need

for relatedness with the students in their class. They therefore internalize their experience with the student, informing relationships that guide emotional response. Positive student-teacher relationships brings with it elements of mutual respect and empathy which helps teachers to remain motivated, committed, and satisfied with their jobs (Wubbels, Brekelmans, den Brok, Wijsman, Mainhard, & van Tartwijk , 2014). Negative teacher-student relationship on the other hand are characterized by conflict between teacher and students due to student misbehaviours, and disrespectful attitudes which puts teachers under stress and affects their job satisfaction level in the long run (Spilt, Koomen, & Thijs, 2011; Durr, Chang & Carson, 2014).

Student problems such as misbehaviour can be a source of job dissatisfaction to the teacher. This is because when students participate in class and accord the teacher the necessary respect, teachers feel motivated and encouraged in carrying out their duties (Kengatharan, 2020). On the other hand, when students are not willing to learn and not responsive in class, it may lead to teacher dissatisfaction. A study by Rhodes, Nevill and Allan (2004) to explore facets of professional experience which impacts directly on teachers' job satisfaction showed that poor discipline and students' behaviour significantly affect teachers' job satisfaction.

Relationship with parents

Darmody and Smyth (2010) explained that good teacher-parent relationship can significantly improve teacher's self-perception and job satisfaction. School-based involvement gives parents the opportunity to observe and monitor various school activities and give them the opportunity to collaborate with teachers to improve student behaviours, complete school tasks

and homework which in the long run affects their level of job satisfaction (Isaiah, 2013). When parents participate in their children's education, both at home and school, and have a good relationship with teachers, students achieve more and teachers become encouraged and this may positively affect their level of job satisfaction. Parental relationship though important for increasing strengths of partnership between parents and teachers, it is important to warn against any involvement, such as unnecessary criticism from parents that makes it difficult for teachers to carry out their duties (El-Hilali & Al-Rashidi, 2015). Other studies conducted have also investigated on the impact of parental involvement and organizational support on teacher job satisfaction. Findings revealed parental involvement as a key predictor of teacher job satisfaction (El-Hilali & Al-Rashidi, 2015; Isaiah & Nenty, 2012; Li & Hung, 2012).

Relationship with colleagues

There is no organisational set up without colleagues. The nature of the relationship or interaction people have with colleagues affect them positively or negatively. It is likely that a great number of employees work in order to have social interaction with others. For instance, Rabbanee, Yasmin and Sarwar (2012) are of the view that people get more out of work than just money or tangible achievement. A good work group serves as a source of support, comfort, advice and assistance to the individual's job. Hence the absence of positive interaction among colleagues at the work place has negative effects on job satisfaction (Luthans, 1998).

Work itself

According to Arnold and Fieldman (1996) the work itself plays a critical role in determining how satisfied or dissatisfied a worker is with his job. This is

explained as the level of autonomy employees are entrusted to carry out the task. This would bring about individuality and sovereignty in performing a job. Nel, Van Dyk, Haasbroek, Schultz, Sono, and Werner (2004) stressed that rather than finding their work tedious and less stimulating, individuals would prefer to have jobs that are interesting and challenging and would create opportunities for self-actualization and recognition. On the other hand, Lacy and Sheehan (1997) indicated that the nature of work often causes new faculty members to feel overwhelmed and stretched beyond their physical and mental capacity which would lead to dissatisfaction.

Salary

Lambert, Hogan and Barton (2001) identified salary as an important factor that influences job satisfaction. According to them money satisfies most of man's multiple needs. In support of this assertion, Benjamin (2010) explained that a workers' compensation package is an important determinant of the employee job satisfaction and cannot be ignored. This was further stressed by Shoaib, Noor, Tirmizi and Bashir (2009) who put forward that attractive remuneration is an important factor in determining job satisfaction because it fulfills financial and material desire of workers. Bellas and Moore (2007) also opined that although much of the overall research on faculty members suggests that salary is not the most important aspect of their work life and satisfaction yet it is one of the primary reasons why some faculty members leave their institutions.

Promotion

According to Lambert, Hogan and Barton (2001) promotion plays an important role as a key indicator of employee job satisfaction. Lazear (2000)

defined promotion as a shifting of employees for a job of higher significance. McCausland, Pouliakas, and Theodossiou (2005) explained promotion as a significant facet in an individual's career hence the reason why many researchers seek to establish its correlation with job satisfaction. According to Shield and Ward (2001) employees who are dissatisfied with opportunities available for promotion show greater intention to leave the organizations but on the other hand, when they perceive that there are golden chances for promotion, they feel satisfied for their respective place in the organization (De Souza, 2002).

Supervision

Research has shown that a positive relationship can be found between supervision and job satisfaction. Supervision plays an important role in job satisfaction. This role is clear in terms of the ability of the supervisor to provide emotional and technical support as well as guidance with work related assignments (Koustelios, 2001; Robbins, Odendaal & Roodt, 2003). Job satisfaction is stimulated when supervisors offer technical assistance and work-related support to the subordinate. Therefore, a supervisor's attitude and behaviour toward employees may also be a contributing factor to job-related complaints and job satisfaction as a whole (Sherman & Bohlander, 1992).

The concept of stress

The concept of stress has been defined from different perspectives by different researchers. Hinkle (1987) explained in his work on "Stress and disease: The concept after 50 years" that a difficulty for the study of stress is that the term 'stress' has a different meaning for researchers in various disciplines. The biological scientist may view heat, cold and inadequate food

supply as a source of stress. The social scientist may look more at human interaction with the environment and the resulting emotional disturbance that comes with it as stress.

As far back as 1966, Lazarus stated that stress arises when the individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well-being (Lazarus, 1966). Daft and Marcic (2004) defined stress as an individual's physiological and emotional response to stimuli that place physical or psychological demands on the individual and create uncertainty and lack of personal control when important outcomes are at stake. These stimuli, called stressors, produce some combination of frustration and anxiety. In the same vein Folkman (2010) explains stress as "situation that is appraised by the individual as personally significant and as having demands that exceed the person's resources." This definition points to stress as a subjective phenomenon. A stressful situation is one that the individual sees as demanding and cannot cope.

Blonna (2005) viewed stress in four classical ways (Stress as a stimulus, Stress as response, Stress as a transaction and holistic phenomenon). Stress as a stimulus-that is stress is an outside force that put demand on the individual. For instance, stress as a pressure or having too much to do within a little time. Examples of stress as a stimulus are pressures associated with work school, relationships and family. Stress as response- people perceive stress as a response going on within the individual. For instance, stress can be a headache due to uneasiness in which one may find himself. Stress as a transaction- stress is a transaction or an exchange between a stimulus, perception and the response it causes. Finally, stress as a holistic phenomenon where stress is seen as part of a

larger whole. It is the composition of an individual's physical, social, spiritual, emotional and intellectual well-being. Blonna (2005) explained the holistic phenomenon of stress as feeling helpless and trying to control your life. This view of stress takes into consideration life style and circumstances beyond single events that may trigger a stress response. According to Blonna (2005)

each of these viewpoints do not in itself define stress, but they may be put together to explain the phenomenon better. Stress can therefore be seen as a holistic transaction between the individual and a stressor that results in the body's mobilization of the stressors' response.

Occupational stress

Stress results from an imbalance between demands and resources to cope. (Lazarus & Folkman, 1984). From this perspective, occupational stress can also be viewed as a workplace demand on the employee that creates an imbalance in the absence of enough coping structures. According to Houtman & Jettinghoff (2007) Occupational stress is the body's physiological, psychological, and behavioral response to some extremely depleting aspects of one's job, which may be connected to job content, workplace structure, or work environment. Occupational stress, according to Khosa, Tiriyo, Ritacco and Lowies (2014) arises when job-related stimuli cause a job holder's perceived activation level to depart significantly from their typical level of activation. That means, when an employee's resources are out of balance, the person will be under a tremendous stress. As a result, occupational stress might occur in certain situations but not others, and it can affect some people but not others.

Ganster and Rosen (2013) defined occupational stress as the process by which workplace psychological experiences and demands (stressors) produce both short-term [strains] and long-term changes in mental and physical health. According to Mohajan (2012) Occupational stress is commonly defined as the harmful physical and emotional responses that occur when the demands of the job exceed the capabilities, needs or resources of the worker.

Kyriacou (2001) view occupational stress as the negative emotional states such as frustration, worry, anxiety, and depression attributed to work related factors. Akinboye, Akinboye and Adeyemo (2002) described occupational stress as the physical, mental and emotional wear and tear brought about by incongruence between requirements of the job as well as the capabilities and resources needed by the employee to cope with job demands.

Every worker goes to work with a certain level of predisposition towards stress. For example, on daily basis, before going to the workplace, the individual might be faced with incidents and challenges that affect his or her physical and psychological sanity (Greenberg, 1990). These hassles may also be as a result of life changing incidents such as marriage, childbirth, separation and divorce. Greenberg, further stated that individual differences place the individual at lesser or greater risk of experience of occupational stress. The level of the individual's desire to succeed and achieve results, a person's ability to cope or his or her need for urgency and the extent to which the individual plans ahead and manages the time to deal with problems are some of the individual differences that predisposes workers to low or high risk to occupational stress (Hendel & Horn, 2008).

Organizational, environmental and individual variables are the three types of stress factors in the workplace. Through interactions with persons and the work environment, these elements have been identified to originate both outside and inside the organization (Matteson & Ivancevich, 1999; Cook & Hunsaker, 2001). Role demand, interpersonal interactions, organizational structure, and organizational leadership are all examples of organizational stress factors (Zhu, Quansah, Obeng, & Cobbinah, 2020; Nappo, 2020).

Economic downturns that generate employment insecurity, political upheaval or change that causes stress and new technology that continuously renders employees' skills outdated and the worry of being replaced are all examples of environmental variables that produce stress in the workplace (Warr, 2002; Wick, 2006). Family concerns such as marriage, issues with children, and ill family members are all individual aspects (Alam, Biswas & Hassan, 2009). Financial difficulties, such as the inability to pay bills or an unanticipated additional demand on an individual's resources, may have an impact on an employee's time at work (Jeyaraj & Ramamoorthy, 2013). These are stresses that an individual encounters on a daily basis at work.

Empirical Review

The empirical review focused on the findings of other researchers on similar topics. The researcher undertook an empirical review of related literature which includes; sources of stress among teachers, assessment of the level of teachers' job satisfaction, teachers' job satisfaction and demographic factors, teachers' occupational stress and demographic factors as well as the effect of teachers' occupational stress on job satisfaction.

Sources of Stress Among Teachers

As part of life, the workplace stands out as a potentially important source of stress mainly because of the amount of time that is spent in this setting ((Erkutlu & Chafra, 2006). Over the years a large number of workplace stressors of varying degrees of gravity have been identified. Cooper and Payne (1988) stressed that common organisational and individual stressors could be classified into the following groups:- Factors unique to the job (workload, working conditions, new technology, work shifts, risk and danger at the work place); Career development (performance reward systems, supervisory practices, promotion opportunities); Role in the organisation (role ambiguity, role conflict, workload) ;Organisational culture or climate (employee value, personal growth, integrity); Relationships at work (supervisors, colleagues, customers) and Employee's personal characteristics (personality traits, family relationships, coping skills).

Burke (2003) on the other hand grouped job stressors into six categories: physical environment, role stressors, organisational structure, job characteristics, relationships with others, career development, and work-family conflict while Lu, Cooper, Kao, and Zhou (2003) identified six sources of stress at work. These are factors intrinsic to the job, management role, relationship with others, career and achievement, organisational structure or climate and homework interface. To buttress these points, Antoniou, Polychroni and Vlachakis (2006) state that specific conditions that make jobs stressful can be categorized either as exogenous (i.e. unfavourable occupational conditions, excessive workload, lack of collaboration) or endogenous pressures (i.e. individual personality characteristics)

In the same vein, Robbins and De Cenzo (1998) are of the view that factors that create stress can be grouped into two major categories namely organisational and personal factors. To them, an employee's job and organisation's structure are common causes of stress. Excessive workloads and role conflicts are key factors they consider as potential stressors in the organisation. Financial difficulties, death of a family member, divorce, serious illness as well as employee's personalities are some of the personal factors that can create stress. Cole (2004) explained that the sources of occupational stress are located in a number of groupings. These are organisational factors such as management styles where the individual finds it difficult to adapt to a superior's management style because it is too autocratic or too participative. Communication and organisational structure; external environment; development of a new technology; economic and political changes make another group (Cole 2004). Also, job characteristics such as job demands; physical condition; role conflict; work relationships between superiors and colleagues, domestic situation such as home and social life as well as personal factors such as personality type and ability to adapt to change are inclusive (Cole & Kelly, 2011).

Moreover, McShane and Von Glinow (2000) came out with four main types of occupational stressors which are physical environment, role-related, interpersonal and organisational stressors. They explained that the physical environmental sources of stress include loud noise, poor lighting or harsh lighting and safety hazards. A dusty or dirty atmosphere, crowding and temperature extremes as well as explosives, fire, toxic material and ionizing radiations can also induce stress because they are unpleasant physical conditions

(Goetsch, 1999; Hunsaker, 2005; Ferrell & Cherne, 2008). The role-related stressors according to McShane and Von Glinow (2000) refer to conditions where employees have difficulty understanding, reconciling or performing the various roles in their lives. Examples of role-related stressors are role ambiguity, role conflict, workload and task characteristics. Interpersonal stressors comprise poor supervision, office politics and conflicts with co-workers and clients. Conditions where individuals fail to achieve a reasonable working relationship with their immediate superiors or inability to get on well with fellow team members, other colleagues and clients can be a source of considerable unhappiness (Nappo, 2015). The organisational structures present themselves in many forms, ranging from downsizing to privatization. Similar to these views, Rollinson (2005) describes the stressors in four groupings. These are environmental, organisational, social and individual stressors.

Rollinson (2005) presents the environmental stressors as forces within the environment of an organization that can become worrying or potentially disturbing to individuals. Economic political and technological factors are some of the forces. Rollinson (2005) further explained that economically rising unemployment figures and rising interest rates are potential threats to a person's security since this type of information evokes feelings of uncertainty. In the technological sense, keeping pace with new technological developments can be a problem for almost everyone and since technological changes establish a requirement for individuals to adapt, it results in stressful situations.

Organisational structure, politics and culture can be three areas associated with organizational stressors. In structures that are too rigid, people can feel that there are few opportunities for growth and personal development,

whereas very loose, ill-defined structures can give rise to feelings of role ambiguity and anxiety. That is, either of the extremes can be stressful to some people (Garapo & Chuma, 2016). Considering organisational politics, some people go one step further and maneuver behind the scenes for their own ends, the effects can bring an element of frustration and sometime resentment.

Another very important issue is the fact that if a highly pressurized work environment is part of the organisational culture, there can be heavy work demands on employees and this can create stressful conditions (Rollinson, 2005).

In terms of social conditions' stressors, Rollinson (2005) explained three important things. These are relationship with one's immediate superior, the nature of work group and interpersonal relations with group members. The behaviour of an inconsiderate supervisor can create stressful conditions for employees. The final category put across by Rollinson (2005) is individual stressors which refer to certain features of an individual's role that can be stressful. Five of these are job design, role overload, physical conditions, role ambiguity and role conflict.

Kyriacou (2001) in a study explained the main sources of teachers' stress as teaching students who lack motivation, confronting general time pressures and workload demands, being exposed to a large amount of change, having challenging relationship with colleagues, management, being exposed to generally poor working conditions among others. In the same vein, Ferguson, Frost and Hall (2012) conducted a study to investigate the predictors of job stress, depression and job satisfaction among teachers in Ontario, Canada. The study used data from 274 self-report questionnaires from respondents who were

randomly selected. Findings of the study indicated workloads, student behaviour and employment conditions as significant predictors of job stress and depression. A limitation of the study, however, was that males were underrepresented with 17.6% of the respondents' being males and 82.4% being females. Also, newer teachers made the majority of the respondents, with 35.3% having 0-4 years of teaching experience and 30.1% having 4-9 years each. This might have affected the extension of the findings to other population.

