East African Journal of Education Studies
eajes.eanso.org
Volume 8, Issue 2, 2025
Print ISSN: 2707-3939 | Online ISSN: 2707-3947
Title DOI: https://doi.org/10.37284/2707-3947

EAST AFRICAN NATURE & SCIENCE ORGANIZATION

Original Article

Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara

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Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Date Published: *15 April 2025*

Keywords: *Stress, Satisfaction, Self-efficacy, Turnover, Teachers.*

ABSTRACT

The study examined the interactions between job stress, job satisfaction, self-efficacy and turnover intentions among government secondary school teachers in greater Mbarara. The cross-sectional, quantitative study adopted a census strategy to select schools and simple random sampling to select respondents. Data was collected from 470 teachers using self-administered questionnaires. Data was analyzed using Pearson correlations. There was a weak significant negative relationship between job stress and self-efficacy(r=-.157, p=0.01), self-efficacy and turnover intentions (r= -.112, p=0.18); the moderate significant negative relationship between job satisfaction and turnover intentions (r= -.328, p=0.01); the moderate significant positive relationship between job stress and turnover intentions (r= .454, p=0.01), job satisfaction and self-efficacy (r= .336, p=0.01) and a strong negative association between job stress and job satisfaction (r= -.630, p=0.01). Therefore, schools should devise means that mitigate job stress, maintain self-efficacy, enhance job satisfaction and minimize turnover intentions among secondary school teachers in greater Mbarara.

APA CITATION

Nkwatsibwe, I., Rukundo, A. & Balimuttajjo, S. (2025). Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara. *East African Journal of Education Studies*, *8*(2), 150-167. https://doi.org/10.37284/eajes.8.2.2876

CHICAGO CITATION

Nkwatsibwe, IInnocent, Aloysius Rukundo and Sudi Balimuttajjo. 2025. "Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara". *East African Journal of Education Studies* 8 (2), 150-167. https://doi.org/10.37284/eajes.8.2.2876

HARVARD CITATION

Nkwatsibwe, I., Rukundo, A. & Balimuttajjo, S. (2025) "Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara", *East African Journal of Education Studies*, 8(2), pp. 150-167. doi: 10.37284/eajes.8.2.2876

IEEE CITATION

I. Nkwatsibwe, A. Rukundo & S. Balimuttajjo "Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara" *EAJES*, vol. 8, no. 2, pp. 150-167, Apr. 2025. doi: 10.37284/eajes.8.2.2876.

MLA CITATION

Nkwatsibwe, IInnocent, Aloysius Rukundo & Sudi Balimuttajjo. "Relationships between Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Teachers of Government Secondary Schools in Greater Mbarara". *East African Journal of Education Studies*, Vol. 8, no. 2, Apr. 2025, pp. 150-167, doi:10.37284/eajes.8.2.2876

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INTRODUCTION

Teacher turnover intentions remain a significant challenge in Uganda, particularly in the Greater Mbarara region, where staffing gaps in secondary schools have reached concerning levels (Muhangi, 2017). The increasing desire among government secondary school teachers to leave their jobs or the profession altogether has negatively impacted the education sector, leading to institutional instability, loss of skilled personnel, and reduced student performance (Arinaitwe, et al, 2020).

Several factors contribute to this issue, including job stress, which arises from high workloads, inadequate resources, and challenging working conditions (Schutz & Long, 1988). Teachers experiencing high levels of stress often face burnout, diminished morale, and declining job satisfaction, which in turn fuels their intentions to quit (Hassan & Mara, 2014). Job satisfaction, a key determinant of teacher retention, is influenced by intrinsic factors such as recognition, achievement, and professional growth, as well as extrinsic factors like salary, working conditions, and relationships with colleagues (Herzberg, 1966; Macdonald & Maclntyre, 1997).

Additionally, self-efficacy, the belief in one's ability to effectively perform teaching tasks, plays a crucial role in determining how teachers cope with workplace stress (Bandura, 1997). Teachers with higher self-efficacy are more resilient, better equipped to handle challenges, and less likely to consider leaving their jobs (Gibson & Dembo, 1984).

Despite global and regional research on these factors, there is limited literature examining the specific relationships between job stress, job satisfaction, self-efficacy, and turnover intentions among government secondary school teachers in Greater Mbarara (Jingdong, et al, 2017). This study seeks to bridge this gap by exploring these interconnections, providing insights into the factors influencing teacher retention, and offering recommendations for improving job satisfaction and reducing turnover in the region.

Objective

To examine the relationships between job stress, job satisfaction, self-efficacy and turnover intentions among government secondary school teachers in greater Mbarara.

Research Hypothesis

H_1: There are statistically significant positive relationships between job stress, job satisfaction, self-efficacy and turnover intentions among government secondary school teachers in greater Mbarara.

MATERIALS AND METHODS

Research Design: The quantitative study adopted a cross-sectional survey design. This study design was used because it typically involves the collection of data at one point over a short period of time to provide a" snapshot" of the outcome and characteristics associated with the population (Cohen, et al, 2013. Cross-sectional survey design was adopted as it is relatively quick and data on all study variables is collected at one point in time, giving the researcher a chance to assess all the determinants of an outcome under investigation.

Study Population: The study was carried out among full-time government secondary school teachers in Greater Mbarara, Ankole sub-region, South Western Uganda. Greater Mbarara has 6 districts, and 1 city with 71 government secondary schools. All 71 government secondary schools participated in the study.

Sample Size: The required sample size of full-time teachers in every school was chosen based on the values given in the Krejcie and Morgan (1970) table of sample selection (See Appendix 2). From 71 government secondary schools selected for the study, there were 2610 full-time teachers, giving a sample size of 335. However, this sample size was increased by 30% to compensate for non-response as recommended by Singh and Masuku (2014), making a sample size of 470.

Research Instruments: The data collection instrument was a structured, self-administered questionnaire. A 36-item Teacher Stress Inventory (TSI) developed by Schutz and Long (1988) and

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

adapted from Haleema and Maher (2019) with a reliability of 0.80 was used to measure Job Stress. The scale is measured on a 5-point Likert scale ranging from 1(Never) to 5(Always). The 36 items are grouped into eight categories; Role ambiguity (1, 2, 3, 4, 5); Role overload (6, 7); Job dissatisfaction (8, 9, 10, 11, 12); Management styles (13, 14, 15, 20, 21); Role conflict (16, 17, 18, 19); Life dissatisfaction (22, 23, 24, 25, 26); Task stress (27, 28, 29, 30, 31, 32) and supervisory support (33, 34, 35, 36). A 10-item Teacher Self-efficacy Scale (TSES) developed by Schwarzer, Schmitz and Daytner (1999) with a reliability of 0.76 was used to measure the levels of self-efficacy among teachers. The scale is measured on a 4-point Likert scale ranging from 1(Not true at all) to 4(Exactly true). A 10-item Job Satisfaction Scale (JSS) adapted from Macdonald and Maclntyre (1997) with a reliability of 0.77 was used to measure job satisfaction. The scale is measured on a 5-point Likert scale ranging from 1(Strongly Disagree) to 5(Strongly Agree). A 4-item Turnover Intention Scale (TIS) developed by Kelloyway, Gottlieb and Braham (1999) was used to measure levels of teacher turnover intentions. The scale has a reliability of 0.95 and was measured on a 5-point Likert scale ranging from 1(Strongly Disagree) to 5(Strongly Agree).

