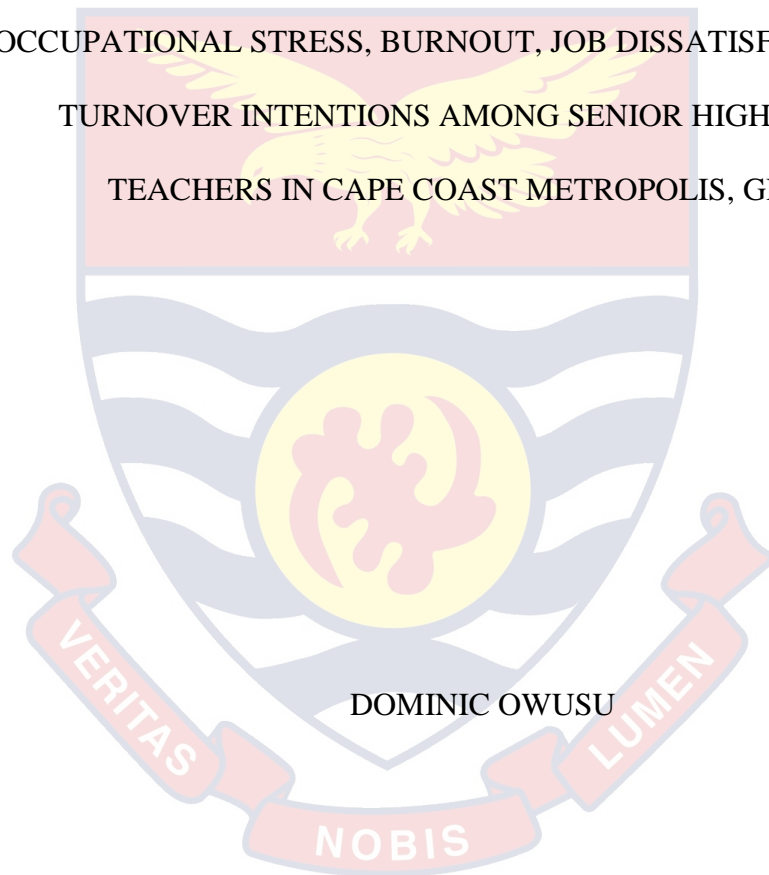


UNIVERSITY OF CAPE COAST

OCCUPATIONAL STRESS, BURNOUT, JOB DISSATISFACTION AND
TURNOVER INTENTIONS AMONG SENIOR HIGH SCHOOL
TEACHERS IN CAPE COAST METROPOLIS, GHANA



DOMINIC OWUSU

2021

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BY

DOMINIC OWUSU

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

AUGUST 2021

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

This study assessed occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The descriptive survey design was used for the study. The census method was used to involve all the 520 teachers in the selected public Senior High Schools in the Cape Coast Metropolis. The research instrument used was a questionnaire. Descriptive statistics (frequencies and percentages) and inferential statistics (Pearson Product Moment Correlation, independent samples t-test, regression and ANOVA) were employed for the data analysis. The findings showed low to moderate levels of occupational stress, burnout, job dissatisfaction and turnover intentions among the teachers engaged in the research. The study also revealed a significant relationship between occupational stress and burnout among teachers in the Cape Coast Metropolis. Also, the study showed that there was no significant relationship between burnout and job dissatisfaction among SHS teachers in the Cape Coast Metropolis. However, there was a significant relationship between burnout and turnover intentions among the group of studied teachers. In addition, the findings of the study showed that occupational stress has a significant impact on turnover intentions among teachers, though, burnout had no significant impact on turnover intentions among the studied teachers. Based on the findings and the conclusions drawn, it was recommended that the Ghana Education Service (GES) and other analogous institutions should consciously re-design the responsibilities of teachers in the classroom in such a way that it may reduce the occupational stress, burnout and turnover intentions teachers experience on their jobs.

KEYWORDS

Burnout

Occupational stress

Job dissatisfaction

Turnover intentions

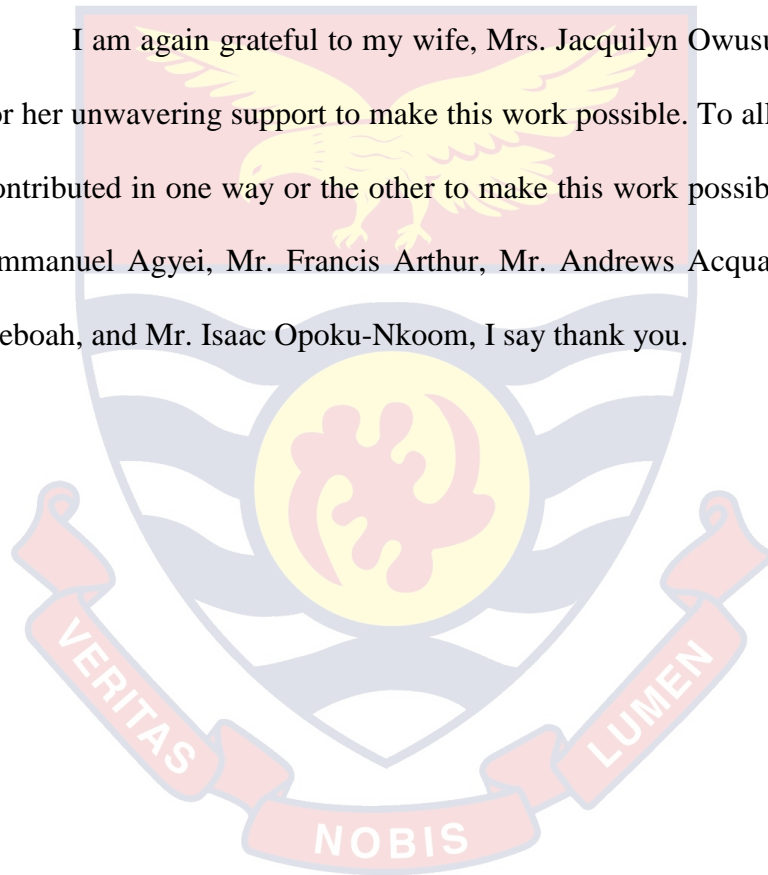


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DEDICATION

To my father, Mr. Frederick Owusu, and My mother, Mrs. Emelia Owusu and
my lovely family.



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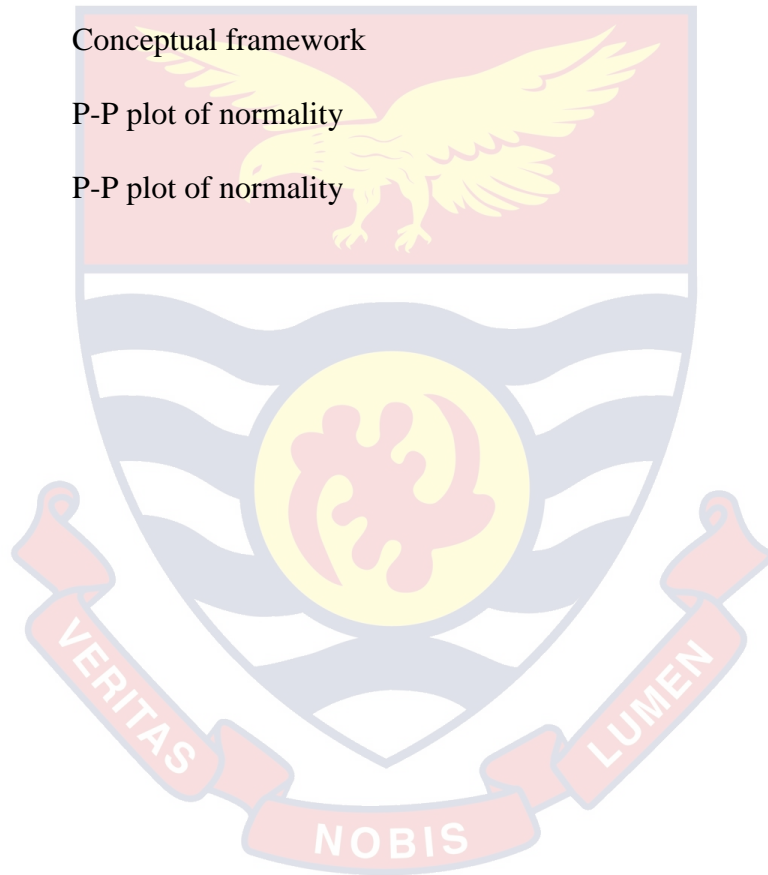
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CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers face myriads of challenges in their various workplaces. A major of these challenges are psychological problems, which comprise occupational stress, burnout, job dissatisfaction and turnover intentions among others. These problems are currently prevalent and global phenomena that need immediate attention for redress.

Occupational stress is a growing problem in today's global economy, where professionals are generally confronted with conditions of stress, job uncertainty, low employee satisfaction and lack of freedom (Bickford, 2005). It has been shown that occupational stress has a harmful effect on workers' welfare and well-being as well as an adverse impact on job efficiency and performance (Bickford, 2005).

Studies show that workplace stress is associated with lower efficiency, absenteeism, staff turnover and abnormal staff health and welfare are ignored (McCormick, 1997). Stress-affected individuals will experience negative emotions of exhaustion, lack of sleep, anxiety, as well as burnout (Gaziel, 1993). Halim, Samsudin, Meerah and Osman (2006) opined that teaching is a serious activity that can cause stress. In reality, stress has been considered a significant problem in the teaching profession (Halim et al., 2006).

Globally, over the years, teachers' stress has been a subject of debate. Adams (1999) noted that stress can be a condition in which teachers might

have both good and detrimental consequences. Although the good influence of stress among teachers is seen to make teachers efficient in their teaching, lives, and most importantly, their pupils, high levels of stress might be devastating to teachers (Swortzel, 1999). Kyriacou (2000) indicated that teacher stress is the experience of teachers manifesting in undesirable negative feelings such as frustration, anxiety, depression and discomfort as a consequence of certain elements of their job. Contrary, the positive impact of stress is seen as productive, safe and beneficial for the overall professional growth of teachers (Kyriacou, 2000).

On the other hand, Kyriacou (2001) also observed that the negative aspects of work, such as disciplinary problems, student laziness, overcrowded classes, compulsory transfers, repetitive paperwork, low pay, unsupported parents and lack of administration support, are causes of stress that lead teachers to a burnout state. In a study comparing teaching staff with non-teachers, Cox and Brockley (1984) found that 67 percent of teachers noted that work was the primary cause of stress. They also noticed that 30% of non-teachers said that they were under no stress; only 11% of teachers indicated that they were under no stress.

Successively, a report on workplace stress among teachers by Travers and Cooper (1993) established that teachers have confirmed increased levels of stress and low levels of job satisfaction compared with other jobs. Job conditions include the number of paperwork including lesson notes preparation, contributing to a greater level of stress amongst teachers and that teachers encountered the greatest level of stress as compared to other occupations (Travers & Cooper, 1996). This conclusion was supported by

research by Johnson and Cooper (2003) that discovered that among the 26 professional groups used during their research, teaching was the most stressful job.

The burnout idea as described by Maslach (1981) has advanced as the most dominant in the literature which describes burnout as a job-related consequence that occurs due to work-related stress (Maslach, Schaufeli, & Leiter, 2001).

Maslach, Schaufeli, and Leiter (2005) further affirm that employee burnout is a stress condition associated with work, marked by feelings of emotional fatigue, a negative approach towards work, and feelings of diminished personal achievement. Hudson (2005) reiterates that in today's dynamic and fast-paced work climate, burnout is an emerging concern with serious implications for both workers and employers. Burnout is a well-established consequence of work stress that also affects teachers' job satisfaction.

Cedoline (1982) reveals that we are in an era of minimal work satisfaction, where teachers' mental stress is becoming a major source of concern among teachers. Many teachers expect their students to put in a small bit of effort, show a low level of approval for students who are dissatisfied with their lessons, feel psychologically and physically tired, and pay little commitment to problems related to teaching and student-related issues (Cherniss, 1980; Farber & Miller, 1981; Maslach, 1976).

Research has confirmed that burnout patients are more likely to quit, call sick, keep increasing substance abuse use, and have family and marital disagreements (Maslach & Jackson 1980; Maslac 1980). Researchers

concluded that while the features and temperament of an individual suggest the likelihood of burnout under certain working circumstances, the major reason for the majority of burnout reports is the working environment of employees (Cherniss, 1980; Etzion, Kafri, & Pines, 1982; Farber, 1983; Friedman & Lotan, 1985; Kahn, 1974; Maslach, 1978; Pines & Aronson, 1981; Pines, Kafri, & Etzion, 1980; Shirom, 2005). Burnout is a consequence of occupational stress has implications of job dissatisfaction for teachers either directly or indirectly.

Kumari (2008) argues that job satisfaction is an appropriate response to particular aspects of work such as challenge, motivation and difficulty level. Such aspects of work environments have been reported to play an essential role in deciding the total employee job satisfaction for workers. If a worker is pleased with his or her work, it implies that he or she would be content with the current position and be able to stay there and fully contribute to the company's success.

Bame (2005), in his study on “teacher motivation and retention in Ghana,” revealed that over 70% of both male and female teachers accepted that teachers were frightened by the Ministry of Education officials in the course of their supervision by pointing out flaws in whatever they did and gave unreasonable criticisms, but declined to include clear corrections or guidance on how to deal with the situation. Bame (2005) argued that this was discouraging for teachers to put in their maximum effort to their job. Consequently, one of the most decisions likely to be taken by dissatisfied teachers is to consider leaving the teaching service. Furthermore, dissatisfied

teachers will quit the teaching service if their substitute job is more satisfying and profitable (Bame, 2005).

Bame (1991) concludes that dissatisfied teachers are not just possible dropouts; compared to satisfied teachers, many of them are likely to transmit negative values and instructional behaviours to the learners they train. Burnout is a consequence of these stressful situations and 20 percent of the young teachers leave the service due to burnout just within three years (Schaefer 2005).

Consequently, it is worth recalling, that the organisational costs of occupational stress and tension, burnout and job dissatisfaction include a significant increase in turnover and truancy and a decline in worker productivity and efficiency (Hudson, 2005; Maslach et al., 2001). Teachers can be regarded as critical figures within the scholastic sense (Van Driel, Beijaard & Verloop, 2001) since they are largely in charge of planning the experiences of learning and activities of their students, thereby helping them grow their human resources.

Research has indicated that teachers are the most important factors related to children. Teachers constitute a group of workers that have been experiencing problems of shortages worldwide since the 1980s (Ingersoll, 2002), a subject that has attracted the attention of a number of researchers (Boe, Bobbitt, Cook, Whitener & Weber, 1997; Chapman & Green, 1986; Hanushek, Kain & Rivkin, 2004; Ingersoll, 2002). Some of the investigators such as Ingersoll (2002) and Boe et al (1997) discovered that issues on lack of teachers are frequently triggered by Increased turnover levels of teachers, which Ingersoll (2002) defines as “the departure of teachers from their

teaching jobs” (p.17). Ingersoll (2002) contends that increasing turnover rates for teachers represent a major concern for the schools affected.

In reality, this phenomenon impedes the development of organised instructional programmes in the school (Johnson, Kraft & Papay, 2012) and also make schools employ temporary educators with little training and know-how, a step that (Loeb, Darling-Hammond & Luczak, 2005) stresses have negative impacts on the teaching and learning process. Besides the above, a high turnover rate impacts a school's financial assets, requiring it to continuously devote money to recruit, employ and train teachers (Loeb et al., 2005). These services are thus invested in a way that generates a smaller amount of long-term benefits, (Shields et al., 1999). Besides that, when one teacher leaves a classroom, hundreds of millions of dollars are lost (Barnes, Crowe & Schaefer, 2007).

In addition, high turnover rates not only impact the schools' financial stability but also link to poorer school grades (Barnes et al., 2007). Moreso, the teacher turnover problems are commonly identified as a dynamic global phenomenon. Teacher turnover in Great Britain is recorded as a nation-wide issue (BBC News Online, 2001). The status quo is deteriorating in Denmark, Germany and New Zealand according to Santiago (2001). Teacher shortages resulting from turnover are commonly recorded in several states in the USA (Markley, 2001 & Ingersoll, 2002).

In sub-Saharan countries such as Zambia, Kenya, Nigeria, the Central African Republic and South Africa, in particular, teacher turnover development is closely related to the HIV / AIDS epidemic (Coombe, 2002).

Furthermore, owing to the lack of satisfactory wages, allowances, accommodation and promotion, the Gambian Teachers' Association reports a large departure of educators from the occupation (Kamara, 2002). Mukubira (2001), for instance, observed that Zimbabwe lost freshly trained teachers who could have left for opportunities abroad in 2000. These are a few of the factors that show how damaging high rates of teacher turnover could be for schools impacted by all of these job patterns. It had been debated that understanding what causes educators to leave is a subject of key concern for schools to introduce procedures to counteract this issue. It can be argued that it is a critical issue for schools to implement processes to counteract this problem to understand what makes teachers leave.

Furthermore, a 2009 teacher turnover study conducted by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) discovered a very extraordinary turnover rate of teachers in Ghana. The study establishes that in the Ghana Education Service (GES), almost 10,000 teaching staff leave school for other careers each year (GNAT, 2009). The high prevalence of teacher turnover influences the school education reforms negatively because it interrupts the quality and continuity of teaching and learning. Although high-performing schools are differentiated by consistent teaching, studies have shown that conventional teaching has also been described as a profession with a much more elevated pace of employee turnover (Effah & Osei-Owusu, 2014)

Specifically, this current study on occupational stress, burnout, job dissatisfaction and turnover intentions was conducted among teachers in the Cape Coast metropolis. The Cape Coast Metropolis was selected for this

study because of the peculiar environment of the Metropolis which is more inclined towards education; hence, a greater demand on the teachers' job output which results in several consequences which include occupational stress, burnout, and job dissatisfaction and turnover intentions among teachers.

Cape Coast Metropolis is an education oriented area because there are several Grade "A" Senior High schools (as graded by Ghana Education Service) in the region. In addition, the Metropolis has renowned higher learning institutions such as the University of Cape Coast, Cape Coast Technical University and OLA College of Education. Hence, the Metropolis is also noted for massive academic activities and educational endeavours. In view of this, teachers in the Metropolis (especially Senior High School teachers) experience a lot of occupational stress and burnout as they perform their professional duties and responsibilities. To measure up to the high standards set by school authorities, owing to successes chalked in the past and the high reputation the public has for the schools in the Metropolis, teachers go the extra mile in the teaching and learning process with their students. These include organising extra classes for students to help them overcome their learning difficulties, extra supervision and monitoring of students learning. They also embark on essential and effective guidance and counselling services, such as career orientation and placement of students in their right programmes, courses and classes based on their interests and abilities.

Furthermore, it appears many parents in the country prefer their wards to have their Senior High School (SHS) education in the Cape Coast Metropolis. This is because most of the schools perform excellently in the

West Africa Examination Certificate (WAEC) programme. This results in the over-population of students in most of the SHS in the Metropolis. This situation calls for extra work for teachers since they would be dealing with large classes, leading to an increase in their teaching workload in every aspect of their professional responsibilities. This situation, therefore, increases occupational stress and burnout (as a consequence of continuous job stress that is not successfully managed). Consequently, because teachers are not well remunerated and effectively rewarded for their work output: many of them in the Metropolis are saddled with low job satisfaction, culminating in teachers' turnover intentions for other professions that are highly motivating and have relatively moderate job stress and burnout. Instructively, these background experiences and conditions necessitated this study to investigate occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

Statement of the Problem

Worldwide, it is a general belief that the modern world is currently driven by industrialisation, science and technology with great emphasis on doing things in the fastest possible way while still achieving quality and high level of productivity. According to Maslach, Schaufeli and Leite (2001), this trend had caused work-related stress with its subsequent burnout effects where employees become emotionally drained, experience depersonalization and decline in their response to job performance, which had an adverse impact on their job satisfaction leading to turnover intentions among so many employees with no exception to teachers.

Bellavia, Frone, Barling, and Kelloway (2005) argue that stress on the workforce has become a major problem because its impact can inflict on organisations and their workers a devastating impact. Unusual stress levels can affect the performance of workers and trigger undesirable attitudinal and behavioural job results (Bellavia et al., 2005; Gilboa, Shirom, Fried, & Cooper, 2008).

In addition, contemporary findings had established that constant workplace stress gives rise to a condition of energy overuse that reduces wellbeing. It happens when work demands continuously surpass job-relevant personnel resources (Angulo & Osca, 2012). More to this, Angulo and Osca (2012) discovered that rapid technological advancement has had an impact on the foundational principles of the social structures in recent years and has ended with so many problems. The school, as the pivot of the educational system, and an operational training line in each region, plays a vital role in the activities aimed at improving and expanding the school system. What defines educational organisations in relation to the success, performance and finally competitive advantage of training students is not only the building of the school, the population of students, the organisational climate of a school, but also the reality that each school has highly qualified teachers who are committed and mostly happy with their teaching profession.

In the quest to produce excellent students with high academic performance and the right skills and competencies for the world of work, Angulo and Osca (2012) observed that teachers overwork themselves to achieve this feat for their students. With this observation, it must be

emphasised that teaching is a tedious task that can produce stress. The stress of teachers has been a topic that concerns investigators globally.

Halim et al, (2006) mention that most of the research presented in the literature argues that one of the most stressful occupations is teaching. With jobs moving from manufacturing industries to service productions, unlike previously, the psychological and emotional pressures of jobs have risen, leading to increased exposure to work-related burnout. It is common to see at least one third of teachers suffering from intense stress and burnout and reduced work satisfaction (Halim et al, 2006).

Despite this, research published over the last 20 years on stress and burnout has shown that many teachers experience high levels of stress, and the more serious, long-term consequences of job stress and burnout are experienced by the majority of these teachers. Consequently, the high levels of stress and burnout may lead to a reduction in the work satisfaction of teachers. In addition to pupils, teachers in any education system are the largest, most comprehensive, essential and valuable in ensuring efficiency in any education system (Afe, 2002; Stuart, 2002). Bame (1991) and Akoto-Danso (2006) reported that high enrolment rates in Ghana have risen by 28 percent from 3.7 million to 5.6 million, whereas there is a shortage of teachers in Ghana. However, he noted that such surge in enrolment has not been matched by the number of qualified teachers; leaving a shortage of 17,000 teachers required to fill the gaps all over the nation.

Bennell and Akyeampong (2007) also reported that due to the rising costs of living and workload in Ghana, the motivation of primary school teachers has significantly declined especially in urban areas. Vanderpuye and

Somi (1998) made similar disclosure in their studies that Ghanaian teachers were dissatisfied and unmotivated to teach as a result of low earnings, bad teaching environments and working conditions.

According to Ghana's Director of Labour Research and Policy of the Trade Union Congress (TUC), 50 percent of the teachers interviewed voiced their intention to stop teaching before retirement (Afebia, 2016). From the sampled population, about 24.8 percent of those who indicated the intention of quitting did so for higher pay reasons. About 59.8 percent expressed the intention of leaving for better service conditions, while 6.5 per cent articulated the intention of changing their occupation (Afebia, 2016). Overall, for several other reasons, almost about tenth (8.9 per cent) of teachers simply wanted to leave the profession. Effah and Osei-Owusu (2014) argued that teaching was commonly defined as a profession with a very significant turnover rate. This finding supports the condition in Ghana where so many teachers are produced each year by the Colleges of Education; however, there is still a huge lack of teachers as several of these competent teachers are not retained in the teaching profession (Agezo, 2010).

Despite the increasing concern about occupational stress, burnout and turnover intentions in society and social service organisations especially among teachers in schools (Maslach, 1999), it seems there have been very few studies conducted in Ghanaian Senior High Schools on teachers' occupational stress, burnout, job dissatisfaction and turnover intentions. The majority of the research was conducted in the United States, the United Kingdom, Malta, Finland, Canada and Israel. Several studies have made attempts to explore and investigate occupational stress, burnout and turnover intentions among

teachers in general (Mendez & Lira, 2015; Mirvis, Graney, Ingram, Tang & Kilpatrick, 2006), but they are conducted in different socio-economic settings. Most of their findings revealed high levels of stress in schools and a noticeable difference between low stress and high stress schools in relation to the managerial, societal and physical environment, higher levels of emotional exhaustion and decreased personal achievement. High rates of these sub-domains and total prevalence of burnout correlate meaningfully with increased levels of stress on the person, profession, and community, low points of care or coping facilities, high frequency of physical and social symptoms, and decreased teacher employee satisfaction. These results give evidence that teachers encounter several levels of stress and burnout in their occupation which causes them to sometimes or most times harbour the intention to leave their job for other occupations elsewhere.

Few studies have also been carried out in Africa in the area of occupational satisfaction and teacher turnover intention, (Emoja, 2016); on employee turnover intentions, and work satisfaction and certain demographic characteristics, (Kabungaidze, Mahlatshana, & Ngirande 2013); among Egyptian teachers, and about job stress, anxiety and depression (Desouky & Allain, 2017).

Some studies have also been conducted in Ghana. For instance, “Assessment of turnover intentions and employee commitment among teachers of the Ghana Education Service in the Bolgatanga municipality” (Afebia, 2016), “exploring issues of teacher retention and attrition in Ghana” (Effah & Osei-Owusu, 2014), “Factors affecting job satisfaction among teachers of some selected Senior High School in Accra” (Nutsuklo, 2015),

“Impact of socio-demographic factors on job satisfaction among academic staff of Universities in Ghana” (Milledzi, Amponsah & Asamani, 2017) and “person-environment fit and turnover intentions of Senior High School teachers in Ghana” (Nyarko-Sampson, Amponsah & Asamani, 2019).

In order to address this gap in the literature, this current research focuses on stress, burnout, job dissatisfaction and turnover within the Ghanaian education sector, by investigating teachers’ stress, burnout, job dissatisfaction and turnover intentions within the Senior High School setting.

Purpose of the Study

The purpose of this study was to investigate occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The following objectives guided the study:

1. To investigate the prevalent rates of occupational stress, burnout and job dissatisfaction and turnover intentions among Senior High school teachers in the Cape Coast Metropolis.
2. To establish the relationships among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High school teachers in the Cape Coast Metropolis.
3. To determine the impact of occupational stress and burnout on turnover intentions among Senior High school teachers in the Cape Coast Metropolis.
4. To determine the impact of job dissatisfaction on turnover intentions among Senior High school teachers in the Cape Coast Metropolis.

5. To examine teaching experience differences with regards to burnout among Senior High school teachers in the Cape Coast Metropolis.
6. To identify gender differences with regards to burnout and turnover intentions among Senior High school teachers in the Cape Coast Metropolis.
7. To examine the significant age difference with regards to burnout among Senior High school teachers in the Cape Coast Metropolis.

Research Questions

1. What are the prevalent rates of occupational stress and burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis?
2. What relationships exist among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis?

Research Hypotheses

1. (a). H_0 : There is no significant impact of occupational stress on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant impact of occupational stress on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

- (b). H_0 : There is no significant impact of burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant impact of burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

2. H_0 : There is no significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

3. H_0 : There is no significant difference in burnout among Senior High School teachers with regards to teaching experience.

H_1 : There is a significant difference in burnout among Senior High School teachers with regards to teaching experience.

4. (a). H_0 : There is no significant gender difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant gender difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

(b). H_0 : There is no significant gender difference with regards to turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant gender difference with regards to turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

5. H_0 : There is no significant age difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant age difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

Significance of the Study

This study has come with the following benefits. Firstly, the study unearthed the occupational stress that teachers experience daily at work which stifles their productivity and work efficiency. Also, the findings of the study revealed the impact of burnout on teachers' physical, emotional and mental resources that affect their overall performance.

Additionally, the study exposed the turnover intentions of teachers in Senior High schools in the Cape Coast Metropolis and would draw the attention of the Ghana Education Service (GES), Conference of Heads of Assisted Secondary Schools (CHASS), Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) to the turnover intentions among Senior High School teachers.

Furthermore, the study revealed the relationships among occupational stress, burnout, and job dissatisfaction and turnover intentions among teachers in Senior High Schools.

Again, the study uncovered the detrimental impact of job dissatisfaction on the physical, professional, psychological and social life of teachers.

Delimitation

The present study focused on occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The study was restricted to the teachers' occupational stress, their burnout experiences, job dissatisfaction and their turnover intentions (i.e. their intentions to leave) the teaching occupation. The

study was delimited to the teachers in the Cape Coast Metropolis, the capital city of the Central Region of Ghana.