Another study by Shernoff, Mehta, Atkins, Torf and Spencer (2011) on a sample of 14 four year old kindergarten (4-k) urban teachers from three high-poverty schools in a large Mid-Western City in United States of America revealed lack of resources, excessive workloads, and school-level disorganisations, managing behaviours problems and accountability policies as significant sources of stress for urban teachers. A major limitation found in the study was the small number of respondents, therefore it is uncertain the extent to which the results can be generalized. Blase, Blase and Du (2008) conducted a study on 172 American elementary, middle and high school teachers to identify perception on the major sources of stress and mistreatments. Findings of the study showed lack of administrative support and mistreatment by authorities as main sources of teacher stress. The study further showed that majority of respondents (77%) indicated they would leave their jobs for another.

Geving (2007) carried out a study to identify the types of student and teacher behaviours associated with stress. Results of the study showed lack of effort in class as strongly associated with teacher stress. The study further identified behaviours such as not paying attention during class, noisiness, lack of effort in class, coming to class unprepared, hyperactivity, breaking school

rules, hostility towards other students and lack of interest in learning as other sources of teacher job stress. Chan, Chen and Chong (2010) carried out a study to investigate occupational health issues among teachers of primary and secondary schools in Hong Kong. A random sample of 6000 teachers was given a self-administered questionnaire. Findings from the study reported heavy workloads, time pressures, and education reforms, external school reviews, pursuing further education and managing student behaviour as major stressors that teachers face. Jenitta and Mangaleswaran (2016) conducted a study to determine the factors affecting the stress of teachers in Trincomalee District, Sri Lanka. A sample of 129 respondents was selected for the study where an Exploratory Factor Analysis was used to find stress causing factors among teachers. The findings of the study revealed that workload, working condition, personal problems, environmental problems and problems with the curriculum are some of the main stressors among teachers.

Another study conducted by Naidoo, Botha and Bisschoff (2013) to investigate stress in public schools in Kwazulu-Natal Province of South Africa sampled 350 teachers randomly and applied Exploratory Factor Analysis approach in data analysis. Findings of the study identified organisational support, work overload, remuneration, control, job insecurity, relationship opportunities and lack of growth opportunities as the main stress factor that face public school teachers. Schroeder, Akotia and Apekey (2001) investigated types of stressors that Ghanaian school teachers encounter in their job as well as the coping strategies for those stressors. The study sampled 355 teachers from five regions of the country. Results showed that lack of accommodation for teachers,

no free education for teachers' children, and low salaries were the main stressors teachers encounter.

Assessment of Teachers' Job Satisfaction Level

Ansah-Hughes (2016) conducted a study to assess the impact of teacher job satisfaction in the Techiman Municipality of Ghana. The study randomly sampled 306 teachers across Junior and Senior High schools in the municipality. Findings indicated that majority of teachers (64.1%) were dissatisfied with aspects of their job. Specific areas that teachers showed dissatisfaction were lack of motivation (91.2%) of teachers, promotion (84.3%) of teachers and end of service benefits (100%) of teachers.

Furthermore, the findings of a study carried out in Siaya, Kisumu and Kajiado counties in Kenya to assess the level of teachers' job satisfaction, showed that 56.7% of teachers were dissatisfied with their jobs and a majority 63.9% of that number would not choose teaching as a profession if they should have a second chance (Muga, Onyango, & Jackline, 2017). Gesinde and Ademoyo (2012) conducted a study on job satisfaction levels of primary school teachers in Ota, Ogun State in Nigeria with a sample size of 238 teachers from primary schools. Results indicated that a greater percentage of teachers (52.9%) were very satisfied with their jobs.

Teachers' Job Satisfaction and Demographic Characteristics

Aside job and organisational characteristics being important aspects of job satisfaction, personal characteristics also known as demographic factors play a great role in determining the job satisfaction of individuals (Gosnell, 2000). According to Bogler (2002) and Crossman and Harris (2006) these personal characteristics which include sex, age, years of experience, level of

education and others have been identified to influence the level of job satisfaction of workers.

Age and Teachers' Job Satisfaction

The age of an individual may go a long way to affect his level of job satisfaction. Jones, Johnson and Johnson (2000) explained that age was a variant factor in establishing teachers' level of job satisfaction. According to their study, older teachers were found to exhibit higher levels of job satisfaction than younger teachers. This difference according to the authors may be related to better adjustment, better conditions and greater rewards at work. In the same vein, Njiru (2014) in a study on job satisfaction and motivation among teachers in Kiharu District in Kenya revealed that job satisfaction increases with age. Moreover, the study identified two main factors as being responsible for these findings. Firstly, a positive relationship existed between promotion and age since an upper level administrator position is usually not open to young men and women. Secondly, as one's age increases so does one's prestige and confidence.

Another study by Mocheche, Raburu and Bosire (2018) on age and job satisfaction of teachers in Kenya established that teachers' job satisfaction is significantly affected by age. Their study showed that younger teachers were relatively dissatisfied in their jobs than their older counterparts. Again, Blood, Ridenour, Thomas, Qualls and Hammer (2002) are of the view that older teachers were more likely to report higher levels of job satisfaction than their younger counterparts. Based on their findings they argued that the level of job satisfaction increases with age and that older teachers are more comfortable and tolerable of authority and may learn to lower expectations for their jobs.

Getahun, Tefera, Burichew (2016) on the other hand conducted a study on job satisfaction among teachers in Ethiopian primary schools. Findings showed that age does not significantly determine teachers' job satisfaction. Green-Reese, Johnson and Campbell (1991) in another study with teachers in urban schools to determine how demographic characteristics affect job satisfaction among teachers found that the relationship between age and job satisfaction depends on the specific groups of teachers and therefore may vary from one place to another.

Sex and Teachers' Job Satisfaction

In connection with sex and job satisfaction, a review of literature has shown inconsistent results. For instance, surveys concerned with the teaching profession, have revealed that female teachers show higher levels of job satisfaction than their male counterparts (Watson, Hatton, Squires, & Soliman, 1991). Mocheche, Raburu and Bosire (2017) in a study that looked into the influence of sex on teachers' job satisfaction in secondary schools in Kenya came out to say that female teachers had slightly higher scores as compared to male teachers. Njiru (2014) investigated job satisfaction and motivation among teachers in Kenya. The results indicated that female teachers had significantly higher levels of job satisfaction than their male counterparts.

In the same vein, Abdullah, Parasuraman and Uli, (2009) investigated the empirical evidence on the difference in job satisfaction among secondary school teachers in Sabah, Malaysia. The results indicated a significant relationship between sex and job satisfaction with female teachers being more satisfied than male teachers. A study by Crossman and Harris (2006) on job

satisfaction among secondary schools in the United Kingdom (UK) also showed no significant difference between sex and job satisfaction.

Teaching Experience and Teachers' Job Satisfaction

Teaching experience is an important factor that has been studied in relation to job satisfaction among teachers. Ngimbudzi (2009) examined the factors that are associated with teachers' job satisfaction in Njombe District in Tanzania. The sample consisted of teachers with teaching experiences ranging from 6 months to 35 years. The study revealed that there was no significant difference between job satisfaction and teaching experiences. In the same vein, Agebure (2014) and Dinc and Kocyigit (2017) in a study on the relationship between demographic characteristics and job satisfaction showed that years of teaching experience is not significantly related with job satisfaction among teachers. This contradicts the view of Liu and Ramsey (2008) who opined that years of teaching experience is significantly related to job satisfaction. Mukuni (2013) and Adebola and Jabril (2012) studied levels of job satisfaction of teachers in Muranga District in Kenya and Kano state, Nigeria respectively. Findings indicated that the higher the teaching experience, the higher the job satisfaction, indicating that teaching experience is a significant predictor of job satisfaction. Furthermore, Rapti and Karaj (2012) conducted a study to examine the relationship between teacher job satisfaction and demographic characteristics among basic school teachers in Albania. The study found a significant relationship between years of teaching experience and job satisfaction where groups with more teaching experience revealing a higher level of job satisfaction compared with the group with the less working experience.

In the same vein, Koustelios (2001) conducted a study on 354 teachers of who were between 28 and 59 years to examine the relationship between demographic characteristics and job satisfaction. The results showed years of teaching experience as a significant predictor of teacher job satisfaction. Chirchir (2016) conducted a study to explore job satisfaction among public primary school teachers in Bomet County, Kenya in relation to their demographic characteristics. The study revealed that working experience was positively correlated to job satisfaction. In another study, Kume (2020) looked at demographic factors and job satisfaction among teachers in lower secondary schools in Albania. The results showed that years of teaching experience is positively associated with job satisfaction.

Teacher Occupational Stress and Demographic Characteristics (Gender, Age, years of experience)

One variable that often appear in the discussion of occupational stress is gender. According to Steyn and Kamper (2006) the rapid growth in social change has affected the roles women play in the family and the society in general. They explained that several reoccurring causes of stress are pointed to gender as a key factor. They also identified the studies of (Hawe, Tuck, Manthei, Adair, & Moore, 2000; Ngidi & Sibaya, 2002; Rout & Rout, 2002) who indicated that, female teachers were reported to have experienced more stress as compared to their male counterparts. Rout and Rout (2002) (as cited in Steyn & Kamper, 2006) stated that female teachers experience a lot of stress due to their dedication not only to their work in school but to domestic chores which usually conflict with their work demands and increase their stress experience.

Contrary to this view, Reddy and Anuradha (2013) established through a study they carried out that male teachers experience more stress than female teachers. This study used the independent samples t-test to compare means of male and female teacher stress levels in secondary school teachers in Vellore district in India. In another development, Eres and Atanasoska (2011) used 692 randomly selected teachers in Macedonia and Turkey for a study. The sample comprised 298 female teachers and 240 male teachers. The study aimed at comparing stress levels of teachers from varied economic and socio-cultural environment. It was concluded that stress levels of male teachers in Turkey were higher than that of female teachers. However, it was revealed that there was no significant relationship between stress levels of male and female teachers in Macedonia.

Age has been found to be related with occupational stress (Rakshase, 2014). According to Steyn and Kamper (2006) some of the results of studies that examined the age of teachers in relation to their stress experience are conflicting. Some of the authors emphasized that younger teachers experience higher stress levels than those above the age of thirty (Jonas, 2001 as cited in Steyn & Kamper, 2006). Jacobsson, Pousette and Thylefors (2001) also revealed that an increase in the age of teachers was linked to higher job demand, which increases stress among teachers. Furthermore, Anandasayanan and Subramaniam (2013) conducted a study using 150 teachers in Jaffna District, Sri Lanka. The study measured demographic features of respondents in relation to stress. The outcome of the study showed that teachers below the age of 35 had lower levels of stress as compared to teachers who were 55 years and above.

Bearschank (2010) discloses that an individual's previous experiences could leave that individual more vulnerable to stress or make him better prepared to face any stressful situation therefore tenure of service or years of experience is an important factor to consider in occupational stress studies. Another study conducted by Green–Reese, Johnson and Campbell (1991)

showed that the experience gained through a number of years of teaching was not related significantly to teachers' stress. Coetzee and Rothman (2005) on the other hand stated that there exists a significant relationship between number of years of experience of teachers and their stress levels. Their study showed that teachers who have taught for five years or more experience higher stress as compared to teachers with less than five years of teaching experience. Coetzee and Rothman (2005) further stated that teachers who had 10 years of working experience indicated a higher level of stress with incidents of psychological health issues such as panic attacks, constant irritability, tiredness, inability to cope and avoidance of people.

Effect of occupational stress on teachers' job satisfaction

Yaacob and Long (2015) conducted a study to investigate the relationship between occupational stress and job satisfaction. A sample of 386 teachers was selected from Malacca in Malaysia. Findings of the study revealed a significant positive relationship between stress and job satisfaction. It also showed role ambiguity and role overload as significant predictors of teacher job satisfaction. A limitation of the study however was that majority of the respondents (82.4%) were married. Therefore, it may affect the outcome of the study since stress level of married and unmarried persons may affect job satisfaction level differently. Contrary to their finding, Akomolafe and

Ogunmakin (2014) who conducted a study to examine the contributions of emotional intelligence, occupational stress and self-efficacy to job satisfaction of 400 randomly selected school teachers of Ondo State, Nigeria, concluded that occupational stress does not have any significant effect on teachers' job satisfaction.

De Nobile and McCormick (2005) conducted a study to find the relationship between occupational stress and job satisfaction among 356 teachers from 52 Catholic primary schools in South Wales, Australia. The study used 9 job satisfaction variables (Supervision, Colleagues, Relationship with the principal, working conditions, Work itself, Responsibility, Job variety, Feedback, Relationships with the students) and 4 occupational stress variables, (Student domain, Information domain, School domain, Personal domain). Findings revealed occupational stress as the best predictor of only two job satisfaction variables, (Job variety and Relationships with the students). A limitation of the study was that the sample represents a small percentage of the population of staff members from six Catholic dioceses and cannot be generalized beyond the subgroup.

Jepkoech Koros, Momanyi and Chakua (2018) conducted a study to determine the impact of occupational stress on primary school teachers' job satisfaction in Nandi County in Kenya. A sample of 312 teachers was selected for the study. Findings showed a significant positive relationship between stress and job satisfaction. Klassen and Chiu (2010) carried out a study to examine the relationships among teachers' years of experience, teacher' characteristics (gender and teaching level), self-efficacy, two types of job stress (workload and classroom stress) and job satisfaction with a sample of 1,430 practicing teachers

from Western Canada. Findings of the study showed that teachers with greater classroom stress had lower job satisfaction. Meaning that occupational stress significantly affects job satisfaction. A limitation of their study was that the study sample was not randomly selected but was selected conveniently from an annual teachers' conference. Hence participants may not be representative of other groups of teachers in different setting. Findings from another study conducted on 87 randomly selected teachers in Sub District Sialkot, Pakistan showed no significant effect between stress and job satisfaction (SaqibUsman, Akba, & Ramzan, 2013).

Theoretical framework

The Job demand control (JDC) model by Karasek (1979) and the Herzberg Two Factor Theory (1959) are used as the framework for occupational stress and job satisfaction respectively in the study.

The Job demand control model

The Job demand control (JDC) model by Karasek (1979) is used as the framework for occupational or job stress in the study. The fundamental idea behind the JDC model is that although excessive job demand or pressure (both physical and psychological) can have an impact on stress levels (especially psychological strain) by themselves, these demands are not the most important determinants of stress experiences. Rather, the amount of strain the individual experiences would be determined by whether or not they have control over the demand they have to deal with. Karasek (1979) is of the view that there will be interaction effects of demand and control on stress level.

According to the JDC model (Karasek, 1979), highly stressed and unhealthy jobs are those with low control and high demand conditions. Low

control condition includes low decision-making autonomy regarding working environment and lack of opportunity to learn additional new skills on the job. High demand conditions include inadequate time to meet job demands, too much workload. Jackson and Rothmann (2005) explained a high strain job as one that has a very high degree of responsibility, but does not give the employees autonomy and control over their work and therefore leads to a high level of exhaustion.

The revised version of this theory was proposed by Johnson and Hall (1988) and Karasek and Theorell (1990). Social support was included to help influence a person's level of psychological strain to improve them psychosocially at work. The model then became known as Job Demand Control Support (JDCS). Karasek and Theorell (1990) explained that the beneficial effects of control will further be improved when the individual receives social support from his work colleagues and supervisors. This addition of social support was based on the evidence that the variable can play a great role in alleviating stress among workers (Cooper, Dewe & O'Driscoll, 2001).

The application of the Job Demand Control Model by Karasek (1979) to this study is that the theory helps to identify how stress occurs in the workplace, thereby giving an identification of what occupational stress is and what occupational stress is not. According to the theory, occupational stress occurs when job demands are high and job decision control is low (Ibrahim & Ohtsuka 2012). Job Demand Control Model is based on the proposition that the interaction between job demands and job control is the key to explaining when occupational stress occurs and when it has not occurred. From the Job Demand Control Model, it is clear that job demands and job control interact in such a

way that it creates different psychological work experience for a person, depending on the respective amount of demand and job control (Karasek, 1979).