Data Management: The completed questionnaires were assigned serial numbers for easy future reference. Data was then entered in the Statistical Package for Social Scientists (SPSS) suitable version and cleaned. In this study, data completeness was a priority to ensure robust and reliable statistical analyses. Upon examining the dataset, it was observed that missing values were minimal, constituting less than 5% of the total observations. Furthermore, a randomness assessment indicated that the missing data exhibited a Missing Completely at Random (MCAR) pattern, meaning that the probability of missingness was unrelated to observed or unobserved data values. Given these characteristics, an appropriate imputation technique was selected to preserve the integrity of the dataset while minimizing bias. To address the missing values, a Mean Imputation approach was employed. The data was then saved in a soft form for subsequent publications like in the university repository and the relevant journals for easy access by scholars. The data was also saved in hard form on compact discs, flash discs and filled questionnaires for future use.

Data Analysis: Descriptive statistics, including frequencies and percentages were used to describe socio-demographic data. The Pearson Correlation Coefficient was used to establish the relationships between job stress, job satisfaction, self-efficacy and turnover intentions among teachers.

RESULTS

Socio-demographic Characteristics of the Participants

Results in Table 1 indicate the demographic characteristics of the secondary school teachers.

Table 1: Socio-demographic Characteristics of Respondents (N=445)

Characteristic		Frequen	Percent
Gender	Female	277	62.20
	Male	168	37.80
Age bracket	Below 30 years	112	25.20
	Between 30-39 years	181	40.70
	Between 40-49 years	100	22.50
	50 years and above	52	11.70
Level of education	Diploma	82	18.40
	Degree	299	67.20
	Postgraduate Diploma	34	7.60
	Master's	30	6.70
	PhD	00	00

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Teaching experience	Less than 1 year	36	8.10
	1-3 years	105	23.60
	4-6 years	103	23.10
	6 years and above	201	45.20
Employment status	Fulltime-government payroll	249	56.00
	Fulltime-PTA payroll	196	44.00
Community setting	Rural	305	68.50
	Urban	140	31.50
Subject taught	Humanities/arts	258	58.00
	Sciences	187	42.00

Source*: Primary Data, 2024*

Table 1 shows that out of 445 secondary school teachers who participated in the study, the majority were females, 277(62.20%) with males only presenting 37.80%, indicating that both genders had representation in the study. Age distribution indicates a slight predominance of teachers aged between 30-39 years, constituting 40.70% with a slight variation in numbers between teachers below 30 years (25.20%) and those between 40-49 years. This indicates the presence of youthful teachers in schools. The majority of the teachers had a degree, 299(67.20%), a small number had a postgraduate degree (7.60%) and master's degree (6.70%), while no teacher had a PhD, hence the participants had reasonably good education qualifications with desired knowledge and skills to provide credible responses. A majority had spent more than 6 years in teaching, 201(45.20%), while a small number of teachers had an experience of less than 1 year (8.10%). The teachers had, therefore, spent adequate time to provide reliable data regarding the study variables. The majority were on the government payroll, 249(56.00%), while 44.00% were on the PTA payroll, giving a fair representation of the two categories. The majority were working in rural schools, 305(68.50%) and this is a true reflection that the majority of the schools were rural. The majority of the teachers taught humanities/arts, 258(58.00%) while only 42.00% taught science subjects, giving both categories an opportunity to advance their views regarding the study variables.

Relationship between Job Stress and Self-efficacy among Secondary School Teachers

The relationship between job stress and self-efficacy was measured using the Pearson correlation coefficient as shown in Table 2 below.

Table 2: Pearson Correlation Coefficient between Job Stress and Self-efficacy

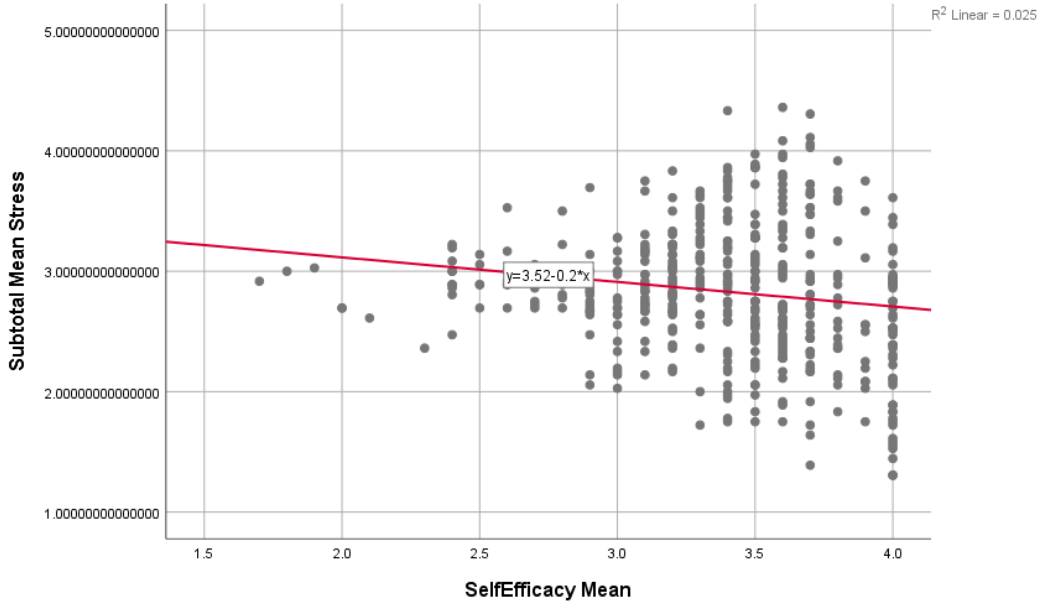
		Job Stress	**Self-efficacy**
Job Stress	Pearson Correlation	1	**-.157****
	Sig. (2-tailed)		0.001
	N	445	445
Self-efficacy	Pearson Correlation	**-.157****	1
	Sig. (2-tailed)	0.001	
	N	445	445
****. Correlation is significant at the 0.01 level (2-tailed).**			

From Table 2 above, the results indicate a weak statistically significant negative relationship between job stress and self-efficacy (r=-.157, *p*=0.01). As job stress increases, self-efficacy tends to reduce. Approximately, 2.5% of the variance in self-efficacy is explained by job stress (R^2=0.025). Therefore, teachers' self-efficacy is largely a product of other factors since job stress has a meagre effect, though significant.

The relationship between job stress and self-efficacy was further presented on a scatter plot as shown in Figure 1 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 1: Scatter Plot Showing the Relationship between Job Stress and Self-efficacy



From Figure 1 above, the data points are scattered around the trend line. The trend line slopes downwards to the right, implying a negative association between the study variables. As job stress increases, self-efficacy reduces. The scattered dispersion indicates a weak relationship between the variables. The scatter plot above indicates R^2=0.025, implying that only 2.5% of the variation in self-efficacy is explained by job stress. The hypothesis which states that ***"****There is a statistically significant positive relationship between job stress and self-efficacy among government secondary school teachers in greater Mbarara"* is, therefore, rejected.

