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## WORKPLACE STRESS, INCOME AND JOB SATISFACTION AS DETERMINANTS OF PSYCHOLOGICAL WELL-BEING OF PRIVATE SECONDARY SCHOOL TEACHERS IN IBADAN METROPOLIS

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### Abstract

This study inquires into the role of workplace stress, income (salary) of teachers and their level of satisfaction in Teacher psychological well-being. The study adopted descriptive survey design of correlation type. A sample of three hundred teachers were selected for the study using simple random sampling. Data were collected using four scale instruments. Three research questions were raised. Data collected were analysed at 0.05 level of significance using Pearson's product moment correlation and multiple regression. The findings revealed that there was a significant positive relationship between the independent variables and the dependent variable. From the regression analysis, it was discovered that stress, income and job satisfaction jointly predicted psychological well-being. This suggests that the three factors combined accounted for variance in the prediction of psychological well-being. More so, the most potent factors were stress ( $\beta = .249$ ;  $t = 5.165$ ;  $p < 0.05$ ) and job satisfaction ( $\beta = .175$ ;  $t = 3.171$ ;  $p < 0.05$ ). Based on this, it was revealed that reduced job stress and job satisfaction influence teacher's psychological well-being. This study therefore concludes that moderate job stress and being happy on the job motivates higher job productivity through enhanced psychological well-being among teachers. It also recommended that teachers should know how to manage stress that arises from workplace as this would not pose threat to their health or impair their well-being which may in turn affect their job efficiency.

**Keywords:** School teachers, Psychological well-being, Job-related stress, Income, Job satisfaction

### Introduction

The national development of any nation hinges on the contribution of teachers toward attainment of national educational goals. The psychological well-being of teachers is pivotal, as the psychological well-being of today's teachers will affect the well-being of the society tomorrow (Ilgan, 2015). However, it is important to note that the well-being of a people is a wider concept than regular happiness. While it does include happiness, it also includes other things such as how satisfied people are with their life in totality, their sense of wellbeing and how they feel generally. The conceptualisation of the psychological well-being of teachers has been that of indifference and lacking concentration. Some researchers have related mental well-being with the fulfilment of life potential and happiness (Heintzelman, 2018), while others have associated wellness with private experience of people or with the result of accomplishing a goal (Gómez-López,

Viejo & Ortega-Ruiz, 2019). In addition to the feeling of pride from participating in fascinating activities, Ryff (2014) expressed that psychological well-being is the volume to which humans have meaningful control over their lifestyles and their activities. Nonetheless, psychological well-being problems have become commonplace amongst teachers who are liable to mental issues (Yang, 2010).

Well-being can also be understood as how people feel and how they function at personal, vocational and social level and how they assess their lives entirely. Majority of the people would agree that well-being is something they strive towards and the subjective measure of people's well-being is deemed so important that it is included alongside with their psychological, mental and health state. Well-being is the condition of an individual or group. Such group could include teachers in a particular city or metropolis. Well-being is a positive outcome that is meaningful to many people and sectors in the society. It generally includes global judgment of life ranging from depression to joy. There is a general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g. contentment and happiness), the absence of negative emotion (e.g. depression, anxiety), satisfaction with life, fulfilment and positive functioning (Johnny, 2016).

Psychological well-being is quite similar to other terms that refer to positive mental states, such as happiness or satisfaction. Psychological well-being has two important facets: the first of these refers to the extent to which we experience positive emotions and feelings of happiness or things we enjoy. The other is the feeling that what we are doing with our lives has some meaning and purpose. A teacher is a person who helps others to acquire knowledge, competence or virtue. According to Adeyemo (2013), informally the role of a teacher can be assumed by anyone. However, being a teacher is much more than just executing lesson plans. In today's world, teaching often carry the roles of a surrogate parent, class disciplinarian, mentor, counsellor, book keeper, role model, planner and many others. Psychological well-being of a teacher should be paramount and be mentally stable hence entrusted with the role of imparting knowledge, good morals and distinctive ability in students. When a teacher is denied satisfaction expected from the employer that can motivate him psychologically, it could result in demoralization state which is likely to affect students' performance. When the psychological well-being of a teacher is high, he will be happy to do the job satisfactorily without grumbling.