The Herzberg Two Factor Theory

The study looked at the Herzberg Two Factor Theory as the theoretical basis in attempting to explain reasons for teachers' job satisfaction and

dissatisfaction. According to Herzberg (1959) there are two factors that explain job satisfaction and dissatisfaction among employees and these factors are distinct from each other. The theory explained that variables that lead to job satisfaction are not the same as those that lead to job dissatisfaction. Herzberg (1959) came out with the 'Two-factor theory'. He categorized these factors into intrinsic and extrinsic. Intrinsic factors are factors within the individual that cause or motivate him or her to work hard towards achieving a goal. Examples of intrinsic factors include the nature of the work, that is, achievement, recognition, responsibilities, and opportunities for personal advancement. Achievement refers to successful performance of individual's tasks, solving problems, justification and seeing the results of one's work. Recognition relies on notice, prominence and criticisms received from colleagues or management and it mainly means getting recognition due to achievement in task. Responsibility is the sense of obligation given to individuals and advancement refers to a change in one's position at work and therefore involves the concept of promotion (Gawel, 1997).

Intrinsic factors are also known as motivators or motivating factors. This is because responsibility, the challenging nature of a job and achievement are motivators that come from within the individual (Acheampong & Bennel, 2007). The presence of intrinsic factors within an organisation would inspire

employees and create job satisfaction. However, absence of these factors from an organisation may not necessarily lead to job dissatisfaction (Perrachione, Petersen, & Rosser, 2008).

Extrinsic factors also known as hygiene factors are found within the working environment. Factors identified include company policy, supervision, salaries, interpersonal relationship, leadership, status and security. Company policy and administration relate specifically to organisational management at work places and personnel policies. Supervision, on the other hand, refers to the actual behaviour of managers towards employees, for example how fair or unfair they are and how they relate to worker responsibilities. Salary is the economic benefit the individual derives from work. Interpersonal relations refer to the social interactions between colleagues, workers and their supervisors. The theory states that if extrinsic factors are absent, from an organisation, it would lead to job dissatisfaction. Extrinsic or hygiene factors reflect outcomes generated by performing the job and are concerned with the working environment. They are external to what a person does and do not contribute to satisfaction when present but rather to job dissatisfaction when absent (Furnham, 2005).

According to Dartey-Baah and Amoako (2011) combining the hygiene and motivator factors can result in four different combinations of possible work situations. First, high hygiene and low motivation, where employees have few complaints but are not really motivated. Workers therefore see their work as simply a pay check. Secondly, Low hygiene and high motivation, employees are motivated by the challenging nature of their jobs but they have complaints about salary or work conditions. Thirdly, Low hygiene and low motivation, in

this situation, employees are not motivated and have a lot of complaints about salary and work. Lastly, High hygiene and high motivation, this is the ideal situation in an organization where all employees are very motivated and barely have complains. This improves satisfaction and productivity in the long run.

Applying the Herzberg two-factor theory to teachers' job satisfaction, it could be concluded that though teachers complain about salary as a major issue in their job, they do not necessarily abandon teaching as long as they feel motivated when they achieve success through student performance and see themselves as responsible for students. This is because satisfaction derived from an intrinsic aspect of the job is more sustaining and therefore enables teachers to sustain their motivation and cause them to be retained in school. In the same way, a teacher who feels underpaid will be dissatisfied; however, if the employer increases salaries to an appreciable level, it will not necessarily lead to job satisfaction since other factors also count as determinants of job satisfaction and dissatisfaction.

Conceptual Framework

A conceptual framework may be an illustration or presented in a narrative form. The conceptual framework should include the key factors, variables, or specific topic of study (Miles and Huberman, 1994). The study seeks to show the effects of occupational stress on teachers' job satisfaction. This is demonstrated in Figure 1.

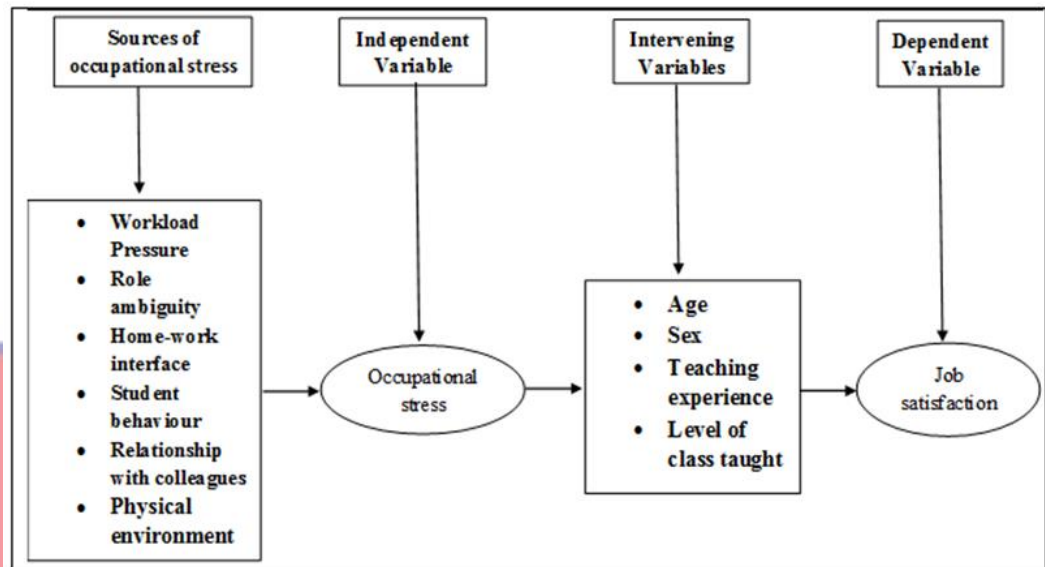


Figure 1: Conceptual Framework

Source: Researchers own construct (2021)

Sources of occupational stress also known as stressors relating to the work place such workload pressure, role ambiguity, home-work interface, relationship with co-workers, working conditions and student behaviour leads to teacher occupational stress. (Cole, 2004; McShane and Von Glinow, 2000; Cooper and Payne, 1988) Teacher occupational stress then affects job satisfaction. Therefore, how satisfied a teacher is with his or her job is dependent on the level of occupational stress which is determined by the stressors he or she encounters. It is important to state however that demographic factors such as age, sex, teaching experience and level of class taught stood as intervening variables that seem to affect both occupational stress and job satisfaction among teachers. That is, how old a teacher is, his or her sex, his teaching experience and the level of class he or she handles may affect the level of stress and how satisfied he or she is with the job.

Summary of literature review

In summary, the above review clearly shows that both teachers' job satisfaction and stress have various dimensions in terms of definition and factors that influence them. The review shows that certain socio demographic factors and workplace characteristics influence both stress and job satisfaction among teachers and workers in general. Empirical researches also indicate that stress among teachers is not only attributed to organisational factors but personal factors as well. Hence, stress and job satisfaction are inter-related as revealed by various studies.



CHAPTER THREE

RESEARCH METHODS

Overview

This chapter focuses on the research techniques that were adopted for the study with the aim of achieving the research objectives. It elaborates on the research design and provided details regarding the population, sample and sampling procedures as well as the research instruments that were used in collecting data for the study. It also discussed the data collection procedure and the techniques employed in the data analysis.

Research Design

The Quantitative technique of data gathering and analysis was employed in this study. Quantitative research is the numerical presentation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Babbie and Mouton, 2007). The study adopted the descriptive survey design. Descriptive survey involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes, or previous experiences by asking respective questions and tabulating their answers. The ultimate goal is to learn about a large population by surveying a sample of the population (Leedy & Ormrod, 2005). The descriptive survey design seeks to explore and describe events as they are and make use of randomization so that errors may be established when population characteristics are inferred from observation of samples (Fraenkel & Wallen, 2000).

The descriptive survey design was considered suitable for the study as it involves the gathering of data from members of the population in order to

determine its current status with regard to one or more variables (Mugenda & Mugenda, 2009). The study used the descriptive survey design because it gave a meaningful picture of events and explained the teachers' opinion and behaviours on the basis of data gathered. The design was further chosen because it was useful in collecting data from a large number of respondents (teachers) in a relatively short time at a better cost. Descriptive survey involved not only the correct description of events, objects, processes, and people, but also the interpretation and description of relationships between variables (Amedahe, 2002). This design was therefore deemed suitable for this study because, through quantitative approach, the relationship between the variables were interpreted and described in their current state. Comparatively, other research designs such as case study, experimental and historical surveys would not have been appropriate to use for this study in view of the stated objectives and the time period for the study (Babbie, 2005).

The descriptive survey design is not totally devoid of bias. The design makes use of deductive reasoning and sometimes getting a sufficient number of questionnaires which will be used is problematic (Kothari, 2004). Confidentiality is also a primary weakness of the design. Often respondents are not truthful as they feel the need to skew their responses to a desired result of the study. Despite these inherent disadvantages, it was deemed the most appropriate design for this study since it helped to specify the nature of the given phenomena (occupational stress and job satisfaction) with a description of the situation using a specified population.

Study Area

The study was conducted in the Accra Metropolis in the Greater Accra region of Ghana. The Accra metropolis is one of the two (2) metropolises among twenty-six (26) districts in the Greater Accra region of Ghana. The assembly covers a land area of 137sq km, located on longitude 05 35' and on Latitude 00 06'. It shares boundaries to the East by the La Dade-kotopon Municipal Assembly, South by the Gulf of Guinea, on the West by Ga South and Central Municipal Assemblies, and on the North by the Ga West and La-Nkwatanang Municipal Assembly. The metropolis has a population of 1,665,086 inhabitants (Ghana Statistical Service, 2010). Currently there are a total of 164 kindergartens, 210 primary schools and 189 junior high schools with a teacher population of 4,069 according to the Education Management and Information System (EMIS, 2017/2018).

Population

The target population for this study was all teachers in public basic schools in the Accra Metropolis. This comprises teachers at the kindergarten, primary and Junior High School (JHS) levels of basic education in the metropolis. The Accra Metropolitan Assembly has a total of 161 kindergartens, 202 primary schools and 185 JHS with a teacher population of 4,069 according to the Education Management Information System (EMIS) of the Ghana Education Service (GES) (EMIS, 2017/2018). The accessible population was made up of 1359 teachers across the various levels of basic education from which schools and teachers were further selected as the sample size.

Sample and Sampling Procedure

Stratified random sampling technique was adopted in this study. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups referred to as strata. The stratification is done based on members' shared attributes or characteristics (Kothari, 2014).

Stratified Random sampling technique was adopted because the basic school level is made up of the kindergarten, primary and Junior High School. Thus, each forms a stratum from which teachers were selected to form part of the final sample for the study using the simple random sampling.

The number of schools considered was computed using the Krejcie and Morgan formula for sample size determination (Krejcie & Morgan, 1970). Proportional allocation was also employed to assign schools to each stratum. Therefore with 161 kindergartens, 202 primary schools and 185 Junior High Schools. The sample schools were considered based on the Krejcie and Morgan formula for sample size determination was 156 schools. By proportional allocation, the number of schools in each stratum was 46 kindergartens, 57 primary schools and 53 Junior High Schools. The number of schools considered is summarized in the table 1.

Table 1: Number of Schools sampled from each level of Basic Education

Level of School	Number of Schools	Sample
Kindergarten	161	46
Primary	202	57
JHS	185	53
Total	548	156

Furthermore, the public basic schools in the Accra Metropolis had 371 teachers in the kindergartens, 1698 teachers in the primary schools and 2000 teachers in the Junior High schools. A sample of 351 teachers were selected randomly using the Krejcie and Morgan formula for sample size determination. The number of teachers sampled were further grouped into the various levels of basic education by proportional allocation. This is summarized in table 2.

Table 2: Number of Teachers sampled from each level of Basic Education

Level of School	Teacher Population	Sample
Kindergarten	371	32
Primary	1698	146
JHS	2000	173
Total	4069	351

Therefore 351 teachers across kindergarten, primary, and JHS levels of the basic education at the Accra metropolis were considered for the study.

Data Collection Instruments

The questionnaire was used as the data collection instrument for the study to collect data on teachers' job stress and job satisfaction. Amedahe (2002) stated that questionnaires are widely used for collection of data in educational research and if developed well can be effective for securing factual information about practices, enquiring into opinions and the attitudes of the subject.

The questionnaire for this study was in three sections, A, B and C and was made up of 42 items. Section A comprised of items on demographic data of respondents. This looked at age, sex, teaching experience and the level of class taught. Section B was on teacher stress causing factors. The section

comprised of 28 close ended items measured on a 5-point Likert scale; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree to explore teachers' occupational stress. Stress causing factors were developed based on specific situations and events in the literature that appeared to adversely affect teachers' stress.

Section C comprised of 9 close ended items to assess the level of teachers' job satisfaction. Teacher Job Satisfaction Scale (TJSS-9) was adopted and used in section C to collect data on teachers' job satisfaction. The Teacher Job Satisfaction Scale (Pepe, 2011) is a questionnaire aimed at measuring job satisfaction and has been specifically developed for use in educational contexts. The TJSS-9 is composed of three dimensions: satisfaction with co-workers (3 items), satisfaction with parents (3 items) and satisfaction with students' behaviours (3 items). Items are rated on a 5-point scale, Very Dissatisfied, Dissatisfied, Uncertain, Satisfied, and Very Satisfied.

Validity and Reliability of the Instrument

To ensure content validity of the instrument used, the questionnaire was given to one of my supervisors for scrutiny, since content validity is determined by expert judgment. Apart from this, a pre-test was conducted in order to determine reliability of the instrument. This was conducted on teachers at the La Dade-kotopon Municipal Assembly. The rationale behind the selection of the assembly was due to its proximity to the main study area. It was therefore hypothesized that they could share certain common characteristics. Some grammatical errors were made in the instrument and item by item scrutiny of the responses were done to help restructure statements that were not well understood. No teacher however ticked more than one item in each scale which

is an indication that the instrument was well understood. A Cronbach's alpha of 0.887 and 0.708 was obtained for teachers' job stress and teachers' job satisfaction parts of the questionnaire respectively and this indicates that there is high level of internal consistency for the instrument.

Data Collection Procedure

Data was collected over a period of one month from 14th May to 15th June, 2019. Permission was sought from head teachers of randomly selected schools. During the visit, the general objective of the study and the processes of collecting data were explained to teachers and they were also assured anonymity and that their responses would be kept confidential. The researcher personally administered the instrument with two trained research assistants. Since respondents were literate, they answered the questionnaire themselves. Respondents were given up to 2 days to complete the questionnaires. This was because respondents would have sufficient time to complete questionnaires after working hours. The researcher gave a phone number to the teachers to call in case of any challenges in answering the questionnaires. The researcher went back after two days to collect the questionnaires. Out of 351 questionnaires administered, 327 were returned representing 93.1 percent response rate. However, 5 (five) were not fully completed and therefore these were not added to the final questionnaires considered. In all 322 questionnaires were considered in the data analysis.

Data Analysis Procedure

The data collected was edited, coded and analysed using the Statistical Package for the Social Sciences (SPSS) version 22. Mean, frequencies and charts were used to summarize respondents' socio-demographic and

occupational characteristics. Inferential statistics including independent samples t-test, One – Way Analysis of Variance (ANOVA), and Structural Equation Modeling (SEM) were used to study the various relationships that exist among variables of interest.

Research question 1 was answered using Exploratory Factor Analysis (EFA). This technique was adopted because the researcher in his aim to explore stressors among basic school teachers could not study every factor (stressor) among basic school teachers due to the time span of the study hence the number of variables were reduced into a fewer number of factors. This technique extracts the maximum common variance from all variables and puts them into a common score. Research question 2 was answered using the Teacher Job Satisfaction Scale (TJJS-9) to assess teachers' satisfaction with co-workers, students and parents (parents of pupils) and then using descriptive statistics in the form of means and percentages to analyse.