Relationship between Job Stress and Job Satisfaction among Secondary School Teachers

The relationship between job stress and job satisfaction was measured using the Pearson correlation coefficient as shown in Table 3 below.

Table 3: Pearson Correlation Coefficient between Job Stress and Job Satisfaction

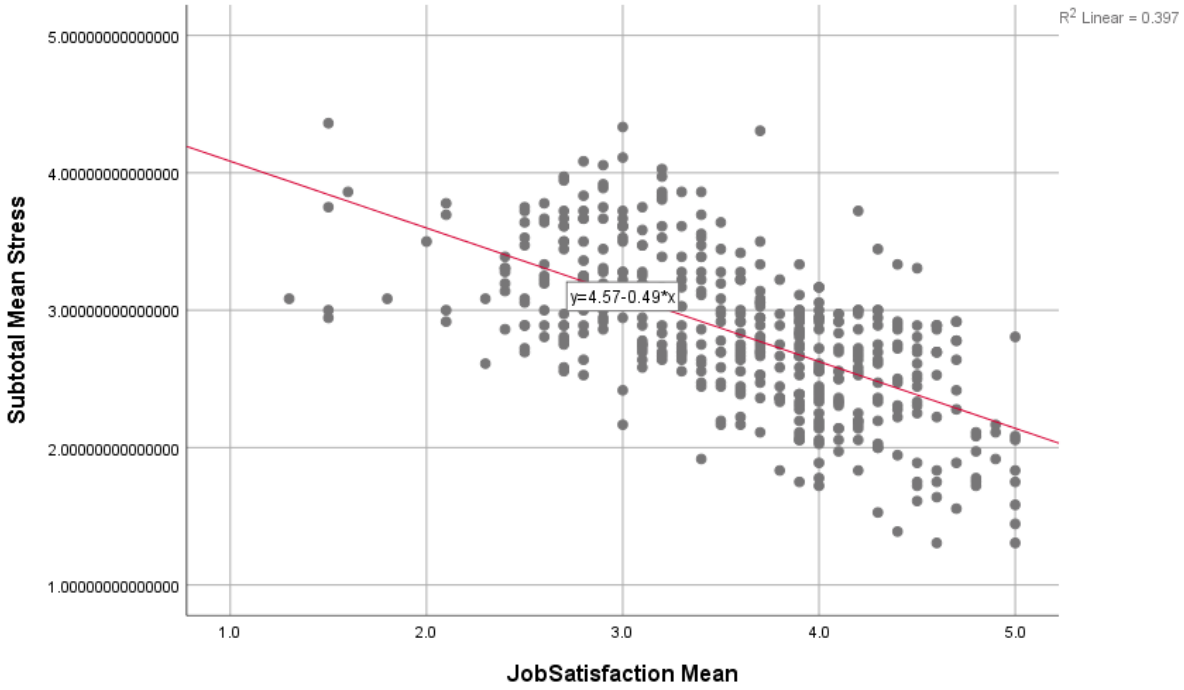
		Job Stress	Job Satisfaction
Job Stress	Pearson Correlation	1	**-.630****
	Sig. (2-tailed)		0.000
	N	445	445
Job Satisfaction	Pearson Correlation	**-.630****	1
	Sig. (2-tailed)	0.000	
	N	445	445
****. Correlation is significant at the 0.01 level (2-tailed).**			

From Table 3 above, there is a strong statistically significant negative relationship between job stress and job satisfaction (r= -.630, *p*= 0.01). As job stress increases, job satisfaction strongly increases and only 39.7% of the variation in job satisfaction is explained by job stress (R^2= 0.397).

To further explain the relationship between job stress and job satisfaction, a scatter plot was used to elaborate it as in Figure 2 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 7: Scatter Plot Showing the Relationship between Job Stress and Job Satisfaction



From Figure 2 above, the data points show close clustering around the trend line, that is, there minimal dispersion. The trend line slopes downwards to the right, indicating a negative association between the study variables. The scatter plot above indicates R^2 =0.397, implying that only 39.7% of the variation in job satisfaction is explained by job stress. The hypothesis which states that *"There is a statistically significant positive relationship between job stress and job satisfaction among government secondary school teachers in greater Mbarara"* is, therefore, rejected.

Relationship between Job Satisfaction and Self-efficacy among Secondary School Teachers

The relationship between job satisfaction and self-efficacy was measured using the Pearson correlation coefficient as shown in Table 4 below.

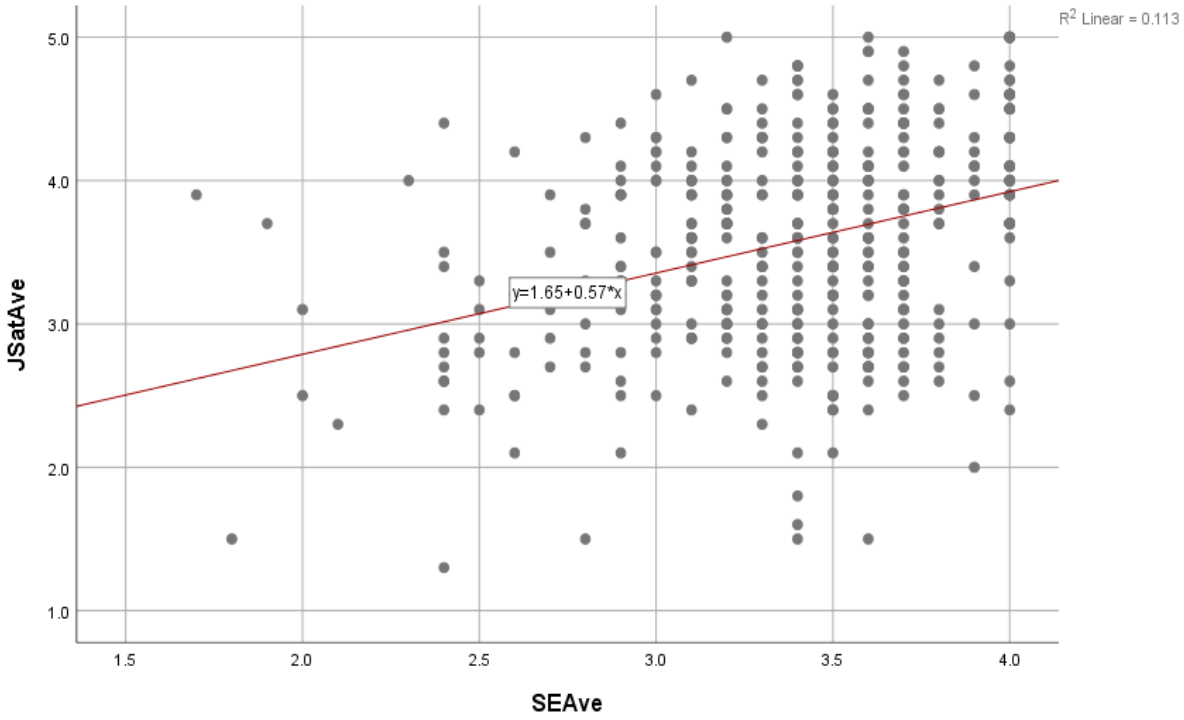
Table 4: Pearson Correlation Coefficient between Job Satisfaction and Self-efficacy