The present work load on private secondary school teachers in Nigeria, and to be précised in Ibadan, Oyo State, is not in any way commensurate with their income considering the fact that the rigour associated with teaching is enough to build a negative psychological

well-being on the teacher and can result in job dissatisfaction. The Nigerian setting has made unemployment the order of the day which has made desperate individuals go into teaching unplanned. Stress has been defined as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his resources and endangering his well-being” (Lazarus and Folkman, 2014). In this regard an environmental stimulus is not inherently a stressor, rather it becomes one only when individuals perceive it as a threat for them and they think that it is beyond their capacity to deal with (Long, 2016). Therefore, stress in private secondary schools is an important factor to deal with when it comes to psychological well-being of teachers. Stressors can also adversely affect operational efficiency; it is reported to affect employee turnover, accidents and ill health and reduce employee motivation and satisfaction, all of which may impact on the overall functioning and profitability of organisations. Stress is expressed in the form of overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment. Thus, there is a plethora of research which confirms the negative effect of organisational stress on employee health and their psychological well-being. Although, stress is an inevitable part of organisational life, effort can be made to reduce its negative effect on well-being.

Income is another variable of interest identified in this study as a strong predictor of psychological well-being of teachers. In the context of this study, teachers who are satisfied with their salary or those whose salary level meet their expectation could display high commitment, which might include attending classes with confidence and enthusiasm, teaching with passion, and exhibiting high level of self-esteem. In support of this assertion, Gunawan and Amalia, (2015) affirm that wages have a direct positive relationship with employee performance. Salary is earned to fulfil basic necessities such as food, clothing and housing. Every organisation has its salary scale, which is expected to be viable enough to meet individual basic needs (Ojeleye, 2017). However, salary scale of each profession should match the rigour and intellectual capacity such profession demands to enhance the wellbeing of the people of the profession. An effective salary strategy is expected to contribute to the viability of the unit of work, the realisation of the vision and mission, as well as for the achievement of the targets of work (Umar, 2012). If salary is not paid as at when due, it affects the commitment and psychological well-being of teachers. The income of teachers plays a motivational role; it is the activation or stimulation of goal-oriented behaviour. It is the catalyst that spurs employee’s eagerness to work without pressure, to motivate, and to do the teaching task. Boye Kuranchie-Mensah and Amponsah-Tawiah (2016) and Elomien et al. (2021) suggested that income is the mental and psychological tool in people which compels, energises, sustains and

directs the people's activity towards a goal. It is an impetus that drives human beings into setting and attaining significant goals in life. It is to cause and provoke somebody to act either positively or negatively. It is therefore an inner state that activates or motivates the individual.

Job satisfaction in the context of this study is the level of teachers' attitude and perceptions (negative or positive) towards the work environment in the organisation. Job satisfaction has been given recognized as stimulating the psychological well-being. Khanna (2010) describes job satisfaction as a positive attitude by an employee towards his job as well as his personal life. These definitions demonstrate that job satisfaction involves activities within and outside workplace. Thus, how an individual lives and associates in the environment are directly and indirectly influenced by work settings. Absence of job satisfaction in an organisational setting leads to worker lethargy and reduced organisational commitment (Moser, 2007). Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction. Employees may be satisfied with some aspects of their jobs, while being dissatisfied with others. It is assumed that employees are able to balance the specific satisfactions against the specific dissatisfactions and arrive at a composite satisfaction with the job as a whole (Akomolafe and Olatomide, 2013). When an individual experiences the pleasant feeling as the result of series of successful events, this gratification can lead one to job satisfaction (Moe, Pazzaglia and Ronconi, 2010). Previous studies found out that the new responsibilities that teachers have to bear and the degree of rewards provided for them affected their job satisfaction level in teaching profession.

### **Statement of the Problem**

Teachers like other employees in organisations play a crucial role in the actualisation of the school goals and objectives as well as in the implementation of educational policies and principles. The psychological well-being of teaching staff is highly related to students' outcome as the end-product of education. Their perceived strength and effectiveness is reflected in the standard of education and performance of students in internal and external examinations hence, they constitute the oil that lubricates the factors of academic performance and educational enterprise as a whole. However, when psychological well-being decreases, it will adversely affect students' outcomes.