Limitations

The study came with some limitations. Only public schools were included in the study, hence, findings may not be generalized to all Senior High School teachers in the Cape Coast Metropolis as results may differ from private school teachers. Furthermore, the research was purely a quantitative study that made use of a closed-ended questionnaire, which did not allow the participants the opportunity to provide additional responses, thereby restricting the study from being further enriched in its findings. Also, the study did not employ a mixed-method approach which could have added more insight to the findings of the study.

Definition of Terms

Occupational stress: It is the physical, social and psychological conditions experienced in one's occupation in relation to the demands of the work which affect the psychosocial and physiological wellbeing of the worker.

Burnout: It is a three component conceptualisation, including emotional exhaustion, depersonalisation and personal accomplishment, characterised by a process of chronic reaction to occupational stress, when coping strategies are unsatisfactory, thus having negative consequences on the individual at the professional level and further affecting the family and social relationships.

Job dissatisfaction: It is the state where workers experience low satisfaction due to discontentment causes, such as the style of supervision, work procedures and policies, work conditions, and welfare benefits.

Turnover intentions: It refers to a conscious and intentional decision to leave an organisation or job for another one elsewhere due to economic, psychological, physiological and social reasons.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews available literature related to the study. It also provides the understanding and insight into the development of a proposed conceptual framework. This chapter identifies, compares and contrasts existing studies in terms of theories, concepts, models and empirical data on occupational stress, burnout, job dissatisfaction and turnover intentions among teachers.

Theoretical Framework

Theories of Occupational Stress

According to Jovanovic, Lazaridis and Stefanovic, (2006), there exist a number of theories, within the psychological viewpoint of stress, all of which are influential in their own right and a couple of these theories are discussed in the preceding paragraphs. Jovanic et al. (2006) highlighted the two separate types of such theories: interactional and transactional. Interactional theories concern the structural characteristics of the interaction between the individual and the environment and transactional theories focus on the psychological mechanisms which sustain this interaction.

The theories of occupational stress underpinning this study are the Person Environment Fit Model (Livington et al., 1997), Demand Contro

Support Model (Karasek, 1979) and Transactional Stress Model (Betoret, 2009).

The Person-Environment Fit Model

This model has significantly assisted the other models that have arisen subsequently. This theory indicates whether the fit between the individual and the environment would be the source of stress (Livingstone, Nelson, & Barr, 1997). Sonnentag and Frese (2003) have found that the expertise, abilities and services of staff can fulfil their demands and where there is a void or a misfit, difficulties will occur. They emphasize that the greater the distance between the person and the world, the greater the stress because the demands surpass capabilities. This model is divided into two variants; the first, mostly mentioned above, is the demand-ability fit.

Nevertheless, it was claimed that it is not only essential that abilities and demands be balanced, but that which individual desires and receives. This latter point of view is regarded as supplies of needs. This can be clarified when examining whether an employee wants feedback about particular tasks and stresses, which may be minimized once he or she gets them. It might be necessary to concentrate on both when considering the Person-Environment (P-E) model; otherwise, in some cases, crucial aspects of the mechanism can be overlooked. Critiques of this model include how best to test the P-E fit, specifically as far as need-supply is concerned. Traditionally, the difference between real and ideal levels of an element has been calculated. Dewe, O'Driscoll and Cooper (2010) assume that fit is a conceptual term but the significance of the fitness can differ according to the role to be studied.

Demand Control Support Model

Another systemic model is the Demand Control Support model, which indicates that stress or pressure is caused by high work demands and inadequate work regulation (Karasek, 1979). Cox and Griffith (1995) characterize this model as interactive since it involves the structural characteristics of the relationships between the individual and his setting. This theory was further developed and a third element was introduced; which emphasizes support (Johnson, 1989). This latter concept has highlighted the extent to which managers and colleagues function in an atmosphere that provides a high degree of social support and the effect this can have on stress reduction and tamping in high-demand situations. This model could be challenged for not taking into consideration that the same demands and controls could contribute to diverse behaviours. Other critiques have been pointed out that the demand concept is largely based on workload and does not take into account other kinds of demands (Cox et al., 2000).

Cox and Griffith (1995) have noted that for certain individuals, a massive degree of control would not be ideal and will not minimize the risk of stress occurrence. However, they emphasized that it is a model which is highly influential and can be useful when paired with other models.

Transactional Models

In Betoret's (2009) view, the transactional model reflects on the logical mechanism and the individual's emotional reaction. In combination with occupational stressors, human factors are taken into consideration. This model shows that stress is not only present in the environment or the individual but the interaction between the two. Cox (1978) suggests that stress encompasses

a variety of stages. The first phase addresses environmental needs or work requirements, while the second phase requires people's understanding of those demands and their willingness to fulfil those demands. These phases are analogous to Folkman and Lazarus' primary appraisal element (Folkman & Lazarus 1981). The next step is close to the secondary appraisal element model designed by Folkman and Lazarus. This covers the emotional and physical changes undergone by the individual and how he or she can deal with them. This model tends to build further on the interactional model, but outplays the model such that the importance of multiple variables and the result are taken into account. Some scholars have criticized the fact that the emphasis on the assessment process takes away the key concern which is to explain the stressors of the employee (Brief and George, 1991). It may also be argued from the above debates that they are all integral aspects of the solution and this should be regarded in a reasonable manner. Any of the above models serve the current research purpose. The author has opted to use the concept of "the demands of the job and work conditions of an individual who is more capable than their capacity to meet them" as established by the Irish Health and Safety Authority for the specific purpose of this current research. It is consistent with the transactional approach, which takes the demand element and the ability to fulfil these requirements into account. Lazarus (2001) claims that a secondary appraisal process explores what should be done to cope with stress. This is where the individual assesses the services available or meets the choices open to him or her.

The theoretical model for consideration and selection in this study was the four-stage model proposed by Gmelch, Wilke and Lourich (1984) and was

based on the McGrath (1976) model, which explored the relationship between an individual and the environment. This model was principally designed for educators. Gmelch et al (1984) describe the development, assessment and adaptation of four-stage stress areas for teachers expressed in the following stages:

Phase 1: This phase uses an interview guide to quantify causes of stress across related aspects of occupational stress, including teachers' supplementary knowledge.

Phase 2: This process explores the perception of workers towards their own understanding of stressors.

Phase 3: This process includes the compilation of coping strategies data from teacher classes. Teachers determine their own coping strategies by evaluating the condition in phase 2.

Phase 4: This phase reveals the effect of stress on the individual's health. Not only are stress operations and their effects on well-being majorly assessed in this theory, but also the collection of data from individuals and staff groups (teachers). This theory also shows that in coping with stress conditions, the collection of evidence from individuals and groups is paramount. In doing so, a process that notes causes and effects needs to be followed. This research focused on the first three phases of Gmelch, Wilke and Lourich's (1984) model. The first stage involved the development of interconnected variables that represent the elements of sources of stress in the teacher's job. The compilation and review of data on stress experiences characterised the second stage. The third stage included the selection, review of content and separation of coping strategies into various groups and composites. For this research, the

theory is important, because it provides a framework and guides for gathering information on the causes and impacts of stress. The theoretical studies by Selye, McGrath and Gmelch were the basis of this thesis.

Models of Burnout

The theories of burnout underpinning this study are Cherniss's Model of Burnout (Cherniss, 1980) and Maslach Burnout Model (Maslach & Jackson, 1981)

Cherniss's Model of Burnout

In the late 1970s, Cherniss constructed one of the prominent theories about how burnout unfolds after interviewing social work professionals (lawyers, teachers, and health workers) who had recently experienced massive disappointment and failed to find what they were initially looking for. Their ideas, goals and objectives conflicted with the organisation's culture. Cherniss's model of burnout is illustrated below:

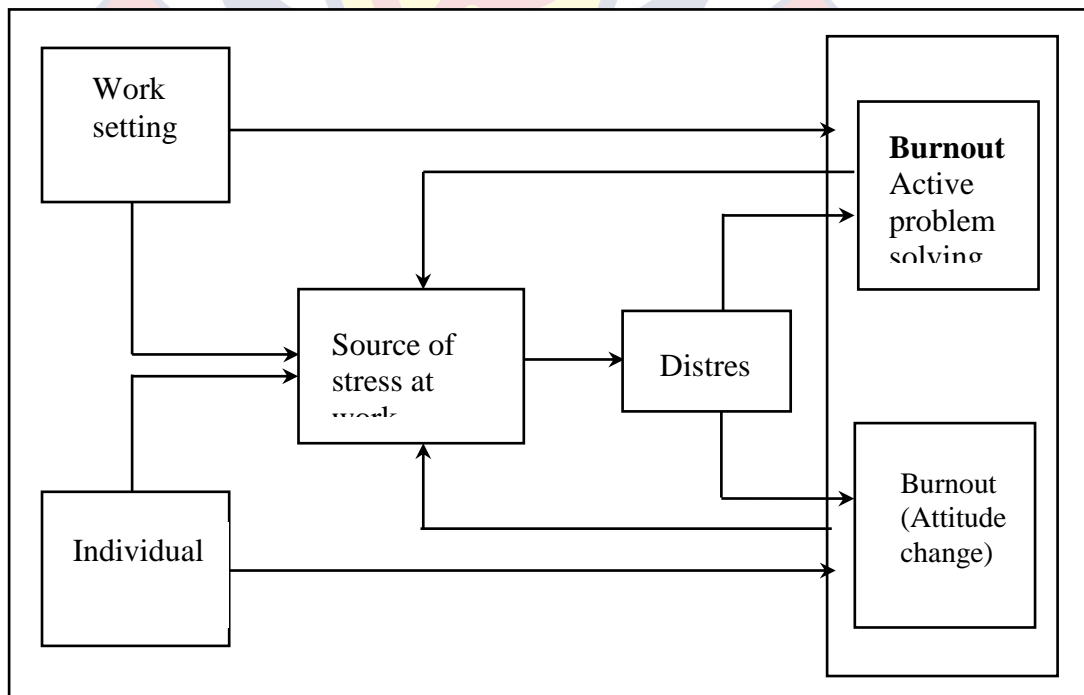


Figure 1: Cherniss burnout model
Source: Cherniss burnout model as cited in Anna (2001)

Cherniss argues that the different sources of stress arising from the work environment are at the centre of this model and, to a smaller degree, from the employee. It is necessary to deal with these sources of stress and the resulting discomfort either adequately through active problem-solving or inadequately through the development of undesirable attitudes. The earlier decreases distress since its underlying cause is eliminated, while the latter increases distress so that burnout is produced as a result. Therefore, the energy of the worker is depleted and a compulsive effect becomes negative attitudes.

As cited in Anna (2001), Cherniss (1980) mentions eight critical variables that could lead to stress and burnout in the human service setting. These variables are an inadequate process of orientation, a high teaching load, extreme routine, a limited range of contact with the client, lack of control, conflicting organisational goals (e.g. if the school's goals do not align with the individual's values), unethical leadership and supervisory practices, and social disapproval. In addition to energy depletion, six attitudinal changes that are typical for burnout are also mentioned. These are relatively low ambitions, greater apathy, emotional detachment, loss of optimism, job powerlessness and higher self-interest.

For this research, however, the Maslach Burnout Model was chosen because it has a phenomenal reception among psychologists employed in diverse work settings. The model, contributing to its usefulness, has a better balance between straightforwardness and depth.

Maslach Burnout Model

The Maslach Burnout Model discussed in the following subsection, was devised by Maslach and Jackson (1981) and evaluated over time and is the most commonly used during research (Diestel & Schmidt, 2010).

The research team focused on studying people for scientific proof of occupation burnout (e.g., Cherniss, 1980; Lee & Ashforth, 1996; Pines & Aronson, 1988), and this increased when the Maslach Burnout Model was developed (Maslach & Jackson, 1981; Maslach, Jackson & Leiter, 1996). The model reveals three areas that job burnout is assessed and validated. The first, Emotional Exhaustion, measured emotional overload reactions with concerning work demands; The second, Depersonalisation, which assessed the degree to which the individual felt a deficiency of sensitivity to clients, patients or students; and the third, Personal Accomplishment, sought for the employees' sense of achievement and job performance (Maslach et al., 1996).

The burden of work and personal struggle lead to emotional exhaustion for workers, making it extremely difficult for these people to accept another day of work. (Jaramillo, Mulki & Boles, 2011). Maslach, Schaufeli and Leiter (2001) clarified that, as a consequence of acute or chronic burnout, emotional exhaustion leading to a drained emotional sentiment and is the main stress component of job burnout. Depersonalisation is characterized by isolation of healthcare workers; a lack of ability to adjust socially to clients or patients, leading to a lack of compassion and loss of the ability to interact with either their role and responsibilities or staff members. Decreased personal achievement refers to feelings of incompetence and decreased commitment to the goals of the organisation, i.e. self-evaluated decreased productivity at work

(Maslach et al. 2001). Work-related interrelationships are therefore extremely important for burnout (Diestel & Schmidt, 2010). Maslach Burnout Model is illustrated in the diagram below.

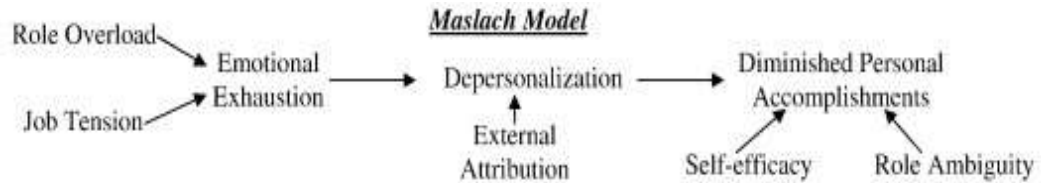


Figure 2: Maslach Burnout Model

Source: Maslach (1996)

Previously, as a two-factor design of emotional exhaustion and depersonalisation, psychologists conceptualised burnout. Kalliath, O'Driscoll, Gillespie and Bluedorn (2000) used the three-factor Maslach Scale and discovered that the personal achievement component was poorly achieved. A new scale was designed consisting of emotional exhaustion and depersonalization and a strong relationship was identified for the burned-down model. Others recommend that using the emotional exhaustion subscale of the Maslach Scale is sufficient because of its significant predictive qualities. (Nitzsche, Pfaff, Jung & Driller, 2013; Tsouloupas, Carson, Matthews, Grawitch & Barber, 2010). Poghosyan et al. (2009) highlighted the possibility of using the subscale of emotional exhaustion as a substitute for the whole Maslach Scale and mentioned that its use in many cultures was supported by a disagreement among researchers regarding its use in modern society. In nations with diverse work environments and management practices, Poghosyan et al. (2009) raised concerns about analysis for burnout. Using the Maslach 20-Point Scale, Vanheule, Rosseel and Vlerick (2007) investigated nurses and support staff operating in professional-density health care

institutions in the Netherlands and concluded that the item questions were interpreted in different ways by participants from the two samples interviewed.

Nevertheless, the Maslach Burnout model continues to remain the burnout standard measure and a large portion of research papers on teachers and nurses have been conducted over the past decade. With a few exceptions, the studies found proofs of three burnout factors: emotional exhaustion, depersonalization and personal accomplishment. These have always been aligned with the roles of the job, work overload and materials; thus, burnout management procedures are usually in the control of the state. Maslach (1978) and Ko (2012) found that only two proposals to address burnout were suggested as training to recover from burnout by identifying immediate issues and re-designing the job.

Similarly, (Schaufeli, Bakker and Van Rhenen (2009) found that resource alterations and work stresses were associated with increased levels of burnout and employee turnover.

Criticism of Maslach Burnout Model

Researchers exposed the Maslach Burnout Model to massive examination. For example, a multi-national research project of a forest management company across all professions was undertaken by Schutte, Toppinen, Kalimo and Schaufeli (2000), well separated from the appraised target of staff managing people in a strained relationship. Schutte et al. (2000) establish the connection of the research study on executives, office workers, experts of foremen, manual workers and nationwide. His finding was confirmed by Green, Walkey and Taylor (1991) among multinational care

workers and remains popularly known and accepted (e.g., Galán, Sanmartín, Polo & Giner, 2011; Poghosyan, Aiken & Sloane (2009) to the elimination of many other assessments.

Nevertheless, the criticism of scholars continued, with burnout dismissed as a 'fashionable diagnosis' by Kaschka, Korczak and Broich (2011). Kaschka et al. did not find an accepted medical definition of burnout,' or a valid tool for the differential diagnosis of burnout syndrome,' (p. 781). Many of the burnout research findings on the dimensions of emotional exhaustion, depersonalization and decreased personal achievement present a cheaper level of evidence, and there is a lack of high-quality controlled experiments on burnout syndrome. The concept of burnout varies, therefore, despite its global presence, either as a mental health diagnosis or, without a proper clinical understanding, a psychological phenomenon between states.

Theory of Job Satisfaction and Dissatisfaction

The theory of job dissatisfaction underpinning this study is Hertzberg's two-factor theory of job satisfaction (Hertzberg, 1959)

Two-Factor Theory

The research of Frederick Hertzberg (1959), as quoted in Osei-Adjei (2012), focused on job satisfaction. Some 200 engineers and accountants were asked to remember in the preliminary research when they had encountered satisfactory and unsatisfactory emotions regarding their work. Hertzberg's group drew the conclusion after the interview that some factors contributed to work satisfaction, while others also contributed to dissatisfaction. The two-factor motivation theory of Hertzberg was adapted by Cole, hence the term

two-factor theory (Cole, 2003). The two-factor theory as adapted by Cole (2003) is illustrated in the diagram below.

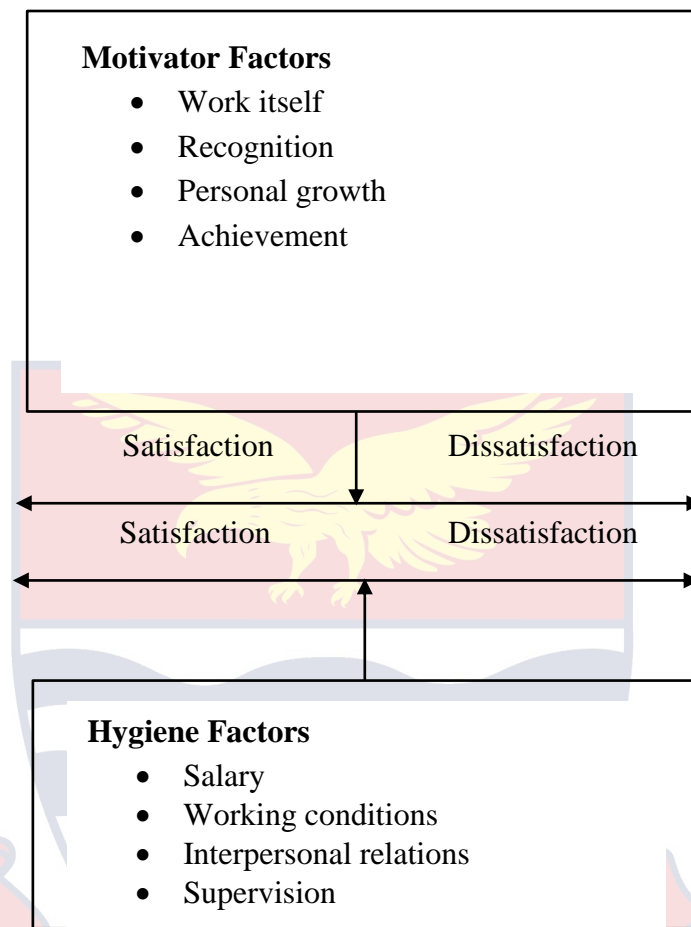


Figure 3: Herzberg's two-factor theory
Source: Herzberg's two-factor theory as adapted by Cole (2003)

The sources of job satisfaction also referred to as satisfiers or motivator factors, are at the top of the two-factor model. The causes of dissatisfaction or hygiene factors can be seen above. The motivational factors are linked to the actual quality of the work or what individuals truly do in their job is related to the employee's positive feelings about the profession. The motivating factors include the job itself, appreciation, success and sense of accomplishment, and job responsibilities based on Herzberg's theory. Hygiene factors are connected with the work itself or job setting. Organisation policy and management, professional supervision, salary, conditions for

workers, and human relations are other examples of hygiene considerations. These relevant factors are connected to the negative emotional state of the employee about the work but do not add to motivation. The significance of the two-factor theory for administrators is clear. According to Osei-Adjei (2012), providing hygiene factors will decrease employees' dissatisfaction but will not motivate workers to great achievement levels. Thus, the administrator's role is to remove dissatisfiers: thus, provide hygiene factors adequate to satisfy the necessities and then use motivators to satisfy high-level needs and inspire workers towards higher accomplishments and satisfaction.

Theories of Turnover Intentions

The theories of turnover intentions underpinning this study are Mobley's Sequential Turnover Model (1977) and Herzberg's 2-Factor Theory (1959).

Mobley sequential turnover model

Mobley (1977), as cited in Afebia (2016), initiated the first psychological approach in the turnover decision model that has often been cited. He proposed a model of employee turnover which was based on several hypotheses that establish a correlation between work satisfaction and workplace turnover. As presented in the model it refers to a sequence of cognitive actions which the employee begins by evaluating his or her current job. This model will be used to describe the sequence of cognitive actions that occur to teachers as they perform their duties. This stems from the individuals and teachers themselves who perceive their teaching job as poorly paid. As often said in Ghana, 'The reward of the teacher is in heaven.' This is a situation that often makes teachers compare their job to other jobs.

According to the model, negative thoughts lead to job dissatisfaction and subsequent thoughts of quitting the job as in the specific case of the teaching profession. Afebia (2016) noted that in Ghana, when teachers tag their profession as poorly paid and lacking prestige in modern times, these situations often lead to job dissatisfaction. Job dissatisfaction according to Mobley (1982) often triggers a search for alternative jobs, but the individual will first have to evaluate the cost of quitting the job. Some of the issues that bother the mind of the individual and the teachers include: Are there stable jobs; how much time, energy and resources will the individual spend looking for the job; can the individual find a more rewarding job than his or her current job (teaching) as in the case of teachers? These thoughts, in turn, will inform the individual's search intention, backed up by a real search and a comparison of the current job (teaching profession as in the case of teachers) vis-a-vis the found job alternatives (Mobley, 1982). Eventually, the individual comes to a firm conclusion of an intention to quit or stay which will lead to either actual turnover or retention. Mobley (1982) further posits that if people find out that the cost for quitting their job is high, then they will do less thinking about quitting and therefore show a more passive behaviour. But, Mobley, on the other hand, argues that if the cost of quitting is not high, and there are jobs available, this situation will trigger a turnover intention and turnover. Mobley (1977) therefore shows a major step of linking job dissatisfaction to turnover. Mobley's sequential turnover model is illustrated below.

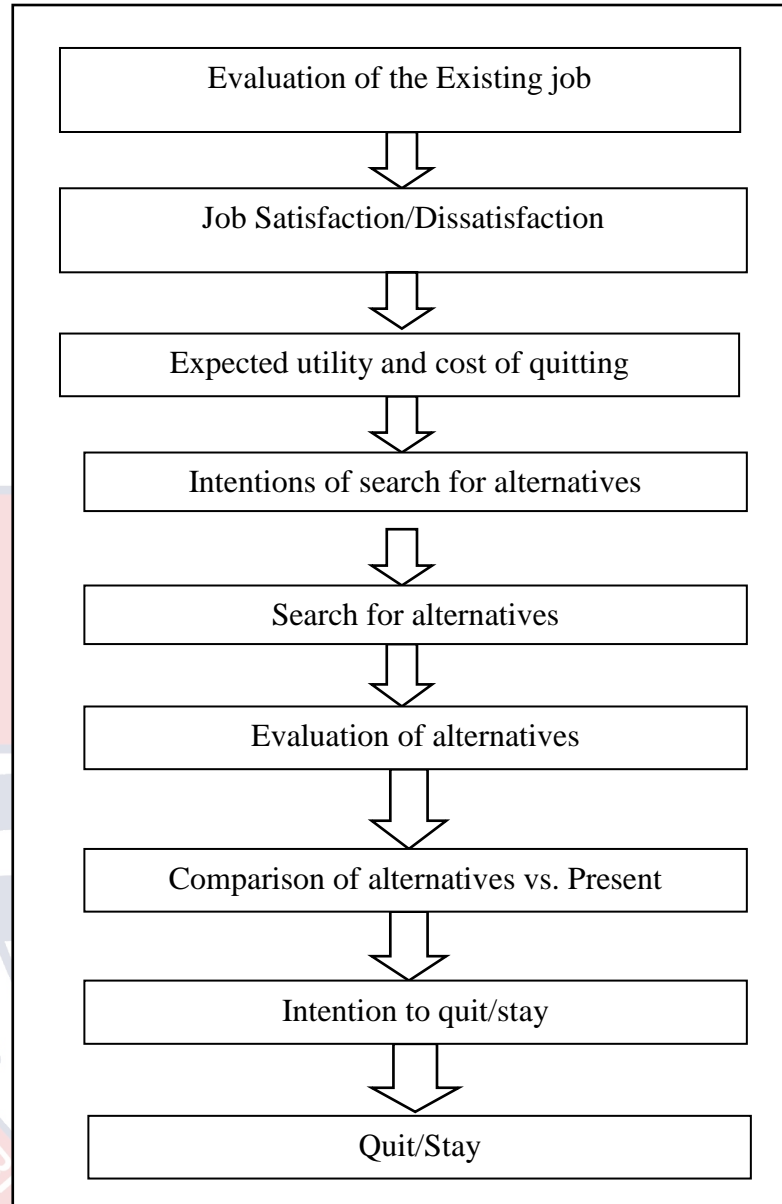


Figure 4: Mobley's sequential turnover model
Source: Sequential turnover model; Mobley (1977)

Hertzberg's 2- factor theory

Hertzberg's 2- factor theory (1959), as cited in Mburu (2015) gives a detailed relationship between motivator factors, environmental factors and turnover intentions of teachers. The basic assumption is that educators would be satisfied and less likely to quit when both motivating factors and environmental factors are strong within a work environment (school). On the other hand, if the variables of hygiene and motivator are very weak, the

teacher would be dissatisfied and more likely to quit the classroom or the career path entirely. That is turnover (migration or attrition). The framework is illustrated below.

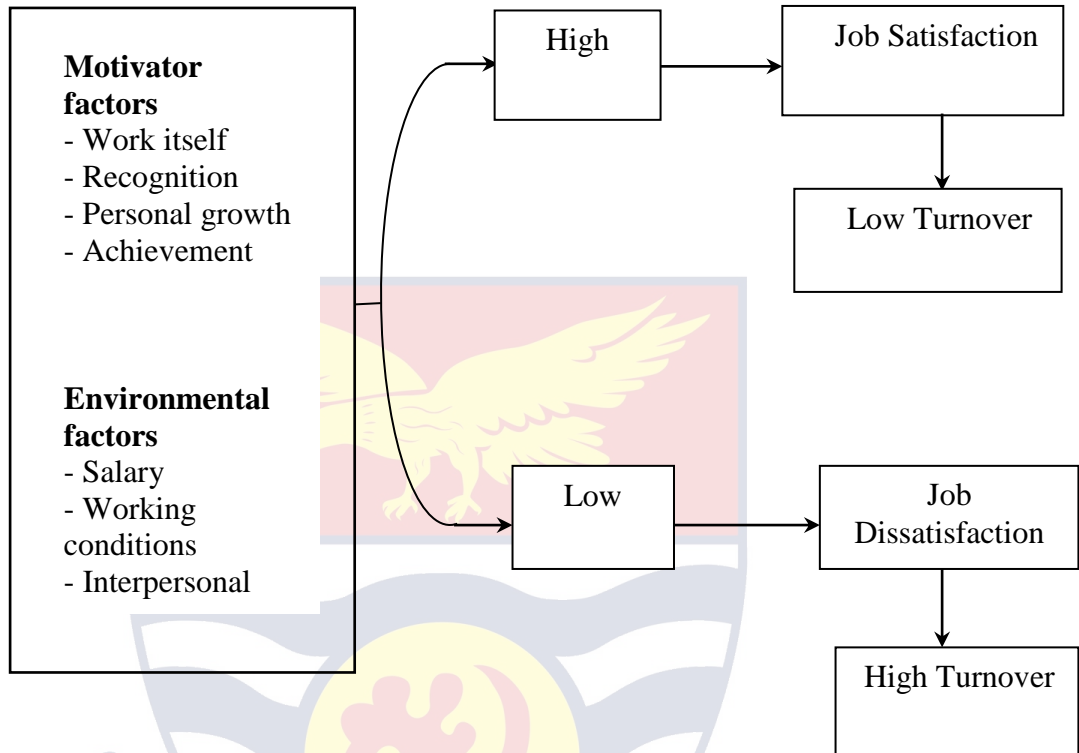


Figure 5: Hertzberg's 2- factor theory
Source: Hertzberg's 2- factor theory (1959) as cited in Mburu (2015)

Conceptual Review

Definition of Occupational Stress

According to Webster, Beehr, and Love (2011), there is still a considerable amount of uncertainty about the actual definition of the concept of occupational stress. This is due to the topic that has its origins in a number of fields, such as; clinical psychology, organisational psychology, engineering psychology, and medicine. The variations between these disciplines and their understanding of occupational stress can be found both in their use of terms and in the context of their strategies to treat and beliefs. There are several basic debates in this area, four of which are fundamental to the interpretation of occupational stress: the presence and purpose of first mediators,

consciousness as a required component of stress, the capacity and consequences of "good" stress, and acute versus chronic stressors (Webster, Beehr & Love, 2011).