Correlations			
		Job Satisfaction	**Self-efficacy**
Job satisfaction	Pearson Correlation	1	**.336****
	Sig. (2-tailed)		0.000
	N	445	445
Self-efficacy	Pearson Correlation	**.336****	1
	Sig. (2-tailed)	0.000	
	N	445	445
****. Correlation is significant at the 0.01 level (2-tailed).**			

From Table 4 above, there is a statistically significant, moderate positive relationship between job satisfaction and self-efficacy (r= .336, *p*= 0.01). As job satisfaction increases, levels of self-efficacy among teachers moderately increase. This relationship was further presented on a scatter plot as shown in Figure 3 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 3: Scatter Plot Showing the Relationship between Job Satisfaction and Self-efficacy



From Figure 3 above, the data points show some clustering around the trend line, that is, there moderate dispersion. The trend line slopes upwards to the right, indicating a positive association between the study variables. The scatter plot above indicates R^2=0.113, implying that approximately 11.3% of the variation in self-efficacy is explained by job satisfaction. The hypothesis which states that ***"****There is a statistically significant positive relationship between job satisfaction and self-efficacy among government secondary school teachers in greater Mbarara"* is, therefore, accepted.

Relationship between Self-efficacy and Turnover among Secondary School Teachers

The relationship between self-efficacy and turnover intentions was measured using the Pearson correlation coefficient as shown in Table 5 below.

Table 5: Pearson Correlation Coefficient between Self-efficacy and Turnover Intentions

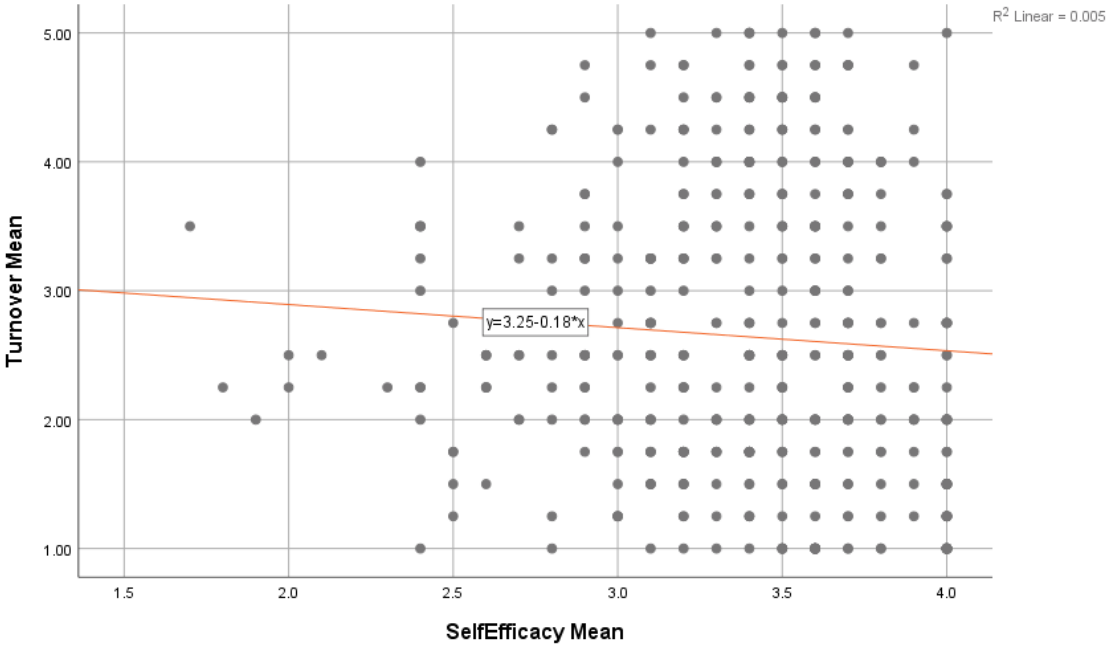
Correlations (are not significant)			
		Self-Efficacy	Turnover
Self-Efficacy	Pearson Correlation	1	-.068
	Sig. (2-tailed)		.151
	N	445	445
Turnover	Pearson Correlation	-.068	1
	Sig. (2-tailed)	.151	
	N	445	445

From Table 5 above, results indicate a very weak negative relationship (r= -.068, *p*= 0.151). This means that as self-efficacy slightly increases, turnover intentions very slightly decrease. The *p*-value is 0.151, which is greater than the typical significance threshold of 0.05. This means the correlation is not statistically significant.

To further explain the relationship between self-efficacy and turnover intentions, a scatter plot was used to elaborate it as in Figure 4 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 4: Scatter Plot Showing the Relationship between Self-efficacy and Turnover Intentions



From Figure 4 above, the data points are very dispersed around the trend line, that is, they are scattered, indicating a very weak relationship between the variables. The trend line slopes downwards to the right, indicating a negative association between the study variables. The scatter plot above indicates R^2 =0.005, implying that only 0.5% of the variation in job satisfaction is explained by job stress, making the association non-significant. The hypothesis which states that *"There is a statistically significant positive relationship between self-efficacy and turnover intentions among government secondary school teachers in greater Mbarara"* is, therefore, rejected.

Relationship between Job Satisfaction and Turnover Intentions among Secondary School Teachers

The relationship between job satisfaction and turnover intentions was measured using the Pearson correlation coefficient as shown in Table 6 below.

