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

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## **Impact of Occupational Stress and Burnout on Turnover Intentions among Senior High School Teachers in the Cape Coast Metropolis, Ghana**

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### **Abstract**

**Purpose:** Despite the increasing concern about occupational stress, burnout and turnover intentions in society and in social service organisations especially among teachers in schools, results give evidence that teachers encounter several grades of stress and burnout in their occupation. This causes teachers to sometimes or most times harbour the intention to leave their job for other occupations. This study assessed the impact of occupational stress and burnout on turnover intentions among senior high school teachers in the Cape Coast Metropolis, Ghana. The study again looked at the relationships that exist among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in Cape Coast Metropolis.

**Methodology:** The study employed the descriptive survey design and made use of both descriptive and inferential data analysis approaches. The population comprised teachers from the 15 Senior High Schools in the Cape Coast metropolis of the Central Region of Ghana. The study employed a multi-stage sampling technique. The study further employed a census method to include all the teachers from the ten selected schools

**Results:** The study revealed that occupational stress and burn out had significant impact on turnover intention among Senior High School teachers in Cape Coast Metropolis.  $F(2, 517) = 9.898, p < 0.05$ . Also, the results of the study indicated that generally job dissatisfaction had statistically significant impact on turnover intention of the participants.  $F(1, 518) = 82.163, p < 0.05$ .

**Unique contribution to theory, policy, and practice:** It was recommended that heads of senior high school institutions can organize effective programs such as a professional development programme for staff, organize workshops or talks on stress management, motivation, and awareness-raising for teachers. Teachers' working conditions and wellbeing are adequate catered for by their employers. Schools should constantly design programme such as in-service training, workshops and reinforcing compensation package that would arouse and sustain teachers to stay on their job in spite of any daunting challenges that they may face.

**Keywords:** *Occupational stress, burnout, turnover, job dissatisfaction*

## 1.0 INTRODUCTION

Teachers face myriads of challenges in their various workplaces. A major of them are psychological problems, which include occupational stress, burnout, job dissatisfaction and turnover intentions among others. These problems are currently prevalent and a global phenomenon which need immediate attention to address. However, there is no clarity on the role occupational stress have on turnout. For example, a study done at a hospital setting indicates that no correlation exists between occupational stress and burnout (e.g., Hwang, Lee, Park, Chang, and Kim, 2014), while other findings report no significant difference existing between occupational stress and burnout (Jung, Yoon, and Kim, 2012). The main stressors of school teachers highlighting the following causes of stress: problems with staff members and parents, work overload, anticipation of problems, lack of time and inadequate support from the administrations (Tejero-González & Fernández-Díaz, 2010). In reality, stress has been considered as a significant problem in the teaching profession. Burnout as a consequence of occupational stress has implications of job dissatisfaction for teachers either directly or indirectly. As far as the consequences are concerned, burnout can affect health, giving rise to both physical and psychosomatic problems not limited to depression, anxiety, low self-esteem, guilt feelings, and low tolerance of frustration (Schulz et al., 2011). 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.

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. Furthermore, dissatisfied teachers will quit the teaching service if their substitute job is more satisfying and profitable (Bame, 2005). In the work stress literature, burnout has been identified as an outcome of physical and psychological job demands (e.g., Jourdain & Chênevert, 2010). In addition, high turnover rates not only impact the schools' financial stability but also Hanushek and Rivkin (2010) reported that simulation are an important challenge to the commonly held assumption that teacher turnover harms student achievement, especially that of low-performing students.

The teacher turnover problems are commonly identified as a dynamic phenomenon. A 2009 teacher turnover study conducted by the Ghana National Association of Teacher (GNAT) and the Teachers and Educational Workers Union (TEWU) discovered a very extraordinary turnover rate of teachers in Ghana. The study indicates that in the Ghana Education Service (GES), almost 10,000 teaching staff leaves 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.

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). Results give evidence that teachers encounter

several grades of stress and burnout in their occupation which cause 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 on work satisfaction. 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 the impact of occupational stress and burnout on turnover intentions among senior high school teachers in the cape coast metropolis, Ghana.

### **1.1 Statement of the Problem**

Despite the increasing concern about occupational stress, burnout and turnover intentions in society and in social service organisation especially among teachers in schools, there have been very little studies conducted in Ghanaian Senior High Schools on teacher burnout. 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 in different socio-economic settings.

Most of their findings revealed high levels of stress in schools and noticeable difference between low stress and high stress schools in relations to 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 grades of stress and burnout in their occupation which cause 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 on work satisfaction and certain demographic characteristics, (Kabungaidze, Mahlatshana, & Ngirande 2013); among Egyptian teachers, and about job stress, anxiety and depression (Desouky & Allain, 2017).