Despite the widespread use of occupational stress, there is no precise acceptable definition of it. However, three dimensions of consensus have been established by Kahn and Byosiere (1992). First, occupational stress is triggered by external stimuli (stressors). Second, it comprises self-examination of external stimuli (appraisal). Third, occupational stress has a detrimental effect on social, mental, physical, emotional, and behavioural function (strain). Kahn and Byosiere (1992) conclude that occupational stress is a complex mechanism in which contextual perceptual evaluations of work-related stressors create negative physical and/or behavioural strain consequences.

Under this general definition, Preston (2010) reported that researchers have established four viewpoints for interpreting the true meaning of occupational stress. First, the response-based interpretation from the field of medicine identifies occupational stress as a result of stress in the form of physiological (illness), intellectual (dissatisfaction), and/or behavioural (absenteeism) reactions. Second, the stimulus-based approach extends an engineering viewpoint to occupational stress. The primary issue is to identify the stressors (e.g. layoffs or workloads) responsible for undermining one's inherent means of resilience instead of the result related to these stresses. Third, the interactional perspective, drawn from organisational psychology, highlights the relationship between two separate stressors. For instance, stress occurs when social workers, who handle heavy workloads, are assigned with no or little power over allocated responsibilities at work. The last viewpoint is

the transactional perspective. This perspective emanated from cognitive psychology. Hence, to these proponents, occupational stress can be described as a mutual relationship between a person and the surroundings, including subjective perceptions of the workplace that affect the existence or absence of pressure or strain outcomes.

Only the transactional perspective covers the three distinguishing features of Kahn and Byosiere (1992) (external stressor, cognitive evaluation, and physical/mental/behavioural outcome) and, as such, is generally accepted by the majority of stress researchers (Preston, 2010).

Conversely, occupational stress is defined by Randall and Altmaier (1994) as an association between working environments and those engaged in the workplace, where the demands for the job exceeds the expertise of the employer. Thus, occupational stress may arise when there is a discrepancy between workplace stresses and workers' capability to cope with the demands. Cooper, Dewe and O'Driscoll (2001) opine that occupational stress possesses the same stress features unless it happens within the framework of the occupational setting. Spector (1998) advocates that "occupational stress is the total of factors experienced in relation to work which affects the psychosocial and physiological homeostasis of the worker" (p.108). It can be seen from the above description that occupational stress is a fundamental part of an occupation that creates unevenness in the social, psychological and physical situation of a person. As a consequence, occupational stress has the same attributes of stress; nevertheless, it is restricted to the occupational environment and relies on the individual's assessment of the stressful event.

The correlation between stress and health has been well-established, although not always understood. In physics, the term 'stress' refers to the relationship between a force and the resistance to that force. The first person to use the word in the medical vocabulary was Hans Selye who characterized it as "the body's unspecific answer to any demand" (Selye, 2013). Selye, regarded as the 'father of stress studies,' refuted, unlike those before him, the study of particular signs and symptoms of an illness and instead concentrated on universal patient reactions. His understanding of stress influenced both clinical and lay audiences in the varied fields of endocrinology, animal management, herbal medicine, and social psychology. Selye explained how one of his professors would diagnose one of the five individual patients according to their background and physical observations alone.

However, what was overlooked were the generic symptoms common to all these patients, such as being exhausted, lacking some appetite, dropping weight, choosing to lay down instead of stand, and not in a mood for functioning. He named it the "sickness condition." Selye's proposal asserted that stress was evident during an individual's response to unspecific demand. He differentiated between acute stress and absolute reaction to chronically imposed stressors and named the latter "common adaptation syndrome," which is often referred to as Selye's syndrome in the literature. The condition splits the ultimate stress response into three phases: the alert, the resistance phase and the exhaustion phase. If people are subjected to a stressor, they are first taken out, then continue to preserve homeostasis by avoiding adjustment and then become victims of fatigue while countering the stressor.

According to Seyle (1976), stress is not only a psychological concept but a choreographed occurrence and is faced by all individuals during a disease cycle. As first described by physiologist Walter Cannon in 1915, this essentially varies from the fight or flight or acute stress response, when a potential threat is met.

Furthermore, Seyle (1976) suggested that the acute discharge of sympathetic and central nervous system neurotransmitter receptors, as well as of the supreme cortex and the medulla, hypophysis, and other endocrine glands mediate the acute stress response

Business owners in the United Kingdom have a responsibility to control their workers' health and welfare through the Health and Safety at Work Act of 1974. While this obligation of physical health treatment was originally extended, acknowledging that the influence of occupational stress on the welfare of workers, the policy has since addressed the physical and emotional well-being of workers (Brookes, Limbert, Deacy, O'reilly, Scott & Thirlaway, 2013). Health and Safety Executive (HSE) describes stress as a severe reaction to undue or serious demands or pressure on individuals. Brookes et al. (2013) asserted that while there are various work-related stress theories and frameworks, it should be interpreted as a psychological condition that represents the connection between people and their immediate work environment. Data from previous studies suggest job stress is one of the key causes of long-term and chronic ill health. Stress levels are heavily dependent on social and job factors. The HSE estimates that in 2011/2012, 1.8 million workers in the United Kingdom suffered from job-related illness, in many situations causing fatigue, anxiety and depression in the workplace. The

Labour Survey found that job-related stress was more prevalent among women than among men with the highest proportion of occupational stress recorded by health practitioners, teachers and educational workers, and care and staffing services in three years between 2009-2012. Stress is one of the main causes of disease; any person who has experienced stress took a minimum of 24 days off work during the study reported by Brookes et al. (2013).

Several research findings (e.g. Cope, 2003; Idris, 2011; Wilson, 2002) have shown that the predominant sources of stress comprise differences in job responsibilities, workplace conditions, overload, routine jobs, working relationships, loss of social support and lack of employment opportunities. The above combined causes serve as catalysts for workplace stress.

A high degree of stress (distress) contributes to unhappiness and weakening of employees' spirit (Griffin, 1990), lack of cohesion at work (Hubbard, 1995), a decrease of efficiency and burnout (Dunham, 1992). A plethora of research has established that job stress is associated with negative feelings and actions, including attrition, exhaustion, overall stress, paranoia, tension and poor health, (Hart & Cooper, 2002; Gillepsie, Walsh, Winefields, Dua & Stough, 2001; Larrivee, 2000). Thus, it is clear that the burden of workplace stress is on the worker.

Although stress is a familiar concept in the individual, it is understood in different ways. Rutter (1983) suggested that the ambiguous, generic usage of this term produces a background of diverse and often conflicting meanings. In this case, instead of establishing a generic term, writers seek to categorize the various meanings of stress. Sánchez-Moreno, de La Fuente Roldán, Gallardo-Peralta, and Barrón López de Roda (2014) identifies three types of

meanings of stress, including stress as stimulus, stress as interaction and stress as response. These are discussed below:

Stress as stimulus

Stress is characterized as any condition that promotes homeostatic change (Sánchez-Moreno et al., 2014). This description was questioned because the individual variations were not taken into account in relation to the same situation. There are some situations in which changes in homeostatic processes are not necessarily stressful. For instance, 'to breathe' because people are not passive. Stress can therefore be described as a difficulty that calls for physiological, behavioural and cognitive adaptation (Oltmanns & Emery 1998, p. 287)

Stress as response

Stress is described here in relation to the organism's reactions (Sánchez-Moreno et al., 2014). Some authors contend that this form of the concept of stress can be confused because emotional and physical reactions will fall within this meaning and emerge from non-stress conditions, such as "to play sports". Others, such as Lazarus (2001) argue that stress cannot be described objectively. He implies, then, that the way we view or interpret the environment influences stress. More precisely, stress is encountered when a condition is assessed and the coping capabilities of a person are surpassed. This is an important notion in Davison and Neale's (1994) opinion because it helps one to take account of the different variations in how individuals respond to similar occurrences.

Stress as interaction

Numerous scholars agree that stress can be seen as a connection between people and their environment (Sánchez-Moreno et al., 2014). Furthermore, the world is regarded in this interpersonal partnership as a challenge for those who experience the environmental stresses causing them to go beyond their prosperity. Comparably, other scholars (Lazarus & Folkeman, 1984; Taylor, 1999) consider stress as a consequence of the appraisal processes of a person; an appraisal as to whether the personal resources are adequate to satisfy environmental demands.

Consequently, stress is determined by the health of the individual and the environment (person-environment fit). They highlighted that if an individual has more than ample resources to cope with challenging circumstances, he or she can experience minimal stress. If people understand that their capabilities are satisfactory to manage the situation, they can feel slightly stressed, but only at the cost of a lot of work. When the person discovers that his or her resources possibly are not enough to cope with an environmental stressor, he or she can feel a lot of stress. They indicated that stress was induced by the process of evaluating incidents (as negative, risky or challenging), analysing possible responses and reacting to these incidents. Therefore, Davison and Neale (1994) considering stress as an interaction, describe stress as the condition of an organism that is exposed to stress: it can take the form of excessive autonomous behaviour and, in the future, induce the organ breakdown or creation of a mental illness.

Lazarus and Folkman (1984) have developed a model of the psychological processes associated with stress. As indicated by these writers,

stress is better interpreted in terms of the cognitive perception of activities that may be traumatic. The interpretation of events is more important than the purpose of the events. A multidisciplinary analysis by Ganster and Rosen (2013) brings broad agreement that stressors only interpret and measure their results. Stress is thus not an environmental stimulation or a psychological reaction but an interaction between environmental demands and their capacity to resolve them. Stress is thus regarded as an interaction between individuals and their environment.

Perceived causes of Occupational Stress

Everyone acknowledges, according to Lazarus (1999), that the relationship between the employee and the working environment results in occupational stress. However, perceptions differ; worker attributes and job environments are the main cause of occupational stress. These diverse points of view are essential because they offer several ways of avoiding stress at work. Blonna (2005), on the subject of occupational stress, noted that variations of behaviours and coping styles are the most relevant to determine when such job environments contribute to stress. Likewise, as quoted in Lefton (1997), Levi (1996) addressed the connection between workplace stress and impaired physical and mental health.

Elzinga et al. (2008) describe sources of stress in further advancement, such as completing a lot in a short time, last-minute confirmations on school reports and conversation with children about what to accept for kindergarten. A study on job stress and the role of school managers with concurrent accountability for overseeing workers and program financing showed that the main causes of stress are the relationships with workers and task pressure

(Cooper and Kelly, 1993). Many stressors lead to occupational stress. The National Safety Council (2004) noted on lack of capacity to voice complaints, insufficiency of time for performing job duties, lack of task specifications, lack of imagination and self-reliance, poor working conditions (ventilation, noise, lighting) and unnecessary accountability with little or no authorities.

Poor working conditions, reduced social regard for the profession, routine work, poor pupil conduct, lack of central government support, low salary, bad workplace relations, and lack of adequate resources have been identified as sources of stress among teachers (Gray 1998; Wilson 2002). Numerous studies in connection to teachers, in particular, (Conley & Woosley, 1999; Gray, 1998; Wilson, 2002; Xaba, 2003) suggest that the rates of turnover among teachers can increase when teachers experience occupational stress. Accordingly, occupational stress can be seen as the primary cause of the shortage of teachers.

Teachers' Stress

Kyriacou (1987) describes teachers' stress as a particular form of occupational stress because teachers have negative feelings as a result of their work challenges: anxiety, dissatisfaction, rage and depression. Similarly, Kyriacou (2001) defined a teacher's stress as "The experience by teachers manifesting in unpleasant negative emotions such as anger, anxiety, tension, frustration, depression, resulting from some aspect of their work as a teacher" (p.28). Teacher stress can be triggered by different causes such as demands of the job, difficulties of pupils, the school environment, relationships with colleagues, expectations of community members, and administrative conflict (Detert, Derosia, Caravella, & Duquette, 2006; Kyriacou, 2001). These

pressures regularly influence the ability of most teachers (Poornima, 2010) to work efficiently and sometimes to induce burnout (Reddy, 2011). Through the above definitions, it is clear that teacher occupational stress refers to some part of the teaching career, resulting in adverse psychological conditions. Analysis in South Africa has shown that causes of workplace stress leading to teachers' turnover include continuous curriculum reforms, poor attitude of the pupils, low wages, and the absence of central government help (Gillepsie et al., 2001; Human Sciences Research Council (HSRC), 2011; Xaba, 2003).

Layard (2003) affirmed that work stress leads to low levels of exuberance among workers, just like stress in general. Moreover, research has shown that enhanced satisfaction at work will improve job stress (Ros, 1999; Dolton & Van der Klaauw, 1999; Weiss & Cropranzano, 1996). Hart and Cooper (2002) reported in support of the above finding that workplace stress inside the teaching profession jeopardizes the state of well-being. As a consequence, occupational stress is correlated with adverse psychological conditions. In particular, occupational stress has been associated with depressed moods, anxiety, poorer well-being, depression and turnover intentions in connection with the teaching career (Grey 1998; Pawan 2003; Xaba 2003). Thus, Occupational stress is also a significant contributor to deteriorating psychological conditions. This study, therefore, drew on the above findings to examine occupational stress, burnout, job satisfaction and turnover intentions amongst senior high school teachers in Cape Coast Metropolis, Ghana.

Sources of stress in teachers

Hurren (2006) confirmed just as previously emphasized that teaching is professed to be one of the most challenging professions in the world (There are currently several studies investigating this phenomenon (Kyriacou, 1998; Verdugo and Vere, 2003). Kyriacou (1998) mentions five sources of stress in an extensive series of research by teachers: poor pupil behaviour, poor school culture, time demands and workloads, poor working environments, and poor viewpoints. Taylor (2003) also relates the stress of the teacher to the workload of employment. Taylor (2003) further noted that a strong association between physical wellbeing and mental illness is apparent in job exhaustion.

The Transactional Theory of Stress pointed out that, not all persons who are exposed to specific stressors feel or respond to them similarly. Most research studies have shown that individual demographic variables can predict how people react to occupational stress (Cope, 2003; Hunnur & Bagali, 2014; Tandon et al., 2014). Lazarus (2001) confirmed that sensory responses have various adverse effects on all. Some demographic features such as sex, age, ethnicity, educational level and experience, and social culture can contribute to variations in stressful experiences.

Age and Stress

Age has consistently been cited as a major moderating influence on job stress. Some research studies have looked at the link between age and occupational stress. A major relationship between age and occupational stress was stated by Okeke, Adu, Drake and Duku (2014). They discovered that workers aged 40-50 years had a greater level of stress compared with those under 40 and over 50 years of age. Affum-Osei, Agyekum, Addo and Asante

(2014) supported this finding. Their research showed that (60.3%) of workers aged 40 to 50 had higher levels of job stress.

In addition, Qadimi and Praveena (2013) reported in a descriptive survey that employees aged 21-30 years had lower occupational stress levels. This observation was due to the early stages of career advancement, which, according to the researchers, are more positive and optimistic as more opportunities are seen. This may be the explanation behind young people's less stressful experiences. Affum-Osei et al. (2014) added that, in contrast to elderly people who may have a high burden level when they are about to retire and are more burdened, such as caring for their relatives, initiating and finishing a housing project, paying school fees of children, and other work obligations, the young people do not have as much family and career pressure.

Aftab and Khartoon (2013) nevertheless noticed that younger workers aged 22-32 affirmed advanced levels of occupational stress than older employees. They ascribed this to the younger workers' lack of awareness and discomfort at the beginning of their careers.

Gender and Stress

Further studies in recent years have been undertaken to deeply investigate working women, particularly dual-role tension in working women. Studies based on workplace female stress control plans investigate gender gaps in job stress and coping strategies (Aftab, & Khartoon, 2013; Bashir, Khan, Rehman, Qureshi, & Khan, 2013). Gender distinctions play a vital role in how individual workers express themselves in response to job stressors (Bashir et al, 2013). Whereas (Health and Safety Executives, 2000; Vanagas & Bihari-Axelsson, 2013) conclude that men are highly stressed than females,

research on gender disparities frequently indicates that women are highly stressed in the workplace in general. Griffiths, Knight and Mahudin (2009) indicate that variations in occupational stress between men and women could be the result of hormone shifts in women as menopause progresses. They noted that women who endure menopause adjustments record stressful experiences more frequently. Bickford (2005) argues that the key role played by females in the provision of family care largely contributes to why they are largely influenced by occupational stress than males. It is evident that the overall workload of full-time females is greater than their male counterparts, particularly when they have family obligations.

A study conducted by the American Institute of Stress (2011) found that women are more stressed than men. In addition, Mendenhall, Shivashankar, Tandon, Ali, Narayan and Prabhakaran (2012) conducted a study to ascertain the influence of gender and age on work-related stress among teachers. There was a total of 120 teachers selected from the NH-2 Agra-Mathura highway-based technical colleges. The study showed that in the same institution, male teachers have more stress related to work than female teachers. High levels of stress were also found in males in a certain age range (41-50).

Level of Education and Stress

In general, the education level of most workers has been related to their stress levels at work. Ofusuhene (2018) postulates that employees' level of education influences how they respond to stressful experiences at the workplace.

Likewise, Cope (2003) found a positive association between income and level of education and that also has a physical and psychological influence on stress. As the Job Demand Control Theory indicated, workers who manage their work effectively report fewer stress levels. When workers are well-educated and well informed, they are well qualified to perform any of the activities involved in their job tasks, giving them optimum confidence and command.

Additionally, Aftab and Khatoon (2013) also affirm that workers with weaker academic abilities show higher levels of job stress than those with advanced qualifications. Thus, workers with lower educational standards are mostly hindered in recognizing organisational strategies and responsibilities and find it challenging to undertake activities that stress them. Rahmani, Khodaei, Mahmudhani, Moslemi and Gharagozlou (2013) have however used Cooper's typical work environment stress questionnaire to analyse the association between demographic variables and stress. The results of the study reveal that the educational level has a positive and significant relationship to work stress. This conclusion implies that as the degree of employee education increases and that work stress often increases. In contrary to this result, Kula (2011) indicates that these results are incompatible with the traditional results that the higher your degree, the lower the stress level.

Empirical studies have identified that apart from certain demographic variables which are regarded as endogenous, other organisational factors can act as stressors to influence the employees' levels of stress. These factors are described as organisational factors because they spring out from the work environment. Among them are role ambiguity, work-life conflict, absence of

career development chances, job overload and long hours of work. (Achibong, 2010; Mirvis, et al., 2006 and Yongkang et al., 2014). In addition, the origins and the causes of teacher stress (Cole and Walker, 1990; Ross, 1994; Travers and Cooper, (1996) classified into six categories: a) job-intrinsic stressors; (b) teacher involvement in schools; (c) organisational structure; (d) the work-home interface; (e) working relationships and (f) career development. Oteer (2015) analysed stress experiences at work and their resulting consequences for public-school teachers employed with Tulkarm Government school-based conflict prevention initiatives. The research sought to examine the impact of teachers' job-related stress at public schools based on a policy of elimination of violence by gender, field specialisations, academic or technical skills and work experience. The study's results concluded that the most prevalent causes of work-related stress were weak class discipline, influential and regular conflicts among pupils, numerous workshops on teacher development, a lack of involvement of teachers in policymaking, and participation of teachers in unsolicited events.

The University of Manchester's School of Education undertook detailed research on teacher stress (Brown, Ralph, & Brember, 2002). The factors that generate stress among teachers identified from the study are analogous to what is happening in most Ghanaian schools. These factors include teacher-student relationship, school management and administration, teachers' experience, performance at work, behavioural and emotional indicators, relationship with colleagues, work overload, role conflict and role ambiguity. These factors are respectively discussed below.

Teacher/pupil relationship

Brown, Ralph, and Brember (2002) indicated that teachers perceived lack of discipline, class size and mixed abilities, test anxiety, examination grades, and variations in students' attitude and motivation affect teacher-student relations. The subject of relationships between teachers and children is an important part of how stress emerges in the teaching profession. Strangely, not every student in the classroom possesses the mindset that their main objective in the classroom is to learn. They also reported that there are students whose principal aim is to interrupt classes at the expense of other students and teachers. In connection to this, Ayers and Gray (1998) noted that teachers ought to consider their curriculums, plan courses, show successful aspects of teaching, inspire students, use strategies for exploration and enable students to be inspired. Additional activities include the awareness of individual gaps in the classroom and diverse learning styles. They also claimed that in order to prevent misbehaviour among the pupils, teachers should fulfil these obligations.

But as a teacher, I know that many teachers who have the attributes and obligations Ayers and Gray have set out, but also how instructional administrators want teachers to be consistently optimistic and motivated every day because teachers not only have upsetting pupils but also have a lot of marking and other administrative duties in addition to the conflict bets. Today, related issues are noticed. Many fellow teachers talked also about the aforementioned reasons and clarified how the relentless struggle for class authority is being battled before a program is being delivered. It is very sad that, instead of the classroom being a fun atmosphere with successful contact

between student and teacher, the characteristics of the classroom precede education. In this regard, I believe that the teacher's usual understanding about the classroom, the demand for silence and reverence and expecting students to be on duty is declining when some students experience more and more low-level disruption in classrooms.

School management and administration

Brown, Ralph, and Brember (2002) claim that the lack of decision-making participation, weak school structure overall, ineffective communications styles, lack of sufficient instruction to fulfil the current work criteria, insufficient professional and administrative assistance and poor personnel effects on teacher tension. In a related way, Steyn and Kamper (2006) analysed occupational stress among educators in South Africa. The findings of this study revealed the abolition of corporal punishment, lack of discipline, learner problems, unmotivated learners, large learner–educator ratios, redeployment and retrenchment of educators, time pressure, and inadequate salaries accounted for rising levels of stress among educators.

Teaching Experience of Teachers

According to Nayak (2008), because of the low level of teaching experience, teachers have faced more professional growth tension. He said that older teachers may have relaxed in their careers; hence teaching would not be a source of tension for them. Balakrish, Namurthy and Shankar (2009) have found out that the overall stress rate for workers with 15 years of working experience indicates low levels of stress relative to those with 10-15 years of work experience. They stated that, according to them, the explanation for this finding may be that more seasoned individuals have learned such stress

control techniques during their careers, allowing them to deal successfully with stress resulting from the work environment.

Research by Aftab and Khartoon (2013) showed a powerful association between job tension and the job experience of employees. Lundberg and Cooper (2011) have indicated that workers with some work experience are in a better position to get acquainted with certain unique working environments, have developed expertise and have a thorough understanding of the organisation's atmosphere to help them develop their work-stress management skills. When individuals gain more work experience, they may build successful coping strategies to minimize the occurrence of work-related stress. Bashir et al. (2013) have discovered a substantive association between work experience and work stress in assessing the impact of demographic variables on stress sources among university teaching staff in Pakistan.

Performance at work

Brown, Ralph, and Brember (2002) reported that teachers who exhibit stress are those who feel that they remain without work or that they cannot handle their working hours properly, that they cannot meet deadlines, they are incapable of focusing, they have a heavy work burden, they are incapable of delegating, they do not have the right output at work, they are dissatisfied with their roles and that their productivity is low. In a related report, Sabarudin et al. (2015) analysed work duties in private universities leading to stress among teachers in Malaysia. The analysis was undertaken to determine the causes for and main drivers to stress in the area of teaching, administration and research jobs for academic workers. The study showed that, among academics

in private universities in Malaysia, the major causes of stress were nominating Committee members, home meetings, student conduct, publishing deadlines, teaching materials, number of students in class, student success and career growth.

Behavioural and emotional indicators

Brown, Ralph, and Brember (2002) emphasised that lack of appetite, decreased self-assessment, higher intake of narcotics (hard liquor, coffee, tobacco, etc.), insomnia and nightmares, constant fussy, isolation feeling, trust loss, too hard to relax, recurrent sickness (colds, illnesses or flu) and the range of stressors that impact teachers at work are pain or shivers, accident-prone and persistent undesirable thoughts. Tsai, Fung and Chow (2006) in Hong Kong kindergarten teachers have researched various causes of stress and manifestations. The findings showed that more stress was caused by time and workload, leading to common stress symptoms in the form of tiredness and emotional symptoms in teachers.

Relationships with colleagues

Brown, Ralph, and Brember (2002) indicated that poor communication systems at every level, unequal distribution of work-loads, personality differences that is, inability to communicate well with peers, lack of teamwork, and little or no social engagement between employees and employers, increased feelings of irritation or violence, becoming increasingly introverted, frequent irrational conflicts at work, inappropriate humour, lying, role ambiguity, and role conflict affect teachers' stress. Ubangari & Bako (2014) studied stress in Nigeria among university lecturers. Their main goals were to examine the relationship between stress and intellectual achievement

among lecturers from Nigerian universities. The research revealed that a lot of work, inadequate office facilities, environmental noise, inadequate lecture halls, keeping pace with college expectations, position anticipation, psychological demand, inter-professional relationships and belief in the value system were the most common sources of stress among teachers.

Work Overload

A major component of the demand-control theory of stress is work overload as a job requirement. The theory states that jobs with high demands can be stressful, particularly if the individual has very little control over the job. In order to identify the sources of job stressors in the field of social relationships, research and education methods, as well as career development, a study on university staff was carried out by Archibong et al (2010). By using a questionnaire to collect the data, they included 168 males and 111 females as participants in their study. The findings showed that when assessing interpersonal relationships, students were the first cause of stress for classroom teachers. Career development was found to be the greatest cause of stress among these teachers.

Several stress responses, including anxiety, physical responses, fatigue, headaches and headaches, have been associated with the workload. In addition, three aspects of work overload were proposed by Leung, Sham and Cham (2007): overload of measurable work, overload of qualitative research methods and underload of work. The overload of quantitative work is a scenario where workers have more tasks to do than within a specified time to execute comfortably. Qualitative work overload is described as a situation where employees have to accomplish too difficult tasks in a given period.

Work underload is a situation where the required set of tasks does not adequately satisfy the individual's capabilities or fit the time allotted for completion. Vanishree (2014) reports that all three aspects of work overload have a significant relationship with employee stress in organisations.

Also, Cope (2003) reported that both quantitative and qualitative work job overload are vastly related to the indicators (sources) of stress such as truancy, low incentive and stress behaviours that result in psychological and physical disorders among employees. She established that work overload results in employee stress which in turn, increase job tension, employee heart rate and increased intake of drugs and alcohol. Karimi, Omar, Alipour, and Karimi (2014) in a correlation study found a significant direct link between workload and stress. Additionally, they argue that as employees are given the complex and difficult tasks, they become strained because their capabilities and resources do not match the given tasks. Consequently, there is a tendency to send work to the house for completion which eventually results in work-life conflict and stress.