The psychological well-being of teachers in Private schools is very essential in the academic success of students. If this matter is not properly addressed, in few years to come, trained and qualified teachers will alternatively go into other fields rather than teaching as a result of the unsatisfying income and stress that comes with it. If this continues, qualified and trained teachers will go into extinction in the education sector and those who will be left will one-day leave because they also will in no time get tired of the job, source for capital to venture into other areas. At the receiving end are the students, hence, the private schools will only produce students with low intellectual standard with decreasing performance at the work place. Several researchers have worked on psychosocial factors like self-efficacy, motivation, background and gender as predictors of teachers' psychological well-being. However, the present study seeks to examine and bridge the gap between the influence of (stress, income and job satisfaction) on psychological well-being of private secondary school teachers in Ibadan metropolis of Oyo state.

### **Aim of the Study**

The purpose of this study is to determine how workplace stress, income and Job satisfaction affect the psychological well-being of private secondary school teachers in Ibadan metropolis. The specific objectives are to:

- i. assess the relationship between stress, income, job satisfaction and psychological well-being of private secondary school teachers in Ibadan metropolis; and
- ii. determine the relative contribution of each of the independent variables (stress, income and job satisfaction) on the dependent variable (psychological well-being) of private secondary school teachers in Ibadan metropolis.

### **Research Questions**

The following research questions were raised and answered in the study:

- i. What is the pattern of relationship that exists between the independent variables (stress, income and job satisfaction) and the dependent variable (psychological well-being) of private secondary school teachers in Ibadan metropolis?
- ii. What are the relative contribution of each of stress, income and job satisfaction to the prediction of the psychological well-being of private secondary school teachers in Ibadan metropolis?

### **Methodology**

The study adopted descriptive research design of correlational type. Such an approach does not involve the manipulation of variables in the study. It is therefore, after the fact



study. It neither adds to nor subtracts from the existing fact. However, it carefully observes and record information as it naturally occurred at the time the study was conducted. The participants in the study were private secondary school teachers in Ibadan metropolis. The population (1307) consists of both male and female private secondary school teachers and cuts across all available ethnic and religious affiliations. The sample size of the study was 300 respondents (teachers) estimated using Taro Yamane (1967) formula. The researcher adopted a random sampling technique in selecting the respondents. Using simple random sampling technique, the researcher selected five (5) LGAs from the greater cities in the Ibadan Metropolis. Ibadan metropolis has 11 LGAs (5 greater cities (urban) and 6 lesser cities (semii-urban & rural). From each of the selected Local Government Areas, the researcher randomly selects Six (6) private secondary schools. This gives a total of 30 private secondary schools that participated in the study. Ten (10) teachers were also selected from each of the selected schools. The sample consists of both male and female teachers from both the junior and senior secondary school categories. Less than half (130 (44.20%) of the respondents were males while 55.80% (164) were females. More than half (166 (56.50%) of the respondents were between 20-30 years of age, 40.80% (120) of the respondents were between 31-40 years of age, while 2.70% (8) of the respondents were 41 years old and above. 55.80% of the respondents were Christians, 41.50% of the respondents were Muslims, while 2.70% of the respondents were 41 worshippers of other religions. The study employed a structured questionnaire as a tool for data collection which was pilot tested ( $\alpha = 0.72$ ) and re-tested ( $r = 0.67$ ) in order to ensure reliability of the study's outcome. The instrument includes:

**i. Psychological Well-Being Scale (PWB)**

Psychological well-being scale is a 20-item rating scale developed by Ryff (1995). It measures the level of psychological well-being of teachers consisting of Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life and Self-acceptance. The scale adopted 4-point response formats ranging from strongly agree to strongly disagree with high number indicating presence of high level of psychological well-being and low score representing low level of psychological well-being. The author reported alpha of .73, examples of the items included in the scale are; *I have a sense of direction and purpose in life, I am not interested in activities that will expand my horizon*. The scale reported an internal consistency of 0.83.