No studies have explored the impact of occupational stress, and burnout on turnover intentions among teachers in the secondary school setting. In order to address this gap in the literature, this current research focuses on the impact of occupational stress and burnout on turnover intentions among senior high school teachers in the cape coast metropolis, Ghana

### **1.2 Research Questions**

What relationships exist among occupational stress, burnout, job dissatisfaction and turnover intentions among Senior High School teachers in Cape Coast Metropolis?

### **1.3 Hypotheses**

1. Ho: There is no significant impact of occupational stress and burnout on turnover intentions among Senior High School teachers in Cape Coast Metropolis.
2. Ho: There is no significant impact of job dissatisfaction on turnover intentions among Senior High School teachers in Cape Coast Metropolis.

## **2.0 LITRATURE REVIEW**

### **2.1 Theoretical review**

#### **2.1.1 The Person-Environment Fit Model**

The person-environment fit model as proposed by Livingstone, Nelson, and Bars (1997) predicts whether stress will occur based on the fit between the individual and the environment. Heimbeck, Frese, Sonnentag, & Keith (2003) discovered that the workers expertise, abilities and resources should meet the demands of the job and if there is any gap or misfit, it is then that difficulties will occur. They further emphasized that the greater the gap between the person and the environment, the greater the stress as demands excess abilities.

The theory is relevant to the study because it supports the evidence of occupational stress as the consequence of a condition where work demands exceed employees' ability to cope, consequently affecting the psychosocial and physiological wellbeing of the workers. The theory reveals the mismatch disproportion between working conditions and workers ability and resource to perform effectively on the job, which consequently lead to occupational stress. On the burn out concept, Cherniss model of burnout was reviewed and used to underpin this study. Cherniss (1980) as cited in Anna (2001) posits that the various sources of stress and the resulting distress can be dealt with adequately by active problem solving or inadequately by developing negative attitudes. The former reduces distress because its causes are removed, whereas the latter increases distress so that consequently burnout is developed.

This theory provides backing to the study because as teachers experience burnout their energy is depleted and negative attitudes such as cynicism, limited contact with students increased indifference become a habitual pattern response to work. Mobley sequential turnover model underpinned the turnover intentions of this study. Mobley (1977) as cited in Agomah (2016) indicated that negative thought leads to job dissatisfaction and subsequent thoughts of quitting the job as in the specific case of the teaching service. This theory gives credence to the study in that as teachers perceive their job to be unattractive, they develop negative thoughts about their profession, resulting in job dissatisfaction and subsequent intention as to quit their job.

### **2.2 Empirical review**

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. 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, 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 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.

### **2.3 Research Gaps**

Few studies have also been reported in Ghana such as: “Assessment of turnover Intentions and employee commitment among teachers of the Ghana Education Service in the Bolgatanga municipality” by Afebia (2016), “exploring issues of teacher retention and attrition in Ghana” by Effah and Osei-Owusu (2014), “Factors affecting job satisfaction among teachers of some selected Senior High School in Accra” by Nutsuklo (2015), “Impact of socio- demographic factors on job satisfaction among academic staff of Universities in Ghana” by Milledzi, Amponsah, and Asamani (2017) and “person-environment fit and turnover intentions of Senior High School teachers in Ghana” by Nyarko-Sampson, Amponsah, and Asamani (2019). No studies have explored the impact of occupational stress, and burnout on turnover intentions among teachers in the secondary school setting. In order to address this gap in the literature, this current research focuses on the impact of occupational stress and burnout on turnover intentions among senior high school teachers in the cape coast metropolis, Ghana

## **3.0 METHODOLOGY**

### **3.1 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. The Cape Coast Metropolis was selected as an ideal location for the study because education is held in high esteem.

### **3.2 Research design, population and sampling procedure**

The study employed the descriptive survey design and made use of both descriptive and inferential data analysis approaches. The population 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 School. The target population comprised teachers in all the 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. The study employed a multi-stage sampling technique. The 10 public schools were selected based on the criteria of academic excellence experienced in the public schools. The study further employed a census method to include all the teachers from the ten selected schools.

### 3.3 Data Collection Instrument

The questionnaire comprised 76 items grouped under five sections –A, B, C, D, and E.

**Section A:** This section contained four items which collected data on the demographic features of the participants, such as age, sex, years of service, and education background.

**Section B:** This section was intended to obtain 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). The items have been psychometrically validated. The Job Stress Inventory was modified by the researcher to make it more suitable and applicable for teachers. 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 career. 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 recipients’ instruction. (3) Personal Accomplishment (PA) measures feelings of competence and successful 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 which were used to collect data of 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.