Role Conflict and Role Ambiguity

Duffy (1999) discusses how role conflict causes stress at work. Role conflict occurs in situations where one's role conflicts with the employee duties of another person. In the same vein, Taylor (2003) states that stress is also connected with role conflicts and role ambiguity. Role ambiguity transpires when an individual obtains inconsistent information from various employees in the workplace about work demands or requirements. He mentioned an instance that if a school principal is informed by a staff member to write more articles; another colleague is advised to write fewer articles but

of good quality, and a third person is instructed to focus on improving classroom results, the school principal will encounter ambiguity and conflict in the role (Taylor, 2003). Role ambiguity has been described as the degree of certainty employees have about their functions and responsibilities. Zhao and Rashid (2010) believe that role ambiguity occurs when employees feel they lack relevant information needed to effectively perform their job roles. Empirical studies have observed consistent and significant evidence that role ambiguity has an unhealthy impact on different job results; satisfaction, stress, productivity and stress (Harris, Erbes, Engdahl, Ogden, Olson, Winskowski, and Mataas (2012); Hashemnia, Abadiyan and Fard (2014); Quhadar, 2008). Latest studies by Greenglass and Burke (2003), recognised some causes of stress such as conflicting supervisor requirements, occupational stress, inadequate nature of work, role conflict and role ambiguity as to the leading sources of teacher stress.

Effects of occupational stress

Scholars such as Duffy (2005) and Feldman (2005) refer to the effects of occupational stress in several significant ways, such as poor performance and sickness. Pruitt and Stein (1999) and Black (2003) revealed that physiological effects of stress have also been documented, including intensified heart rate, blood pressure, expressions of anger, ruthlessness and anxiousness. There is ample proof, according to Demerouti, Bakker and Leiter (2014), that teachers experience a great deal of stress in the course of their careers. The experience of work stress often leads to negative mood, fatigue, poor achievement, alteration in personality and looks, resulting in disease and

retiring early. In general, they contend that the effects of stress result in three different ways: physical, mental and behavioural.

Wiley (2000) conducted a synthesis of teacher stress research that is related to this and developed a list of stress categories that adversely impact teachers, the effects of stress and their methods to reduce them. Wiley found that issues of teacher stress such as additional-organisational problems led to an increase in anger and irregular heartbeat and could be addressed by efficacious organisational support. Similarly, stress was induced by class size and should be managed with salary rewards; insufficient amenities resulted in feelings of health damage as well as intestinal upsets and recommended career restructuring. How does a salary increase prevent stress or legitimize large classroom sizes, given that someone would agree with Wiley (2000) on increased teachers' salaries?

Furthermore, the impact of stress can assume the shape of behavioural features, the decrease of daily existence in job performance or social relationships (Wiley, 2000). Similarly, absenteeism, lateness and the loss of talented employees among teachers were mentioned by Baron, Bryne and Branscombe (2006). Other researchers, such as Insel and Roth (2004), recognise that a person's physical and behavioural welfare is extremely negatively affected by stress, resulting in low self-esteem, weak job performance, low performance, and job dissatisfaction. Mearns and Cain (2003) noted that while stress is valuable in work performance, extreme stress can be unjustifiable and burnout can result. They stated that the reaction to extreme stress is burnout, especially in occupations where groups of individuals teach students. The researchers concluded that if female teachers

are stressed, their duties cannot be performed efficiently. In addition, teaching and learning cannot be supervised; they could not enforce discipline among students and other employees. This can result in students' lower academic achievement. As a natural outcome, there would be no effective teachers to teach in the Ghanaian school setting. Wood, Wood and Boyd (2005) believe there can be a variety of ramifications of job stress. The decreased efficiency on the job is perhaps the most frequently cited. Occupational stress can also result in deaths, however. The prevalence of cardiac arrest was reported by Lefton (1997) is increased by stress. Cited in Wood, Wood and Boyd (2005), Levi (1990) and Lazarus (1999) postulated that this may occur because, over several years, physiological aspects of stress response put enormous pressure on the heart.

Coon (2005), reporting from a physiological perspective, highlights the notion that stressful situations decrease the liver and kidneys natural protection against disease. Quite significantly, the main things in social life-both positive as well as negative-can increase vulnerability to disease. In addition, Coon declares that occupational stress reduces work efficiency. Base on this, Weiten (2000) argues that the consequences of stress are sadness, mood disorders, anxiety, abnormalities and the development of cervical cancer in females and flare-ups of neuropathic pain diseases. Anspaugh, Hamrick and Rosato (2003) provide eight beneficial stress effects among teaching staff, in contrast to the negative effects of stress reviewed above, including improved reasoning skills, higher goal positioning, degree of stability, optimised morale, increased agility, excellent creative thinking, order to create value, and independent of stress-related disease.

Burnout

Definition of Burnout

Like stress, there are also many definitions of burnout. There has been a diversity of opinions about what it is and what could be done about it, despite the difficulty of finding a common definition. In the 1970s, Burnout appeared in literature, introduced by Freudenberger in the early 1970s, and was first described as a condition of stress or discontent as a result of work relationships that refused to reward the needs of employees (Freudenberger, 1974). This emerging field of study (burnout) was explained by Daley as the inability to deal with prolonged work stress leading to demoralization, dissatisfaction, and reduced productivity (Daley, 1979, p. 375). Although Freudenberger (1974) first described burnout as a state of physical and emotional exhaustion as a consequence of workplace conditions, and Maslach and her associates (Maslach & Jackson, 1982, 1984, 1986) popularized the term, initiated its research and justified its reliability. As cited in Rajpurohit, Ankola, Hebbal, and Mehta (2015), Burnout is defined by Maslach and Jackson (1986) as a workplace environment syndrome, evidenced by a process of prolonged response to occupational stress when coping methods fail or are inadequate; thus having adverse implications both at the individual and professional level and further influencing the personal and family interactions. It is referred to as a multifaceted symptom of emotional exhaustion, dehumanization, and decreased employee performance. Burnout is an individual's abnormal reaction to prolonged psychological stress and is divided into three components: emotional exhaustion, depersonalisation, and low personal accomplishment (Alemany, Berini, and Gay, 2008). This sign was

initially identified in professionals with extremely emotional interpersonal dealings (Garrosa, Moreno Jimenez, Liang, Gonzalez, 2008). The concept of burnout, however, has more recently been applied to all occupational categories, including learners (Sugiura, Shinada & Kawaguchi, 2005).

Cordes, Dougherty & Blum (1997) as cited in Huang, Chuang, and Lin (2003), reiterated that burnout is most frequently regarded as a construct with three dimensions, which include emotional exhaustion, depersonalization, and reduced individual achievement. While some scholars contend that the burnout concept could be emotional exhaustion solely, making burnout to be a one-dimensional symptom, Shirom (2005) and Golembiewski and Munzenrider (1988) also stated that it is possible to integrate the levels of items assessing three burnout aspects to help lower burnout as a unitary concept. Dyrbye, West, Satele, Sloan, and Shanafelt (2011) viewed burnout as a process of development that would irritate and psychologically distort a staff member, direct and indirect leading to interpersonal conflict when facing job stress and then protecting themselves with emotional deterioration. Furthermore, Shafiezadeh (2011) described burnout as physiological, emotional, and psychological depletion, which happened to be bodily exhaustion and longstanding fatigue, feeling helpless yet not developing detrimental ideas and attitudes and beliefs, way of living, or even other people (Kane, 2010). Moreover, Lau (2010) believed that burnout was the emotional exhaustion induced by unending and continuous stress that increased demands could quickly produce. Letvak and Ruhm (2010) highlighted the burnout issues in different developed countries and defined it as workers of human resources and mental professionals losing focus on occupational activities due to work

related stress and creating negative emotions. Natallia (2010) saw burnout as a burning out from his standpoint and reiterated the significance of burnout as complete physical and mental exhaustion causing a person who unreasonably pursued unachievable career goals not to be able or refusing to re-try a job (Stephen 2011). This research refers to the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson in 1981, who considered burnout to be the signs of emotional exhaustion, depersonalisation and reduced personal accomplishment among employees who discussed with individuals and splintered it into three dimensions (Wu, Li, Zhu, Lin, Chai, & Wang, 2012):

1. Emotional exhaustion, resulting from exhausting feelings, emotional over-expansion, and emotion as depleted manpower, results in loss of energy and inability to cope with stress.
2. Depersonalization, relating to detaching oneself from others, showing cold emotional responses, and displaying negative reactions to the attitudes of others, for example, treating the served student with inappropriate behaviours, losing objectivity, and being easily irritated; as time goes on, such negative motive would move, modify, develop, or accumulate.
3. Decreased personal achievements, showing unproductive and unacceptable emotions, negative self-evaluation, and lack of interpersonal relationship attainment, which could be described as dissatisfaction, poor motivation, deterioration, decrease in performance or potential, or inability to adapt.

According to Skaalvik and Skaalvik (2007), a high point of burnout is depicted in great scores on the Emotional Exhaustion and Depersonalisation

subscales and little scores on the Personal Accomplishment subscale. In the three subscales, a normal degree of burnout is represented in average scores. A low burnout rate is expressed in low scores on Emotional Exhaustion and Depersonalisation subscales and high ratings on Personal Accomplishment subscales. The highly qualified group of teachers is not mentioned, even though their job is a remarkably thorough examination of the topic. Teachers noted that as they challenge the purpose of teaching, their ego-conception drops to a low point. With young people and workmates, they perceive themselves as becoming less and less efficient. As a teacher, the teacher feels embarrassed, unskilled and ultimately inadequate as an individual. This, in turn, influences intimate relationships and can result in a complete emotional crisis (Hendrickson, 1979, p, 37).

According to Jennett, Harris, and Mesibov (2003), burnout is originally conceived as a result of continuous occupational stress, especially among social workers, including teachers. For many decades, burnout has been identified as an identified injury for various people-oriented jobs, such as community services, education and welfare. Burnout is also described by Martinetz (2012) as a modern context of stress and extreme resentment that an individual can experience that could eventually result in a turnover. Cooper, Dewe and Driscoll (2001) summarized burnout as a severe state of psychological stress and energy resource depletion resulting from the long exposure to stressful situations that outweigh an individual's resources to cope, particularly sources of the stress connected to people management occupations.

Sources of teachers' burnout

With the declaration that teaching is an extremely stressful profession, few of the teachers would dispute. A day for a teacher is loaded with continuous and demanding communication with individuals. Teachers communicate with most of the learners. In a study of student-teacher interaction, Schwab, Jackson, and Schuler (1986) argue that individuals can interact effectively with students more than 1000 times in an ordinary day. There are some jobs, particularly nursing, that are stressful.

In addition to medicine, Demerouti et al., (2014) confirm that law, aviation, and education are areas with high-stress occupations. The pressure begins to increase over a prolonged time, leading to job burnout (Larrivee, 2012). Administrators, other educators, parents, school administrators, and members of the public are consistently demanding proof on the energy of teachers. Because all teachers are involved in such conditions, why do some display job burnout some do not?

Current studies have investigated teachers with higher levels of burnout and scrutinize the factors that lead to these feelings, both individual and environmental. As a result of accumulated stress, burnout syndrome is described as emotional exhaustion, and this occurs especially in people who are in constant interaction with other students and professionals. As Montgomery and Rupp (2005) reported, it comprises three core components: emotional exhaustion, depersonalization and lack of personal achievement/achievement. Certain categories of human services are extremely vulnerable to burnout, such as Medical, educational, and cognitive-social services. School teachers, especially female counterparts, often face different

hectic situations and also suffer from increased levels of teacher stress and burnout.

A number of issues that can contribute to job burnout have been discovered by researchers: lack of respect from managers, feeling of isolation, problems with school management/professionalism, lack of peer support, feeling overwhelmed by the workload, lack of autonomy, few potentials for teacher leaders, and high achievement objectives that focus on the results of high stakes test result (Maslach, Schaufeli, & Leiter, 2001; Marzano & Heflebower, 2012). In other words, among educators working with children, there is no single burnout determinant.

Various variables may contribute to the growth of teacher burnout. Furthermore, in three groups, Chang (2009) categorized teacher burnout sources: individual factors, organisational factors, and transactional factors. He further indicates that women teachers encounter burnout in classroom situations through exposure to high levels of organisational stressors, including heavy workload, large classes, insufficient resources, and classroom issues.

Again, he reiterated that employee stressors such as parental status, teaching experience, academic qualifications, a female teacher are often affected by personal characteristics and transactional work stress made up of colleague and institutional support, teacher efficacy and occupational reward systems. Ghana's education system is undergoing up an entire process of change and reinvention (free SHS policy, double-track system, among others) and, as a consequence, most teachers are exposed to workplace conditions extremely stressful. Several teachers have therefore reported these

developments too stressful and have quit the education sector, either through the voluntary pension plan or through deteriorating health and burnout. (Addison & Yankyera, 2015).

Addison and Yankyera (2015) indicated that every year, with the initiation and development of the Ghana state social security system, the school feeding program, free school uniforms and other social interventions, pupil admission is increasing, and this continues to require increased discipline, support, educating, commitment and constant monitoring of the pupils for suitable educational standards. In addition, Addison and Yankyera (2015) concluded that the factors such as long shifts, taking part in extracurricular, caring for people and other household chores at home, assisting to enhance their learning through distance mode, governing and overseeing both budget and resources are some of the key causes of stress that escalate burnout levels.

Numerous research (De Simone, Lampis, Lasio, Serri, Cicotto, & Putzu, 2014; O'Brien, Goddard, & Keeffe, 2007) provide proof that newly employed teachers, who are predisposed to think about resignation, are more prone to experience burnout. Many scientists contend, however, that extreme workplace stress does not necessarily mean burnout. One of the most critical factors influencing teachers is role ambiguity: role conflict (Kantas, 2001), workload, tight deadlines (Tsiakkiros & Piasiardis, 2002): lack of confidence and self-motivation (Olivier & Williams, 2005): lack of decision-making participation (Kantas, 2001); Inadequacy of coordinated efforts between the teacher and his / her colleagues or superiors (Kantas, 2001), lack respect for the role of professional status, procedures for disconnecting from a stressful

situation (Riulli & Savicki, 2002); personal job satisfaction, fulfillment of ambitions and dissatisfaction with aspirations conflict of values (Riulli & Savicki, 2002);. Improvements in the teachers' perspectives of overload in the classroom and the disruptive behaviour of students have been found to be adversely connected to fluctuations in job satisfaction, in turn, which adversely predicts an effect on emotional exhaustion (Fernet, Guay, Senectal, & Austin, 2012).

Moreover, Schwab, Jackson, and Schuler (1986) highlighted that, in teacher burnout, population variables such as gender, age, level of education, socioeconomic status and cultural background play a prominent part. Several studies indicate that a significant predictor of the burnout of beginning teachers is the working environment (Friedman, 2000; Goddard, O'Brien, & Goddard, 2006). According to Freidman (2000), the transition from vocational training to work is always painful and reflects "unfulfilled dreams." The understanding of the teachers at as they learn the reality of classroom environments, the beginning can be called a "reality shock". The incidence of reality shock is linked with the preparation that has neglected to give them access the requisite information to resolve school management concerns and behavioural disorders in the classroom.

Consequently, studies investigated the relationships between context, human personality, and organisational influences and the three dimensions of teacher burnout, based on the work of Maslach and colleagues (Friedman, 2000; Goddard, O'Brien, & Goddard, 2006). These studies depend primarily on questionnaire surveys from teachers and are subject to the flaws of such methods. While attempts to create a causal relationship through these studies

have not been established, the findings provide some important insights into the teacher burnout trend.

Demographic factors as a source of teachers' burnout

Schwab and Iwanicki (1982) found that in a study of 469 randomly drawn Massachusetts teachers, the extent of teacher burnout was associated with certain individual and background variables. When ranked according to the number of years they had served, teachers did not vary in their thoughts and experiences of burnout, whether they taught in metropolitan, residential, or rural towns; whether they were married, married with children, or single; or whether they had a bachelor's, master's degree, or more than a master's degree. In comparison, they varied when they were clustered according to their gender, grades taught, and age.

Age factor on burnout

It was concluded that age was a determinant in feelings of emotional exhaustion and irritability. Younger teachers had higher strength emotions than their older counterparts. These findings have been confirmed for both normal teachers (Anderson, 1980; Schwab & Iwanicki, (1982) and special education teachers (Crane, 1982; McIntyre, 1984). Such findings are in agreement with research results in other occupations of human service (Cherniss, Egnatios, & Wacker 1976; Maslach & Jackson, 1981). The sex and class level taught were linked to the feelings of depersonalization of teachers. It was found that male teachers had more negative attitudes toward their students than females. Teachers from high school and middle school / junior high school had more adverse attitudes towards their students than did elementary teachers (Schwab & Iwanicki, 1982). In addition, the teaching

level of the class was connected to feelings of personal accomplishment at work. It was found that primary school teachers had more collective feelings of achievement than secondary school teachers.

Anderson (1980) discovered the association between dimensions of burnout and weaknesses in needs and preferences in a survey of 459 educators from secondary schools in Connecticut. He concluded that knowledge of need relates to the difference between what the individuals experience the institution is doing to promote its physical, security, psychological, confidence, and self-actualization needs and what the organisation can do to facilitate those requirements. Anderson found that in organisations that did not enhance self-actualisation and self-esteem needs, teachers were more likely to exhibit feelings of burnout.

Maslach (1978) asserted that stress that occurs through interpersonal contact can lead to emotional exhaustion over time, where employees suffer a rapid decline of affection and compassion for their clients. This may lead to a pessimistic opinion of customers; low morale and high job turnover are associated with burnout. Maslach called for specialised training in interpersonal skills and coping skills to reduce burnout among employees from transpiring. A study was conducted by Bhagawan (1997) on 100 teachers selected from 20 Orissa schools. 100 teachers (53 male and 47 female teachers) were included in the sample. The study showed that the greater the teaching experience, the lower the perceived burnout.

In summary, the research to date shows that variables that lead to burnout can relate to the characteristics and/or situational factors of individual personalities. Many studies have been carried out by researchers that have

helped to identify related factors and sources of burnout. From the above studies, it can be concluded that some of the main sources of burnout among Ghanaian teachers include: age, number of classroom students, teacher experience, gender, marital status, work environment, workload,

Effects of burnout among teachers

Nash (2010) suggests that teacher burnout financially and academically affects areas of the country, costing billions of dollars each year for schools. Donna (2016) conducted a study in a central New Jersey public high school on the factors and consequences of burnout on teachers and how it affected teacher turnover. The effects of teacher burnout discovered from the study comprise physical illness, frequent absenteeism, poor job performance, anger toward students, lack of job commitment which affect student performance, and teacher attrition. Consequently, studies by (Berry, Byrd, and Wieder, 2013; Zeichner and Liston, 2013) indicated that teachers who experience burnout are more likely to lash out at students and have little or no patience. As the signs of teacher burnout rise, students academically and emotionally suffer pain from their teachers' discrepancies. They further stated that teacher burnout and attrition are disturbing issues that also influence the quality of education and student achievement. They concluded that teacher burnout can affect the well-being of both colleagues and the organisation because increased teacher absenteeism could place a heavy burden on the already over-worked staff.

Economically, the success of students can be influenced by teacher burnout. Gray and Taie's survey revealed in 2015 that schools with a high turnover rate for teachers frequently did not have enough money to recruit the brightest and

best teachers to gain employment. Conversely, in the subject area they taught, they employed short or long-term alternatives who were not fully qualified. This strategy can result in the low achievement of students. Based on the above-mentioned burnout symptoms, burnout can be seen as an uncomfortable work-life condition with detrimental effects on performance, fitness, well-being, which is in contrast to a peaceful work-life experience.

Nevertheless, Dworkin (1987) in his book, "Teacher burnout in the public schools: structural causes and consequences for children," indicated In public school teachers' accounts of burning out, all of the symptoms mentioned above, with only occasional minor alterations to reflect the classroom experience, can be identified. He further states that teachers, who regularly suffer burnout, have serious medical conditions, such as constant common cold, headaches, dizziness, or diarrhoea. These conditions can develop into abscesses, colitis, or asthma if left unimpeded, or they can cause poor appetite and decreased sexual desire.

Definition of Job Satisfaction

Numerous viewpoints about the definition of work satisfaction have been expressed. Locke (1976) defined job satisfaction as "a favourable or positive emotional response arising from the assessment of one's work and work experience" (p. 1304). The definition of Locke signifies the general thoughts about one's work and the effect and interpretation that the job offers. Job satisfaction is composed of the responses, attitudes or expectations of a person to work, according to Nnadi (1997), as cited in Azornu (2011). In other words, there is a link between what a person wants from a career and what the work offers.

Nnadi further notes that work satisfaction is made up of several very diverse sets of variables. These factors involve economic incentives, monetary incentives, business policy and management, interpersonal relationships, working conditions, accomplishment, appreciation, the job itself, transparency and development. Donnelly (2009), in accordance with Nnadi's belief, suggests that job satisfaction is the behaviour of a person to his or her job. According to the preceding writers, this attitude is affected by several factors that are unique to the workplace, such as the supervisor's style, work practices and policies, conditions of employment and compensation plans. Job satisfaction, therefore, can be conceptualized as an appraisal of one's work in terms of whether it meets one's significant job values and is consistent with one's wants (Boon, Arumugam, Vellapan, Yin, & Wei, 2006).

Hukpati (2009) expressed the view that in order to be capable of accomplishing the best of their ability, most workers would like to be pleased with their occupation. This attitude contributes to an emotional orientation that fits with the prevailing feeling of individuals towards the work, which is either one of happiness or disappointment.

Globally, teachers are supposed to achieve a very high job satisfaction rate and the Ministry of Education (MOE) in Ghana is still concerned about its teachers' job performance (Ubom and Joshua, 2004). They also emphasize that the Ministry of Education requires a very high sense of satisfaction, engagement, commitment, hard work and dedication from its employees.

Several studies (Utuka 2001; Asmah, 1999) discovered that the majority of teacher research in Ghana focuses on teacher recruitment and how it affects turnover without discussing what teachers are searching for in their

new jobs. Ingersoll (2001) observed that recruiting initiatives are not designed to address school personnel problems; instead, the organisational real causes of decreased retention of teachers should be examined. The essential and increasing shortage of skilled workers in public schools is one key reason that strengthens the need to help teachers. Likewise, the problem that young teachers continue to leave the profession in substantial numbers.

Sources of job satisfaction

It can become a multidimensional topic to figure exactly what makes young people feel satisfied or unhappy with their jobs. Arnold and Feldman (1996) disclosed, as stated in Arthur (2010), that there are several factors that make one feel positive or negative about their work. In addition, some workers may be comfortable with a few aspects of their job, but unsatisfied with all the other factors (Mullins, 2002). Several factors may contribute to job dissatisfaction among employees. They may be economic, social prestige or recognition, emotional dissatisfaction, psychological or conditions of service.

In a study by Ankomah and Amoako-Essien (2002) in the Accra Metropolis on private and public basic schools, the degree of job satisfaction concluded that teachers in private basic schools are highly satisfied with variables such as the working environment, recognition and personal relationships. The educators, however, experienced poor satisfaction with factors such as salaries, rewards and career advancement.

Schaefer (2005) shares the view that, apart from the challenge before them, high salaries offer employees a sense of achievement, while patterned conversation and rough play of employees minimize the boredom of their working hours. This claim of Schaefer may be different in other places. For

example, a teacher with higher wages may still be dissatisfied when he spends several hours at work to neglect his health and family needs.

Bame (1991), as cited in Ankomah and Amoako-Essien (2002), argued that job satisfaction among teachers in Ghana ought to do with the fulfillment of the personal needs of teachers in the school organisation; lack of it brings about dissatisfaction. Jackofsky and Porter (1983), as cited in Arthur (2010), argued that job dissatisfaction should only lead to turnover when the employees believe that there is available alternative employment. March and Simon (1958), as cited in Arthur (2010), made a related statement, according to them dissatisfaction results in a search for other jobs and that search increases the likelihood that other jobs will be found. They also identified that in some situations, at the time of appointment, the job can fall below their desires. The US Department of Education (1993), as cited in Oduro (2010), conducted a study which discovered that 40 percent of American educators were strongly displeased with their job, the equipment at their disposal, the assistance obtained from school administrators, and the processes used to evaluate their function. Wages, teaching experience, work itself, management and employment conditions are identified by Greenberg and Baron (2003) as things that influenced employees to have positive or negative views of their employment. These sources are discussed below.

Salary

There is no question that in deciding job satisfaction or dissatisfaction, financial incentives can have a very important role. The effect of creativity on the decision of teachers to leave teaching in public senior high schools in Tamale Metropolis in Ghana was examined by Kosi, Sulemana, Boateng and

Mensah (2015). Data were obtained from 203 teachers in some secondary schools using self-reported questionnaires. The study indicated that work satisfaction was the greatest significant factor for workers to keep their employment.

As cited in Arthur (2010), Arnold and Feldman (1996) stressed that salaries can have a strong impact on assessing work satisfaction or dissatisfaction. They also asserted that mankind has several needs and that money is the medium of fulfilling these necessities. Similarly, Arthur (2010) also shared a view that teachers may cry that their skills and educations are not in alignment with their remunerations.

Work experience

Adom-Konadu (2010) investigated work satisfaction among senior employees of the University of Education, Winneba. However, the study indicates that there is no substantial distinction in the thoughts of the university's male and female senior staff with relation to their job satisfaction, even though the study indicates that participants' viewpoints vary substantially with regard to their age, grade and job experience, and level of university job satisfaction. Adom-Konadu (2010) discovered an important correlation between work satisfaction and teaching experiences. He clarified that as teaching experience improved, job satisfaction accelerated. From the perspective of Farkas and Tetrick (1989), as cited in Oduro-Owusu (2010), the aspects of work satisfaction and overall job satisfaction are also influenced by maximum years of experience. They argued that the more time is consumed in the organisation, the more enjoyable workers are with their work. In the perception of teachers who consider themselves to be professional, effective,

highly educated and experienced in teaching (Brueing & Hoover, 1991; Hackman & Oldham, 1980; Michaelowa, 2000), they seem to be content with their teaching role

The work itself

Arnold and Feldman (1996), as mentioned in Arthur (2010), a member of staff may be thrilled with the workplace conditions and his or her coworkers but may fear the job as a whole. In addition, they reported that certain members of staff may see their jobs as nauseating and less satisfying. Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004) emphasized that individuals would choose a work that is enjoyable, demanding and provide opportunities for self-actualisation and respect.

Supervision

Arthur (2010) stated that, because of weak monitoring in the education sector, there was a big backlash from students. Many staff members have protested about the lack of human relations and supervisory abilities of their seniors. The immense amount of favouritism and bigotry that occurs at the leadership level has also been stated. Greenberg and Baron (2003) have concluded that the degree of job satisfaction would be high if employees perceive their supervisors as unbiased, professional and genuine. In addition, those employees who recognise their employers as bias, corrupt and self-centred will therefore exhibit lower job satisfaction.

Working Conditions

Robbins (2001) advocates that workers are concerned with a safe physical work environment; working conditions may promote job satisfaction or dissatisfaction. Arthur (2010) further suggests that tutors can assume that a

poor work environment can only promote undesirable performance because their occupations are psychologically and physically stressful. Arnold and Feldman (1996), however, cautioned that this can be brushed aside or ignored by most employees if employment conditions are too satisfactory or absurd.

According to Michaelowa (2002), it seems like when they have to teach a course with a lot of students or when they are posted to remote locations farther from another town, most teachers are usually less satisfied with their job.

Effects of teacher job satisfaction

Earlier studies refer job satisfaction to a variety of positive organisational effects, such as decreased job turnover (Arnold & Feldman, 1982); absence of employers (Breaugh (1981), the performance of the employees (Steers & Black, 1994); high types of organisational commitment of employees and organisational success (Ostroff, 1992).

Bame (1991) as cited in Ankomah and Amoako-Essien (2002) identified that the consequences of teacher retention and drop-out enthusiasm, cooperation or lack of it among teachers are some of the effects likely to result from the teachers' satisfaction and dissatisfaction. In analysing the consequences, the study further discovered the teachers' plan to remain or leave teaching, commitment to teaching and the teachers' transmission of values coupled with both negative and positive attitudes towards teaching their students and absenteeism cannot be ruled out. Bame (1991), as cited by Ankomah and Amoako-Essien (2002), concludes that one of the actions most dissatisfied teachers are further expected to take is to quit the teaching profession. Additionally, Bame posits that generally, workers are likely to

avoid conditions that are strenuous to them and tend to be attracted to worthwhile conditions.

Schaefer (2005) argues that the number of professional training needed for teaching remains strong, and new competency exams have begun to be called for by the general populace. The earnings of teachers are considerably smaller than those of certain professionals and skilled employees. Thus, during the last couple of years, the overall credibility of the teaching profession has dropped. As a result, many teachers have become dissatisfied and discouraged and have left the teaching field for jobs in other occupations.