Research question 3 was answered using the Structural Equation Modeling (SEM). SEM combines the concept of both multiple regression and Confirmatory Factor Analysis (CFA). It is a methodology used to confirm or test existing theories or concepts (Kaplan, 2000). In this study, the factors (stressors) explored in the Exploratory Factor Analysis (EFA) were checked through this measurement model and their effects on the job satisfaction among basic school teachers were explored through the structural model. SEM explores the likelihood of correlations among the latent variables and includes two parts: The first part is a measurement model (fundamentally the CFA) and a structural model (the multi-regression model) forms the second part (Schreiber, Nora, Stage, Barlow & King, 2006). The researcher adopted this

tool due to the aim of establishing the effect of occupational stressors on basic school teachers' job satisfaction.

Hypotheses 1, 2 and 4 were tested using the One –Way Analysis of Variance (ANOVA) to compare the means of teacher job satisfaction level in terms of their ages, years of teaching experience and level of class taught. The

One –Way Analysis of Variance (ANOVA) was used to determine whether there was any statistically significant difference among the means of three or more independent groups (ages, years of teaching experience and level of class taught). Measurement is on an interval scale since the scaled responses in the Likert scale were aggregated for each respondent.

Hypothesis 3 was tested using the independent samples t-test to compare the means of male and female teachers' level of job satisfaction. The independent samples t-test was used to determine if there is a statistically significant difference between the means of two independent groups or categorical groups. In the case of this study, gender was considered, which is categorical. Measurement is on an interval scale since the scaled responses in the Likert scale were aggregated for each respondent.

Chapter Summary

In this chapter, the research methods used was explained. This involves the research design, population sampling and sampling procedure. In addition, the instrument used for data collection in the study was explained as well as the data collection and analysis procedure.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents the analysis of the data and it involves exploration of data by means of summary statistics and charts. The chapter is divided into four key sections. The first section explores the demographic characteristics of the respondents, section two (2) explores factors influencing stress among basic school teachers through exploratory factor analysis, the third section assesses the level of job satisfaction using the Teacher Job Satisfaction Scale (TJSS-9), whereas the fourth section examines the relationship between occupational stressors and level of job satisfaction through Structural Equation Modeling. In all 322 respondents (teachers) were considered for the analysis.

Demographic Characteristics

This section presents the demographic characteristics of the respondents used for the study. Figure 2 presents the sex of respondents in a Pie Chart.

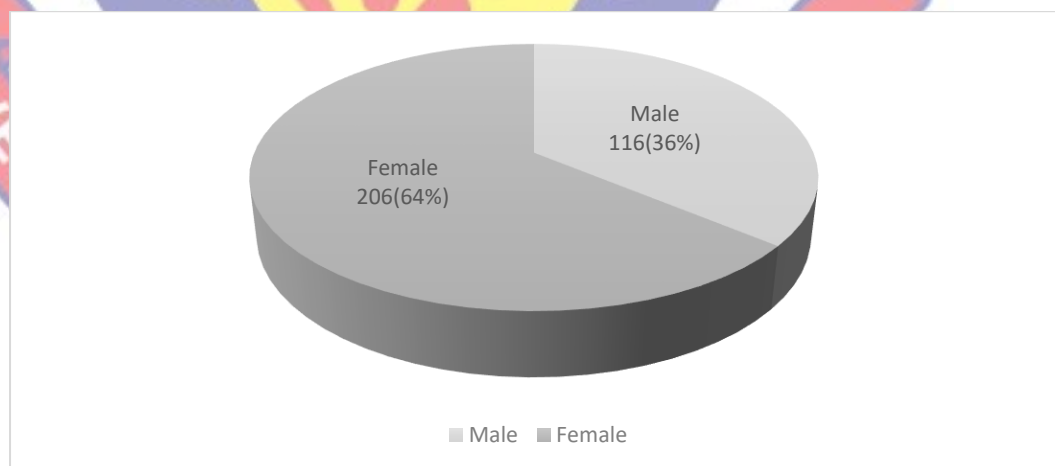


Figure 2: Sex Distribution of Respondents

In Figure 2, most of the respondents 206 representing 64% were females while 116 representing 36% were males. Data reveals that the majority of the

respondents were females. This can be attributed to the high number of females in the teaching profession. Possible reasons for the high number of females in the teaching profession according to Organisation for Economic Co-operation and Development (2017) were stereotypical notions of what women and men excel at and the careers they tend to pursue as well as economic considerations which are likely to influence men and women's career orientations towards the teaching profession.

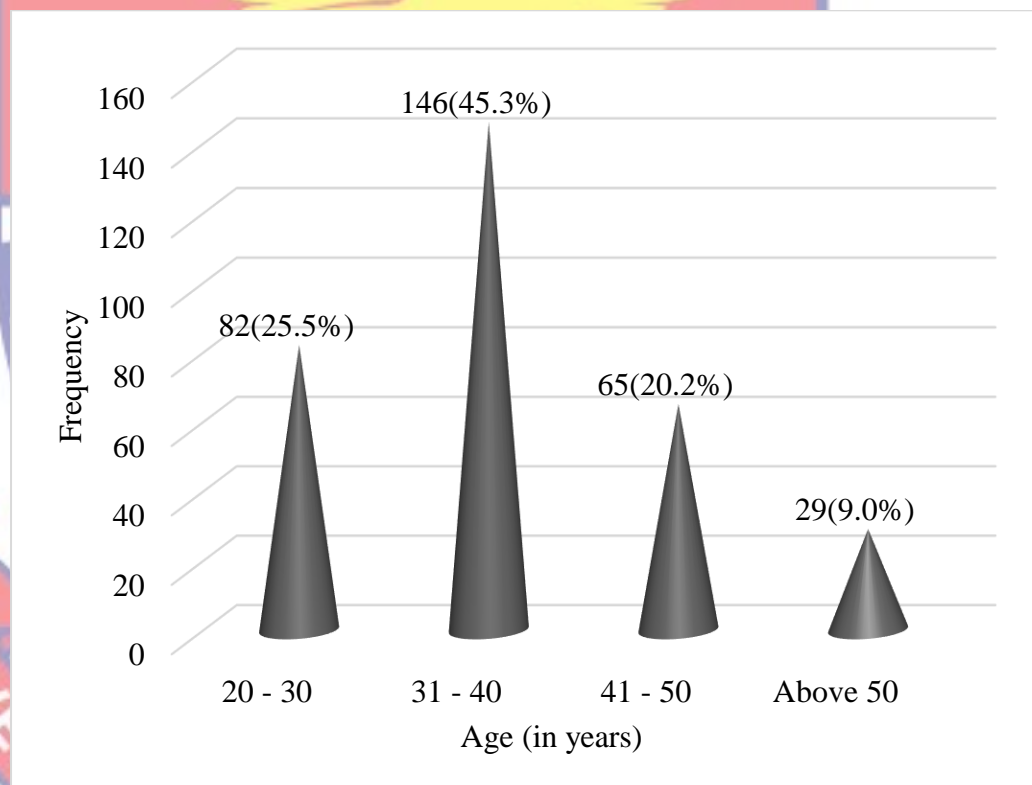


Figure 3: Age Range Distribution of Respondents

Statistical data in Figure 3 (Cone chart) indicates that 146 (45.3%) were aged between 31 and 40 years, 82 (25.5%) of the respondents were between 20 and 30 years, 65 (20.2%) were between 40 and 50 years whereas the rest, 29 (9.0%) were above 50 years. This shows that majority of the respondents fell into the age range of 31 and 40 years. They were relatively young and have more years to work. According to McKay, Newell and Rienzo (2018) the

younger workforce tends to have higher expectations which may influence their satisfaction in a job.

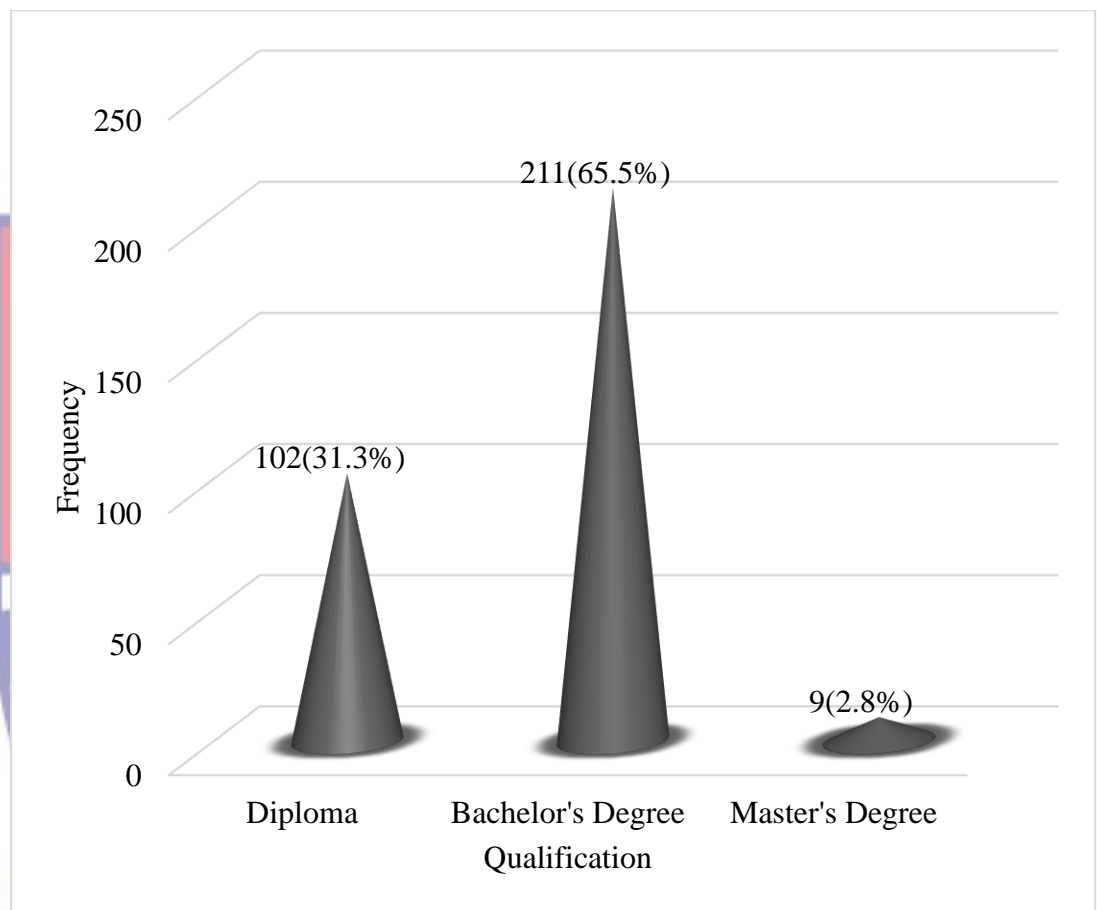


Figure 4: Level of Education of Respondents

Figure 4(Cone chart) presents the educational background of respondents. The figures reveal that 211 (65.5%) of the respondents had bachelor's degree, 102 (31.3%) were Diploma holders and 9 (2.8%) had master's degree. The implication is that all the teachers used for the study were well qualified to handle pupils at the basic school level. Again, it is seen that only a few master's degree holders teach at the basic school level. This can be attributed to the notion that in Ghana and for that matter West Africa, most teachers think that once one obtains a master's degree he or she should teach at

a higher level of education. Hence some masters' degree holders refuse postings to the basic school levels.

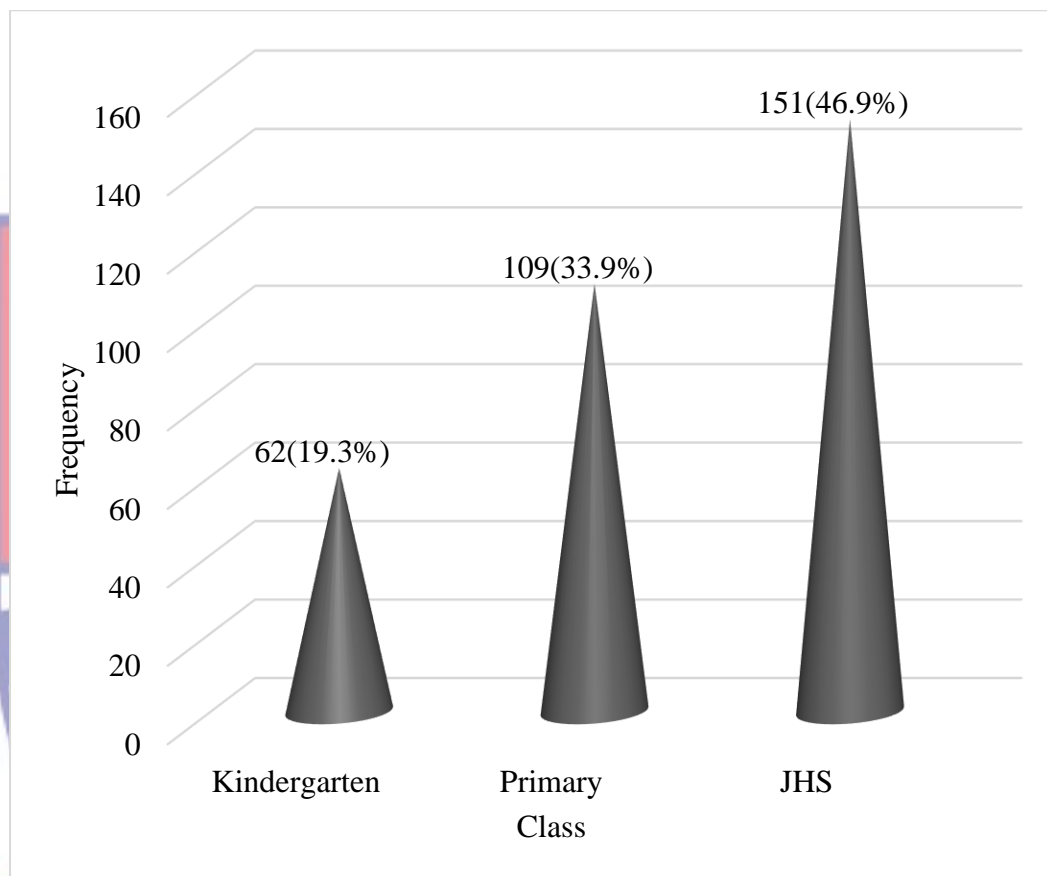


Figure 5: Class Handled by Respondents

Figure 5 (Cone chart) presents the classes handled by respondents. The figure revealed that out of 322 respondents, 151 (46.9%) taught at the JHS level, 109 (33.9%) and 62 (19.3%) taught at the primary and kindergarten levels respectively showing that Junior High School teachers dominated the respondents. This can be attributed to the fact that while the primary and kindergarten levels have a class teacher, the Junior High School levels have a set of teachers teaching different subjects. In their study, Morgan and O'leary (2004), Ferguson, Frost and Hall (2012) and Halpert (2011) considered the level of class or grade teachers handled as an important element in determining how they functioned, which in the long run affected their level of job satisfaction.

The number of years taught by the respondents was further explored. This is presented in Figure 6.