**ii. Stress scale**

Stress scale developed by Sheldon Cohen 1983 was adapted to measure the level of perceived stress. The scale adopted 5-point response formats ranging from Strongly agree

to Agree to Undecided to Disagree to Strongly disagree. Some of the examples of the items in the scale include: The demand of everyday life often gets me down; I feel upset about things that happens unexpectedly. Alpha of 0.76 was obtained and this is an indication of a fairly high construct validity of the present instrument.

### iii. Job satisfaction Scale

Job satisfaction scale was developed by Spector, (1994). It was adapted to measure how satisfied an employee is with his/her job. The scale is a 15-items with 5-point scale ranging from strongly agree to strongly disagree. The author reported alpha of .63. Some of the examples in the scale are: I enjoy my co-workers; I am not allowed to explore on this job; I like doing things I do at work. Alpha of 0.74 was obtained. This is an indication of a fairly high construct validity of the present instrument.

### iv. Income Scale

Income Scale was developed by Sheffield (1920). It was developed to measure the extent to which teachers are satisfied with their income or earning. Some of the items in the scale include: I am satisfied with what I earn; A basic income should be introduced to all citizens; I can save from my income. The highest score obtainable is 75, while the least is 15. The reliability of the scale was 0.73

### Procedure

Recruitment of the study participants was done by approaching potential participants and describing the nature of the study. The researcher wrote a detailed letter that was accompanied by this research about the study and was presented before each of the Principals and School heads. This was done so that approval could be obtained to carry out this research with the teachers. Copies of the questionnaire was administered among the participants who indicated interest. No incentive was offered to the participants. The participants completed the questionnaire with ease in about 8 to 10 minutes. They were encouraged to ask questions or raise concerns they had while filling the questionnaire.

### Statistical analysis

Responses to the questionnaire were coded and entered into SPSS (version 23.0) and SPSS was used in most of the analyses. The analysis in this study included descriptive and inferential statistics. Hypotheses one and two were tested using multiple regression analysis tested, while hypothesis three was tested using t-test for independent sample at 0.05 level of significance. Furthermore, reliability assessment of independent and dependent scales (Cronbach's alpha) was also analysed

## Results

**Research Question One:** What is the pattern of relationship between the independent variables (stress, income and job satisfaction) and the dependent variable (psychological wellbeing) among private secondary school teachers in Ibadan metropolis?

**Table 1: Descriptive statistics and Inter-correlations among the variables**

Variables	N	Mean	SD	1	2	3	4
Psych. Well-being	294	46.55	15.83	1.00			
Stress	294	39.11	8.12	.301**	1.00		
Job satisfaction	294	33.35	14.48	.168**	-.027	1.00	
Income	294	40.29	6.92	.126*	.257**	.029	1.00

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

Table 1 shows correlation between the independent variables (stress, income and job satisfaction) and the dependent variable (psychological wellbeing) among private secondary school teachers in Ibadan metropolis. It was observed that stress ( $r = .301^{**}$ ;  $p < 0.05$ ); job satisfaction ( $r = .168^{**}$ ;  $p < 0.05$ ) and income ( $r = .196^*$ ;  $p < 0.05$ ) had significant relationship with psychological wellbeing of private secondary school teachers in Ibadan metropolis. There were also significant correlations among the independent variables.

**Research Question Two:** What is the relative influence of the independent variables (stress, income and job satisfaction) on the dependent variable (psychological wellbeing) among private secondary school teachers in Ibadan metropolis?

**Table 2: Relative Contribution of Independent Variables to the Prediction**

Model	Unstandardized coefficients B	Standardised coefficients		T	P
		Standard Error	B		
Constant	13.537	6.264		2.161	.031
Stress	.573	.111	.294	5.165	.000
Job satisfaction	.191	.060	.175	3.171	.002
Income	.105	.130	.046	.806	.421

Table 2: it shows that each of the independent variables made a significant contribution to the prediction of private secondary school teacher's psychological well-being. In terms of magnitude of contribution, Stress made the most significant contribution ( $\beta = .249$ ;  $t = 5.165$ ;  $p < 0.05$ ), followed by job satisfaction ( $\beta = .175$ ;  $t = 3.171$ ;  $p < 0.05$ ) and lastly Income ( $\beta = .046$ ;  $t = .806$ ;  $p > 0.05$ ).