In addition, Schaefer (2005) found that burnout is a sign of stress and 20% of new teachers dropped out of the teaching service in three years. Schaefer posed the question, “Given these difficulties, does teaching remain an attractive profession in the United States?”(p.385). There is sufficient proof to support that work satisfaction or unhappiness for workers may have positive or negative implications. Robbins (2001) has said that comprehensive studies have been conducted in recent times to examine the impact of job satisfaction on employee performance, turnover intentions. Arnold and Feldman (1996), as cited in Arthur (2010), concurs with Robins that employee productivity, absenteeism and turnover are key consequences of job satisfaction or dissatisfaction.

Turnover

Definition of Turnover

Nowadays, one of the most relevant issues that organisations encounter, from the viewpoint of Ton and Huckman (2008) is the turnover of their staff. Turnover can be described as the movement through an

organisation's membership borders, according to Price (1977), as referenced in (Corda and Murtokangas, 2016). Several researchers (Price, 1997; Bluedorn, 1982), conclude that the type of turnover researchers typically pay heed to is voluntary turnover because many sources of involuntary turnover are unknowable (i.e. death, retirement) and therefore a topic not worth investigating (Shaw, Delery, Jenkins & Gupta, 1998). Voluntary Turnover or exit, as referenced in (Corda and Murtokangas, 2016), is referred to as the product of a worker's intent to quit an institution (Shaw et al., 1998).

From the viewpoint of Croasmun, Hampton and Hermann (2002), the movement of staff out of the organisation or any perpetual departure outside organisational borders can be classified as turnover (p.287). Turnover is also the reduction of workers by certain means. It is useful to identify turnover even as leaving the organisation or voluntary turnover (Xaba, 2003). The forfeiture of jobs by demise, sackings, cutbacks and early retirement is involuntary turnover. The loss of staff by the decision to resign, on the other side, is voluntary turnover (Fitz-enz, 1987). Turnover is regarded as a means in which a worker makes a voluntary individual choice as to whether to continue to serve or quit the organisation (Wells & Peachy, 2010).

Furthermore, Mobley (1982) noted that this type of turnover is unreliable and is typically very disadvantageous to any organisation. He also suggested that the organisation's most team of creative workers would most definitely leave. They often depart with their highly-valued experiences, abilities, skills and qualifications when they exit, resulting in diminished organisational performance (Abbasi & Hollman, 2002). Each of them affects the work in a particular way. The meaning of voluntary turnover intentions

extended to the teaching vocation is relevant for the current study because the excessive turnover rates have caused a volatile teaching labour force that reduces the delivery of quality education. Therefore, the turnover of teachers, which is one of the kinds of high turnover rates, is counterproductive since it results in the educational system being compromised.

Numerous studies (Markley, 2000; Rohr & Lynch, 1995) have found that teacher turnover affects countries such as New Zealand, Germany, Sweden, Britain and the USA and has been considered a major crisis.

Turnover Intentions

Sousa-Poza and Henneberger (2004) have confirmed that turnover intentions are the direct predictors of turnover. "According to Angelle (2006)," the intent of an individual is the determination to behave in a particular way "(p. 321). As cited in (Corda and Murtokangas, 2016), Tett and Meyer (1993) describe turnover intention as "a conscious and deliberate willingness to quit an organisation" (p. 262).

Currently, several researchers have discovered a close association between turnover intentions and real turnover (e.g. Sousa-Poza & Henneberger, 2004; Rusbult & Farrell, 1983; Mowday, Porter & Steers, 2013). The turnover intention is defined as the psychological process of reasoning, preparing and wishing to quit a job (Mobley, 1982). Turnover intention is identified and recognised as one of the most commonly observed research results of work satisfaction and predictors of real turnover behaviour in the analysis of applied psychology, organisational behaviour and administration (Currivan, 2000). Compared to labour turnover that calculates the rate of change in the labour force (Abelson, 1987), turnover intention concentrates on

the purpose of employees to quit from their specific workplace to search for other employment or occupational alternatives.

Chen, Lin and Lien (2011) described turnover intention as the worker attitude and decision to willingly vacate the work and look for another, in which the factors are diminishing job satisfaction and positive predictor of turnover behaviour. Deery, Walsh and Guest (2011) observed that when the workers decreased their turnover intention, the turnover rate would decrease; thus, turnover intention and turnover behaviour were associated concepts. Kaori (2011) also emphasised that when an employee wishes to leave the working company, there is an indication of turnover behaviour. Lee and Ok (2012) indicated whenever an employee intentionally leaves the job after evaluating that the job is not established for a while, turnover is the action. Malik, Abbas, Kiyani and Waheed (2011) described the concept of turnover as a labour movement consisting of three dimensions:

1. Regional movement, indicating the transition of a worker from one area to another
2. Occupational movement, which represents a person going from a profession to another
3. Industrial transfer, showing an individual moving from one field to another.

In addition, Shanafelt, Hasan, Dyrbye, Sinsky, Satele, Sloan and West (2015) observed that nurses' withdrawal attitude was perceived to abandon their present job sector in the healthcare and medical industry. Consequently, the withdrawal attitude was a progressive mechanism. Since skills are the key asset in an organisation, investigators also do multi-dimensional research,

hoping to state the motives for the turnover intention (Simon, Muller & Hasselhorn, 2010). The first one is recognized as the purpose for organisational turnover, which is the intention of the worker to switch proprietor (place of work) within the same occupation. The additional one is the professional turnover intention, which is the intention of the worker to vacation the profession entirely.

Consequently, this study relates to the turnover Intention definition of Heydarian and Abhar (2011), which is described as an employee's overall behaviour and psychological evaluation, deciding to quit the job or an organisation voluntarily.

Teachers' turnover intentions

Ingersoll (2002) viewed the turnover of teachers as "the removal of teachers from their teaching work" (p. 17). For schools that happen to suffer from the turnover of their staff, a high teacher turnover rate constitutes a troubling problem (Ingersoll, 2001; Guin, 2004). Now that an appreciation of the issue of teacher turnover has been unearthed, in relation to the present research, the review will examine the related literature.

Globally, Teachers are a group of employees who have faced shortage problems since the 1980s (Ingersoll, 2002), and many researchers have devoted their energies to research into it. (Chapman & Green, 1986; Boe, Bobbitt, Cook, Whitener & Weber, 1997; Ingersoll, 2002; Hanushek, Kain & Rivkin, 2004). Several of these investigators (e.g. Ingersoll, 2002; Boe, Cook, & Sunderland, 2008) concluded that the scarcity problems of teachers were mainly due to extraordinary levels of turnover of teachers, which Ingersoll (2002) described as "the departure of teachers from their teaching work" (p.

17). Research by the University of Buckingham in Britain in 2003 revealed that 30 percent of British teachers who left teaching that year had been in the profession for less than five years (Hogan, 2007). The shortage of teachers has been recognized as one of the paramount difficult problems facing Ghana's system of education (GNAT / TEWU, 2010). Cobbold (2007) As cited in Sam, Effah & Osei-Owusu, 2014, noted that "Ghana's policymakers and school leaders face a challenge of keeping trained teachers in schools to ensure that all students receive quality teaching and learning" (p.83). Currently, every year, the teacher shortage problem seems to escalate. Effah and Osei-Owusu (2014) observed that the issue is that several basic school teachers take advantage of the GES' research leave with pay policy after graduating from colleges and teaching for only three years and develop themselves to diploma and degree levels in universities by full-time study. Cobbold (2010) stated that after their studies, a bulk (about 70%) of such educators do not revert to the classroom.

One got to wonder why educators do not remain for considerable periods in the schoolroom. According to the Educational and Research Council (2006), "between 18,000 and 20,000 educators in South Africa leave school voluntarily or involuntarily every year and 6,000 graduates are produced by institutions of higher education each year-not virtually enough to tackle the deficit" (p.34). Therefore, it can be argued that teacher turnover adversely affects South Africa. In the South African backdrop, poor work atmosphere, eroded community regard for the profession, individual/household reasons, migration for better-paying jobs for pay abroad, poor pupil behaviour, unsatisfactory professional relationships, work stress,

high repetition, and the search for other careers are the causes of teacher turnover intentions (Xaba, 2003; Steyn & Kamper, 2006). In addition, Xaba (2003), Evers, Tomic & Brouwers (2005) and Wilson (2002) have confirmed from research studies that low wages and chronic stress are the primary factors to teacher turnover intentions in South Africa. Hence stressful presence of the teaching profession in South Africa was said to play a big role in the intentions of teacher turnover in that region. Similarly, Spio (1999) conducted a study in the Greater Accra Area on the sources and effects of teacher turnover in Senior High Schools (SHS). It was discovered that a total of 88 percent of the participants (94% males and 86% female teachers) stated their intention to quit the occupation of teaching.

However, Noor (2011) noted that due to complex procedures and high costs of quitting, turnover among teachers in Malaysia is not large. It should be stated clearly that the risk of teachers' intention to turnover is important because it directly affects their employee productivity and happiness, which in turn will prevent the welfare and success of the students.

Sources of teachers' turnover intentions

Sinclair, Dowson and McInerney (2006) found that after they become teachers, the reasons that led graduate students to enrol in the profession can significantly impact their turnover intentions. Among such motivations, several research studies (Allard, Bransgrove, Cooper, Duncan & MacMillan, 1995; Berg, 1992; McKinney, Berry, Dickerson & Campbell-Whately, 2007; Pagano, Weiner, Obi & Swearingen, 1995; Serow, Eaker & Forrest, 1994; Sinclair, Dowson & McInerney, 2006) acknowledged: (a) the desire to work with young people; (b) the relative effectiveness of teaching; (c) the sense of

social responsibility; (d) dissatisfaction with a former job; (e) the derive satisfaction or comfort of teaching (directly related to factors such as work timetables, working time, vacations and wages and benefits); (f) the relative advantage of teacher enrollment-led courses or the teaching job as a whole; (g) the inspirational motivation given by the satisfaction of teaching a specific subject; (h) the influence of others (i.e. parents); I the opportunities offered by the teaching job for career progression; (j) the advantages offered by the teaching job in terms of human fulfillment via relationships with clients.

In addition, a Greher & Tobin (2006) study shows four major variables that affect whether a teacher moves from a particular school or leaves the profession entirely. They concluded that wages, workplace conditions, training and mentorship support contribute to teacher turnover in the early periods. Assessment of the relevant teacher turnover literature indicates that some of the most frequent reasons for teacher turnover are burnout, financial management, institutional support, job protection and satisfaction, and life-cycle occurrences such as childbirth, pension and forced removal. Therefore, these aspects are stated in both primary and secondary schools as the factors for teacher turnover.

Working conditions

The working conditions prevailing in the school are one major issue that may facilitate the turnover intentions of the teachers (Boyd et al., 2011; Ladd, 2009). This may include various elements which define the teaching experience and affect it (Johnson, 2006). Several studies (Borman & Dowling, 2008; Loeb, Darling-Hammond & Luczak, 2005) have pointed out how their

turnover intentions are directly affected by the workplace conditions that teachers are faced with.

Salary

A factor popularly evidenced by current literature is the impact that salaries have on the turnover intentions of teachers (Podgursky, Monroe & Watson, 2004; Dolton & Van der Klaauw, 1999). Hanushek, Kain and Rivkin (2004) confirmed that the increment in salaries was the primary purpose why teachers changed schools, while Kelly (2004) affirmed that the turnover of teachers was influenced by the salaries they earned. In their analysis, Kirby, Berend & Naftel (1999) showed how a pay rise caused a decrease in turnover, while Brewer (1996) stressed; on the other hand, that even the anticipation of a higher potential salary increases teachers' intention to retain their current employment.

Administrative support

Administrative support is described by Bowman and Dowling (2008) as "The efficiency of the school in helping teachers with problems such as school governance, teaching methods, syllabus, and making adjustments to the classroom setting" (p. 380). Loeb et al. (2005) conclude that absence of managerial care can lead to a rise in the turnover rate of teachers, and Boyd et al. (2011) endorse this hypothesis, labelling administrative support as a critical part connected to the intent of teachers to remain or leave their teaching job. In addition, Worthy (2005), portraying his early teaching years, states that he almost dropped out of his teaching career due to a lack of administrative support.

Autonomy

Ingersoll and May (2012) explain autonomy as the level of control of teachers over teaching activities. Such control is linked to criteria such as "Selecting textbooks and other instructional materials; selecting content, topics and skills to be taught; selecting teaching techniques; evaluating and grading students; determining the amount of homework to be assigned; disciplining students" (Ingersoll & May, 2012, p. 445). Several research studies (Guarino, Santibanez & Daley, 2006; Ingersoll & May, 2012) Autonomy have been discovered to influence the turnover intentions of tutors. Different researchers justify this assumption, stating that educators who perceive inadequate autonomy are extra likely to shift to a new college or leave the education system (Berry, Smylie, & Fuller, 2008; Boyd, Lankford, Loeb & Wyckoff, 2008; Ingersoll & May, 2012).

Class size

The current study has revealed how the size of the class impacts the intentions of teachers' turnover. Weiss (1999) revealed that class size is one of the most key considerations that influence whether teachers intend to stay or leave the education system. In approval of this statement, Theobald (1990) concluded that higher class sizes can expand the turnover intentions of teachers, and these results are confirmed by Loeb, Darling-Hammond and Luczak (2005).

Workload

Firestone and Pennell (1993) argue that the workload of teaching is a determinant that depends on the size of the class, the number of courses offered and the amount of preparatory work required to teach such classes.

The impact that teaching overload has on teacher turnover has been revealed by several previous studies. (Karsenti & Collin, 2013; Corcoran, 1988; Rutter & Jacobson, 1986).

Orderly school environment

Rosenholtz and Simpson (1990) explained that a school regarded as an organised setting is a school environment in which the headmaster, the teachers and the students respect and apply attitudinal laws and regulations.

Physical conditions

Firestone and Pennell (1993) address suitable physical conditions as amenities that provide ample space and undergo routine maintenance. Research studies (Firestone & Pennell, 1993; Firestone & Rosenblum, 1988; Hansen & Corcoran, 1989) have shown that teachers who believe that they work in insufficient facilities appear not to sense importance and are therefore extra likely to leave their current job.

Effects of teachers' turnover intentions

Steyn and Kamper (2006) discovered that the turnover of teachers has devastating costs that weaken the education systems provided. The impacts entail: forfeiture of revenue on the teaching and learning with reference to the loss of instructional time and substitution of teachers, reduced teacher welfare due to job stress, declining standards of education related to academic year disruption and reduced students achievement levels, ultimately resulting in a deteriorating school system (Xaba, 2003; Wilson, 2002). High rates of teacher turnover (Ingersoll, 2002) are a major problem for affected schools. This pattern impedes the enforcement of organised teaching suites throughout the school (Johnson, Kraft & Papay, 2012), and it frequently makes schools hire

low-prepared and experienced substitute teachers, a decision that has deleterious consequences for the teaching and learning processes (Loeb, Darling-Hammond & Luczak, 2005). In addition, high rates of teacher turnover push schools to assign unnecessary resources for conducting an interview, recruiting, recruiting and implementing policies, according to Boyd, Lankford, Loeb and Wyckoff (2005).

Nationally and internationally conducted research studies (Markley, 2001; Evers, Tomic & Brouwers, 2005; Wilson, 2002; Emery, 2010; Ingersoll, 2001) have discovered that teacher turnover is a severe issue that needs outstanding consideration. In addition to the above discussion, several research studies (HSRC, 2011; Xaba, 2003 & Wilson, 2002) have shown that teachers' occupational stressors increase turnover and contribute to poor welfare conditions.

In addition, a significant body of research (Grey, 1998; Hart & Cooper, 2002; Zurlo & Cooper, 2007) has discovered that unpleasant emotions and behaviours, such as turnover, fatigue and anxiety, are closely linked to occupational stress. It is, therefore, clear that the sources of stress of the teaching profession lead to turnover.

Research studies (Ingersoll, 2001; Wilson, 2002) also emphasise that to develop treatment strategies that could solve the situation, there is a need to better understand the problem of teacher turnover. Studies such as those (Diener & Biswas-Diener, 2002; Van Katwyk, Fox, Spector & Kelloway, 2000) show that satisfied employees are less willing to have turnover intentions. In addition, researchers have discovered that comfortable teachers

are unwilling to engage in turnover intentions (Nistor, 2010; Emery, 2010; Salanova, Bakker & Llorens, 2006).

A wealth of research (Chapman & Green, 1986; Chapman & Hutcheson, 1982; Grissmer & Kirby, 1997; Hafner & Owings, 1991) on the determination of which types of teachers are more likely to quit teaching and why teacher turnover has been reported to be strongly correlated with academic achievement. As cited in (Corda and Murtokangas, 2016), turnover has deleterious impacts on managerial productivity (Huselid, 1995; Ton & Huckman, 2008) and several of these implications emerge from overhead expenses generated by turnover (Ton & Huckman, 2008). Turnover has adverse effects on organisational production efficiency (Huselid, 1995; Ton & Huckman, 2008), as cited in (Corda and Murtokangas, 2016), and many of these consequences arise from turnover-generated operating expenses (Ton & Huckman, 2008).

Empirical Review

A study on the academic assessment of the relationship between turnover intentions and work-related stress was undertaken by Younis (2014). The study revealed that the occupational stress encountered by employees showed an intention to quit their job. They have therefore described work overload and conflict as the burdens of the job they do; they are the main organisational variables leading to the termination of employee behaviour due to severe stress.

In Total Nigeria PLC in Lagos State, Mbah and Ikemefuna (2012) investigated the satisfaction of employees with job and turnover intentions. Both primary and secondary data were obtained among 300 participants using

self-designed questionnaires and personal interviews. The analysis showed that people who are satisfied with pay, satisfied with the type of job they do and under whose supervision they do it, are less likely to have turnover intention. Thus the, if workers are satisfied with the job and work under a good administrator, they would not have any intention of leaving their profession.

The organisation's function in stress and burnout among both private and state school teachers in the city of Delhi was explored by Gopal and Dimple (2014) in their study. The process was undertaken using 100 teachers from both private and public schools, using a representative sample. It was uncovered from the results that in comparison to public teachers, those male teachers working in private schools are mostly seen to be in high stress. Khan, Aqeel, and Riaz (2014) carried out a study on the effects of job stress on attitude towards job and satisfaction in life in college lecturers in colleges of Faisalabad division, Pakistan, working in high public educational institutions. A total of 140 questionnaires were obtained from these colleges using questionnaires, including an exact ratio of females and males. The findings revealed that work stress has a significant association with job performance, which would be a reason for these teachers to accumulate a turnover intention.

The impact of occupational stress on job satisfaction among university staff in Ghana was explored by Essiam, Mensah, Kudu and Gyamfi (2015). A total of 210 participants were used in the research using a self-designated survey. Research on the correlation between occupational stress, burnout and turnover intentions among senior managers of a Sino-Japanese joint venture in Guangzhou was carried out by Qiu-Hong, Chao-Qiang and Tai (2013). They

found that occupational stress in a Sino-Japanese joint venture automobile manufacturing company in Guangzhou was significantly associated with work-related burnout and turnover intentions among employees. Furthermore, their analysis showed that job satisfaction and emotional exhaustion had predictive effects on turnover intention and that there was no significant effect on age, gender and years of service (demographic factors).

In a study on Burnout revealed by O'Brien, Goddard, and Keeffe (2007) as a viable explanation for beginning staff turnover, O'Brien, Goddard, and Keeffe (2007) discovered that early career burnout at the beginning of their careers is considerably and positively associated with significant teacher turnover intentions. The study further revealed that those early teachers indicated that if they could 'wind back the clock' they would never choose teaching as a profession. Again, they showed characteristics of burnout, including significantly higher levels of emotional exhaustion and significantly lower levels of personal achievement than teachers who would again choose to become teachers on all occasions. Other research by Goddard and Goddard (2006); Goddard and O'Brien, (2003) agree that there is a direct relationship between beginning teacher burnout and turnover intentions.

The Prevalent Rates of Occupational Stress and Burnout, Job Dissatisfaction and Turnover Intentions Among Teachers

Occupational stress levels among Kosovo teachers were examined by Shkemi, Melonashi and Fanaj (2015). Data were gathered from 799 teachers, most of whom (65.2%) were females. The results showed that the educational level and place of residence predicted the high level of occupational stress reported by the teachers. Nevertheless, occupational stress was not

significantly predicted by age, sex marital status and job experience. Further analysis also indicated that the prevalent occupational stressors included undisciplined students (26.2%), physical environment (30.1%) and inadequate wages (36.8%). Thus, inadequate wages were the most predominant stressor among teachers. Further analysis also indicated that the prevalent occupational stressors included undisciplined students (26.2%), physical environment (30.1%) and inadequate wages (36.8%). Thus, inadequate wages were the most predominant stressor among teachers.

Alhaffar, Abbas and Alhaffar (2019) conducted a cross-sectional survey from 12 different hospitals in Syria. Using the Maslach Burnout Inventory, the study gathered data on the prevalence of burnout condition among 3350 resident physicians. It was affirmed that 93.8% of the participants exhibited high levels of burnout in at least one of the three domains of the MBI. Also, 19.3% of the participants reported high levels of burnout in all three domains of the inventory. Further, the study revealed that no significant connotation occurs between gender, age group and burnout levels in the participants.

Another study carried out by Bonenberger, Aikins, Akweongo and Wyss (2014) explored the impact of motivation and job satisfaction on turnover intention in Ghana. The study employed a cross-sectional survey design to gather data from 256 health workers in three areas in the Eastern Region of Ghana. The study disclosed that the majority of the participants representing 69% had turnover intentions. Also, job satisfaction and motivation are significantly interconnected with turnover intentions. Bonenberger et al. (2014) established that higher levels of motivation and job

satisfaction had the potential to weaken the danger of turnover intentions among the participants.

Relationships that Exist Among Occupational Stress, Burnout, Job Dissatisfaction and Turnover Intentions Among Teachers

The relationships between occupational stress, burnout, job dissatisfaction and turnover intentions have been explored by several studies across the globe. Among Namibian secondary school teachers, George, Louw and Badenhorst (2008) investigated work satisfaction. A total of 337 teachers in urban secondary schools in the Windhoek Region were sampled. Also, a significant relationship was identified between job satisfaction and burnout. Specifically, depersonalisation and emotional exhaustion correlated with low levels of job satisfaction.

Yin-Fah, Foon, Chee-Leong and Osman (2010) researched job stress, organisational commitment, job satisfaction and turnover intentions. The convenience sampling method was used in Malaysia to select 120 private-sector employees. The findings of this study found that half of the participants experienced elevated levels of occupational stress, while 67.5 percent and 42.5 percent of participants reported moderate levels of job satisfaction and turnover intentions, respectively. Further analysis revealed a strong positive correlation between occupational stress and turnover intentions ($r = .96, p \leq .05$), while the association between job satisfaction and turnover intentions was significantly negative ($r = -.447, p \leq .01$). Thus, the levels of the employees' job satisfaction increase their turnover intentions, reduce and vice versa. Additionally, Ahmad and Rainyee (2014) reported from a systematic review of the relevant literature that job satisfaction and turnover intentions

are negatively associated. A longitudinal survey was conducted by Cohen and Golan (2007) with 119 female health workers in Northern Israel. The study findings revealed that job satisfaction is an important predictor of employee turnover, while employee commitment aligns with turnover intentions. The relationship between occupational stress, quality of working life and turnover intentions in Iranian hospitals using cross-sectional research design has been examined by Mosadeghrad, Ferlie and Rosengberg (2008). Around 26 % of the participants experienced higher levels of occupational stress. The high levels of stress reported were due to workplace discrimination, insufficient pay, lack of management support, work overload, and lack of job security. Occupational stress, quality of working life and intentions for turnover were also significantly associated. Work stress, in particular, had a positive relationship with turnover intentions.

Impact of Occupational Stress, Burnout and job dissatisfaction on Turnover Intentions

Barsky, Thoresen, Warren and Kaplan (2004) used a contingency-based approach with 590 sales personnel to model negative affectivity and occupational stress. The findings revealed that occupational stress is a predictor of adverse affective behaviours such as turnover intentions and job satisfaction. Nonetheless, this study sought to find out the interrelationships that exist between occupational stress, burnout, job dissatisfaction and turnover intentions among teachers.

Karatepe and Baddar (2006) completed an empirical study on the effects of family-work conflict and work-family conflict on job stress, job satisfaction and turnover intentions among frontline staff in Jordan. The

questionnaire was used to collect data from a sample of 189 participants. The results from the study disclosed that work-family dispute, family-work dispute, work stress and job satisfaction substantially predict turnover intentions. Similarly, Mathieu, Fabi, Lacoursière and Raymond (2016) studied how job satisfaction, supervisory behaviour and organisational behaviour predict employee turnover intentions in different kinds of organisations. A total of 763 participants completed the questionnaire for the study. The results of the study stressed the impacts of leadership in predicting turnover intentions among employees. Contrary to the findings of Karatepe et al. (2006), the results of Mathieu et al. (2016) revealed that job satisfaction does not have a direct significant influence on turnover intentions as compared to organisational commitment.

Teaching Experience Differences with Regard to Burnout

This section reviews related literature with regards to the difference in burnout between the various levels of teaching experience.

Lau, Yuen and Chan (2005) examined the prevalent rate of burnout among teachers. The purpose of the study was to examine the prevalent rate of burnout among teachers. As part of the objectives, the study ascertained whether there is any statistically significant difference in burnout among teachers with respect to teaching experience. The finding of the study revealed that there is a statistically significant difference in burnout among teachers in relation to their teaching experience. A similar finding was obtained by Luk, Chan and Cheong (2010) who asserted that there is a statistically significant difference between teachers with regards to teaching experience.

Likewise, Sing, Aulak, Mangat and Aulak (2016) investigated occupational stress and burnout among teachers. The study focused on the causes of occupational stress, prevalent rate of occupational stress and burnout among teachers. Also, the study ascertained whether there is a statistically significant difference of burnout among teachers in relation to their teaching experience. The result of the study revealed that there is a statistically significant difference in burnout among teachers with regard to teaching experience. The finding of the study is consistent with Al-Asadi, Khalaf, Al-Waaly, Abed and Shami (2018), who found that younger educators and those with fewer years of service had a much higher burnout rate than their older more experienced colleagues.

In another insightful study, Bhardwaj (2014) studied the prevalent rate of burnout and stress among secondary school teachers. The major thrust of the study was to examine the prevalent rate of burnout and stress among secondary school teachers. The study employed the descriptive cross-sectional survey design. The results of the study showed that there is no statistically significant difference in burnout between secondary school teachers based on their teaching experience. The finding of this study contradicts previous findings by Singh et al. (2016) and Al-Waaly et al. (2018).

Gender Differences with Regard to Burnout and Turnover Intentions

This section reviewed the literature on gender differences with regard to burnout and turnover intentions among teachers. Purvanova and Muros (2010) observed that differences in burnout between male and female participant are because of the distinct career expectations caused by differences in socialization of the sex role or from differences in how men and

women manage stress. In their study, Purvanova et al. (2010) opined that females may have a broader variety of social relationships and support that could help them cope with burnout than men. Sharma and Sehrawat (2014) investigated the turnover intentions among teachers. The study aimed to investigate the causes of turnover intentions among teachers. A descriptive survey design was employed in the research. The result of the study indicated that there is no statistically significant difference in turnover intentions of teachers based on gender. Similarly, the finding of Bhardwaj (2014) showed that there is no significant difference between male and female teachers with regard to burnout.

The result confirms other findings by Sharma and Sehrawat (2014) and Bhardwaj (2014). The result means that irrespective of the gender of teachers they experience the same turnover intentions. On the contrary, Borman and Dowling (2008) observed that turnover intention was greater among female teachers as compared to male teachers.

Age difference with regard to burnout among teachers

With respect to the difference in burnout among senior high school teachers based on their age, there is a dearth of literature. Lau, Yuen and Chan (2005) opined that age is another predictor of the nature of burnout experienced by teachers. They further indicated that younger teachers tend to face higher levels of burnout than older teachers. However, this finding deviates from that of John (2007) who found that there was no statistically significant difference between older, middle and younger teachers in terms of burnout.

Noor and Zainuddin (2011) examined the difference in burnout among teachers based on gender. The study utilised a descriptive survey design through the use of a questionnaire to elicit responses from the participants. The finding of the study showed that older female teachers experienced more burnout than younger teachers. The result of this study implies that there is a statistically significant difference in burnout between teachers based on age.