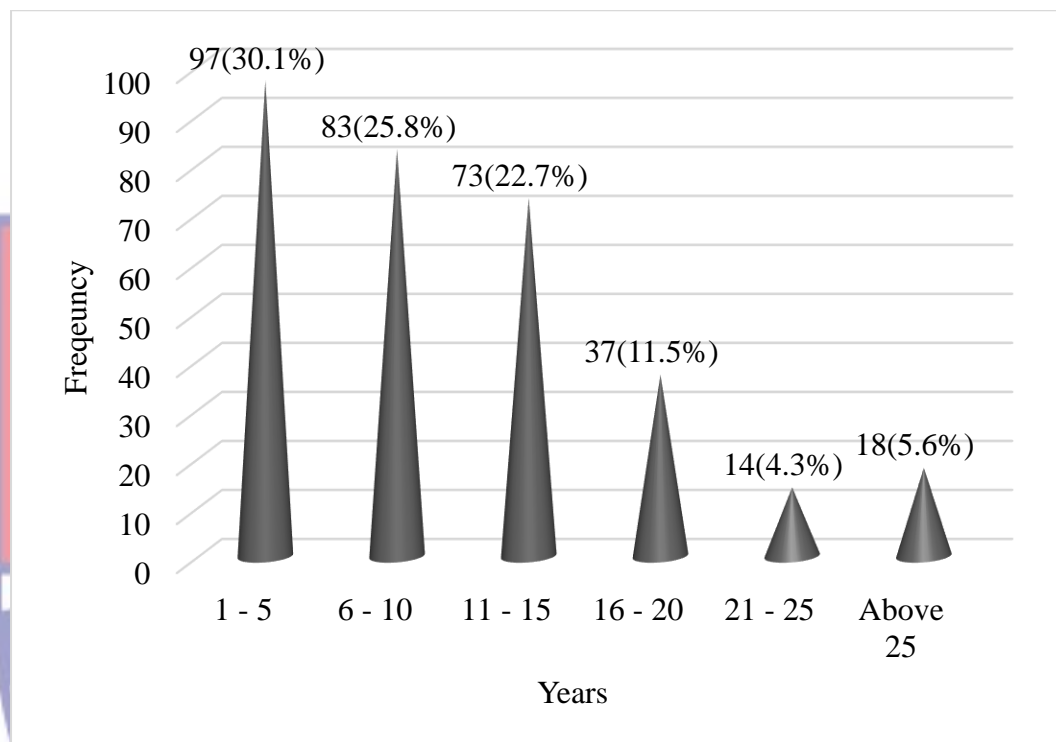


Figure 6: Number of Years Taught by Respondents

Figure 6 (Cone Chart) presents the number of years taught by respondents. The data reveals that 97 (30.1%) have taught between 1 and 5 years, 83(25.8%) have taught between 6 and 10 years, 73 (22.7%) have taught between 11and15 years, 37 (11.5) have taught between 16 and 20 years, 14 (4.3%) have taught between 21 and 25 years and 18 (5.6%) have taught above 25 years. The data show that all respondents have at least a year’s experience in teaching, with the average years of teaching experience being 10.6 years, as well as the minimum and maximum years of teaching experience being 1year and 37years respectively. It is important to state that 9.9% of the respondents have taught for more than 20 years while 11.5% have taught for between 16 to 20 years. This shows that respondents have adequate teaching experience. Narayan (2016); Rice (2010) and Bearschank (2010) described teaching experience as a

crucial factor that influences the teacher's level of job satisfaction and ability to cope with stress at work. They explained that previous experience could leave an individual more vulnerable to stress or make him better prepared and satisfied with his job. The work experience status of a teacher is greatly related to how effective their instruction, management of students as well as successful usage of teaching strategies. It also determines their preparedness for the unpredictability of the classroom environment, putting the teacher in a position to fight stress (Van Maele & Van Houtte, 2012; Claessens, Van Tartwijk, Pennings, Van der Want, Verloop, den Brok, & Wubbels, 2016).

Research Question 1

What are the occupational stressors among basic school teachers in the Accra Metropolis?

This research question sought to explore the occupational stressors among basic school teachers in Accra Metropolis. The question was addressed using Exploratory Factor Analysis.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test and the Bartlett's Test of sphericity was carried out to test the appropriateness of conducting Factor Analysis. The Kaiser-Meyer-Olkin test measures the ratio of squared correlation between variables to the squared partial correlation and for an appropriate data, the KMO value should exceed 0.6. Bartlett test also checks if the correlation matrix of the data is an identity matrix. It is important that the data gives correlated variables, so the off-diagonal element should not be zero (0). Thus, the test should be significant. The results of these two tests are presented in Table 3.

Table 3: *KMO and Bartlett’s Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.689
Bartlett’s Test of Sphericity	Approx. Chi-square	3023.944
	p-value	0.000

From Table 3, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value is 0.689, and the Bartlett’s test is significant ($p - value = 0.000$). This is indicative of the fact that the factor analysis used was appropriate.

The number of factors to be retained was further explored. In determining how many components (factors) to extract, Kaiser’s criterion was used. Here the study was interested in components with eigenvalues greater than one (1). The result is presented in Table 4.

Table 4: *Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.428	19.387	19.387	5.428	19.387	19.387
2	2.501	8.933	28.320	2.501	8.933	28.320
3	2.200	7.855	36.175	2.200	7.855	36.175
4	1.780	6.357	42.532	1.780	6.357	42.532
5	1.544	5.516	48.048	1.544	5.516	48.048
6	1.448	5.171	53.219	1.448	5.171	53.219
7	1.252	4.472	57.691	1.252	4.472	57.691
8	1.190	4.251	61.941	1.190	4.251	61.941
9	1.073	3.831	65.772	1.073	3.831	65.772
10	.918	3.278	69.050			

Table 4 continued: *Total Variance Explained*

11	.880	3.144	72.194
12	.784	2.799	74.993
13	.741	2.645	77.637
14	.656	2.344	79.981
15	.647	2.312	82.294
16	.593	2.117	84.411
17	.560	1.999	86.410
18	.507	1.810	88.219
19	.479	1.710	89.929
20	.444	1.586	91.516
21	.395	1.409	92.925
22	.355	1.269	94.194
23	.345	1.231	95.424
24	.340	1.213	96.637
25	.285	1.019	97.656
26	.278	.994	98.650
27	.233	.832	99.482
28	.145	.518	100.000

From Table 4, the first nine (9) components recorded eigenvalues above one (1). These nine (9) components (factors) explained a total of 65.8% of the variance observed in occupational stress among teachers. This gives an implication that 65.8% of stress among teachers is explained by these factors. However, the number of factors retained by this criterion are many therefore the *Scree Test* was also employed with the aim of reducing the number of factors. The *Scree Test* is used to identify the optimum number of factors that can be extracted before the amount of unique variance begins to dominate the common variance structure (Hair, Anderson, Tatham, & Black, 1995). The *Scree Test* is derived by plotting the eigenvalues (on the Y axis) against the number of factors in their order of extraction (on the X axis). The initial factors extracted are large

factors (with high eigenvalues), followed by smaller factors. Graphically, the plot will show a steep slope between the large factors and the gradual trailing off of the rest of the factors. The point at which the curve first begins to straighten out is considered to indicate the maximum number of factors to extract (Ho & Au, 2006).

The scree plot was examined to cut down the number of retained factors. The scree plot is presented in Figure 7.

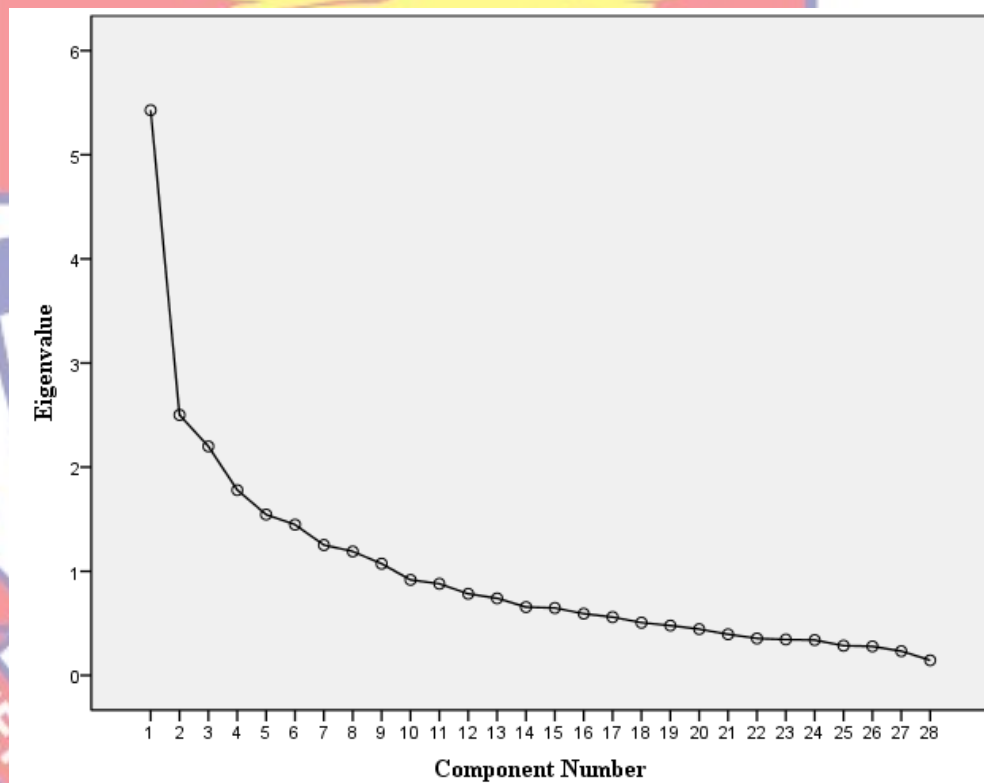


Figure 7: Scree Plot of Eigenvalue and the number of components

From Figure 7, the scree plot showed that five (5) components were above the point where the elbow bends. Also, the curve bends after the seventh component and then appears to be on a horizontal band after the tenth component. Thus, either five (5) or seven (7) components could be retained. To ascertain the appropriate number of factors to retain, a parallel analysis was performed. The Kaiser-Guttman rule says that one should choose all factors

with eigenvalue greater than one (1) (Braeken & van Assen, 2017). According to the Kaiser-Guttman rule of thumb, nine (9) factors were retained. However, the result of the parallel analysis indicated that retaining eight (8) factors would be sufficient (Figure 8).

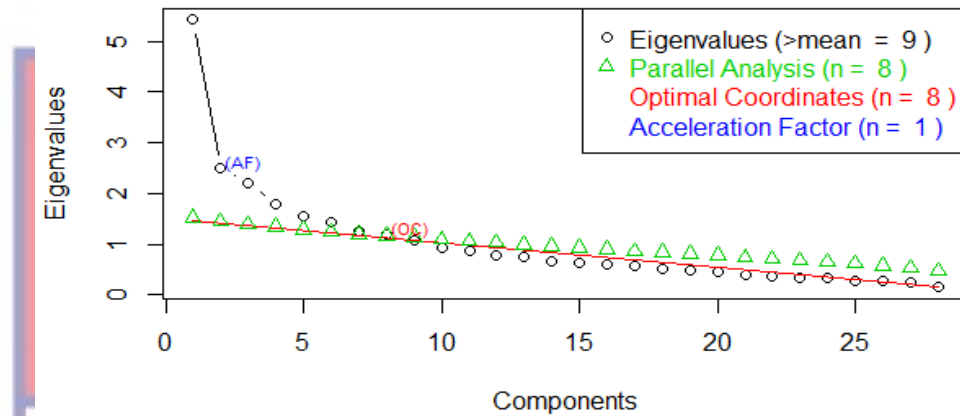


Figure 8: Parallel Analysis of Components

Figure 8 is the parallel analysis performed to ascertain the number of factors to retain. From Figure 8, the optimal coordinate was obtained at component eight (8), an indication that eight (8) components should be retained for further analysis. The Kaiser-Guttman rule says that one should choose all factors with eigenvalue greater than one (1) (Braeken & van Assen, 2017). According to the Kaiser-Guttman rule of thumb, nine (9) factors were retained. However, the result of the parallel analysis indicated that retaining eight (8) factors would be sufficient (Figure 8).

Confirmatory Test of Model Adequacy

Though the parallel analysis suggested eight (8) components, there was the need to test the sufficiency of a number of factors to retain. The aim here is to conduct a confirmatory factor analysis to justify the choice of a number of factors to retain. The result is presented in Table 5.

Table 5: *Goodness of Fit Test*

Model	% of Variance	Chi-Square	Degree of Freedom	p – value
5	48.05	985.71	248	1.59e-88
7	57.69	686.53	203	8.52e-54
8	61.94	567.4	182	3.47e-41
9	65.77	453.43	162	2.05e-29

Table 5 presents the Confirmatory Factor Analysis Test of the number of factors retained. In this test, the null hypothesis that n factors retained are sufficient is tested. From Table 5, all number of factors (that is 5, 7, 8, and 9) retained were not sufficient. Although the Parallel Analysis (Figure 8 above) indicated eight (8) factors to be retained, these number of factors were not sufficient either, from the confirmatory test.

According to Streiner (1994), the proportion of the total variance explained by the retained factors should be at least 50%. Based on this rule of thumb, five (5) factors which explain 48.1% of variation were retained. Retaining seven (7) factors explains 57.69% of the variation, which meets the required proportion. However, this number of factors is also too large to deal with in further study. Hence, the study settled on retaining five (5) factors. The number of factors retained is presented in Table 6.

Table 6: *Retained Factors*

Statement	Component				
	1	2	3	4	5
I feel intimidated by supervisors and inspectors	0.640				
Conflicting demands from school administrators and external officers	0.631				
Engaging in school activities outside of the normal working hours	0.592				
I am not progressing in my job as I should	0.572				
I feel frustrated when my authority is rejected by pupils and administrators	0.558				
Negative relationship with other teaching and non-teaching staff	0.406				
Too many teaching schedules on the time table		0.744			
Combination of family, home and school activities		0.703			
Handling classes of varied pupil abilities		0.601			
High expectation to complete the syllabus on time		0.507			
Doing more than one thing at a time		0.503			
Heavy workload		0.468			
Trying to complete reports and academic records on time			0.734		
Taking responsibility for students who are poorly motivated			0.664		
Adjusting to frequent new changes at the school			0.557		
Handling pupils' disciplinary cases			0.542		
Handling over crowded classes			0.510		
Cumbersome nature of promotion or advancement process				0.600	
Inadequate teaching aids				0.564	
Low participation in decision making				0.539	
My opinions are not appreciated by my administrative head				0.493	

Table 6 continued: *Retained Factors*

Statement	Component				
	1	2	3	4	5
Inadequate salary				0.482	
Lack of respect for teachers by pupils'				0.447	
parents and society					
Inadequate time to prepare for				0.412	
lessons/responsibilities					
Ensuring class control					0.692
Co-ordination of co-curricular activities					0.672
in addition to classroom activities.					
Attempting to teach students who are					0.608
poorly motivated					
Giving school-related duties without					0.506
adequate resources and materials to					
carry out					

Component 1

The first component (Factor 1) consisted of six (6) variables. The variables loaded well (explained majority of the variation) in this component, and it explains 19.4% (Table 2) of the variation in stress among teachers. Some of the items were: ‘I feel intimidated by supervisors and inspectors’, ‘I feel frustrated when my authority is rejected by pupils and administrators’ and ‘Negative relationship with other teaching and non-teaching staff’. Thus, this component was labelled as *relationship with colleagues and supervisors*.

Component 2

The second component (Factor 2) consisted of six (6) variables and explains 8.9% (Table 2) of the variations in the stress among the teachers. The variables loaded greatly in the component. The variables included: 'Too many teaching schedules on the time table', 'Combination of family, home and school activities', and 'High expectation to complete the syllabus on time'. Thus, this component was labelled as *teacher workload*.

Component 3

Component three (Factor 3) also consisted of five (5) variables and explains 7.9% (Table 2) of the variations in the stress among the teachers. Some of the variables included 'Taking responsibility for students who are poorly motivated', 'Handling pupils' disciplinary cases', and 'Handling overcrowded classes. This component was labelled as *challenges with student*.

Component 4

Component four (Factor 4) consisted of seven (7) variables and explains 6.4% (Table 2) of the variations in the stress among the teachers. Some of the variables included 'Low participation in decision making', 'My opinions are not appreciated by my administrative head', and 'Lack of respect for teachers by pupils' parents and society'. This component was labelled as *challenges with parents and administrative issues*.