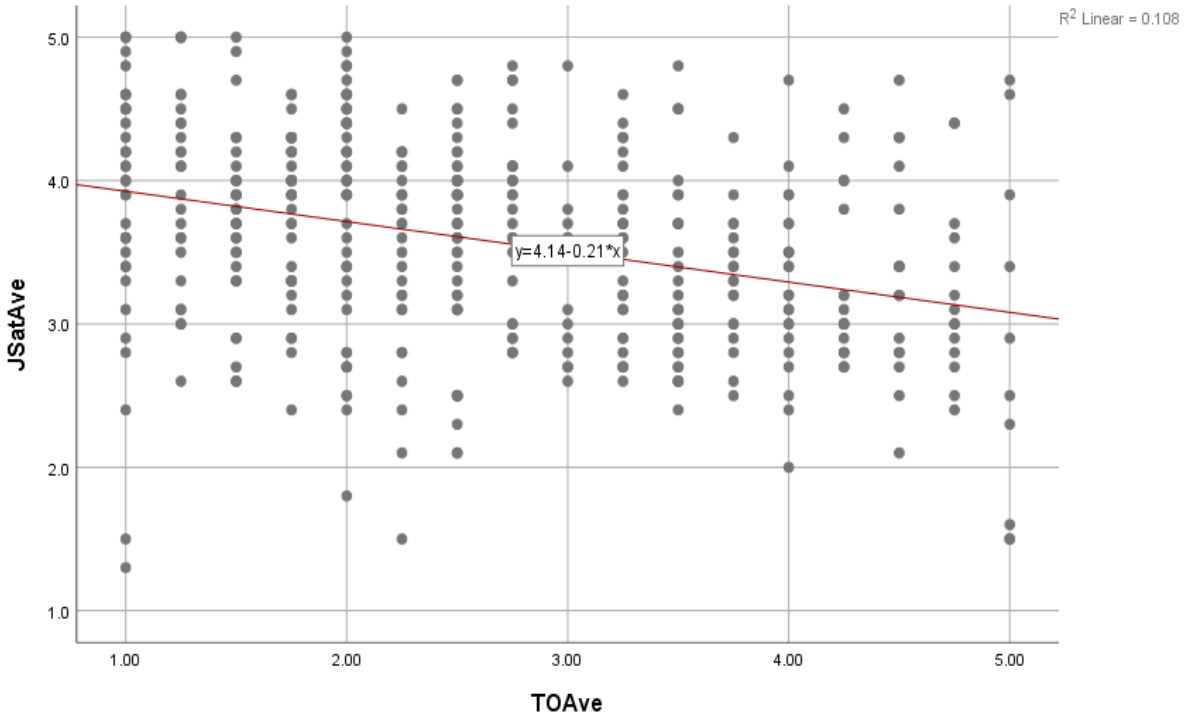
Table 6: Pearson Correlation Coefficient between Job Satisfaction and Turnover Intentions

Correlations			
		Job satisfaction	**Turnover intentions**
Job satisfaction	Pearson Correlation	1	**-.328****
	Sig. (2-tailed)		0.000
	N	445	445
Turnover intentions	Pearson Correlation	**-.328****	1
	Sig. (2-tailed)	0.000	
	N	445	445
****. Correlation is significant at the 0.01 level (2-tailed).**			

From Table 6 above, there is a moderate statistically significant negative relationship between job satisfaction and turnover intentions (r=-.328, *p*= 0.01). As job satisfaction increases, turnover intentions moderately reduce. This relationship was further explained by the scatter plot in Figure 5 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 5: Scatter Plot Showing the Relationship between Job Satisfaction and Turnover Intentions



From Figure 5 above, the data points show some clustering around the trend line, that is, there moderate dispersion. The trend line slopes downwards to the right, indicating a negative association between the study variables. The scatter plot above indicates R^2 =0.108, implying that only 10.8% of the variation in turnover intentions is explained by job satisfaction. The hypothesis which states that *"There is a statistically significant positive relationship between job satisfaction and turnover intentions among government secondary school teachers in greater Mbarara"* is, therefore, rejected.

Relationship between Job Stress and Turnover Intentions among Secondary School Teachers

This was measured by Pearson correlation coefficient as shown in Table 7 below.

Table 7: Pearson Correlation Coefficient between Job Stress and Turnover Intentions

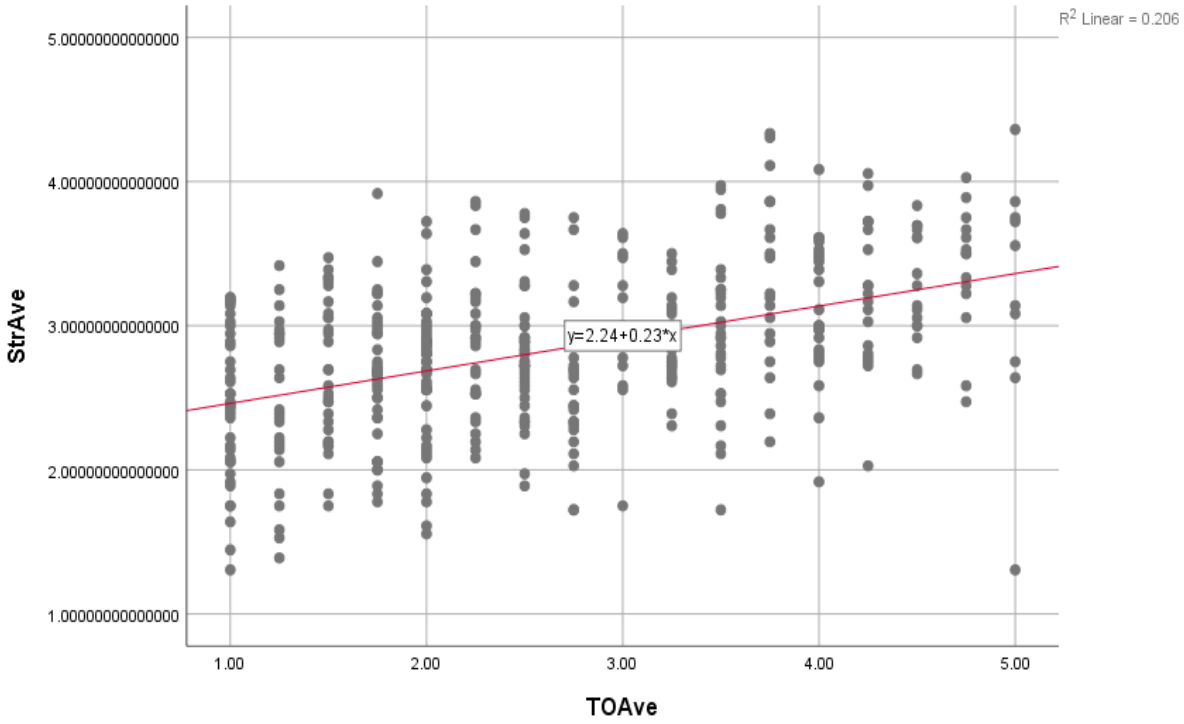
Correlations			
		Job stress	**Turnover Intentions**
Job Stress	Pearson Correlation	1	.454**
	Sig. (2-tailed)		0.000
	N	445	445
Turnover intention	Pearson Correlation	.454**	1
	Sig. (2-tailed)	0.000	
	N	445	445
****. Correlation is significant at the 0.01 level (2-tailed).**			

From Table 7 above, there is a statistically significant moderate positive relationship between job stress and turnover intentions among secondary school teachers (r= .454, *p*= 0.01). As job stress increases, turnover intentions increase moderately at a 99% significance level.

This was further presented on a scatter plot as shown in figure 6 below.

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

Figure 6: Scatter Plot Showing the Relationship between Job Stress and Turnover Intentions



From Figure 6 above, the data points show some clustering around the trend line, that is, there moderate dispersion. The trend line slopes upwards to the right, indicating a positive association between the study variables. The scatter plot above indicates R^2 =0.206, implying that approximately 20.6% of the variation in turnover intentions is explained by job stress. The hypothesis which states that ***"****There is a statistically significant positive relationship between job stress and turnover intentions among government secondary school teachers in greater Mbarara"* is, therefore, rejected.