Conceptual Framework

Based on the literature that has been reviewed on all the variables for this study, a conceptual framework has been created for the study. The conceptual framework shows a relationship between occupational stress and burnout, job satisfaction and turnover intentions. It has been developed consistent with the research questions. The model indicates turnover intentions as the dependent variable and occupational stress, burnout and job satisfaction as the independent variables. The framework is shown in Figure 6.

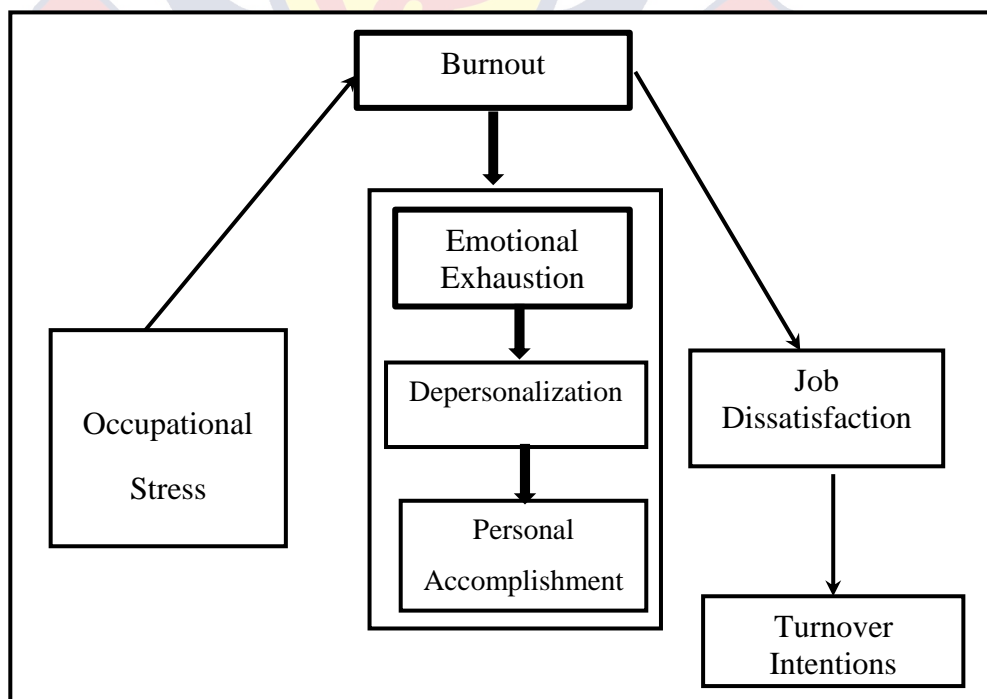
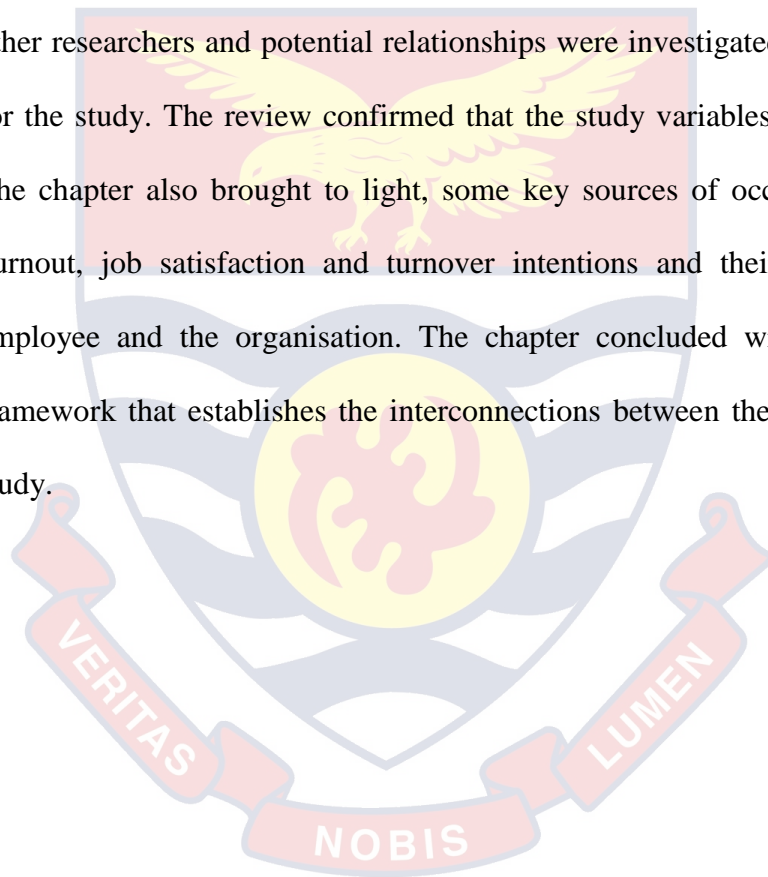


Figure 6: Conceptual framework
Source: Author's construct (2020)

Summary

The chapter reviewed relevant theories, concepts and empirical findings on the variables of the study. The constructs; stress, occupational stress, teacher stress, burnout, job satisfaction and turnover intentions were conceptualised in this chapter. Many theories and empirical studies on stress, burnout, job satisfaction and turnover intentions have been reviewed under this chapter to give credibility to the study. Studies that were conducted by other researchers and potential relationships were investigated to set the stage for the study. The review confirmed that the study variables are interrelated. The chapter also brought to light, some key sources of occupational stress, burnout, job satisfaction and turnover intentions and their effects on the employee and the organisation. The chapter concluded with a conceptual framework that establishes the interconnections between the variables of the study.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter provides methods that were employed in the research process to obtain valid and reliable data for the study. This chapter begins with a brief discussion on the research philosophy and research paradigm that are aligned to the study. The chapter further looks at the discussion on the research methodology that was employed for the study. The various subsections highlight the research design, area of the study, population, sample, sampling techniques, data collection procedures, method of data analysis and ethical issues in the research.

Research Philosophy

Research philosophy describes the belief in the approach in which information about a specific phenomenon should be collected, analysed and used. Research has been reported by Cooper and Schindler (2006) and Saunders, Lewis and Thornhill (2009) asserted that research should be influenced by two main beliefs; namely positivist and interpretivist beliefs. The positivist philosophy was employed to underpin this study.

The Positivist Philosophy

Mertens (2005) explains positivism as the scientific method that is “based on the rationalistic, empiricist philosophy that began with Aristotle, Francis Bacon, John Locke, Auguste Comte, and Emmanuel Kant”. Positivism is connected with numerous schools of thought such as empiricism,

naturalism, behaviourism, scientism and determinism, and reductionism. Crotty (2003) and Cohen et al. (2007) state that positivism was advocated by the French philosopher, Auguste Comte, who deduced it as a principle that explains observation and reason as a means of understanding behaviour. He believes that true knowledge is based on sensory stimuli and can only be achieved by experiment or observation. Positivists in social sciences, based on his proposal, apply scientific principles used in natural sciences to study a social phenomenon in order to appreciate it as value-free and subject to scientific explanation. Therefore, scientists pursue the social world objectively (Mertens, 2005) and embrace all those methods that integrate scientific principles with human affairs (Grix, 2010).

Research Paradigm

Research is a systematic and meticulous process that examines a phenomenon, addresses a problem, answers a particular question, and solves problems, helping to improve existing knowledge (Sekaran & Bougie, 1992). Ofosehene (2018) described the research paradigm as the improvement of scientific investigation based on the philosophies and assumptions of individuals about the universe and the nature of science. According to Hussein (2009), a paradigm gives guidelines to the researcher not only in the selection of the best methodological premise but also in the ontological and epistemological viewpoints. Chalmers (1982) opined that a paradigm is “made up of the broad theoretical assumptions and laws, and methods for their application that the members of a definite scientific community accept” (p. 90). Thus he acknowledged that a paradigm has five components:

1. Explicitly stated rules and theoretical assumptions.

2. Standard methods of applying the major laws to a variety of situations.
3. Instrumentation and instrumental methods convey to the real world the laws of the paradigm to accept.
4. General principles of metaphysics that guide work within the paradigm.
5. General methodological prescriptions on the paradigm of how to perform work (Chalmers, 1982, p. 91)

Hussain, Elyas and Nasseef (2013) argue that the term "paradigm" can be used in human sciences in three ways: it can be used to establish individual's understanding, to group definite methods and approaches on the study of any subject in particular, and to explain broad methods of research, such as positivist or observational paradigms (Grix, 2010). It is generally held that there is a dominant effect on the paradigms we build in our thoughts as they construct the lens through which we understand the real world (Covey, 1989). The research design and the instrument of the study used to gather data for this study lend themselves to quantitative research which has its root in the positivist and interpretive research paradigm. It has been affirmed by Freshwater and Cahil (2013) that a research study is guided by two main paradigms namely, qualitative and quantitative paradigms. This study made use of a quantitative research paradigm because it employed the quantitative method to transform data and responses of the participants in numerical forms for objective analysis (Gray, 2013). The quantitative approach was employed for the study because of its generalisability power. The approach makes use of huge sample size and hence provides a representative set of data to enable generalisation of findings over a population.

The use of the quantitative research methods has been approved by Tewskbury (2009). He affirms that quantitative methods are backed by rigorous statistical data analysis and interpretation of results. In consonance with his assertion, Marczyk, DeMatteo and Festinger (2005) emphasized that a quantitative approach is an empirical form of learning. They further indicated that the approach is evidence-based that relies on observations, experiences, and research and testing in new knowledge acquisition. Husein (2009) also affirms that quantitative methods yield objectivity in the research process. However, critiques of this approach argue that the method fails to explore reasons for relationships, and providing in-depth information on a particular phenomenon. Everest (2014) contends that a quantitative approach fails to provide very comprehensive details, and ignores a theory generation.

Research Design

Cooper and Schindler (2001) assert that research design is a plan that facilitates the systematic management of data collection. To address the research questions and hypothesis, the study employed the descriptive survey design. The descriptive survey design was employed because it describes the state of affairs of the study population without manipulating the variables. Furthermore, Koul (2008) emphasises that descriptive research studies are designed to gain specific and reliable information on the current state of phenomena and, where possible, to draw reasonable general conclusions from the evidence discovered.

Also, the descriptive survey design seeks to examine the situation at hand and simply describe what the researcher sees (Leedy, 2005). This is the

focus of the study. It also takes data that is essentially quantitative in nature (numerical data) and analyse these data by using statistical tools so that the researcher may infer from them certain meanings which lie hidden within them.

A descriptive survey design is unique because it enables researchers to investigate phenomena in their natural settings (Koul, 2008). Again, Koul (2008) emphasised that this design provides information that is useful to the solution of local problems. Furthermore, descriptive survey design has the ability to describe educational trends in terms of the circumstances or relationships that occur, views expressed by students, teachers, parents and experts. (Koul, 2008).

Despite its strengths, this design has the limitation of being relatively less scientifically sophisticated (Koul, 2008). This means that the researcher does not manipulate the variables or arrange for events to happen. Regardless of the limitation of the descriptive survey design, it has the key advantage of sometimes being the only means by which views, behaviours, recommendations for enhancing education and training practices, and other data can be collected (Koul, 2008).

Study Area

The study setting was Cape Coast Metropolis in the Central Region of Ghana. Cape Coast is the capital of the Central Region of Ghana and it is referred to as the citadel of education. This is due to the fact that the Metropolis harbours quite a large number of Ghana's first class Senior High Schools and also has one of the best Universities in the country (University of Cape Coast as one of its prized assets). Presently, there exist fifteen public

Senior High Schools comprising seven single sex and eight mixed schools in the Metropolis. A study by Acquah (2018) denotes that most of the students in Senior High Schools are adolescents within the age group of 13 and 19. The Cape Coast Metropolis was selected as an ideal location for the study because education is held in high esteem in the Metropolis.

Population

Hassan (2009) defines a population as a large collection of individuals or objects that is the main focus of a scientific enquiry. Similarly, Gorard (2001) asserts that a population is a group of people from which a sample can be selected to produce the results of a study. Thus, a research population describes a well-defined collection of people or objects that are known to have similar characteristics. Hassan (2009) also explains that the target population is the whole group of people or objects to which researchers are interested in generalizing a study's conclusions. He further explains accessible population as the population from which the researchers draw their study sample. The population for this research comprised teachers from the 15 Senior High Schools in the Cape Coast Metropolis of the Central Region of Ghana. Out of this, ten were public Senior High Schools and five were private Senior High Schools.

The target population is the group that is of concern to the researcher. It comprised teachers in all the ten (10) public Senior High Schools in the Cape Coast Metropolis. In total, the target population for the study was 542 public Senior High School teachers in the Cape Coast Metropolis.

Sampling Procedures

Sampling is the process of selecting participants from the population in order to make generalizations from the sample over the population. According to Hassan (2009), a sample is a subset of the population. Thus, sampling is selecting a portion of the population to derive findings and conclusions on the population. Also, Saunders, Lewis and Thornhill (2003), reiterate that selection of a sample must be representative of the target population to ensure the generalisation of findings. The study employed a multi-stage sampling technique. This means that more than one sampling procedure was used to select the sample for the study. In the first place, public Senior High Schools were purposely selected.

The 10 public schools were selected based on the criteria of academic excellence experienced in the public schools. The majority of the public SHS in the Metropolis are graded in category 'A' per the Ghana Education Service categorisation of Senior High Schools in Ghana. These schools are noted for academic excellence. This means that teachers go the extra mile by stressing themselves to ensure students perform excellently. Based on this observation the researcher selected these public Senior High Schools to investigate the occupational stress, burnout, job dissatisfaction and turnover intentions among these teachers. Also, the government's free SHS policy was another reason why only public SHS teachers were selected for the study. The free SHS policy has been implemented in only public SHS which has led to a high increase in enrolment in the public SHS in Ghana at large with the Cape Coast Metropolis being no exception. This, therefore, means there would be an increased workload for teachers which can result in occupational stress,

burnout, job dissatisfaction and consequently turnover intentions among these teachers. Sharma (2017) reiterated that purposive sampling has the ability to provide researchers with the justification to make generalisations from the sample that is being studied. Thus, the present study can make generalisations from the selected public Senior High School teachers in the Cape Coast Metropolis.

The study further employed the census method to include all the teachers from the ten selected schools (Ogah, 2015). Hence, the larger the sample size, the lesser the margin of error, and the more reliable the research findings (Ogah, 2015). The 10 schools were selected to give a large population and this supports a census method that indicates a representative sample for the study. The number of teachers selected is presented in Table 1.

Table 1: *Number of Teachers from selected SHS*

Name of School	Number of Teachers
Adisadel College	60
St. Augustine's College	50
Wesley Girls' SHS	58
Ghana National College	42
University Practice SHS	55
Mfantsipim School	68
Aggrey Memorial SHS	65
Holy Child School	50
Oguaa Secondary Technical School	44
Academy of Christ the King SHS	50
Total	542

Source: Field Survey (2020)

Data Collection Instrument

The research instrument employed for this study was a questionnaire. One of the reasons for the choice of a questionnaire for the collection of data

from the teachers was that they were capable of completing it without help. Also, the questionnaire is cost-effective and quicker than other methods of reaching out to the participants. Furthermore, the questionnaire for the teachers provided the basis for collecting in-depth data about views, perspectives, and feelings on occupational stress, burnout, job dissatisfaction and turnover intentions of teachers. This is regarded as an appropriate method, taking into account the study design and the research approach adopted for the study. The questionnaire comprised 76 items grouped under five sections – A, B, C, D, and E.

Section A: This section collected demographic data such as age, sex, years of teaching and educational background of the participants.

Section B: This section collected data on the occupational stress of the participants. It consisted of 20 items. The items were adapted from the Job Stress Inventory (JSI) developed by Osipow and Davis (1998). This inventory is popular because it has been used by several researchers in Africa and Ghana (Affum-Osei et al., 2014; Ofosuhene, 2018; Roberts, 2014; Teye, 2011). The items have been psychometrically validated. Ofosuhene (2018), in a study on “Job stress and human resource development at the College of Distance Education, University of Cape Coast, Ghana”, reported a Cronbach’s Alpha of 0.816 for the Job Stress Inventory. The Job Stress Inventory was modified by the researcher to make it more suitable for data collection for the study. The items were measured using a scale of 0 to 5 representing 0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = most often and 5 = always.

SECTION C: This component of the questionnaire was developed to collect data on the burnout teachers experience in their teaching careers. The Maslach Burnout Inventory – Educators’ Survey (MBI-ES) for educators was used for this study. It comprises 22 items of job-related feelings under three subscales: (1) Emotional Exhaustion (EE) measures feelings of being overextended and exhausted by one's work emotionally. (2) Depersonalization (DP) measures an uncaring and insensitive reaction towards one's recipient's instruction. (3) Personal Accomplishment (PA) measures feelings of competence and achievement in one's work. The MBI-ES is validated by the extensive research that has been conducted. Reliability coefficients for the subscales were 0.90 for EE, 0.79 for DEP, and 0.71 for PA (Maslach et al., 1996). The items were measured using a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

SECTION D: This section contains 20 items that were used to collect data on the job dissatisfaction of the participants in their teaching profession. The items were adapted from the Teachers' Job Satisfaction Survey developed by Spector (1994). The original scale which consisted of 36 items was customised into 20 items to suit the context of this study. The reliability coefficient of the original instrument (36 TJSS items) has been reported by Ngimbudzi (2009) to be 0.89. The items were measured using a scale of 1 to 5 where 1 = very dissatisfied, 2 = dissatisfied, 3 = somewhat satisfied, 4 = satisfied and 5 = very satisfied. The job

satisfaction scale was used to measure job dissatisfaction because most of the literature (George et al., 2008; Yin-Fah et al., 2010; Ahmad & Rainyee, 2014) employed job satisfaction scale in measuring job dissatisfaction.

SECTION E: This aspect of the questionnaire was used to gather data on the turnover intentions of teachers. This section contains 12 items measured on a five-point Likert scale from strongly disagree to strongly agree. The items were adapted from Mobley et al. (1978) and Bothma and Roodt's (2013) Turnover Intentions Scale. Bothma and Roodt (2013) reported a reliability coefficient of 0.80 for the Turnover Intentions Scale. Similarly, Yin-Fah, Foon, Chee-Leong and Osman (2010) also indicated a reliability coefficient of 0.90 for Mobley's Turnover Intentions Scale. The items were measured using a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

Validity and Reliability of the Research Instrument

The research instrument was subject to scrutiny and editing to ensure its validity. It was sent to both my principal supervisor and co-supervisor at the Department of Guidance and Counselling, for the examination of the phrases and understanding of the items, along with its relevance with regards to the study. Upon the evaluations, my supervisors suggested some changes be made in the research instrument to suit the research topic.

The analytical stage was used to validate the instrument using statistical procedures, Cronbach's alpha scores to verify the reliability, validity and estimate parameters of the items in relation to the study. Reliability

coefficients of the subscales on the instrument for this study were computed and reported in Table 2.

Pilot testing of Questionnaire

To affirm the internal consistency of the instrument that was employed for the study, 30 teachers were used to pilot test the instrument. The use of 30 teachers for the pilot study is supported by Fink’s (2009) assertion that a pilot test sample should be 10. However, 30 teachers were used for the pilot study to reduce the margin of error and have higher representativeness. These teachers were selected from Accra Academy Senior High School in the Greater Accra Region because they possessed similar characteristics with the overall participants for the study. This also enabled the researcher to discover and correct all the ambiguities that were found in the wording of the statements in the instrument. As emphasized by Gay, Mills and Airasian (2009), pilot testing provides suggestions for improvement. The Cronbach Alpha coefficient of the items on the subscales (occupational stress, burnout, and job dissatisfaction and turnover intentions) was analysed. The detailed results are presented in the Table 2.

Table 2-Cronbach Alpha coefficients of Variables

Subscales	Number of items	Cronbach alpha
Occupational Stress	20	0.820
Burnout	20	0.897
Job Dissatisfaction	20	0.842
Turnover Intentions	12	0.812
Overall items on the Scale	72	0.909

Source: Field Survey (2020)

The reliability coefficients realised from the pilot test illustrate that the instrument was highly reliable. An overall Cronbach Alpha coefficient of 0.909 indicates higher reliability as opined by Jackson (2015) that a Cronbach

alpha coefficient of 0.7 or more denotes strong reliability for the scale. This connotes that the questionnaire was internally consistent and appropriate for data collection for the study.

Ethical considerations

Ethical issues in research guide the conduct of social sciences research, protection of dignity and anonymity of the participants and the publication of their information (Fouka, & Mantzourou, 2011). The investigator sought clearance from the Institutional Review Board of the University of Cape Coast. The researcher sought approval from the head masters and mistresses of the selected schools to gather data from the teachers.

Basically, much attention was given to issues with regards to informed consent, anonymity, and confidentiality. The teachers were informed of the aim of the research and the possible implications of their participation in the study and that no monetary gain was attached. The consent of the teachers was also verbally sought to participate in the study. Data, such as name, mobile number or addresses of the teachers were not included as part of the questionnaire during the actual data collection for the sake of anonymity purposes. With the exception of the research team and the supervisors of this study, no other person had access to the data that were collected for the study. The rationale behind collecting these data was purely for academic purposes and under no circumstance was it divulged to any third party or the general public.

Data Collection Procedure

Data collection was immediately conducted, after the clearance by the Institutional Review Board of the University of Cape Coast and approval

given by the researcher's supervisors. The researcher focused on the administration of the questionnaires in four (4) schools. Two trained Research Assistants (RAs) assisted in the administration of the questionnaire in six (6) schools, with one RA to three (3) schools. Permission was sought from the Headmaster or Headmistress of each school in order to administer the questionnaires.

The administration of the questionnaires started at the time classes began and ended at their closing time each day in each school such that teachers who did not have class were first dealt with and those who had class were dealt with at their free periods. Completed questionnaires were expected by the researchers on the very day of administration. It took three (3) weeks to one (1) month to collect the entire data. Since it was not possible to collect the entire data within two (2) weeks by the researcher and the RAs, the remaining administered questionnaires were left with the care of a representative in each school who then gathered the completed questionnaires for the researcher.

In all, the researcher collected 520 completed questionnaires of the entire 542 questionnaires that were distributed from all the teachers within the ten selected schools. Hence, the return rate for the questionnaire was 95.94%.

Data Analysis Procedure

Data collected from the field was first crosschecked and edited to ensure that they were complete for analysis. It was further coded, analysed and converted into quantitative summary reports for analysis using the Statistical Product and Service Solutions (SPSS) version 21. The data were screened for missing values using histograms and box plots and then replaced with the series mean. These were done so that the results were not affected by the

missing values and outliers. Homogeneity of variance and normality of the data was also checked.

Basically, descriptive statistics, such as frequencies and percentages were used to describe the demographic characteristics of the teachers in the selected schools. In addition, the analyses were done according to research questions. Research question one sought to measure the prevalent rates of occupational stress, burnout, job dissatisfaction and turnover intentions among the teachers. Means and standard deviations were used to analyse the responses.

Research question two sought to measure the relationships that exist among occupational stress, burnout, job satisfaction and turnover intentions among Senior High school teachers in the Cape Coast Metropolis. Pearson Product Moment Correlation coefficient was used to determine the interrelationships among these variables.

Regression analysis was used to analyse the first two research hypotheses to help identify the impact of occupational stress, burnout and job satisfaction as predictors of turnover intention. An Independent sample t-test was used to analyse the fourth research hypothesis to identify the gender differences in burnout and turnover intentions. Analysis of variance (ANOVA) statistical tool was used to analyse the third and fifth research hypotheses to determine whether statistical differences exist among teaching experience and age of the participants in relation to burnout.

Summary of the Chapter

The methodology that was used in the study was discussed in this chapter. The descriptive research design was used for this study. The research

setting, target population, sample size, sampling technique, and research instruments that were used in gathering data were also discussed. The statistical tools for analysing the data were also discussed.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study sought to investigate occupational stress, burnout, job dissatisfaction and turnover among Senior High School teachers in the Cape Coast Metropolis. The study specifically focused on (1) the prevalent rates of occupational stress, burnout and job dissatisfaction and turnover intentions among senior high school teachers; (2) the relationships among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers; (3) how occupational stress and burnout impact on turnover intentions among Senior High School teachers; (4) how job dissatisfaction impact on turnover intentions among Senior High School teachers; (5) the teaching experience differences with regard to burnout among Senior High school teachers; (6) gender differences with regard to burnout and turnover intentions among senior high school teachers and (7) the significant age difference with regard to burnout among Senior High School teachers in the Cape Coast.

This chapter presents the results of the analyses and discussion of the findings of the study. The data were analysed using frequencies, percentages, computation of means, standard deviations, Pearson moment correlation, regression analysis, independent samples t-test and one-way analysis of variance (ANOVA) as presented in the previous chapter.

Personal Data of the Participants

Data were obtained from 520 Senior High School teachers from the selected schools in the Cape Coast Metropolis. The first part of the analysis was based on the demographic characteristics of the teachers involved in the study. These include gender, age, educational qualification and years of teaching experience of teachers respectively.

Table 3 presents the gender of the participants involved in the study.

Table 3-*Distribution of Participants by Gender*

Gender	Frequency	Percent (%)
Male	419	80.6
Female	101	19.4
Total	520	100.0

Source: Field survey (2020)

The data in Table 3 shows that 419 (80.6%) of the participants are males while 101 (19.4%) are females. It could therefore be concluded that the majority of the study participants were males.

Table 4 presents the age distribution of the participants involved in the study.

Table 4-*Distribution of Participants by Age*

Age	Frequency	Percent (%)
21-30years	171	32.9
31-40years	239	46.0
41-50years	81	15.5
51-60years	29	5.6
Total	520	100.0

Source: Field survey (2020)

From Table 4, 239 (46.0%) of the participants were between 31 to 40 years, 171 (32.9%) were between 21 to 30 years, 81 (15.5%) were between 41 to 50 years and 29 (5.6%) were between 51 to 60 years. Thus, the majority 239 (46.0%) of the study participants were between 31 to 40 years.

Table 5 presents the educational qualification of the participants in the study.

Table 5-Distribution of Participants by Educational Qualification

Educational qualification	Frequency	Percent (%)
First degree	334	64.2
Masters	181	34.8
Ph.D	5	0.96
Total	520	100.0

Source: Field survey (2020)

It was found that 334 (64.2%) of the participants being the majority had first degree while 181 (34.8%) had masters and 5 (0.96%) had Ph.D. The study's result, therefore, revealed that the 334 (64.2%) depicts that majority of the participants were first degree holders.

Table 6 presents the teaching experience of the participants involved in the study.

Table 6-Teaching Experience of Participants

Teaching Experience	Frequency	Percent (%)
1-10 years	317	61.0
11-20 years	134	25.8
21-30 years	69	13.2
Total	520	100.0

Source: Field survey (2020)

It was observed that 317 (61.0%) had taught for 1 to 10 years, 134 (25.8%) of the participants had taught for 11 to 20 years and 69 (13.2%) of the participants had also taught for 21 to 30 years. The study, therefore, revealed that the majority of the participants had taught for 1 to 10 years, thereby making them very experienced in teaching.

Presentation of Main Results

This section discusses the main results with regards to the research questions and hypotheses that were posed to guide the study.

Research Question One: What are the prevalent rates of occupational stress and burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis?

The purpose of research question one was to find out the prevalent rates of occupational stress and burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The criterion in Table 7 was calculated by dividing the range (4) by the number of categories (5), giving 0.80. Thus, the criteria were: 0.00-.99=Never, 1.00-1.79=Rarely; 1.80-2.60=Sometimes, 2.61-3.41=Often, 3.42-4.22=Most often, and 4.23-5.00 =Always. Table 7 presents the data analysis of the responses to items that helped to measure the participants' level of occupational stress. The means were changed into percentages in order to know the prevalent rate. A prevalent rate of 10% – 45% = low; 46% - 74% = moderate and 75% - 100% = high.