Component 5

This component (Factor 5) consisted of four (4) variables and explains 5.5% (Table 2) of the variations in the stress among the teachers. Some of the variables included "Ensuring class control", co-ordination of co-curricular activities', 'Attempting to teach students who are poorly motivated', and 'Given

school-related duties without adequate resources and materials to carry out'. Thus, this component was labelled as *classroom challenges*.

Therefore, *relationship with colleagues and supervisors, teacher workload, challenges with students, challenges with parents and administration and challenges teachers encounter in the classroom* were the five observed factors that influence stress among teachers at the basic level of education in the Accra Metropolis.

Research Question 2

What is the level of job satisfaction among basic school teachers in the Accra Metropolis?

This research question sought to assess the level of job satisfaction among basic school teachers in Accra Metropolis. The level of job satisfaction of teachers was assessed through 9 variable scale measurement which seeks to assess teachers' level of job satisfaction with co-workers, students and parents (parents of pupils). This is presented in Table 7.

Table 7: *Level of Job Satisfaction among Teachers*

Statement	Dissatisfied		Uncertain		Satisfied		Mean
	N	%	N	%	N	%	
The quality of your relations with co-workers	91	28.3	24	7.5	207	64.3	3.54
The extent to which your co-workers encourage you and support you in your work	107	33.2	21	6.5	194	60.2	3.31
Your overall satisfaction with your co-workers	90	28.0	8	2.5	224	69.6	3.50

Table 7 continued: *Level of Job Satisfaction among Teachers*

The extent to which students act in a self-disciplined manner	205	63.7	25	7.8	92	28.6	2.36
Your satisfaction with the behaviour of students in your school	213	66.1	25	7.8	84	26.1	2.42
The overall level of satisfaction with student discipline in your school	201	62.4	24	7.5	97	30.1	2.44
The degree of interest shown by parents in the education of their children	263	81.7	21	6.5	38	11.8	1.85
The extent to which parents are supportive of the school and its programmes	265	82.3	24	7.5	33	10.2	1.79
Your overall level of satisfaction with parents where you work	249	77.3	26	8.1	47	14.63	1.91

The items on the TJSS-9 scale are rated on a 5-point scale (1 = *I am highly dissatisfied with this aspect of the school*, 5 = *I am highly satisfied with this aspect of the school*). Therefore, a mean value of 3 is an indication that the teacher is uncertain of his/her level of satisfaction, whereas a mean value less than 3 implies he/she is dissatisfied. On the other hand, a mean value more than 3 implies, the teacher is satisfied.

Satisfaction with Co-workers

From Table 7, the mean value for all the three dimensions considered were above 3 (3.54, 3.31 and 3.50 respectively) which is an indication that the teachers were satisfied with their co-workers. Considering each of the

dimensions used in assessing teachers' level of satisfaction with co-workers, the results from Table 5 show that majority of the respondents (teachers) (69.6%) were satisfied with their relationships with co-workers. Therefore, how they relate with colleagues at the workplace affect their level of job satisfaction.

Satisfaction with Parents

In terms of respondents' satisfaction with parents of students, respondents showed a higher level of dissatisfaction with the interest parents show in the education of their wards and the extent to which parents are supportive of the school and its programmes, recording 81.7% and 82.3% respectively. However, respondents' overall level of dissatisfaction with parents was 77.3%. The mean values of the three dimensions are 1.85, 1.79 and 1.91 respectively which is below the threshold value of 3. Therefore, the teachers were not satisfied with the role played by parents of pupils.

Satisfaction with students

Furthermore, the data showed that the majority of the respondents (62.4%) were dissatisfied with student disciplinary issues. The mean level of satisfaction with student in terms of self-discipline manner, their behaviour in the school, as well as their overall level of satisfaction with student are 2.36, 2.44, 1.85 respectively. These recorded averages are all below 3, which is an indication that the teachers are not satisfied with their students.

The result of the study was confirmed through structural equation modeling as depicted in Figure 9.

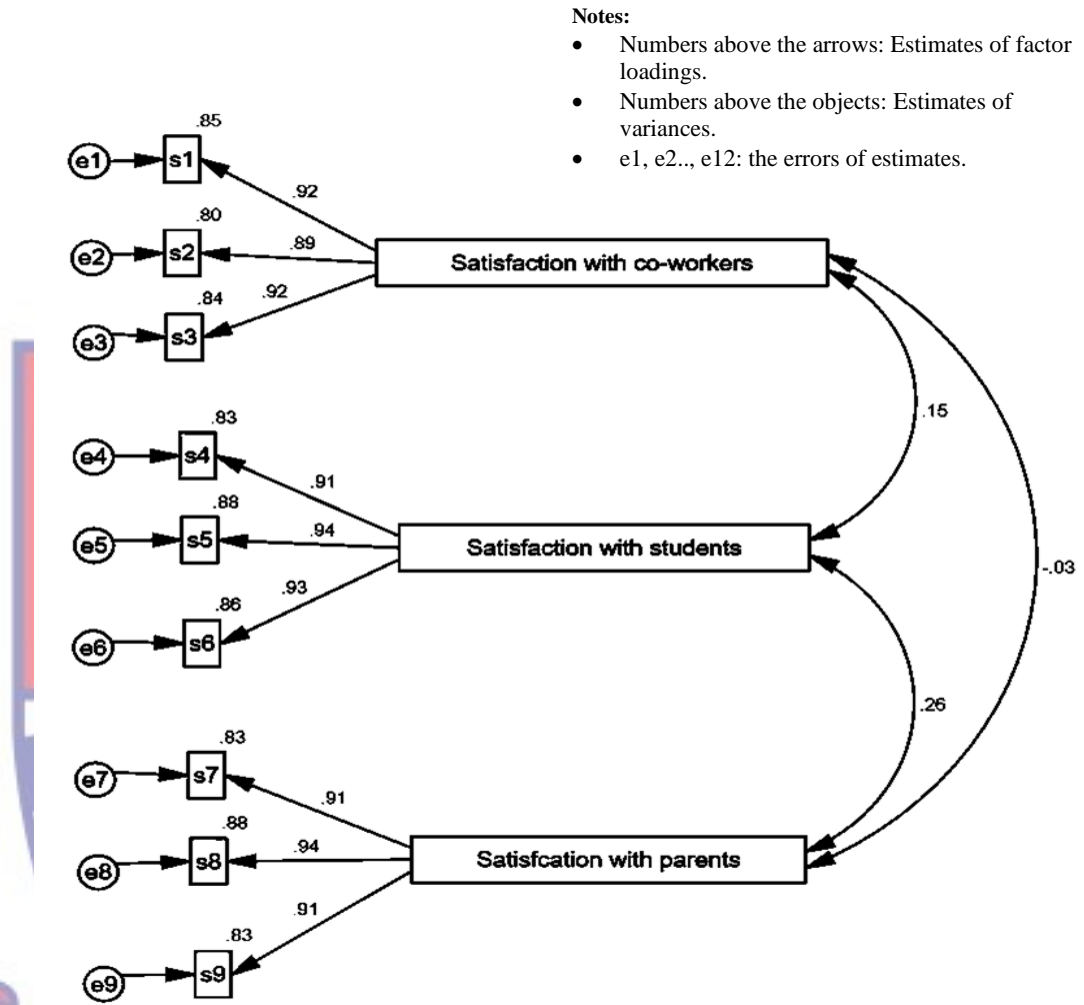


Figure 9: Structural Equation Modeling for job satisfaction Among Basic School Teachers

From Figure 9, the first dimension (Satisfaction with co-workers) which is composed of the quality of your relations with co-workers (S1), the extent to which your co-workers encourage you and support you in your work (S2) and your overall satisfaction with your co-workers (S3) displayed strong factor loadings (correlation coefficients between the variables and the factors they represent) of 0.92, 0.89, and 0.92 respectively and were significant ($p - value = 0.000$). These coefficients, called *factor loadings*, indicate how closely the variables are related to each factor. Therefore, the three dimensions

(variables) used in assessing teachers' level of satisfaction with co-workers was adequate.

The second dimension (Satisfaction with students) with variables; the extent to which students act in a self-disciplined manner (S4), your satisfaction with the behaviour of students in your school (S5), and the overall level of satisfaction with students' discipline in your school (S6) also displayed a strong significant factor loading of 0.91, 0.94, and 0.93 respectively and were significant ($p - value = 0.000$). This is an indication that the three dimensions (variables) used in assessing teachers' level of satisfaction with student was adequate.

Finally, the third dimension (Satisfaction with parents of pupils) was composed of the degree of interest shown by parents in the education of their children (S7), the extent to which parents are supportive of the school and its programmes (S8), and your overall level of satisfaction with parents where you work (S9). Again, these variables displayed strong significant factor loadings of 0.91, 0.94, and 0.93 respectively and were significant ($p - value = 0.000$). This is an indication that the three dimensions (variables) used in assessing teachers' level of satisfaction with parents of pupils was adequate.

Thus, these nine (9) variables give a vivid description of how satisfied teachers are with their co-workers, students and parents of students which may affect their satisfaction with their job.

Hypothesis 1

HO: *There is no significant differences in teachers' level of job satisfaction based on their ages in the Accra Metropolis.*

The One-way ANOVA was employed with a significance level of 5% to test this hypothesis and the result is summarized in Table 8.

Table 8: *Age and Level of Satisfaction of Respondents*

Source of variation	Sum of Squares	df	Mean Square	F	<i>p-value</i>
Between Groups	173.704	3	57.901	1.454	0.227
Within Groups	12660.572	318	39.813		
Total	12834.276	321			

From Table 8, it was observed that there is no significant difference between age and level of satisfaction ($p - value = 0.227 > \alpha = 0.05$). Thus, teachers' satisfaction with their jobs is independent of their age. The analysis therefore showed that there was no statistically significant difference between teachers' level of job satisfaction in terms of their age. Therefore, the null hypothesis that there is there is no statistically significant differences in teachers' level of job satisfaction based on their ages in the Accra Metropolis was retained.

Hypothesis 2

H₀: *There is no significant differences between teachers' level of job satisfaction based on their sex in the Accra Metropolis.*

Independent samples t- test was employed with a significance level of 5% to test this hypothesis. In this test, equality of variance in the two samples were tested as well as the equality of means. The result is summarized in Table 9.

Table 9: Sex and Level of Job Satisfaction of Respondents

	Levene's Test for		T-test for Equality of Means		
	Equality of Variances		t	df	p – value
	F	p – value			
Equal variance assumed	13.756	0.000	4.098	320	0.000
Equal variance not assumed			3.832	195.179	0.000

From Table 9, the Levene's Test for Equality of Variances was significant ($p - value = 0.000 < \alpha = 0.05$), an indication of difference in the variances of the two samples. Hence the variances of both sexes are indeed unequal. Test statistics is $t = -3.832$ with degrees of freedom of 195.179. Since the $p - value = 0.000$ is less than 5% level of significance. There was a significant difference between the sex of teachers and their level of job satisfaction. Therefore, the null hypothesis that there is no significant different between gender and level of satisfaction is rejected.

Hypothesis 3

Ho: *There is no significant differences between teachers' level of job satisfaction based on their years of experience in the Accra Metropolis.*

The One-way ANOVA was once again employed with a significance level of 5% and the result is summarized in Table 10.

	Sum of Squares	df	Mean Square	F	<i>p-value</i>
Between Groups	594.308	7	84.901	2.178	0.036
Within Groups	12239.968	314	38.981		
Total	12834.276	321			

Table 10: *Years of Experience and Level of Satisfaction of Respondents*

The results in table 10 showed that teachers’ level of job satisfaction differs significantly in terms of their years of teaching experience. The analysis therefore showed that there was a statistically significant difference between teachers’ years of teaching experience in terms of their level of job satisfaction ($p - value = 0.036 < \alpha = 0.05$). The null hypothesis which states that there is no significant differences between teachers’ level of job satisfaction based on their years of experience in the Accra Metropolis is rejected.

Hypothesis 4

Ho: *There is no significant differences between teachers’ level of job satisfaction based on level of class taught in the Accra Metropolis.*

The One-way Analysis of Variance (ANOVA) was employed with a significance level of 5% to test this hypothesis and the result is summarized in Table 11.

Table 11: *Class Taught and Level of job Satisfaction of Respondents*

Source of Variation	Sum of Squares	df	Mean Square	F	<i>p-value</i>
Between Groups	74.708	2	37.354	0.934	0.394
Within Groups	12759.569	319	39.999		

Total	12834.276	321
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From Table 11, the One-way Analysis of Variance test was not significant ($p - value = 0.394 > \alpha = 0.05$). This implies that there was no significant difference between class taught and the level of job satisfaction.

From Table 9, the One-way Analysis of Variance test was not significant ($p - value = 0.394 > \alpha = 0.05$). This implies, there is no significant difference between class taught and the level of job satisfaction. Therefore, the null hypothesis which states that there is no significant difference between teachers' level of job satisfaction based on level of class taught in the Accra Metropolis retained.

Research Question 3

What is the effect of occupational stressors on job satisfaction among basic school teachers in the Accra Metropolis?

This research question sought to find out the effect of occupational stress on teacher job satisfaction. Structural Equation Modeling was employed to address the question. In this method, the factors (occupational stressors) explored and retained in Table 4 were confirmed and their effect on job satisfaction assessed. The result is presented in Figure 10, Tables 12 and 13. Figure 10 is the structure depicting the relationship between the factors (occupational stressors) and the level of job satisfaction. Table 12 presents the variance in stress among the teachers explained by the factors, whereas Table 13 shows regression weights (effect) of the factors (occupational stressors) on teachers' level of job satisfaction. X1 to X24 are the variables retained in the factor analysis in Table 6.

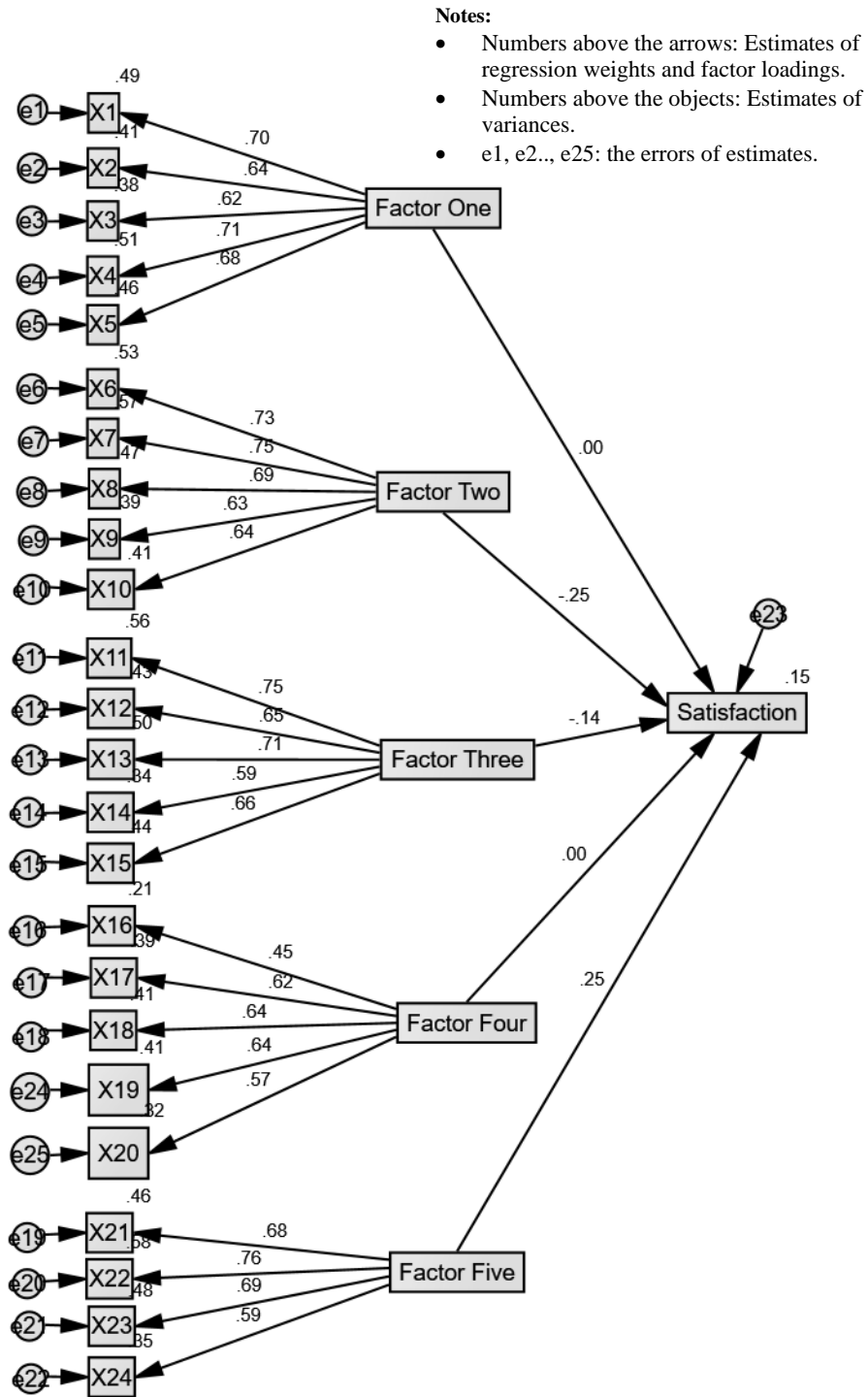


Figure 10: Structural Equation Modeling for Stress Factors and Job Satisfaction among Basic School Teachers

All the items (variables) loaded greatly in each factor. Also, all the factors were significant ($p\text{-value}=0.000$, for all factors from Table 12) confirming these factors as stressors among teachers. Factor one, *relationship with colleagues and supervisors*, explained 15% of the variation of stress among

teachers, whereas Factors 2, 3, 4, and 5 (*teacher workload, challenges with students, parents and administrative issues, challenges in the classroom*) explained 12.5%, 12.5%, 8.1%, and 9.2% of variability in stress among teachers respectively. Thus, the factors explain 57.3% of the stress among basic school teachers (Table 12). This strongly confirms that the five retained factors (*relationship with colleagues and supervisors, teacher workload, challenges with student, challenges with parent and administrative issues, and challenges in the classroom*) under the factor analysis are indeed key stressors among basic school teachers.