DISCUSSION

Relationship between Job Stress and Self-efficacy

The findings of the present study revealed a weak statistically significant negative relationship between job stress and self-efficacy. The findings agree with the Social Cognitive Theory of Bandura (1997) which posits that stress reduces an individual's efficacy in handling different situations, including the decision to quit or stay at work.

The findings agree with Arshadi and Damiri (2013) who assert that job stress undermines self-efficacy, leading to diminished performance and morale at work. The weak association, however, suggests that to a larger extent, other variables play a critical role in influencing self-efficacy. Such factors include teaching experience. Novice teachers tend to show low levels of self-efficacy as compared to experienced teachers (Chan, 2008). This is attributed to the fact that experienced teachers are more adapted to stressors and this concretizes their self-efficacy.

The present study findings are in congruence with Stacy et al (2023) and Suico et al (2024) whose studies revealed a weak statistically significant negative association between job stress and self-efficacy. Therefore, job stress aspects such as unclear job descriptions, conflicting job roles and excessive workload have little influence on an individual's ability to accomplish tasks or interactions among peers and the community in general.

It is argued that apart from job stress, the ownership of the school is another factor that has a significant impact on the self-efficacy levels of the teachers. Teachers in private schools, for example, are more efficacious than their counterparts in government schools. This is supported by Ali and Hafeez (2021), who conducted a study in Pakistan among government and private secondary schools. The

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

working conditions in private schools in Uganda are most of the time unfavourable but teachers are more adapted and this has a smaller impact on their efficacy levels.

Ayudia and Adelin (2023) however, revealed a moderate statistically significant negative association between job stress and self-efficacy. As job stress increases, self-efficacy reduces moderately and this may cause significant effects on general decisions teachers make in relation to leaving teaching. This is more so among teachers dealing with special needs students. This further agrees with studies conducted by Shanin and Nassar (2011) and Latif et al (2023).

Relatedly, Aomo and Agolla (2018) conducted a study in Kenya among principals using mixed methods and revealed a moderate statistically significant negative association between job stress and self-efficacy. The present study revealed a weak association and the deviation between the two studies is attributed to the different research approaches as the previous study was capable of unearthing the feelings of the participants qualitatively which the present study did not.

On the other hand, Sumaya et al (2020) adopted purposive sampling in Pakistan and revealed a moderate statistically significant negative association between job stress and self-efficacy. The previous study further dealt with both private and government secondary schools. The difference in the findings of the two studies could be a result of the heterogeneous population of the previous study of private and government that variably contributed their views.

Asmatullah et al (2024) instead revealed a strong statistically significant negative association. According to Asmatullah et al, as the job becomes more stressful, teacher's efficacy is heavily compromised. Teachers' ability to accomplish tasks may be compromised by excess workload or ambiguity of tasks apportioned to an individual. The difference in the findings between the two studies could be the different sampling strategies employed since the previous study adopted purposive sampling. In a related study, Dang et al (2024) revealed a strong negative association between job stress and self-efficacy.

Conversely, the findings of the present study disagree with Hulya et al (2018) who conducted a study among EFL instructors in Turkey and indicated no statistically significant relationship between job stress and self-efficacy among the participants. According to Hulya et al, self-efficacy is a stable trait in an individual that may not easily be influenced by job stress and therefore, job stress may affect other aspects of the teacher and not necessarily his efficacy. The difference in the findings of the two studies is also attributed to the different sample sizes as the previous study recruited 84 participants which is not adequate to influence the relationships. The previous study further assessed instructors and these may have unique characteristics which are not similar to secondary school teachers. The difference in the findings further explains the importance of other factors that can influence the relationship between job stress and self-efficacy such as personality, past experiences and social support which may greatly influence the relationship. Friedman and Kass (2008) further assert that irrespective of job stress, teachers still remain confident in a bid to realize institutional goals.

Relationship between Job Stress and Job Satisfaction

The findings of this study indicated a strong statistically significant negative relationship between job stress and job satisfaction. The study findings are in congruence with Eleberi et al (2024) who conducted a study in Nigeria using a census strategy to select government schools and participants. The agreement in the findings is attributed to the similar sampling techniques and category of schools used by the two studies. Like the present study, the previous study highlights overwhelming workload, lack of supervisory support and lack of balance between work and life as some of the factors that exacerbate stress and greatly result in job dissatisfaction.

The present study findings further agree with Haleema and Maher (2019) who conducted a study among university lecturers in Pakistan using a

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

correlational design and convenient sampling. Their study indicates frequent high-pressure deadlines and poor working conditions are responsible stressors that eventually result in dissatisfaction among university lecturers. This is supported by Shyam (2008) who asserts that 23.9% of the teachers in Pakistan work in stressful environments leading to job dissatisfaction. The findings of the present study are a true manifestation that the conditions are not any different in the secondary schools in the context of greater Mbarara and Uganda at large.

The present study further agrees with studies carried out in various contexts such as; Nazir and Wajid (2023), Hanish and JeyaPrabha (2018) and Kayastha and Kayastha (2012) who studied the associations between job stress and job satisfaction in both government and private secondary schools. The findings of these authors indicate that like in government schools, teachers in private schools equally operate in stressful working environments, work for long hours and do extra duties with no pay on top of having tight deadlines. This is in line with Hemalantha and Rajeswari (2017) who assert that high stress levels among teachers in private and government schools are strongly responsible for reduced satisfaction levels.

Previous studies by Woods et al (2023), Koros et al (2018), Neeru and Chandni (2014) and Shen et al (2018) indicate a moderate statistically significant relationship between job stress and job satisfaction. This portrays a slight difference from the present study that instead revealed a strong association between the study variables. This is in congruence with Krause et al (2011) who assert that the levels and consequential relationships of job stress and job satisfaction can be different depending on the geographical contexts. The previous studies have highlighted a lack of control and lack of autonomy among teachers, poor working environments and poor work-life balance as precursors to job stress. These influence mental and physical health and lower job satisfaction. This has been indicated by the European Agency for Safety Health at Work Report of 2009.

However, Geetha and Poulose (2019) conducted a study among special school teachers in India and indicated a weak statistically significant negative relationship between job stress and job satisfaction. The weak relationship is associated with individual differences regarding tolerance to stressful work conditions. Special school teachers deal with learners with different special needs and this increases their tolerance towards the stress that comes with handling these learners. The weak relationship further indicates that other factors could have been responsible such as personality, and organizational culture, which may have a stronger influence on job satisfaction than job stress. The difference in findings between the present and previous study could also be explained by the differences in the methodology as Geetha and Poulose adopted a normative survey design with stratified random sampling.

Relationship between Job Satisfaction and Self-efficacy

The findings indicated a positive moderate relationship between job satisfaction and self-efficacy. Furthermore, the coefficient of determination (R^2=0.113) suggests that approximately 11.3% of the variance in self-efficacy is explained by job satisfaction.

The findings of the present study showed a positive moderate correlation between job satisfaction and self-efficacy. Karabiyik and Korumaz (2013) earlier reported a weak positive association between the study variables among secondary school teachers in Turkey. The variability in the strength of the relationship between the previous study and the present study may be because of the different research designs adopted. Karabiyik and Korumaz adopted a descriptive design while the present quantitative study adopted a cross-sectional survey design.