Table 7-Analysis of Results of Prevalent Rates of Occupational Stress

Statement	Mean	SD	Rank	Remarks
1. How often do you find your work demanding?	3.46	1.28	1 st	Most often
2. How often do you feel used up at the end of the day's job?	3.12	.92	2 nd	Often
3. How often do the demands of your job interfere with your social and family life?	2.69	1.16	3 rd	Often
4. How often do you feel muscular pains especially in the neck, back and shoulders?	2.64	1.35	4 th	Often
5. How often do you miss meals because of your busy schedule?	2.62	1.21	5 th	Often
6. How often do you wake up in the morning feeling tired even after enough sleep?	2.44	1.19	6 th	Sometimes
7. How often do you work for more than 8hrs in a day and 40hrs in a week?	2.39	1.48	7 th	Sometimes
8. How often do you take work home to complete?	2.37	1.09	8 th	Sometimes
9. How often do you perceive the conditions of your work as unpleasant or unsafe?	2.28	1.46	9 th	Sometimes
10. How often do you watch TV as a form of entertainment?	2.27	1.10	10 th	Sometimes
11. How often do you feel your job is negatively affecting your physical or emotional wellbeing?	2.15	1.19	11 th	Sometimes
12. How often do you have troubles falling asleep?	1.96	1.08	12 th	Sometimes
13. How often are you given training on new procedures of work?	1.95	1.00	13 th	Sometimes
14. How often do you influence work policies, procedures and performance in your unit?	1.93	1.18	14 th	Sometimes
15. How often does your job expose you to verbal abuse by your clients?	1.91	1.52	15 th	Sometimes
16. How often do you work on your hobbies?	1.88	1.15	16 th	Sometimes
17. How often do you find life disinteresting?	1.80	1.44	17 th	Sometimes
18. How often do you observe your annual leave?	1.40	1.71	18 th	Rarely
19. How often do you take pills to enable you to sleep?	.70	1.11	19 th	Never
20. How often do you take alcohol or any drug to help you relax?	.47	.85	20 th	Never
Mean of Means/Average Standard Deviation	2.12	.51		
Prevalent rate of Occupational Stress	42.4%			

Source: Field survey (2020)

The results in Table 7 show that participants indicated that they sometimes experienced occupational stress. This is because the mean of means for the statements on the prevalent rate of occupational stress is 2.21 and the average standard deviation is .51. Again, from Table 7, the prevalent rate of occupational stress is 42.4% and this result reveals that the prevalent rate of occupational stress among teachers is low.

The highest mean value recorded was ($M = 3.46$, $SD = 1.28$), and is in relation to the statement that teachers most often find their work demanding. This suggests that the majority of the participants confirmed that the work they do is demanding.

As clearly shown in Table 7, the lowest mean value recorded was ($M = .47$, $SD = .85$) and is in relation to the statement that teachers often take alcohol or any drug to help them relax. This implies that teachers affirmed that they do not take alcohol or any drug to help them relax. Additionally, teachers indicated that they do not take pills to enable them to sleep ($M = .70$, $SD = 1.11$).

Prevalence of Burnout

The prevalent rate of burnout among Senior High School teachers in the Cape Coast Metropolis was determined by dividing the range (4) by the number of categories (5), giving 0.80. Thus, the criteria were: 1.00-1.79=Strongly Disagree; 1.80-2.60= Disagree, 2.61-3.41=Undecided, 3.42-4.22=Agree and 4.23-5.00=Strongly Agree. A prevalent rate of 10% – 45% = low; 46% - 74% = moderate and 75% - 100% = high.

Table 8 presents the data analysis of responses to items that helped to measure participants' level of burnout.

Table 8-Analysis of Results of Prevalent Rates of Burnout

Statement	Mean	SD	Rank	Remarks
1. I feel I'm positively influencing other people's lives through my work.	4.20	1.07	1 st	Agree
2. I deal very effectively with the problems of my students.	3.90	1.07	2 nd	Agree
3. I can easily create a relaxed atmosphere with my students.	3.63	1.12	3 rd	Agree
4. I can easily understand how my students feel about things.	3.61	.79	4 th	Agree
5. I have accomplished many worthwhile things in this job.	3.60	1.02	5 th	Agree
6. I feel used up at the end of the workday	3.57	1.14	6 th	Agree
7. I feel very energetic.	3.39	1.22	7 th	Undecided
8. I feel fatigued when I get up in the morning and have to face another day on the teaching job	3.28	1.23	8 th	Undecided
9. I feel I'm working too hard on my job.	3.23	1.15	9 th	Undecided
10. I feel burned out from my work.	3.15	1.10	10 th	Undecided
11. I feel emotionally exhausted from my work.	3.10	1.35	11 th	Undecided
12. I feel exhilarated after working closely with my students.	2.89	1.08	12 th	Undecided
13. I worry that this job is hardening me emotionally.	2.78	1.06	13 th	Undecided
14. Working with people directly puts too much stress on me.	2.65	1.18	14 th	Undecided
15. I feel frustrated by my job.	2.58	1.15	15 th	Disagree
16. Working with people all day is really a strain for me.	2.52	1.02	16 th	Disagree
17. I've become more callous toward people since I took this job.	2.46	1.29	17 th	Disagree
18. I feel students blame me for some of their problems.	2.35	1.26	18 th	Disagree
19. I feel I treat some students as if they are impersonal objects.	1.99	1.22	19 th	Disagree
20. I don't really care what happens to some students	1.64	.96	20 th	Strongly disagree
Mean of Means/Average Standard Deviation	3.02	.50		
Prevalent rate of Burnout	60.4%			

Source: Field survey (2020)

From Table 8, the mean of means is 3.02 and the average standard deviation is .50. This finding shows that the prevalent rate of burnout among teachers is 60.4%. Additionally, this result shows that the prevalent rate of burnout is moderate.

The highest mean value recorded was ($M = 4.20$, $SD = 1.07$) and this is on the statement that teachers feel that they positively influence other people's lives through their work. This suggests that teachers agreed that they positively influenced other people's lives through their work.

However, the lowest mean value recorded was ($M = 1.64$, $SD = .96$) and this is in relation to the statement that teachers do not really care what happens to some students. This result indicates that teachers disagreed that they did not really care what happened to some students.

Prevalence of Job Dissatisfaction

The prevalent rate of job dissatisfaction among Senior High School teachers in the Cape Coast Metropolis was determined by dividing the range (4) by the number of categories (5), giving 0.80. Thus, the criteria were: 1.00-1.79 = Extremely Satisfied; 1.80-2.60 = Very Satisfied; 2.61-3.41 = Somewhat Satisfied; 3.42-4.22 = Dissatisfied and 4.23-5.00 = Very Dissatisfied. Table 9 presents the data analysis of the responses to items that helped to measure the participants' level of job dissatisfaction. A prevalent rate of 10% – 45% = low; 46% - 74% = moderate and 75% - 100% = high.

Table 9-Analysis of Results of Prevalent Rates of Job Dissatisfaction

Statement	Mean	SD	Rank	Remarks
1. My Allowances and benefits	3.96	.95	1 st	Dissatisfied
2. My present salary	3.68	.87	2 nd	Dissatisfied
3. Strategies adopted by the school to motivate teachers	3.63	.98	3 rd	Dissatisfied
4. Teachers involvement in decision making in the school	3.57	.96	4 th	Dissatisfied
5. Current teaching load	3.42	1.02	5 th	Dissatisfied
6. Employers/Administration handling of teachers' issues	3.41	.85	6 th	Somewhat Satisfied
7. In-service training programmes for teachers	3.35	.90	7 th	Somewhat Satisfied
8. Parental support in my work as a teacher	3.33	1.09	8 th	Somewhat Satisfied
9. Potential for professional growth	3.26	.79	9 th	Somewhat Satisfied
10. Administrative support in personal matters concerning teachers	3.19	.91	10 th	Somewhat Satisfied
11. Opportunities for career advancement	3.18	.82	11 th	Somewhat Satisfied
12. Administrative support in discipline of students	3.04	1.03	12 th	Somewhat Satisfied
13. I am fairly well satisfied with my teaching job	2.97	.91	13 th	Somewhat Satisfied
14. Workplace environment	2.94	.90	14 th	Somewhat Satisfied
15. Team work amongst colleagues	2.84	.87	15 th	Somewhat Satisfied
16. Teaching offers one an opportunity to fully utilize his/her potential.	2.83	1.20	16 th	Somewhat Satisfied
17. I feel that teaching is a prestigious career	2.82	1.15	17 th	Somewhat Satisfied
18. Headmasters' leadership style	2.80	.85	18 th	Somewhat Satisfied
19. Social status accorded to teachers in the school and community	2.79	.85	19 th	Somewhat Satisfied
Mean of Means/Average Standard Deviation	3.21	.43		
Prevalent rate of Job Dissatisfaction	64.2%			

Source: Field survey (2020)

The results in Table 9, with a mean of means of 3.21 and a standard deviation of .43, in sum, showed that the participants were somewhat satisfied as far as the prevalent rate of job dissatisfaction was concerned. From Table 9, the prevalent rate of job dissatisfaction among teachers is 64.2%. This result shows that the prevalent rate of job dissatisfaction among teachers is moderate.

From Table 9, the highest mean value recorded is ($M = 3.96$, $SD = .95$), and this is in relation to the statement that teachers are dissatisfied with their allowances and benefits. The majority of the participants indicated that they are dissatisfied with their allowances and benefits.

The lowest mean value recorded was ($M = 2.79$, $SD = .85$) and this was on the statement that teachers are somewhat satisfied with the social status accorded to them in the school and community. This means that teachers are somewhat satisfied with the social status accorded to them in the school and community.

Prevalence of Turnover Intentions

The prevalent rate of turnover intentions among Senior High School teachers in the Cape Coast Metropolis was determined by dividing the range (4) by the number of categories (5), giving 0.80. Thus, the criteria were: 1.00-1.79=Strongly Disagree; 1.80-2.60= Disagree, 2.61-3.41=Undecided, 3.42-4.22=Agree and 4.23-5.00=Strongly Agree. Table 10 presents the data analysis of responses to items that helped to measure participants' turnover intentions. A prevalent rate of 10% – 45% = low; 46% - 74% = moderate and 75% - 100% = high.

Table 10-Analysis of Results of Prevalent Rates of Turnover Intentions

Statement	Mean	SD	Rank	Remarks
1. It is very likely that I will actively look for a new job outside my teaching job if I have the opportunity	3.91	1.22	1 st	Agree
2. I would consider leaving my teaching job for a new job where I could earn more	3.89	1.07	2 nd	Agree
3. I plan of getting another job that will suit my personal needs	3.80	1.10	3 rd	Agree
4. I will leave this job as soon as I find another job	3.75	1.06	4 th	Agree
5. Teaching is not my chosen profession	3.64	1.18	5 th	Agree
6. I scan the newspapers and the internet for alternative job opportunities	3.54	1.06	6 th	Agree
7. I often think about quitting my present job	3.30	1.04	7 th	Undecided
8. I plan to quit my teaching job in the shortest possible time	3.27	1.00	8 th	Undecided
9. I will probably look for a new job in the shortest possible time	3.26	.95	9 th	Undecided
10. As soon as possible, I will leave the organisation	3.20	1.11	10 th	Undecided
11. Teaching is not my chosen profession	3.19	1.11	11 th	Undecided
12. I will leave this job in the next year	3.10	1.07	12 th	Undecided
Mean of Means/Average Standard Deviation	3.40	.78		
Prevalent rate of Turnover Intentions	68.0%			

Source: Field survey (2020)

The results in Table 10, with a mean of means of 3.40 and a standard deviation of .78, show that the turnover intentions of teachers are moderate. It can be observed from Table 10 that the prevalent rate of turnover intentions

among teachers is 68%. This finding suggests that 68% of the participants reported having turnover intentions.

From Table 10, the highest mean value recorded is ($M = 3.91$, $SD = 1.22$), and is in relation to the statement that it is very likely that teachers will actively look for a new job outside their teaching job if they have the opportunity. This implies that the majority of participants agreed that they are likely to actively look for a new job outside their teaching job if they have the opportunity.

The lowest mean value recorded was ($M = 3.10$, $SD = 1.07$) and this was on the statement that teachers will leave their job in the next year. The majority of the participants were undecided on this statement.

Research Question Two: What relationships exist among occupational stress, burnout, job dissatisfaction and turnover intentions among senior high school teachers in Cape Coast metropolis?

The focus of research question two was to find out the relationships that existed among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. Pearson moment correlation was performed and the result is presented in Table 11.

Table 11-*Pearson Moment Correlations of Occupational Stress, Burnout, Job Dissatisfaction and Turnover Intentions*

Variables	Occupational stress	Burnout	Job dissatisfaction	Turnover intention
	1	.522	.182	.183
Occupational stress		.000	.000	.000
		520	520	520
Burnout		1	.061	.146
			.162	.001
			520	520
Job dissatisfaction			1	.370
				.000
				520
Turnover intention				1

Source: Field survey (2020)

From Table 11, it was found that a positive, moderate and significant relationship existed between occupational stress and burnout of participants ($r = .522, p < 0.05$). The result suggests that the occupational stress of participants tends to lead to burnout of participants. It was observed that positive, low and significant relationship existed between occupational stress, job dissatisfaction and turnover intention ($r = .182, r = .183, p < 0.05$). This implies that an increase in occupational stress of participants tends to increase participants' job dissatisfaction and turnover intentions.

The findings of the study further showed that burnout had a positive, low but no significant relationship with job dissatisfaction ($r = .061, p > 0.05$). However, burnout was found to have a positive and significant relationship with turnover intention ($r = .146, p < 0.05$). The implication of the finding is that as burnout of participants increases participant's turnover intentions also increases.

Lastly, the study results revealed a positive, low and significant relationship between job dissatisfaction and turnover intention ($r = .370,$

$p < 0.05$). It could be concluded that as participants' job dissatisfaction increases, their turnover intentions also increase.

Hypothesis One

H_0 : There is no significant impact of occupational stress and burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H_1 : There is a significant impact of occupational stress and burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

The objective of hypothesis one was to establish whether occupational stress and burnout had a significant impact on turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The independent variables are occupational stress and burnout. The dependent variable is turnover intentions. To test this hypothesis, standard multiple regression was deemed appropriate. Standard multiple regression would help show the magnitude of the influence and relationship between the independent variables on the dependent variable (participants' turnover intentions). This approach allowed me to identify the respective contribution of each predictor to the outcome variable. However, before running the regression analysis test, assumptions were checked. These assumptions were normality (P-P plot) and multicollinearity. Figure 2 presents the P-P plot normality test of the study variables.

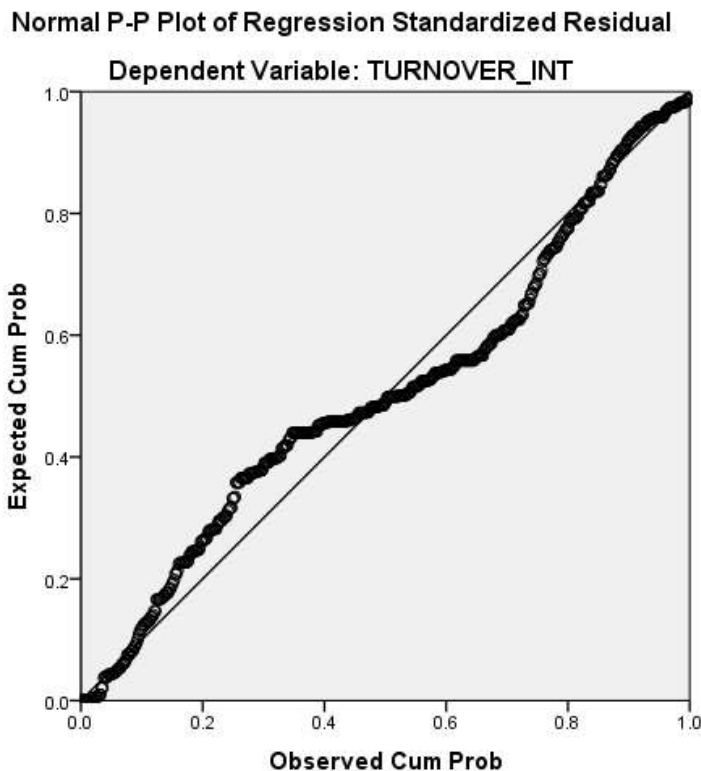


Figure 7: P-P plot of normality
Source: Field Survey, (2020)

As shown in Figure 7, it was observed that most of the scores are reasonably close to the diagonal line in the centre. Pallant (2016) opined that observation is normal when most of the scores are closed to the diagonal line in the centre. Multicollinearity (tolerance and variance factor) test was conducted to support the P-P plot normality assumption. Table 12 presents the multicollinearity results.

Table 12-Multicollinearity Test

Variables	Correlations	Multicollinearity	
		Tolerance	VIF
	Turnover Intentions		
Occupation stress	.18	.72	1.37
Burnout	.14	.72	1.37

Source: Field survey (2020)

Prior to the multicollinearity test, the correlations between the independent variables were checked and found that the relationship between the independent variables and the dependent variable was less than .3. This means that the independent variables did not correlate substantially with the dependent variable (turnover intention). Pallant (2016) reported that when the relationship between the independent variables and the dependent variable is less than .3, then the independent variables do not correlate with the dependent variable. The results from Table 12 also showed that tolerance figures were not less than .10 which is the acceptable result as maintained by Pallant. Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables. Furthermore, the variance inflation factor (VIF) results met the acceptable standard which stipulates that VIF values must be less than 10. From Table 12, it is evident that there is no problem with multicollinearity since both the tolerance and variance inflation factor results met the acceptable cut-off points. To assess the statistical significance of the results, it is important to find out how much of the variance in the dependent variable (turnover intentions) is explained by the model (which includes the variables of occupational stress and burnout). Table 13 presents the result of the data analysis.

Table 13-ANOVA of Occupational Stress, Burnout and Turnover Intention

Model	Sum of Squares	Df	Mean Square	R Square change	F	Sig.
Regression	11.894	2	5.947			
Residual	310.634	517	.601	0.037	9.898	.000
Total	322.528	519				

Source: Field survey (2020)

It is evident from Table 13 that the amount of variance in the dependent variable (turnover intentions) is explained by 0.037 or 3.7% of the independent variable (occupational stress and burnout) at $F(2, 517) = 9.898$, $p < 0.05$. The results imply that generally occupational stress and burnout have a statistically significant impact on the turnover intention of participants. Standard multiple regression analysis was therefore conducted to ascertain the unique contributions of the independent variables.

Table 14-Standard Multiple Regression Analysis of Occupational Stress and Burnout on Turnover Intention

Model	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	2.605	.210			12.388	.000
Occupational stress	.222	.077	.146		2.889	.004
Burnout	.109	.079	.070		1.377	.169

Source: Field survey (2020) Dependent variable=Turnover Intention

It is evident from Table 14 that occupational stress is statistically significant at a 0.05 level of confidence. This is because of the sig. value for occupational stress is less than 0.05. As regards the standardized beta values, it was revealed that the greatest predictor upon the dependent variable was occupational stress (beta = .146 or 14.6%). However, the results showed that burnout did not statistically impact the turnover intentions of participants. This is because of the sig. value for burnout is greater than 0.05. Therefore, burnout with (beta = .070 or 7%) did not impact significantly on the turnover intention of participants.

Hypothesis Two

H₀: There is no significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H₁: There is a significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

Hypothesis two sought to establish whether job dissatisfaction had a significant impact on turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The independent variable is job dissatisfaction. The dependent variable is turnover intentions. To test this hypothesis, standard multiple regression was considered appropriate. Standard multiple regression would help show the magnitude of the influence and relationship between the independent variables on the dependent variable (participants' turnover intentions). This approach allowed me to identify the respective contribution of each predictor to the outcome variable. However, prior to running the regression analysis test, assumptions were checked. These assumptions were normality (P-P plot) and multicollinearity. Figure 3 presents the P-P plot normality test of the study variables.

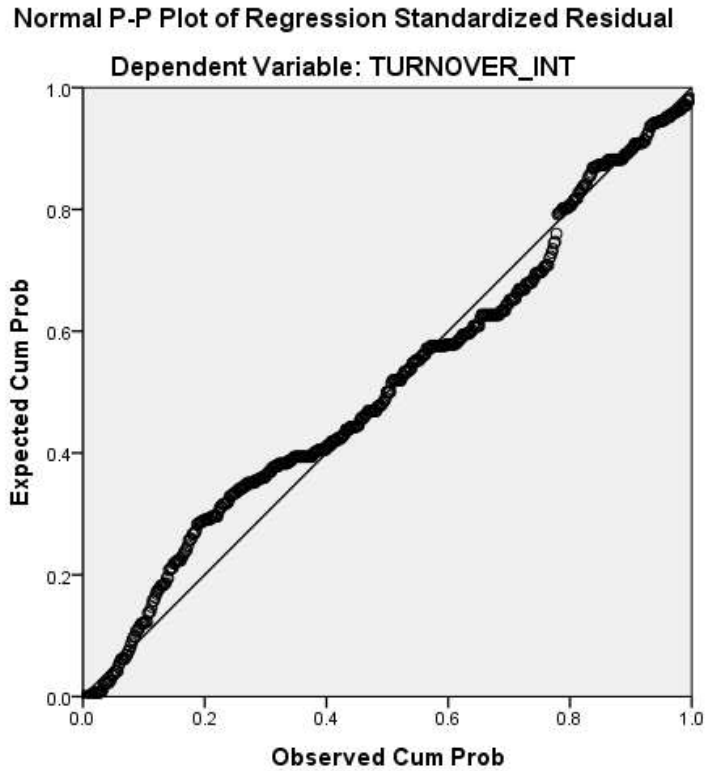


Figure 8: P-P plot of normality
Source: Field survey (2020)

As shown in Figure 8, it was observed that most of the scores are reasonably close to the diagonal line in the centre. Pallant (2016) opined that observation is normal when most of the scores are closed to the diagonal line in the centre. Multicollinearity (tolerance and variance factor) test was conducted to support the P-P plot normality assumption. Table 15 presents the multicollinearity results.

Table 15-Multicollinearity Test

Variables	Correlations		Multicollinearity	
	Turnover	Intentions	Tolerance	VIF
Burnout	.370		1.00	1.00

Source: Field survey (2020)

Prior to the multicollinearity test, the correlations between the independent variable were checked and found that the relationship between the independent variable and the dependent variable was greater than .3. This means that the independent variable correlated substantially with the dependent variable (turnover intentions). Pallant (2016) reported that when the relationship between the independent variable and the dependent variable is greater than .3, then the independent variable correlated with the dependent variable. The results from Table 15 also showed that tolerance figures were not less than .10 which is the acceptable result as maintained by Pallant. Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables.

Furthermore, the variance inflation factor (VIF) results met the acceptable standard which stipulates that VIF values must be less than 10. From Table 15, it is evident that there is no problem with multicollinearity since both the tolerance and variance inflation factor results met the acceptable cut-off points. To assess the statistical significance of the results, it is important to find out how much of the variance in the dependent variable (turnover intention) is explained by the model (which includes the variables of occupational stress and burnout). Table 16 presents the result of the data analysis.

Table 16-ANOVA of Job Dissatisfaction and Turnover Intention

Model	Sum of Squares	Df	Mean Square	R Square Change	F	Sig.
Regression	44.154	1	44.154			
Residual	278.374	518	.537	.137	82.163	.000
Total	322.528	519				

Source: Field survey (2020)

It is evident from Table 16 that the amount of variance in the dependent variable (turnover intentions) is explained by 0.137 or 13.7% of the independent variable (job dissatisfaction) at $F(1, 518) = 82.163p < 0.05$. The results imply that generally, job dissatisfaction has a statistically significant impact on the turnover intention of participants. Standard multiple regression analysis was therefore conducted to ascertain the unique contribution of the independent variable.

Table 17-Standard Multiple Regression Analysis of Job Dissatisfaction on Turnover Intention

Model	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	1.261	.239			5.280	.000
Job dissatisfaction	.667	.074	.370		9.064	.000

Source: Field survey (2020) Dependent variable=Turnover Intention

It is evident from Table 17 that job dissatisfaction is statistically significant at a 0.05 level of confidence. This is because the sig. value for job dissatisfaction is less than 0.05. As regards the standardized beta values, it was revealed that the independent variable (job dissatisfaction) significantly predicted the dependent variable (turnover intention) at (beta=.370 or 37.0%).

Hypothesis Three

H₀: There are no significant teaching experience differences with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

H₁: There are significant teaching experience differences with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

The purpose of hypothesis three was to find out whether a significant difference existed among the four levels of teaching experience in terms of burnout of participants involved in the study. Table 18 presents the test of normality results.

Table 18-Test of Normality

	Teaching experience	Shapiro-Wilk		
		Statistic	df	Sig.
Burnout	1-10years	.911	317	.000
	11-20years	.949	134	.000
	21-30years	.676	69	.000

Source: Field survey (2020)

From Table 18, the result for teaching experience in relation to "Burnout" was not normally distributed. This is because of the Sig. values of the Shapiro-Wilk Test for teaching experience were lesser than 0.05.

Table 19-Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
10.744	2	517	.000

Source: Field survey (2020)

From Table 19, the sig. value is less than 0.05, therefore, variances are not assumed equal. Hence, the Kruskal Wallis H test was used for the test.

Table 20-Kruskal-Wallis H test of Teaching Experiencing in Terms of Burnout

	Teaching experience	N	Mean Rank	Chi-Square	Df	Sig.
Burnout	1-10years	317	228.65	109.783	2	.000
	11-20 years	134	245.56			
	21-30years	69	435.81			
	Total	520				

Source: Field survey (2020)

Significant at $p < 0.05$

The Kruskal-Wallis H test showed that there was a statistically significant difference among teaching experience of participants with respect to burnout, $\chi^2(2) = 109.783$, $p < 0.05$, with a mean rank of burnout with respect to teaching experience of 228.65 for under 1 to 10years, 245.56 for 11 to 20years and 435.81 for 21 to 30years. This implies that significant differences existed among the teaching experience of participants in terms of burnout, hence the null hypothesis is rejected in favour of the alternative hypothesis. Therefore, a follow-up test was conducted to ascertain which pairs differ. A follow up test was conducted on teaching experience with regard to burnout of participants.

Table 21-Follow-up Test of Teaching Experience in Relation to Burnout

Sample1-sample2	Test statistic	Std. error	Std. Test Statistic	Sig.	Adj. Sig.
1-10 and 11-20	-16.909	15.462	-1.094	.274	.822
1-10 and 21-30	-207.157	19.934	-10.392	.000	.000
11-20 and 21-30	-190.248	22.235	-8.556	.000	.000

Source: Field survey (2020) Significant at $p < 0.05$

It is evident from Table 21 that there is a significant difference between 1-10 and 21-30years, 11-20 and 21-30years with regard to burnout because the adjusted sig. value is less than 0.05. Between 1-10years performs better than 21-30 and 11-20years performs better than 21-30years and the differences are -207.157 and -190.248 respectively. However, there is no significant difference between 1-10years and 11-20years, because the sig. value is greater than 0.05.

Hypothesis Four

H₀: There are no significant gender differences with regards to burnout and turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

H₁: There are significant gender differences with regards to burnout and turnover intentions among Senior High School teachers in the Cape Coast Metropolis.

The focus of this hypothesis was to find out whether significant gender differences existed in burnout and turnover intentions among Senior High school teachers in the Cape Coast Metropolis. Independent samples t-test was conducted and the result is shown in Table 22.

Table 22-*Gender Difference of Burnout and Turnover Intention*

	Gender	N	M	SD	Df	T	Sig.
Burnout	Male	419	3.04	.45	123.581	1.544	.125
	Female	101	2.94	.66			
Turnover intention	Male	419	3.43	.78	518	1.549	.122
	Female	101	3.29	.79			

Source: Field survey (2020) Not Significant at $p > 0.05$

The results showed that male participants (M= 3.04, SD= .45) were not different from female participants (M= 2.94, SD=.66), $t(123.581) = 1.544$, $p > 0.05$ (2-tailed) in terms of burnout they experienced in schools. Similarly, it was found that male participants (M= 3.43, SD=.78) were not different from female participants (M= 3.29, SD=.79), $t(518) = 1.549$, $p > 0.05$ (2-tailed) in terms of turnover intention they experienced in schools. The implication of the

results suggests that both male and female participants involved in the study experienced the same level of burnout and turnover intention in schools.

Hypothesis Five

H₀: There is no significant age difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

H₁: There is a significant age difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

Hypothesis five determined whether a significant age difference existed in burnout among Senior High School teachers in the Cape Coast Metropolis. Table 23 presents the test of normality results.

Table 23-*Test of Normality*

	Age	Shapiro-Wilk		
		Statistic	Df	Sig.
Burnout	21-30years	.810	171	.000
	31-40years	.962	239	.000
	41-50years	.802	81	.000
	51-60years	.460	29	.000

Source: Field survey (2020)

From Table 23, the result for the age of participants with regards to “Burnout” was not normally distributed. This is because the Sig. value of the Shapiro-Wilk Test is less than 0.05 ($p < 0.05$).