Table 12: Variance Explained by Factors

Factor	Estimate	Standard Error	Critical Ratio	<i>p</i> - value
Factor 1	14.970	1.182	12.669	0.000
Factor 2	12.544	0.990	12.669	0.000
Factor 3	12.544	0.990	12.669	0.000
Factor 4	8.097	0.639	12.669	0.000
Factor 5	9.213	0.727	12.669	0.000

Table 13: Standardized Regression Weights

Variable		Estimate	Standard Error	Critical Ratio	<i>p</i> - value
Satisfaction ←	Factor 1	-0.003	0.084	-0.051	0.959
Satisfaction ←	Factor 2	-0.253	0.092	-4.912	0.000
Satisfaction ←	Factor 3	-0.143	0.092	-2.768	0.006
Satisfaction ←	Factor 4	0.001	0.115	0.018	0.986
Satisfaction ←	Factor 5	0.247	0.107	4.788	0.000

From Table 13, Factors 2, 3, and 5 (*teacher workload, challenges with students, and challenges in the classroom*) were significant predictors of the level of satisfaction among basic school teachers ($p\text{-value}=0.000$, for all factors). Factors 2 (*teacher workload*) and 3 (*challenges with student*) influenced the level of satisfaction negatively, whereas Factor 5 (*challenges in the classroom*) influenced it positively. This implies that more of teacher workload and challenges with students, influence basic school teachers' level of satisfaction negatively, whereas challenges in the classroom positively influence basic school teachers' level of satisfaction. Factor 1 (*relationship with colleagues and supervisors*), though not significant, influenced the level of satisfaction negatively. Conversely, Factor 4 (*challenges with parents and administrative issues*) influenced the level of satisfaction positively though not significant. Thus, the stress factors significantly affect job satisfaction among basic school teachers.

Discussion

The study observed five factors that influence stress among teachers at the basic level of education in the Accra Metropolis. These were relationship with colleagues and supervisors, teacher workload, challenges with students, challenges with parents and administration and challenges teachers encounter in the classroom. Teachers encounter various stressors on daily basis at the workplace. Erkutlu and Chafra (2006) for instance explained the workplace as a potential source of stress. The findings of the study corroborate findings of other studies. For instance, workload was established by several studies such as Ferguson, et al (2012); Shernoff, et al (2011); Jenitta and Mangaleswaran (2016) and Naidoo et al (2013) to be a key stressor among workers. Relationship with

colleagues and supervisors was another key area that easily stressed teachers according to the current study. Cooper and Payne (1988) and Cole (2004) observed the relationship at work (supervisor and colleagues) as another major occupational stressor. In their study, McShane and Von Glinow (2000) pointed to the relationship with supervisors and co-workers as a source of happiness or unhappiness in the workplace.

Challenges with students, challenges with parents and administrative, issues in the classroom were the other major stressors observed by the current study. These stressors are in line with the findings of Kyriacou (2001); Ferguson, Frost and Hall (2012) and Shernoff, Mehta, Atkins, Torf and Spencer (2011). Kyriacou (2001) and Geving (2007) identified classroom discipline issues as one stressor associated with the student while Ferguson, Frost and Hall (2012); Shernoff, Mehta, Atkins, Torf and Spencer (2011) pointed to administrative issues such as workplace policies and supervision as sources of teacher stress. These stressors are very common with teachers because the classroom, administration (supervisors) and parents form part of the teachers' workplace hence teachers encounter them every day in the execution of their daily activities.

The study found that majority of the respondents are satisfied with colleagues at the workplace which goes to affect their overall job satisfaction. This emphasizes the views expressed by Rabbanee, Yasmin and Sarwar (2012) and Luthans (1998) that a good work group serves as a source of support, comfort, advice and assistance to the individual's job which positively affects job satisfaction. The findings further confirm the work of Khanale and Vaingankar (2006); Wainaina, Kipchumba and Kombo (2014); Briones,

Tabernerero, and Arenas, (2010) who also found co-worker support as a positive influence on teachers' job satisfaction.

Furthermore, the study revealed that teachers were not satisfied with parents of students and this affected their level of job satisfaction. Though parents are not part of the school environment, the role they play in their ward's education tends to affect student performance which may determine teachers' job satisfaction. This finding corroborates the findings of El-Hilali and Al-Rashidi (2015) and Isaiah and Nenty (2012) whose study showed that parental involvement influenced job satisfaction. Parental involvement is key to teachers' job satisfaction because as key stakeholders of education, parents play a great role in the teacher's day to day activities.

In terms of teachers' satisfaction with students, the study showed low satisfaction with students. Pepe, Addimando and Veronese (2017) expressed that teachers' interaction with disciplined or undisciplined student is a key determinant of their job satisfaction. Students' behaviour can be a source of satisfaction to teachers when students participate in class and accord the teacher the necessary respect that will encourage the teacher to feel free and motivated in carrying out his or her duties. On the other hand, when students are not willing to learn and be responsive in the classroom it may cause teachers to worry and complain about students which may affect their job satisfaction (Rhodes, Nevill and Allan, 2004). Findings are in line with the findings of Rhodes, Nevill and Allan (2004) and Spilt, Koomen and Thijs (2011) whose study showed how students' disciplinary issues significantly affect teachers' job satisfaction.

It can be realized from the results that overall co-worker support increased teachers' job satisfaction because teachers were satisfied with their

relationship with colleagues at the workplace. However, students' disciplinary issues and teacher's relationships with parents have led to a decrease in teachers' overall level of job satisfaction. The study further revealed a significant positive relationship between teachers' satisfaction with co-workers and their satisfaction with students as well as teachers' satisfaction with students and satisfaction with parents. This is an indication that as teachers' satisfaction with co-workers increases their satisfaction with students increase as well and vice versa. Also, a happiness with parents of the students is likely to influence their satisfaction with the students and vice versa. When teachers are dissatisfied with parents of student, it will reflect in their actions toward the student. The current study revealed that teachers were satisfied with their co-workers. However, they expressed dissatisfaction with their students and parents of students.

Establishing a good relationship with colleagues contributes to the development of a positive school environment by reducing the fatigue of teachers and increasing their job satisfaction. On the other hand, the absence of a positive interaction among colleagues at the workplace affects job satisfaction negatively (Hughes & Kwok, 2006; Luthans, 1998). Therefore, with an observed positive relationship between teachers' satisfaction with co-workers and their satisfaction with students, there is an indication that an improved satisfaction with colleagues will influence teachers' level of satisfaction with students. Thus, a relationship among colleagues needs to be promoted to improve the level of satisfaction with students.

An improved relationship between parents and teachers may help enhance the relationship between teachers and their students since a positive

relationship was found between teachers' satisfaction with students and their satisfaction with parents of students. This confirms the findings of Houtenville and Conway (2008); Darmody and Smyth (2010) and El-Hilali and Al-Rashidi (2015) who explain that good teacher-parent relationship can significantly improve a teacher's self-perception and job satisfaction as well as transcend to student achievement.

The study did not find a statistically significant difference between level of job satisfaction of teachers in terms of their age. This is an implication that a teachers age does not influence his/her level of job satisfaction. The findings of the present study corroborate the findings of Getahun, Tefera and Burichew, (2016) who indicated that age of teachers does not significantly determine their level of job satisfaction. The possible explanation for this finding could be that the conditions and scheme of service of the Ghana Education Service provide equal benefits and opportunities for all teachers irrespective of their age. Akyeampong and Bennell (2007) explained that in developing countries including Ghana, the majority of basic school teachers work to fulfil their lower level needs which are fundamental to all irrespective of their age differences. Maslow (1943) identified these needs as the need for food, shelter, clothing and security needs. This could be another possible reason why teachers of different age groups do not differ significantly in their level of job satisfaction. However, Mocheche, Raburu and Bosire (2018) and Mengistu (2012) in their study established a significant difference in job satisfaction of teachers in terms of their age.

The study further found a significant difference in the level of job satisfaction of teachers in terms of their sex. This finding of the current study

corroborates the finding of Mocheche, Raburu and Bosire (2017) which observed a significant difference between male and female teachers in terms of their job satisfaction levels. In line with the current research, the study showed that female teachers had slightly higher scores on job satisfaction than their male counterparts.

In a similar vein, the findings of the current study supported the conclusion of Fitzmaurice (2012) that a significant difference existed between job satisfaction of teachers in terms of sex, with female teachers having higher stress levels than male teachers. In contrast, the findings of this study disagree with the findings of Mabekoje (2009) that no significant difference existed between sex and job satisfaction among teachers. An indication that male and female teachers would have similar levels of job satisfaction.

The study further found a significance difference between teachers' level of job satisfaction in terms of their years of experience. This is an indication that the years of experience in teaching influence one's level of satisfaction in the profession. This result is in line with the findings of Gesinde and Adejumo (2012) and Adebola and Jebril (2012) who indicated a significant difference between teachers' years of teaching experience and their level of job satisfaction. This is an indication that higher and lower years of teaching experience would not give the same levels of job satisfaction but a higher teaching experience may lead to either high or low job satisfaction and vice versa. This finding is also supported by the works of Dobrow Riza, Ganzach & Liu (2016) and Baluyos, Rivera, and Baluyos (2019) which revealed that as years of teaching experience increases, job satisfaction tends to reduce. They explained that as the individual increases in years of job experience, he or she

also ages and therefore may receive fewer opportunities for advancement and become bored, which may reduce their level of job satisfaction. In contrast, Crossman and Harris (2006) found no significant difference between teaching experience and job satisfaction. However, a possible explanation for this variation in findings could be attributed to differences in the organisational culture between countries.

The study found no significant difference between teachers' level of job satisfaction in terms of the level of class they taught. Thus, irrespective of class taught, teachers experience the same level of job satisfaction on the average. However, in this case though teachers in the Junior High School level may have less teaching periods as compared to those in the kindergarten and primary level and teachers' level of job satisfaction does not differ significantly. This finding confirms the findings of Ferguson, Frost and Hall (2012) and Morgan and O'leary (2004) that showed no significant difference between the level of class teachers teach and their job satisfaction. Therefore, the level of class teachers teach does not affect their job satisfaction. A possible explanation for this finding could be that in the Ghana Education Service teachers' conditions and the scheme of service is not differentiated by the level, one teaches. The findings of the present study however contradict the findings of Halpert (2011) that teachers' level of job satisfaction differs significantly in terms of the classes they teach.

The study further found out that occupational stress significantly affected teachers' level of job satisfaction. This is in line with the findings of Yaacob and Long (2015) and Ismail, Yao and Yunus (2009) who reported a significant relationship between teachers' job stress and level of job satisfaction.

Similarly, the findings of Jepkoech Koros, Momanyi and Chakua (2018) revealed that occupational stress has a significant effect on teachers' job satisfaction. Though there were many stressors that affected teachers on daily basis, the study found *teacher workload, challenges with students and challenges in the classroom* as significant stressors that affect teachers job satisfaction. These findings are also in line with that of Klassen and Chiu (2009) and Anastasiou and Papakonstantinou (2014) who indicated teacher workload as a significant predictor of teacher job satisfaction. Okeke and Mtyuda (2017) also identified teacher workload, student disciplinary issues as significant stressors that affect teachers job satisfaction on daily basis.

Chapter Summary

Three hundred and twenty-two (322) respondents (teachers) were considered from the kindergarten, primary, and JHS levels of basic education. The majority (64%) of the respondents were females. The minimum educational background of the respondents was a diploma certificate. In addition, all respondents had at least a year's experience in teaching with the average years of teaching being 10 years. The occupational stressors among basic school teachers were explored through exploratory factor analysis and the considered stressors were tentatively grouped into five categories; relationship with colleagues and supervisors, teacher workload, challenges with students, challenges with parents and administrative issues and challenges in the classroom. These five (5) key factors explained 48% of the variations (changes) in the stress among basic school teachers. The factors were later confirmed through structural equation modeling to ascertain their effect on the level of job satisfaction of teachers.

Furthermore, the level of satisfaction of the teachers with their co-workers, students, and parents of the students was assessed through the Teacher Job Satisfaction Scale (TJSS-9). Majority of the respondents expressed satisfaction with their co-workers, however, they were dissatisfied with students and their parents. Three (3) variables each (making nine (9) variables) assessed the satisfaction levels with co-workers, students, and parents. This was confirmed through structural equation modeling. The relationship amidst satisfaction with co-workers, students, and parents was also assessed through this methodology. A positive weak relation was found between teachers' satisfaction with students and their satisfaction with parents. However, satisfaction with co-workers was negatively related with satisfaction with parents of pupils though not significant.

In addition, the study assessed teachers' job satisfaction in relation to their demographic characteristics (class taught, age, sex, and years of experience). The satisfaction of basic school teachers was not statistically significant irrespective of class taught as well as age. However, their satisfaction was influenced by years of experience and gender.

Finally, the study confirmed the five (5) observed stressors through structural equation modeling and also assessed their effect on basic school teachers' level of job satisfaction. Three out of the five (5) factors (*teacher workload, challenges with student and challenges in the classroom*) representing a majority of the factors were significant influencers of job satisfaction among basic school teachers. The factors (*challenges with parent and administrative issues, relationship with colleagues and supervisors*) though not significant affected job satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents a summary of the findings of the study as well as the conclusions, recommendations and suggestions for future research. The chapter focuses on the implications of the findings from the study for policy formulation. The recommendations are made based on the key findings and major conclusions arising from the study.

Summary of findings

The study examined the effects of occupational stress on the level of teachers' job satisfaction among basic school teachers in the Accra Metropolis. The descriptive survey design was employed for the study. The study used questionnaires to collect data from three hundred and twenty-two (322) respondents (teachers) from kindergarten, primary, and JHS levels of basic education. Both descriptive and inferential statistical tools were used to analyse the data.