Similarly, Randa and Mona (2024) found a weak positive relationship between job satisfaction and self-efficacy among special education teachers in Lebanon. The variance in the strength of the relationships between the present and the previous studies is explained by the differences in educational systems and levels, working environments and cultural expectations across the two contexts. The previous study dealt with special education teachers in primary schools handling learners with special

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

needs while the present study was conducted in general secondary schools.

Relatedly, Bartosiewicz, et al (2022) conducted a study in Poland among primary and secondary school teachers during the COVID-19 pandemic and revealed a weak positive relationship between job satisfaction and self-efficacy. The discrepancy in the strength of the findings between the previous and present studies is attributed to factors like different sampling strategies. The previous study employed convenience sampling while the present study employed simple random sampling to select the participants. Secondly, the COVID-19 pandemic came with numerous external stressors and challenges that could have diminished the impact of job satisfaction on self-efficacy. Thirdly, the previous study was conducted among both primary and secondary school teachers while the present study only recruited secondary school teachers and this could have contributed to the differences in the findings.

However, Kavaya, et al (2022) conducted a study in India among high school teachers during the COVID-19 pandemic and found no statistically significant relationship between job satisfaction and self-efficacy. This discrepancy highlights the potential influence of external factors such as pandemic-related challenges on the relationship between the study variables. The difference is also attributed to the different study designs and sampling strategies employed by the two distinct studies. The present study adopted a cross-sectional survey design with simple random sampling of the participants while the previous study adopted a sample survey design with purposive sampling of the respondents. The difference could also be a result of the circumstances under which teachers were working during data collection in the two studies. In the previous study, data was collected during the use of online teaching pedagogies while in the present study, data was collected when teachers were using physical teaching pedagogies.

On the contrary, Navdeep and Simranjeet (2023) conducted a study among private and government secondary schools in Pakistan and found a strong positive relationship between job satisfaction and self-efficacy. This stands in contrast to the moderate relationship revealed in the present study. The variations in the findings may be attributed to the differences in the sample sizes that the two studies recruited, divergent teacher demographics and contextual factors. The present study dealt with teachers in government secondary schools while the previous study considered both private and government secondary schools. Secondly, the previous study enrolled a relatively smaller population compared to the present study which may have resulted in the discrepancies.

Relationship between Job Stress and Turnover Intentions

The findings revealed a moderate statistically significant positive relationship between job stress and turnover intentions among secondary school teachers. The study findings agree with other studies conducted in other public and private sectors such as medical workers (Chiang & Chang, 2012), the furniture industry (Fong & Mahfar, 2013), drilling companies (Arshadi & Damiri, 2013), marketing executives (Noor, 2008), manufacturing (Alias et al, 2018) and hotel staff (Salama et al, 2022). The previous studies provide a justification that employees in both private and government sectors outside the teaching fraternity have similar opinions and feelings regarding the study variables. Scholars in the above studies also revealed workload, role ambiguity, poor working conditions, and lack of time for personal administration as causes of job stress and these have a direct influence on decisions to quit the job for others or complete turnover without seeking employment elsewhere.

The study findings are in consonance with studies conducted in the developed world among secondary school teachers. Studies carried out in Indonesia (Raja, et al,2019), China (Xu, et al, 2017), Malaysia (Salahudin, et al, 2016), Pakistan (Mahmood, et al, 2022) and USA (Thompson, 2020) indicated a positive association between the study variables. This shows that teachers in these developed countries undergo stressful jobs where they experience task overload, unclear job descriptions, lack of supportive administrative structures and inadequate time for personal administration. Siddique and Jamil (2015) however, indicate that some aspects of job stress show no statistically

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

significant relationship with turnover intentions. Teachers in developing countries, including Uganda face the same stressful conditions, culminating in turnover intentions.

The present study agrees with studies carried out among primary school teachers by scholars like Salahudin et al (2016) in Malaysia, and Luyiga and Gertrude (2020) in Kampala, Uganda. Much as the present study dealt with secondary school teachers, all teachers universally undergo stressful jobs irrespective of the levels they teach and this stress makes them make decisions to leave their current jobs or workstations. The present study collected data from two urban districts and the similarity of the findings with teachers of primary schools in Kampala is not a surprise because teachers in these two contextual backgrounds are faced with similar stressful conditions at their jobs and have similar responses towards stress, including intentions to leave. The difference in the socio-economic background of the participants in the two contexts is not significant and this could explain the relationship in the findings between the studies.

The findings agree with Ayall et al (2022) who conducted a study in Kenya. Teachers in Kenya are faced with excessive workloads where the teacher-student ratio is 1: 70, a ratio which is far higher than the recommended 1:40 ratio (Soko Directory Team, 2022). Teachers do not get support from their head teachers and this increases their desire to quit teaching. Nakalanda and Rukundo (2019) earlier carried out a study in Mbarara city revealed teachers were stressed at their jobs and had intentions to quit teaching. The situation in Mbarara city has not changed as over 80 teachers tendered in their requests for early retirement, explaining the stressful experiences they undergo in the workplace, yet their motivation levels are low (Nsimenta,2024). Moreover, this happens when the government enhances the salaries of the science teachers and they are part of the teachers intending to retire early. This implies that salary alone cannot keep teachers in schools when other conditions are stressful. This is supported by Howard and Frink (1996) who assert that extra payment for extra work does not necessarily deter employees from thinking about leaving their current jobs.

On the contrary, Zhang (2022) conducted a study in China and revealed a strong positive association between job stress and turnover intentions. This is slightly different from the present study which revealed a moderate positive relationship. The difference in the findings of the two studies could explained by the different contexts and designs that the two studies adopted. Zhang purposively selected teachers of the English language while the present study dealt with teachers of all subjects. The workload and job-related demands of English teaching are different from those of the teachers in which the present study was conducted. Firoz (2021) also indicates a strong association between job stress and turnover intentions among Indian secondary school teachers.

Relationship between Self-efficacy and Turnover Intentions

The present study examined the relationship between self-efficacy and turnover intentions among secondary school teachers. The findings indicated a weak statistically significant negative relationship between the study variables. The study findings agree with Hoigaard et al (2012) who conducted a study in Norway and revealed a weak association between self-efficacy and turnover intentions. Hoigaard et al indicate that efficacious teachers are more capable of handling challenges encountered during the execution of their duties due to the development of better coping mechanisms. Efficacious teachers are capable of accomplishing their tasks efficiently and can ably interact with peers and other stakeholders. This cultivates a patriotic heart for their profession and they develop no intentions to leave. This agrees with studies conducted by Zhao, et al (2022) and Otori, et al (2018).

Tiplic, et al (2015) reveals a strong statistically significant negative association between self-efficacy and turnover intentions. Tiplic et al used an online country-wide survey questionnaire that was posted on the email addresses of the participants. The difference in the findings between the previous study and the present study could have resulted from the different approaches employed to collect data. The difference could have resulted from the heterogeneity of the participants as the previous

Article DOI: https://doi.org/10.37284/eajes.8.2.2876

study collected data from primary and secondary school teachers that provided a variety of opinions that could have resulted in a strong relationship.