Table 24-*Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
8.711	3	516	.000

Source: Field survey (2020)

From Table 24, the sig. value is less than 0.05, therefore, variances are not assumed equal. Hence, the Kruskal Wallis H test was used for the test.

Table 25-Kruskal-Wallis H test of Age in Terms of Burnout

	Age	N	Mean Rank	Chi-Square	Df	Sig.
	21-30years	171	229.23			
	31-40years	239	220.69			
Burnout	41-50years	81	390.10	113.853	3	.000
	51-60years	29	411.03			
	Total	520				

Source: Field survey (2020)

Significant at p<0.05

The Kruskal-Wallis H test showed that there was a statistically significant difference among ages of participants with respect to burnout, $\chi^2(3) = 113.853$, $p < 0.05$, with a mean rank of burnout with respect to teaching experience of 229.23 for under 21 to 30years, 220.69 for 31 to 40 years, 390.10 for 41 to 50 years and 411.03 for 51 to 60 years. This implies that significant differences existed among ages of participants in terms of burnout, hence the null hypothesis is rejected in favour of the alternative hypothesis. Therefore, a follow-up test was conducted to ascertain which pairs differ. A follow up test was conducted on ages with regard to burnout of participants.

Table 26: Follow-up Test of Age in Relation to Burnout

Sample1- sample2	Test statistic	Std. error	Std. Test Statistic	Sig.	Adj. Sig.
31-40 and 21-30	8.542	15.030	.568	.570	1.000
31-40 and 41-50	-169.413	19.293	-8.781	.000	.000
31-40 and 51-60	-190.348	29.507	-6.451	.000	.000
21-30 and 41-50	-160.871	20.240	-7.948	.000	.000
21-30 and 51-60	-181.806	30.135	-6.033	.000	.000
41-50 and 51-60	-20.936	32.472	-.645	.519	1.000

Source: Field survey (2020)

Significant at p<0.05

It is evident from Table 26 that there is a significant difference between 31-40 and 41-50 years, 31-40 years and 51-60 years, 21-30 years and 41-50 years, 21-30 years and 51-60 years, and 41-50 years and 51-60 years.

This is because the adjusted sig. value is less than 0.05. 31-40 years perform better than 41-50 years, 31-40 years perform better than 51-60 years, 21-30 years perform better than 41-50 years and 21-30 years performs better than 51-60 years and the differences are -169.413, -190.348, -160.871 and -181.806 respectively. However, there is no significant difference between 31-40 years and 21-30 years, 41-50 years and 51-60 years because the sig. value is greater than 0.05.

Discussion of Results

The Prevalent Rates of Occupational Stress and Burnout, Job Dissatisfaction and Turnover Intentions among Senior High School Teachers

The first research question sought to ascertain the prevalent rates of occupational stress and burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The results of this study showed low to moderate levels of occupational stress, burnout, job dissatisfaction and turnover intentions. The participants indicated that they sometimes experienced occupational stress and this shows that the occupational stress they experienced was low. In relation to the prevalent rate of burnout, the results showed a moderate prevalent rate of burnout. With regards to the prevalent rate of job dissatisfaction, the findings revealed that the participants experienced a moderate prevalent rate of job dissatisfaction.

Again, with respect to the prevalent rate of turnover intentions, the results indicated that the turnover intention among teachers was moderate. This implies that the turnover intentions of teachers would be very low if more

opportunities were provided for them to overcome occupational stress, burnout and job dissatisfaction.

With regard to the prevalent rate of occupational stress among teachers, the findings of this study contradict that of Shkempi, Melonashi and Fanaj (2015) who reported that teachers experienced a high level of occupational stress. Also, concerning the prevalent rate of burnout, the result of this study corroborates that of Alhaffar, Abbas and Alhaffar (2019) who found that there was a high level of burnout among resident physicians.

In relation to the prevalent rate of turnover intentions, the finding of this study is in harmony with that of Bonenberger, Aikins, Akweongo and Wyss (2014) who observed that 69% of the participants reported having turnover intentions. The difference in the prevalence rate of (69%) obtained in Alhaffar, et al.'s (2019) study as compared to this study's prevalent rate of (68%) might be due to the characteristics of the sample used for the study.

Essentially, it can be implied from the findings that the reason why teachers experience low and moderate prevalent rates of occupational stress, burnout, job dissatisfaction and turnover intentions might be due to social support they get from their family, close relatives and social networks as well as the active coping strategies employed by the teachers such as religious activities, intrinsic motivation, entertainment and sporting activities.

Relationships that Exist Among Occupational Stress, Burnout, Job Dissatisfaction and Turnover Intentions among Senior High School Teachers

The second research question was intended to find out the relationships that exist among occupational stress, burnout, job dissatisfaction and turnover

intentions among Senior High School teachers in the Cape Coast Metropolis. The results of the study discovered that a positive relationship existed between occupational stress and burnout of the participants. The result suggests that the occupational stress of teachers tends to lead to burnout of teachers. It was observed that a positive relationship existed among occupational stress, job dissatisfaction and teachers' turnover intention. This implies that an increase in occupational stress of the participants tends to increase the participants' job dissatisfaction and turnover intention. The findings of the study further show that burnout has no significant relationship with job dissatisfaction. The results of the study are not in line with that of George, Louw and Badenhorst (2008) who assert that there is a significant negative relationship between job satisfaction and burnout in teachers.

However, burnout was found to have a positive relationship with turnover intention. The implication of the finding is that as burnout of teachers increases, teachers' turnover intentions also increases. In addition, occupational stress has a significant positive relationship with turnover intention. The results of the study imply that teachers who experience more job stress have a high intention to quit. The results of the study are in tandem with that of Yin-Fah, Foon, Chee-Leong and Osman (2010) who posited that there was a positive relationship between job stress and turnover intention.

Lastly, the study results revealed a positive relationship between job dissatisfaction and turnover intention. It could be concluded that as participants' job dissatisfaction increases, their turnover intention also tends to increase. The findings of the study are in consonance with that of Ahmad and Rainyee (2014) who opined that job satisfaction was significantly and

negatively related to turnover intention. Also, the findings of the study validate that of Yin-Fah, Foon, Chee-Leong and Osman (2010) who found that there was a negative relationship between job satisfaction and turnover intention. Additionally, Cohen and Golan (2007) opined that job satisfaction is related to turnover intention and intent to stay. Hence, employees who feel dissatisfied with their jobs will try as much as possible to find another job in other companies, switch to other jobs within an organisation or switch to other professions all in search of better alternative jobs.

However, the results of the study are contrary to that of Mosadeghrad et al. (2008) who found that there was a positive relationship between job satisfaction and turnover intention. The result of the study implies that as teachers continuously experience burnout, they develop coping strategies that help them to mitigate job stress and still carry on with their teaching job.

Impact of Occupational Stress and Burnout on Turnover Intentions among Senior High School Teachers in Cape Coast Metropolis

The first research hypothesis was meant to determine the impact of occupational stress and burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The findings of the study revealed that occupational stress had a statistically significant impact on the turnover intention of teachers. However, the results showed that burnout did not statistically impact the turnover intention of teachers. The findings of the study suggest that despite the fact teachers experience high occupational stress leading to burnout, they might adopt coping strategies which could help them to ameliorate or deal with burnout.

The finding of the study is in line with that of Barsky, Thoresen, Warren, and Kaplan (2004) who found that occupational stress was a vital predictor of several negative attitudinal and behavioural outcomes, such as job satisfaction and turnover intention. Also, Karatepe and Baddar (2006) observed that a high level of turnover intention could be attributed to workplace stress and suggested improving working conditions in order to enhance job performance and to persuade workers not to leave their job.

Impact of Job Dissatisfaction on Turnover Intentions among Senior High School Teachers in Cape Coast Metropolis

The second hypothesis was meant to find out the impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The results of the study indicated that generally, job dissatisfaction had a statistically significant impact on the turnover intention of the participants. It was revealed that the independent variable (job dissatisfaction) significantly predicted the dependent variable (turnover intention). This implies that as teachers become more dissatisfied with their job, they have a high intention to quit their job. This means that low job satisfaction may lead to an increase in the turnover intentions of teachers.

The result of the study is not in tune with that of Mathieu, Fabi, Lacoursière and Raymond (2016) who opined that job satisfaction had no significant impact on turnover intentions. However, the finding of the study is in line with that of Nazim (2008) who investigated the level of job satisfaction and its effect on turnover intention. He concluded that employees were dissatisfied with promotion, moderately dissatisfied with wages, fringe benefits, and contingent compensation while moderately satisfied with the

working atmosphere, the relationship of the colleagues and the quality of the job. He also found that there was a significant negative relationship between turnover intention and the wage of employees. Hence there has been a strong negative correlation between the facets of job satisfaction and turnover intentions of employees.

Teaching Experience Differences with Regard to Burnout among Senior High School Teachers in Cape Coast Metropolis

This hypothesis was meant to determine whether a significant difference existed among the four levels of teaching experience in terms of burnout of the participants involved in the study. The results of the study showed that there was a statistically significant difference among the teaching experience of the participants with respect to burnout. This implies that significant differences existed among the teaching experience of the participants in terms of burnout. The results of the study suggest that as teachers spent more years on their job and become more experienced, they acquire experience as well as coping strategies that helped them to deal with burnout or cope with burnout. On the other hand, younger teachers might not have the luxury of many experiences and coping strategies to overcome burnout on the job. Furthermore, younger Senior High School teachers may be more idealistic and may feel incompetent and undervalued if they are unable to meet their students' expectations and academic needs (Daniel & Sarmany-Schuller, 2000; Gibbs, 2010).

The findings of the study are in harmony with that of Al-Asadi, Khalaf, Al-Waaly, Abed and Shami (2018) who found that younger teachers and those with fewer years of service had a significantly higher burnout rate than their

older and more experienced counterparts. Likewise, several studies have concluded that there is a significant difference in burnout among teachers with regards to teaching experience (Lau, Yuen & Chan, 2005; Luk, Chan & Cheong, 2010; Singh, Aulak, Mangat & Aulak, 2016). However, the result of the study is contrary to that of Bhardwaj (2014) who asserted that there was no significant difference in burnout among secondary school teachers in relation to teaching experience.

Gender Differences with Regard to Burnout and Turnover Intentions among Senior High School Teachers in Cape Coast Metropolis

The fourth research hypothesis was meant to ascertain whether significant gender differences existed in burnout and turnover intentions among Senior High School teachers in the Cape Coast Metropolis. The finding of the study revealed that there is no statistically significant difference between male and female teachers in relation to burnout and turnover intentions. The implication of the results suggests that both male and female teachers involved in the study experienced the same level of burnout and turnover intention in schools. The findings of the study imply that male and female teachers experienced the same level of burnout and they have an equal chance of quitting when they experienced burnout. The results of the study contradict that of Purvanova and Muros (2010) who observed that differences in burnout between male and female participants were due to various career expectations arising from variations in the gender position of socialization or differences in the way men and women deal with stress. They also argued that women may have a broader variety of social connections and resources than men which could help them deal with burnout.

The finding of this study lends credence to that of Rajendran, Watt and Richardson (2020) who found no statistically significant difference in turnover intention between male and female teachers. Also, the result of this study is in line with that of Sharma and Sehrawat (2014) who asserted that there is no significant difference based on gender in relation to turnover intentions. Again, Bhardwaj (2014) opined that there is no significant difference between male and female teachers with regards to burnout. However, a significant difference in gender regarding turnover intentions was revealed by Miller and Wheeler (2006), where females exhibited higher turnover intentions. In addition, this finding contrasts with that of Borman and Dowling (2008) who observed that turnover intention was higher among female teachers as compared to male teachers.

In relation to the difference in burnout based on gender, the result of the study is not in line with the findings of Al-Asadi, Khalaf, Al-Waaly, Abed and Shami (2018) who found that gender was significantly correlated with burnout: men showed a higher rate of burnout than women. Yet other studies have indicated that female teachers have suffered more burnout than males (Lau, Yuen & Chan, 2005; Zhang et al., 2014).

Age Difference with Regards to Burnout among Senior High School Teachers in Cape Coast Metropolis

The last research hypothesis was to determine whether a significant age difference existed in burnout among Senior High School teachers in the Cape Coast Metropolis. The results of the study revealed that there was a statistically significant difference among the ages of teachers with respect to burnout. This implies that significant differences existed among ages of

teachers in terms of burnout. The findings of the study may suggest that as one's age increases with time, one responsibility becomes more and also their strength decreases with old age as such they experience more burnout as compared to the younger teachers who have less responsibility and are also full of youthful exuberance. The results of the study corroborate with that of Noor and Zainuddin (2011) who asserted that older female teachers experienced more burnout than younger teachers. A similar finding was reported by Lau, Yuen and Chan (2005) who asserted that age is another predictor of the nature of burnout experienced in teachers. Their findings suggested that younger teachers tended to experience higher levels of burnout than middle age or older teachers. However, this finding deviates from that of John (2007) who found that there were no statistically significant difference among the older, middle and younger teachers in terms of burnout.

Chapter Summary

The findings of the study revealed that the prevalence rate of occupational stress, burnout, job dissatisfaction and turnover intentions among teachers ranges from low to moderate. The findings showed that there was a significant relationship between occupational stress and the burnout of teachers. Again, the findings of the study indicated a significant relationship between occupational stress, job dissatisfaction and turnover intention. The findings of the study showed that occupational stress had a significant impact on the turnover intentions of teachers. However, burnout had no significant impact on the turnover intention of teachers. It was found that job dissatisfaction had a significant impact on the turnover intentions of teachers.

Furthermore, the findings showed that there was a statistically significant difference in burnout among teachers based on the teaching experience.

Moreover, the results of this study revealed that there were no significant differences in burnout and turnover intentions among teachers with regard to gender. Finally, this study showed that there was no statistically significant difference in burnout among teachers based on age.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The last chapter provides a summary of the research process and the findings on occupational stress, burnout, job dissatisfaction and turnover among Senior High School teachers in the Cape Coast Metropolis. Based on the main findings, conclusions are drawn to enable appropriate recommendations to be made as well as suggestions for further research. There are two sections based on the summary, the first section summarizes the research process and the second section summarizes the key findings of the study.

Summary of Research Process

The positivist philosophy and quantitative approach underpinned the study. The descriptive survey design was used to investigate occupational stress, burnout, job dissatisfaction and turnover among Senior High School teachers in the Cape Coast Metropolis. The questions and hypotheses addressed were categorized into seven main parts as follows:

1. What are the prevalent rates of occupational stress and burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis?
2. What relationships exist among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in the Cape Coast Metropolis?

3. There is no significant impact of occupational stress and burnout on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.
4. There is no significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in the Cape Coast Metropolis.
5. There are no significant teaching experience differences with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.
6. There are no significant gender differences with regards to burnout and turnover intentions among Senior High School teachers in the Cape Coast Metropolis.
7. There is no significant age difference with regards to burnout among Senior High School teachers in the Cape Coast Metropolis.

A five-point Likert scale questionnaire was used to collect the relevant data. Moreover, a descriptive survey design was used for the study. The census method was used to involve all the teachers in the selected public Senior High Schools in the Cape Coast Metropolis. The instrument was administered to 520 teachers. As a result, 520 teachers who completed and returned the questionnaires were good for inclusion in the analysis. The participants consisted of 419 male and 101 female teachers.

Frequencies and percentages were used to analyse the demographic characteristics of the participants while means and standard deviation were used to analyse research question one, whereas Pearson Product Moment Correlation coefficient was used to analyse and determine the

interrelationships among occupational stress, burnout, job dissatisfaction and turnover intentions among the teachers. Regression analysis was used to analyse the first two research hypotheses to help identify the impact of occupational stress, burnout and job dissatisfaction as predictors of turnover intentions. Analysis of variance (ANOVA) statistical tool was used to analyse the third and fifth research hypotheses to determine whether statistical differences exist among teaching experience and age of the participants in relation to burnout. An Independent sample t-test was used to analyse the fourth research hypothesis to determine whether significant gender differences existed among teachers in relation to burnout and turnover intentions.

Summary of Key Findings

The main findings that emerge from the study are as follows:

1. The study found that the prevalence rate of occupational stress was 42.4% which showed that occupational stress among teachers was low. In addition, the results of the study indicated that the prevalence rate of burnout, job dissatisfaction and turnover intentions were moderate (60.4%), (64.2%) and (68%) respectively. The findings showed low to moderate levels of occupational stress, burnout, job dissatisfaction and turnover intention among teachers.
2. The study found that there was a significant relationship between occupational stress and the burnout of teachers. Again, the findings of the study revealed a significant relationship between occupational stress, job dissatisfaction and turnover intention. Also, the study showed that there was no significant relationship between burnout and job dissatisfaction however, there was a significant relationship

between burnout and turnover intention. Eventually, the findings of the study indicated that there is a significant relationship between job dissatisfaction and turnover intention.

3. The findings of the study showed that occupational stress has a significant impact on the turnover intentions of teachers. However, burnout has no significant impact on the turnover intention of teachers.
4. The results of the study revealed that job dissatisfaction has a significant impact on the turnover intentions of teachers.
5. The study showed that there is a statistically significant difference among teaching experiences of teachers with respect to burnout.
6. The results of the study indicated that there are no significant gender differences with regard to burnout and turnover intentions among teachers.
7. Lastly, the finding of the study revealed that there is a significant difference among the age(s) of teachers with regard to burnout.

Conclusions

From the findings of the study, several conclusions are drawn. Firstly, the study concludes that the reason why teachers experience low and moderate prevalent rates of occupational stress, burnout, job dissatisfaction and turnover intentions might be due to social support they get from their family, close relatives and social networks as well as the active coping strategies employed by the teachers.

Also, occupational stress of teachers tends to increase burnout in teachers which leads to an increase in turnover intentions of teachers. It can be concluded that a high level of turnover intentions can be attributed to

occupational stress and burnout among teachers. Teachers who are dissatisfied with their job may have a tendency to quit the teaching profession. Again, the result of the study means that burnout among teachers is sensitive to teaching experience. This suggests that teaching experience is a contributing factor to the burnout rate among teachers. Moreover, it can be concluded that male and female teachers experienced the same level of burnout and they have an equal chance of quitting when they experienced burnout. Finally, the finding of this study reveals that burnout among Senior High School teachers is sensitive to age.

Implications for Counselling Practice

All these findings have fantastic implications for teachers, policy makers, counsellors as well as educational researchers. Based on the findings and the conclusions drawn, the researcher came out with the following implications for counselling practice:

1. The study found that the prevalent rates of occupational stress, burnout, job dissatisfaction and turnover intentions were 42.4%, 60.4%, 64.2% and 68% respectively. The finding showed low to moderate prevalent rates of occupational stress, burnout, job dissatisfaction and turnover intentions among teachers. This implies that counsellors should be well informed about the above phenomena that affect teachers' wellbeing, and therefore initiate guidance and counselling programmes and sessions that would help teachers effectively deal with and drastically minimise the negative outcomes of occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers.

2. The findings that revealed a significant relationship among occupational stress, burnout, job dissatisfaction and turnover intentions imply that counsellors should organise seminars and workshops and professional development programmes for teachers on stress management, dealing with burnout and attaining job satisfaction with the aim of counselling, inspiring and motivating teachers to stay on their job. As this is done, the level of stress and burnout symptoms among teachers would be kept under control, and their satisfaction with their job would increase leading to decreased turnover intentions among teachers.
3. The findings that showed that occupational stress has a significant impact on turnover intentions of teachers implies that counsellors should constantly draw the attention of Ghana Education Service (GES), Conference of Heads of Assisted Secondary Schools (CHASS), Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) to be constantly abreast with teachers' turnover intentions. Knowledge of these phenomena should lead to the prioritization of these issues on the school's management agenda. To add to this, periodical measurement of intentions should be done by counsellors in collaboration with the school authority informally through interactions, staff meetings and formally through interviews.
4. The results that revealed that job dissatisfaction has a significant impact on turnover intentions of teachers implies that counsellors and the counselling unit in the various SHS through their monthly and

termly reports, staff meeting and PTA meeting should conscientize the managers of SHS to motivate and support teachers in their daily work to encourage them to stay in the teaching profession. The results of these exercises should make school management design a compensation package that is sure to boost the morale of teachers to stay in the teaching profession such as Book and Research Allowance, scholarship for the wards of teachers, tax reliefs, and CAP 30 pension scheme among others.

5. The findings that showed that there is a statistically significant difference among teaching experience of teachers with respect to burnout, and also there is a significant difference among age(s) of teachers with regard to burnout suggest that counsellors and the counselling unit in the various SHS should organise special orientation and conferences for newly appointed and younger teachers and teachers who have spent fewer years in teaching on challenges and work demands associated with the teaching profession to help conscientize them to come to terms with the risks of the job so that they can condition themselves to face all situation associated with the teaching profession.
6. The result that indicated that there is no significant gender difference with regard to burnout and turnover intentions among teachers comes with the implication that counsellors and the counselling unit in Senior High Schools through specific gender seminars and workshops should empower male and female teachers to adopt coping strategies that are gender-friendly and reinforce their masculine and feminine make-up.

For instance, under burnout, men watch sporting activities at home and outside, visit rest spots, take a walk among others. Women under burnout sing a lot, talk a lot, watch movies, read storybooks among others. Counsellors should educate both male and female teachers to adopt active problem-solving coping strategies that would help them to overcome occupational stress and burnout and enjoy their teaching profession and life in general.

Suggestions for Further Research

Based on the findings and conclusions of the study, the following recommendations have been made for further investigations and efforts.

1. The study was conducted using the quantitative method. It is suggested that future studies on this topic should employ mixed methods.
2. Future studies should concentrate on the impact of job satisfaction on the teachers' turnover intention.
3. Future studies should focus on the impact of occupational stress and burnout on turnover intentions among Senior High School teachers.
4. Again, other studies should be conducted on the effect of job dissatisfaction and occupational stress on the classroom instructional practices of teachers.
5. Future studies should be concentrated on the impact of burnout on teacher effectiveness.

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APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: DGC/L.2/Vol.1/ 101

22 January, 2020

Your Ref:

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Dominic Owusu a student pursuing a Ph.D Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Occupational Stress Burnout, Job Dissatisfaction and Turnover Intentions Among Senior High School Teachers in Cape Coast Metropolis"*. We are by this letter affirming that, the information he will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

A handwritten signature in blue ink, appearing to read 'Stephen Doh Fia'.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

APPENDIX B

Ethical Clearance

UNIVERSITY OF CAPE COAST
INSTITUTIONAL REVIEW BOARD SECRETARIAT
TEL: 0558093143 / 0508578309/ 0244207814 C/O Directorate of Research, Innovation and Consultancy
E-MAIL: irbar@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/680
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096



8TH JUNE, 2020

Mr. Dominic Owusu
Department of Guidance and Counselling
University of Cape Coast

Dear Mr. Owusu,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/12)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol **Occupational Stress, Burnout, Job Dissatisfaction and Turnover Intentions among Senior High School Teachers in Cape Coast, Ghana**. This approval is valid from 8th June, 2020 to 7th June, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,



Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX C

UNIVERSITY OF CAPE COAST



COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

Participants' Questionnaire

The purpose of this questionnaire is to investigate occupational stress, burnout and turnover intentions among senior high school teachers in Cape Coast Metropolis: the mediating effect of job dissatisfaction. I therefore ask for your maximum cooperation and assure you that information provided here will be treated with outmost confidentiality. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Thank you for being part of the study.

SECTION A

Personal Data of Participants

Please respond to the following items by ticking [] the appropriate box and provide your own response where necessary.

1. **Gender :** Male [] Female []

2. **Age:**

a) Below 21-30 years []

b) 31 – 40 years []

c) 41 – 50 years []

d) 51 – 60 years []

3. **Educational background**

i. First degree []

- ii. Master’s degree []
 - iii. PhD []
 - iv. Other (specify).....
4. **Years of service:**
- i. 1-10 years []
 - ii. 11-20years []
 - iii. 21-30years []
 - iv. 31-40years []

SECTION B

Occupational stress items

Please read the items and tick the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement: **0=Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Most Often, 5 = Always**

s/n	Items	0	1	2	3	4	5
1	How often do you find your work demanding?						
2	How often do you feel used up at the end of the day’s job						
3	How often do you take work home to complete?						
4	How often do the demands of your job interfere with your social and family life?						
5	How often do you take alcohol or any drug to help you relax?						
6	How often do you have troubles falling asleep?						
7	How often do you feel muscular pains especially in the neck, back and shoulders?						
8	How often do you take pills to enable you to sleep?						
9	How often do you wake up in the morning feeling tired even after enough sleep?						
10	How often do you feel your job is negatively affecting your physical or emotional wellbeing?						
11	How often do you perceive the conditions of your work as unpleasant or unsafe?						
12	How often do you find life disinteresting?						

13	How often does your job expose you to verbal abuse by your clients?						
14	How often do you work for more than 8hrs in a day and 40hrs in a week?						
15	How often do you influence work policies, procedures and performance in your unit?						
16	How often are you given training on new procedures of work?						
17	How often do you observe your annual leave?						
18	How often do you miss meals because of your busy schedule?						
19	How often do you work on your hobbies?						
20	How often do you watch TV as a form of entertainment?						

SECTION C

Burnout Items

Please read the items and tick the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement: **1=Strongly Disagree, 2= Disagree, 3 = Undecided, 4 = Agree and 5= Strongly Agree**

s/n	Items	1	2	3	4	5
1	I feel emotionally exhausted from my work.					
2	I feel used up at the end of the workday					
3	I feel fatigued when I get up in the morning and have to face another day on the teaching job					
4	I can easily understand how my students feel about things.					
5	I feel I treat some students as if they are impersonal objects.					

6	Working with people all day is really a strain for me.					
7	I deal very effectively with the problems of my students.					
8	I feel burned out from my work.					
9	I feel I'm positively influencing other people's lives through my work.					
10	I've become more callous toward people since I took this job.					
11	I worry that this job is hardening me emotionally.					
12	I feel very energetic.					
13	I feel frustrated by my job.					
14	I feel I'm working too hard on my job.					
15	I don't really care what happens to some students					
16	Working with people directly puts too much stress on me.					
17	I can easily create a relaxed atmosphere with my students.					
18	I feel exhilarated after working closely with my students.					
19	I have accomplished many worthwhile things in this job.					
20	I feel students blame me for some of their problems.					

SECTION D

Job Satisfaction Scale

The level of dissatisfaction is represented by numbers 1-20. Please Tick [\checkmark] the box that appropriately shows the level of satisfaction or dissatisfaction for each of the item shown below.

1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat satisfied, 4 = Satisfied and 5 = Very Satisfied

s/n	Items	1	2	3	4	5 satis
1	My present salary					
2	My Allowances and benefits					
3	Administrative support in discipline of students					
4	Administrative support in personal matters concerning teachers					
5	Strategies adopted by the school to motivate teachers					
6	Teachers involvement in decision making in the school					
7	Team work amongst colleagues					
8	Headmasters' leadership style					
9	Social status accorded to teachers in the school and community					
10	Students' motivation to learn					
11	In-service training programs for teachers					
12	Potential for professional growth					
13	Opportunities for career advancement					
14	Workplace environment					
15	I am fairly well satisfied with my teaching job					
16	Employers/Administration handling of teachers issues					
17	Parental support in my work as a teacher					
18	I feel that teaching is a prestigious career					
19	Teaching offers one an opportunity to fully utilize his/her Potential.					
20	Current teaching load					

SECTION E

Turnover Intentions

Please read the items and tick [√] the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement: **1= Strongly disagree, 2= Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree**

s/n	Items	1	2	3	4	5
1	It is very likely that I will actively look for a new job outside my teaching job if I have the opportunity					
2	I plan of getting another job that will suit my personal needs					
3	I scan the newspapers and the internet for alternative job opportunities					
4	I often think about quitting my present job					
5	I will leave this job in the next year					
6	I will leave this job as soon as I find another job					
7	I plan to quit my teaching job in the shortest possible time					
8	I will probably look for a new job in the shortest possible time					
9	As soon as possible, I will leave the organisation					
10	Teaching is not my chosen profession					
11	I would consider leaving my teaching job for a new job where I could earn more					
12	I would consider leaving for a job that has excellent staff management					

Thank you for your participation