**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. 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.

### **3.4 Pilot testing of Questionnaire**

Thirty (30) teachers were used to pilot test the instrument. These teachers were selected from Accra Academy Senior High School in the Greater Accra Region. The Cronbach Alpha coefficient of 0.909 was obtained.

### **3.5 Ethical Consideration**

We sought for clearance from Institutional Review Board of the University of Cape Coast. The head masters and mistresses gave permission for the study to be carried out in their various schools. Willing participants consented to participate in the study.

### **3.6 Data Analysis Procedure**

Data collected from the field were 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 Package for Social Sciences (SPSS) version 21. Basically, descriptive statistics, such as frequencies and percentages were used to describe the demographic characteristics of the teachers in the selected schools. Pearson Product Moment Correlation coefficient was used to analyse research question one. Regression analysis was used to analyse research hypotheses one and two to help identify the impact of occupational stress, burnout and job satisfaction as predictors of turnover intention

## **4.0 PRESENTATION OF FINDINGS**

Descriptive statistics, such as frequencies and percentages were used to describe the demographic characteristics of the teachers in the selected schools. Pearson Product Moment Correlation coefficient was used to analyse research question one. Regression analysis was used to analyse research hypotheses one and two to help identify the impact of occupational stress, burnout and job satisfaction as predictors of turnover intention

### **4.1 Demographic of Respondents**

The results in Table 1 below show 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. For that of age, 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. It was found that many (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 results therefore revealed that the 334 (64.2%) depicts that majority of the participants were first degree holders. 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.



**Table 1: Demographic Variables of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent (%)</b>
Male	419	80.6
Female	101	19.4
<b>Total</b>	<b>520</b>	<b>100.0</b>
<b>Age</b>		
21-30years	171	32.9
31-40years	239	46.0
41-50years	81	15.5
51-60years	29	5.6
<b>Total</b>	<b>520</b>	<b>100.0</b>
<b>Educational qualification</b>		
First degree	334	64.2
Masters	181	34.8
Ph.D	5	0.96
<b>Total</b>	<b>520</b>	<b>100.0</b>
<b>Teaching Experience</b>		
1-10 years	317	61.0
11-20 years	134	25.8
21-30 years	69	13.2
<b>Total</b>	<b>520</b>	<b>100.0</b>

#### **4.2 Research Question One**

The focus of research question one was to find out the relationships that existed among occupational stress, burnout, job dissatisfaction and turnover intentions among senior high school teachers in Cape Coast metropolis.

Results from Table 2 show a positive, moderate and significant relationship that exist between occupational stress and burnout of participants ( $r=.522$ ,  $p<0.05$ ). The result suggests that occupational stress of participants tend 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 tend 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.

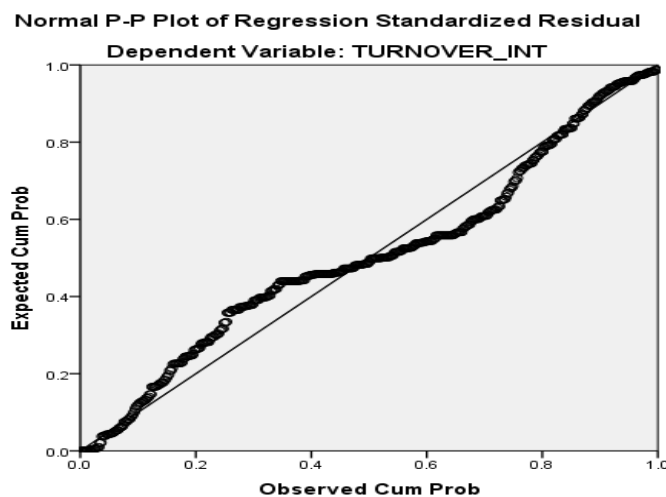
**Table 2: Pearson Moment Correlations of Occupational Stress, Burnout, Job Dissatisfaction and Turnover Intentions**

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

### 4.3 Hypothesis One

Ho: There is no significant impact of occupational stress and burnout on turnover intentions among Senior High school teachers in Cape Coast metropolis.

Prior to running 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. As shown in Figure 1, it was observed that most of the scores are reasonably close to the diagonal line in the centre. Pallant (2016) opined that an 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 3 presents the multicollinearity results.



#### 4.4 Multicollinearity Test

The results from Table 3 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. It is evident that there is no problem of 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 4 presents the result of the data analysis.

**Table 3: Multicollinearity Test**

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

It is evident from Table 4 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 statistically significant impact on turnover intention of participants. Standard multiple regression analysis was therefore conducted to ascertain the unique contributions of the independent variables.