In a similar way, Kowyck (2020) revealed a strong association between self-efficacy and turnover intentions among teachers in the USA. Kowyck collected data using an online survey monkey which is liable to social desirability and respondents provide answers which they feel are socially acceptable rather than their opinions. The online survey monkey encourages participants to select similar answers so as to fill in and finish quickly. Online surveys may not be representative of the larger population when random sampling is not carried out. Therefore, the shortcomings of the use of the online monkey could have resulted in a deviation in the findings.

The weak association between self-efficacy and turnover intentions is a justification that other factors like job stress, job satisfaction and organizational commitment may have a stronger influence on turnover intentions than self-efficacy. Changes in technology create fear and anxiety among teachers on how to handle the changing pedagogies. The presence of alternative job opportunities outside the teaching profession may further trigger teachers to leave their current jobs (Greenberg, 2011).

Relationship between Job Satisfaction and Turnover Intentions

The findings of this study agree with Kafumbu (2019) who conducted a study in Malawi using a correlational analytic research design. Kafumbu reveals that when teachers are given opportunities for personal career growth, recognized for good deeds in the line of their duties and get fair payments commensurate to the work done, they feel more satisfied with their jobs and this minimizes their intentions to leave. Larkin and Laurie (2016) investigated online teachers and also indicated a moderate association between job satisfaction and turnover intentions. The comparison between the present study and previous studies justifies that the collection of data from physical and online teachers using different research designs can yield similar results.

The study findings further agree with Worlanyo (2016), Muhangi (2017) and Finister (2013) who revealed a significant negative association between job satisfaction and turnover intentions. High scores of satisfaction are linked with lower intentions to quit. When teachers get good pay, work in favourable environments, achieve set targets and have high levels of collegiality, they tend to remain loyal to their workplaces and their intention to leave reduces. The previous studies above were conducted in different geographical contexts, which implies that teachers have similar opinions regarding their jobs irrespective of their geographical locations.

In Tanzania, Theodory (2017) conducted a study to investigate job satisfaction and turnover intentions among primary school teachers and revealed a significant negative association between the variables. This is in congruence with Song and Ke (2022) and Quiroz (2021) who investigated teachers at higher institutions of learning. Irrespective of the level and type of institution, teachers are faced with low salaries, lack opportunities for career growth and never get rewarded or recognized for the achievements they contribute to their workplaces. These factors trigger them to develop intentions to leave teaching for other lucrative endeavours.

On the other hand, Caluza and Niemand (2019) investigated job satisfaction and turnover intentions among teachers in a Christian school in South Africa and indicated a strong association between the study variables. The difference in the findings of this study and the present study could arise from the research approach adopted because the previous study was qualitative and provided rich, detailed and deeper insights into participants' experiences and behaviours. The previous study alludes to Kosi, et al (2015) who also indicated a strong association between the study variables.

In the same vein, Larkin and Laurie (2016) revealed a strong relationship between job satisfaction and turnover intentions among online teachers in Canada. The scholars highlighted positive and supportive culture, availability of career growth opportunities and job security as responsible factors for enhancing job satisfaction and consequently strongly influence an individual's decision to leave teaching.

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Limitations of the Study

The use of a cross-sectional survey design to capture data at one point in time may have limited the ability of this study to infer causal relationships between the study variables. This further limited this study from creating a deeper understanding of long-term trends.

The use of self-administered questionnaires could have led to response bias where participants may have provided socially desirable responses rather than reflecting their true feelings and experiences. This might have made the participants underreport or overreport on some variables as it is common with population studies.

The study focused on job stress, job satisfaction, and self-efficacy and this overlooked other vital variables that could influence turnover intentions among teachers such as family support, organizational culture and organizational support.

Practical and Theoretical Implications of the Study

The findings of this study have significant policy implications for improving teacher retention and well-being. First, the research challenges the assumption that advanced qualifications lead to higher job satisfaction, as teachers with master's degrees report higher stress levels. Policies should, therefore, provide targeted support for highly qualified teachers, including stress management and career advancement opportunities.

Second, rural teachers experience greater stress than their urban counterparts, necessitating context-specific interventions such as rural incentives, improved working conditions, and mental health support. Additionally, job satisfaction declines with increased teaching experience and qualifications, highlighting the need for structured career growth frameworks, mentorship programs, and leadership opportunities.

Furthermore, job stress is a stronger predictor of turnover intentions than job satisfaction, emphasizing the need for policies that prioritize stress reduction through workload management and teacher support systems. While self-efficacy remains high among teachers, its limited impact on turnover intentions suggests that broader organizational improvements, such as participatory decision-making and teacher autonomy, are crucial for retention.

Lastly, this study provides localized insights into the unique struggles of rural teachers in resource-constrained environments. Policymakers should develop rural-specific retention strategies, including financial incentives, professional development, and infrastructure improvements to enhance teacher satisfaction and reduce turnover. By addressing these factors, educational policymakers can foster a more supportive teaching environment, ultimately improving teacher retention and educational outcomes.

CONCLUSIONS

The study concluded that there was a weak statistically significant negative relationship between job stress and self-efficacy, suggesting that increased stress slightly reduced self-efficacy. A strong negative relationship existed between job stress and job satisfaction, indicating that increased stress significantly reduced job satisfaction. There was a moderate positive relationship between job satisfaction and self-efficacy, suggesting that higher job satisfaction enhances self-efficacy. A moderate positive relationship existed between job stress and turnover intentions, demonstrating that increased stress moderately raised turnover intentions. A weak negative relationship existed between self-efficacy and turnover intentions, suggesting that higher self-efficacy slightly reduced turnover intentions, though the effect was minimal. A moderate negative relationship existed between job satisfaction and turnover intentions, implying that higher satisfaction levels moderately reduced turnover intentions.

Recommendations

There is a need for the development of mentorship programs to help early-career teachers navigate professional challenges to reduce stress and build confidence. Novice teachers should be undertaken through induction to familiarize them with school policies, expectations and effective classroom management practices.

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In order to enhance job satisfaction for highly qualified teachers, there is a need for the introduction of targeted incentives such as salary increments and career advancement opportunities. There is a need for equitable salary enhancement to bridge the gap between science and arts teachers. The government needs to increase the recruitment of teachers who are not on the government payroll so as to increase their satisfaction and self-efficacy and minimize turnover intentions.

There is a need for the implementation of stress management programs through professional development workshops that focus on stress management and work-life balance. There is a need for the provision of accessible counselling services and peer support clubs to avoid stress among teachers.

Areas for Further Research

There is a need for longitudinal studies to be conducted so as to track changes in job stress, satisfaction, self-efficacy and turnover intentions over time in order to understand long-term trends.

Further studies need to investigate the influence of school leadership, organizational culture, organizational policies, family support and community support on the well-being and retention of teachers.

Further studies could adopt a mixed methods approach so that the qualitative stance may look at the narrated experiences of the participants through interviews and focus group discussions to reveal what they actually go through at workplaces.

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