As part of the objectives of the study, the study sought to explore occupational stressors among basic school teachers in the Accra Metropolis. Exploratory Factor Analysis was used to explore the stress factors teachers' encounter and these factors were grouped into five (5) categories (*relationship with colleagues and supervisors, teacher workload, challenges with student, challenges with parent and administrative issues, and challenges in the classroom*). These five factors explained 48% of the variation in stress among basic school teachers. Another objective of the study was to assess teachers' level of job satisfaction in the Accra Metropolis. This was achieved through the

use of Teacher Job Satisfaction Scale (TJSS-9) to find out teachers' level of job satisfaction.

Finally, the study aimed to examine the effect of occupational stress on job satisfaction among basic schools in the Accra Metropolis, this was achieved through the use of structural equation modelling where the stress factors observed were confirmed and their effect on teachers' job satisfaction checked.

Key findings

Key findings of the study were stated based on the main objectives of the study. The first objective of the study was to explore factors that influence stress among basic school teachers in Accra Metropolis. The following major findings were revealed: five stress factors among basic school teachers were observed. These are, *relationship with colleagues and supervisors, teacher workload, challenges with student, challenges with parent and administrative issues, and challenges in the classroom*. These factors explained 48% of the variation in stress among basic school teachers.

The second objective of the study was to assess the level of job satisfaction among basic school teachers in the Accra Metropolis. The key findings that emerged from this objective were: majority of basic school teachers expressed satisfaction with colleagues or co-workers; teachers were dissatisfied with students and parent of students, which affected their overall level of job satisfaction; a significant positive weak relationship was found between teachers' satisfaction with co-workers and their satisfaction with students also, a positive weak relationship was also found between teachers' satisfaction with students and satisfaction with parents, teachers' satisfaction with co-workers was negatively related to their satisfaction with parents of

students; the level of class teachers teach and teachers age do not significantly affect their level of job satisfaction; however, teachers' sex and years of experience significantly affect their job satisfaction.

The third objective of the study was to examine the effect of occupational stress on basic school teachers' job satisfaction. The key finding which emerged from this objective was that: factors 2, 3, and 5 (*teacher workload, challenges with student, and challenges in the classroom*) were revealed as stressors that significantly predict the level of job satisfaction among basic school teachers. Factors 2 (*teacher workload*) and 3 (*challenges with students*) influenced the level of satisfaction negatively, whereas Factor 5 (*challenges in the classroom*) influenced teachers' job satisfaction positively.

Conclusions

The study revealed that even though there are many stress causing factors identified by various researchers, teacher workload, challenges teachers encounter with students in terms of disciplinary issues and classroom challenges are key stressors that play a major role in determining teachers' job satisfaction. These are issues which teachers encounter on a daily basis and therefore these must be critically examined.

In terms of teachers' job satisfaction, the study revealed that a teacher's satisfaction with co-workers is at the mid-point between satisfaction with students and satisfaction with parents of students. Therefore, a teacher's satisfaction with co-worker support leads to a satisfaction with students. Also, as a teacher's satisfaction with co-worker support increases, his or her satisfaction with parents of students decreases and vice versa. Therefore, even though these three aspects (co-worker support, student and parents of students)

play a vital role in the teacher's overall level of job satisfaction, co-worker support can be considered as the basis of the teacher's satisfaction with students and parents of students. This may be because co-worker support is a vital element in the teachers' working environment.

Recommendations

Based on the findings of the study, the following recommendations are made. Firstly, in terms of the enormous workload on Basic School teachers, the Ghana Education Service in collaboration with other agencies in education must equip teachers with knowledge and skills in Information Communication Technology and provide them with technology tools such as computers and tablets to prepare their lesson plans. This would help reduce the workload on planning lessons. Also, the National Council for Curriculum and Assessment (NACCA) must collaborate with GES to organize in-service training courses on other ways of assessing students like use of group presentations. The knowledge would put teachers in a better position to appreciate and use other methods aside giving written exercises and marking them which tend to increase their workload. This will go a long way to help reduce the workload of teachers.

Secondly, the Ghana Education Service must educate teachers on disciplinary models to empower teachers in handling classroom disciplinary issues which increase their stress levels and make them dissatisfied with their jobs. Schools must also support teachers when it comes to major student disciplinary issues.

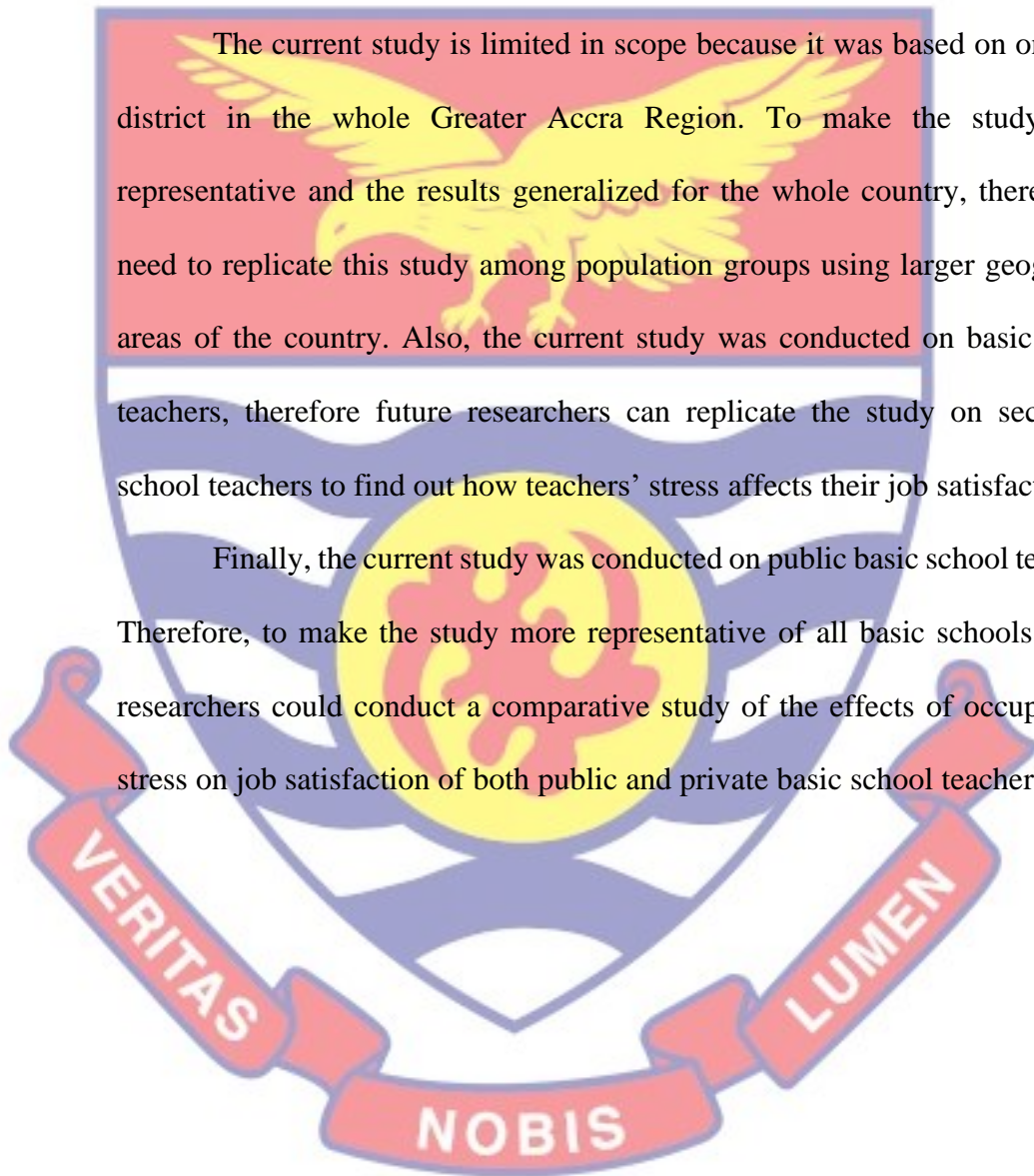
Thirdly, the employers of Basic School teachers, which is the Ghana Education Service must collaborate with teacher unions to sensitize teachers on stresses they will encounter in their jobs and effective ways they can cope with these stresses.

Finally, as school managers, head teachers in the Accra Metropolis must ensure that cordial relationships exist among colleague teachers since that can create the foundation for better teachers' satisfaction with students and even parents.

Suggestions for Further Research

The current study is limited in scope because it was based on only one district in the whole Greater Accra Region. To make the study more representative and the results generalized for the whole country, there is the need to replicate this study among population groups using larger geographic areas of the country. Also, the current study was conducted on basic school teachers, therefore future researchers can replicate the study on secondary school teachers to find out how teachers' stress affects their job satisfaction.

Finally, the current study was conducted on public basic school teachers. Therefore, to make the study more representative of all basic schools, future researchers could conduct a comparative study of the effects of occupational stress on job satisfaction of both public and private basic school teachers.



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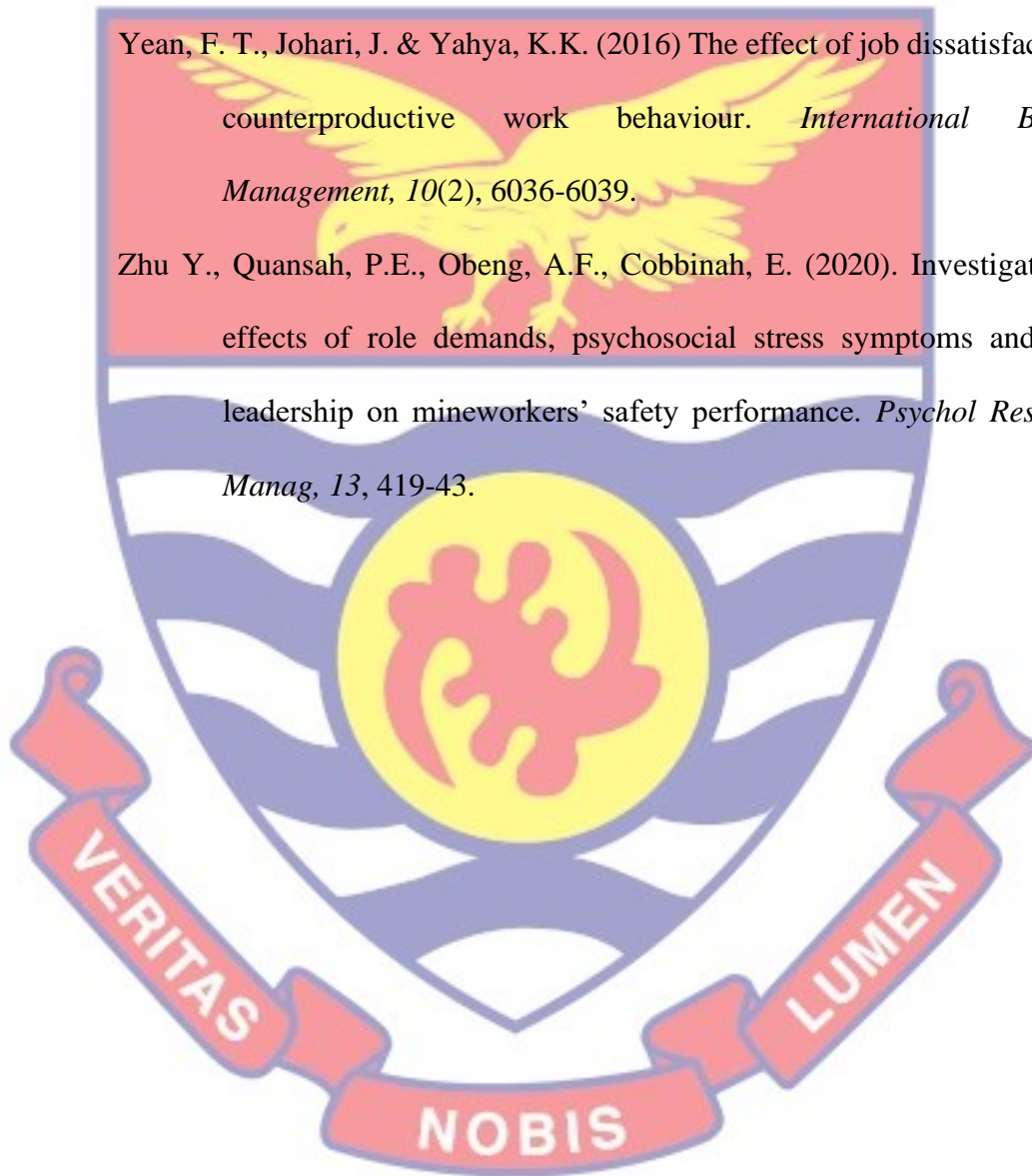
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APPENDIX

APPENDIX

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Questionnaire to ascertain stress and job satisfaction of Basic School

teachers in Accra Metropolis

INTRODUCTION

This questionnaire seeks to solicit your views on job stress and job satisfaction. This is solely for academic purpose and the responses you provide will be treated with utmost confidentiality. Your co-operation in responding to this questionnaire will be highly appreciated.

SECTION A

Background characteristics of respondents

Please place a tick (✓) where applicable

1. Gender

a) Male

b) Female

2. Age

a) 20 – 30 b) 31 – 40

c) 41 – 50 d) Above 50 years

3. Teaching Experience

4. Highest level of education

a) Certificate b) Diploma

c) Bachelor's Degree d) Master's degree

e) Other (Please specify):

5. Level of class you teach

a) Kindergarten [] b) Primary [] c) JHS []

SECTION B

Information on teacher stress

Instruction: The following is an inventory of possible factors which might subject you to occupational stress. Please read and in each case indicate the degree to which you agree or disagree with these factors by placing a tick (√) in the appropriate box for each item.

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD- Strongly

Disagree

S/N	STATEMENTS	SA	A	N	D	SD
1	Inadequate salary					
2	Low participation in decision making					
3	Inadequate teaching aids					
4	Heavy workloads					
5	My opinions are not appreciated by my administrative head					
6	Cumbersome nature of promotion or advancement process					
7	Handling over crowded classes					
8	Lack of respect for teachers by pupils, parents and society					
9	Doing more than one thing at a time					

10	Negative relationship with other teaching and non-teaching staff					
11	I feel intimidated when supervisors and inspectors visit					
12	I am not progressing in my job as I should					
13	Combination of family, home and school activities					
14	Too many teaching schedules on the time table					
15	Handling classes of varied pupil abilities					
16	Handling pupils' disciplinary cases					
17	Adjusting to frequent new changes at the school					
18	Inadequate time to prepare for lessons /responsibilities					
19	Given school-related duties without adequate resources and materials to carry it out.					
20	Engaging in school activities outside of the normal working hours.					
21	Conflicting demands from school administrators and external officers.					

22	High expectation to complete the syllabus on time					
23	Ensuring class control					
24	I feel frustrated when my authority is rejected by pupils and administrators					
25	Trying to complete reports and academic records on time.					
26	Taking responsibility for student performance					
27	Attempting to teach students who are poorly motivated					
28	Co-ordination of co-curricular activities in addition to classroom activities					

SECTION C

Questionnaire on teacher job satisfaction

Instruction: Please read and in each case indicate the degree to which you are satisfied or dissatisfied with the statements by placing a tick (✓) in the appropriate box for each item.

Key: **VD** = Very Dissatisfied, **D** = Dissatisfied, **U** = Uncertain, **S** = Satisfied, and **VS** = Very Satisfied

S/N	ITEMS	VD	D	U	S	VS
1	The quality of your relations with co-workers.					
2	The extent to which your co-workers encourage you and support you in your work.					
3	Your overall satisfaction with your co-workers.					
4	The extent to which students act in a self-disciplined manner.					
5	Your satisfaction with the behavior of students in your school.					
6	Your overall level of satisfaction with student discipline in your school.					
7	The degree of interest shown by parents in the education of their children.					
8	The extent to which parents are supportive of the school and its programs.					
9	Your overall level of satisfaction with parents where you work.					