**Table 4: ANOVA of Occupational Stress, Burnout and Turnover Intention**

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

The findings from Table 5 show that occupational stress is statistically significance at 0.05 level of confidence. This is because 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 turnover intentions of participants. This is because the sig. value for burnout is greater than 0.05. Therefore, burnout with (beta=.070 or 7%) did not impact significantly turnover intention of participants.

**Table 5: Standard Multiple Regression Analysis of Occupational Stress and Burnout on Turnover Intention**

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

Dependent variable=Turnover Intention

#### 4.5 Hypothesis Two

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

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 dependent variable (participants' turnover intentions). However, prior to running 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. As shown in Figure 2, it was observed that most of the scores are reasonably close to the diagonal line in the centre. Pallant (2016) opined that an 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 6 presents the multicollinearity results.

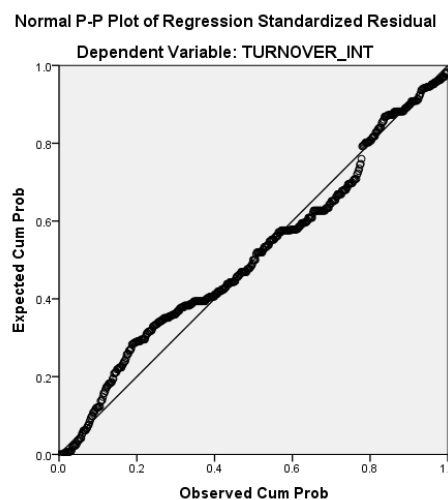


Figure 2: P-P plot of normality

#### 4.6 Multicollinearity Test

The results from Table 6 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 6, it is evident that there is no problem of 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 6: Multicollinearity Test**

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

The findings from Table 7 indicate 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  $F(1, 518) = 82.163, p < 0.05$ . The results imply that generally job dissatisfaction have statistically significant impact on turnover intention of participants. Standard multiple regression analysis was therefore conducted to ascertain the unique contribution of the independent variable.

**Table 7: ANOVA of Job Dissatisfaction and Turnover Intention**

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

It is evident from Table 8 that job dissatisfaction is statistically significance at 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%).

**Table 8: Standard Multiple Regression Analysis of Job Dissatisfaction on Turnover Intention**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	$\beta$	Std. Error	Beta	t	
(Constant)	1.261	.239		5.280	.000
Job dissatisfaction	.667	.074	.370	9.064	.000

Dependent variable=Turnover Intention

## **5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Discussion of Results**

The results of the study indicate that positive relationship existed between occupational stress and burnout of the participants. The result suggests that occupational stress of teachers tend to lead to burnout of teachers. It was observed that positive relationship existed between occupational stress, job dissatisfaction and teachers' turnover intention. This implies that an increase in occupational stress of the participants tend 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, the teachers' turnover intentions also increases. In addition, occupational stress has significant positive relationship to turnover intention. The results of the study imply that teachers who experience more job stress have 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 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 with 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, Besides, 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 profession all in search for 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.

The findings of the study revealed that occupational stress had statistically significant impact on turnover intention of teachers. However, the results showed that burnout did not statistically impact 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. More recently, 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.

The second hypothesis was meant to find out the impact of impact of job dissatisfaction on turnover intentions among senior high school teachers in Cape Coast metropolis. The results of the study indicated that generally job dissatisfaction had statistically significant impact on 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 high intention to quit their job. This means that low job satisfaction may lead to an increase in turnover intentions of teachers. The result of the study is not in tune with that of Mathieu, Fabi, Lacoursière, 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 wage of employees. Hence there has been a strong negative correlation between the facets of job satisfaction and turnover intentions of employees.

## 5.2 Conclusions

Based on the findings from the study, a number of conclusions are drawn. Firstly, positive relationship exists between occupational stress and burnout of the participants. Secondly, occupational stress had statistically significant impact on turnover intention of teachers. Finally, job dissatisfaction had statistically significant impact on turnover intention of the participants.

## 5.3 Contribution to Practice, Theory and Policy

Heads of senior high school institutions can organize effective programmes such as a professional development programme for staff, organize workshops or talks on stress management, motivation, awareness-raising for teachers, etc. Teachers' working conditions and wellbeing are adequate catered for by their employers. Schools should constantly design programme such as in-service training, workshops and reinforcing compensation package that would arouse and sustain teachers to stay on their job in spite of any daunting challenges that they may face.

## 5.4 Suggestions for Further Research

The study was conducted using quantitative method. It is suggested that future studies should employ mixed methods.

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