### Discussion of findings

Research question one that seeks to answer the relationship that exist between stress, income, and job satisfaction on psychological well-being showed that there was significant relationship between the independent variables on psychological well-being of teachers. Suleman, Hussain, Shehzad, Syed and Raja (2018) who found that high life job stress put school head at greater risk and poor well-being. This finding also supports Ibrahim et. al. (2021) who found that there was significant relationship between demands, and job control and well-being among college teachers, indicating that people with a high level of life job stress may have a greater tendency to experience poor well-being. Finding from Giorgi et. al. (2017), demonstrated that stress in the banking workplace is now at critical levels, and that it can have deleterious psychological effects on workers, and on their physical health, and that organisations, too, are affected. The finding validates that there is a relationship between income and psychological well-being. The finding also supports Ngaru and Kagema (2017) who found that income types could act as a protective factor that could decrease psychological health well-being among teachers. On the relationship that existed between job satisfaction and psychological well-being, the finding validates the study by Elizabeth Rothner (2005), who found a relationship between psychological well-being (i.e. self-efficacy, positive and negative affect, and sense of coherence) and job satisfaction of employees in a financial institution.

The second research question that sought to answer the relative contribution that existed between the independent variables on psychological well-being of teachers showed that each of the independent variables predict psychological wellbeing of teachers. The finding on the relative contribution of job stress to the prediction of psychological well-being supports Wong, Stewart, Ho, Rao, and Lam (2005) who found that depressive symptoms, job stressful life events, health wellbeing and exposure to wellbeing attempt (but not completed well-being) contributed unique variance to the presence of suicidal behaviours, after controlling for demographic variables. The authors posited further that job stress was a risk factor which moderated the effect of exposure to others wellbeing on suicidal behaviour. The result on the relative contribution of income to the prediction of

psychological well-being goes in line with Britton and Proper (2016) who found that income types provide motivational influence on teachers' performance and well-being. On the relative contribution of job satisfaction to the prediction of psychological well-being, the finding validates Isgor and Haspolat (2016) which proved in that psychological well-being through job satisfaction had a predictive effect upon the job performance.

### **Conclusion**

For teachers to perform their duty effectively, they have to be psychologically stable which is what all employers of labour should look out for in their staff. However, it was revealed from the results that all the independent variables (stress, income and job satisfaction) had positive significant relationship with the dependent variable (psychological well-being). This means that a teacher that is able to manage and cope with the stress generated from work would have a stable psychological well-being. Also, a teacher who is not well paid and/or remunerated could also end up having his/her psychological well-being impaired. An individual who is satisfied with the demands of the profession will have a better psychological well-being which in turn enhances performance and effective discharge of duties. Furthermore, it was concluded that teachers should take their well-being very seriously as this will go a long way in determining their productivity at their various places of work. They should go for regular check-up, exercise well and also look for ample time to relax, as it is popularly said that 'health is wealth'.

### **Recommendations**

Based on the findings, the researcher made the following recommendations:

1. Teachers should know how to manage stress that arises from their place of work as this would pose a great threat to their health which could in turn affect their job efficiency and performance and consequently their health and well-being may be impaired.
2. Authorities of private secondary schools', proprietor and proprietress must ensure that teachers are well motivated to enhance commitments to their jobs as this would heighten their psychological well-being. Motivation such as remuneration, prompt payment of salaries, promotion as at when due etc.
3. In order to enhance the psychological well-being of teachers, emotional, psychological and social support should be given to them by their families, friends and also their colleagues at work as this would make them to have a sense of belonging and great job performance.

4. The study emphasised the necessity for integration of leisure counsellors into private secondary schools to enrich teachers' leisure time activities and contribute to more productive, health and stress-free life.
5. Teachers should be provided with proper guidance and counselling in the organisation so that they will be aware of their duties, working conditions in the schools. By knowing this, they can adjust with the school conditions effectively.

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