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Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions across Socio-Demographic Characteristics of Government Secondary School Teachers in Greater Mbarara

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Abstract

Purpose: The study examined the levels job stress, job satisfaction, self-efficacy and turnover intentions across socio-demographic characteristics of government secondary school teachers in greater Mbarara.

Materials and Methods: The cross-sectional, quantitative study adopted census strategy select schools and simple random sampling to select respondents. Data was collected from 470 teachers using self-administered questionnaires. Data was analyzed using frequencies, means, standard deviations, independent samples *t* test and one-way ANOVA.

Findings: Generally, teachers reported moderate job stress, job satisfaction and turnover intentions while self-efficacy was high. High stress was reported among males (M=2.962), teachers aged 40-49 years (M=2.693), teachers with master's degree (M=3.17), teachers with an experience of < 1year (M=2.91), arts teachers (M=2.93), teachers on government payroll (M=2.87) and teachers in rural settings (M=2.88). High job satisfaction was reported among females (M=3.657), diploma holders (M=3.653), teachers on government payroll (M=3.596), teachers with an experience of < 1year (M=3.691), science teachers (M=3.681), teachers aged < 30years (M=3.787) and teachers in urban schools (M=3.62). Self-efficacy was high among teachers with < 1year experience (M=3.497), females (M=3.495), teachers in urban schools (M=3.459), teachers with master's degree (M=3.454), teachers on government payroll (M=3.358), science teachers (M=3.403) and teachers aged > 50 years (M=3.455). Turnover intentions were high among teachers with master's degree (M=3.004), teachers aged > 50 years (M=2.801), teachers on PTA payroll (M=2.662), females (M=2.6001), teachers with an experience of < 1 year (M=2.609), arts teachers (M=2.701) and teachers in rural schools (M=2.608).

Implications to Theory, Practice and Policy: There is need for development of mentorship programs to help early-career teachers navigate professional challenges to reduce stress and build confidence, enhance job satisfaction so as to mitigate turnover intentions.

Keywords: Stress, Satisfaction, Self-Efficacy, Turnover, Teachers

JEL Classification Codes: I21, J28, J45, M12.

INTRODUCTION

Globally, education serves as the ultimate powerful approach to societal development (Unterhalter, 2005). Teaching is a noble profession that gives birth to all other professions and teachers are charged with the responsibility of transforming and grooming children to enable them to unearth their gems (Rahman, et al, 2011). Apart from teaching, teachers participate in numerous activities like curriculum design and development, decision making, community relations, health and safety, resource management, taking control of students' welfare and extra-curricular activities (Adebomi, et al, 2012). Teachers are fundamental elements in school systems as opposed to the learning environment and finances (Yusuf, 2016).

Although teachers immensely contribute to the development of the whole world, turnover intention remains a global challenge and takes centre stage in research concerned with human capital development since it strongly predicts actual employee turnover (Chang, et al, 2013). Turnover intention implies the intention someone has to quit the job or the work station with which he/she is currently employed (Bothma & Roodt, 2013) and it is manifested by an employee thinking about leaving and deciding to do so (Tastan, 2014).

Teachers leave the teaching profession, quit recent jobs for others while others relocate their services to other schools. Turnover intention results from either poor working conditions, poor human resource planning, poor quality of schooling or lack of teacher morale. Teacher turnover intention is a negative outcome throughout the entire performance of a school and has an extended impact on a school's failure (Goswami & Jha, 2012).

In USA, about 15.7% of teachers leave teaching annually and 16.8 percent to 40 percent of the teachers who leave never come back to teaching. About 50 percent of the teachers quit within the first five years of their vocation (Ingersoll, 2003). Turnover forces schools to devote their attention, time and finances to programs that can attract personnel to replace those who quit teaching (Voke, Understanding the Teacher Shortage, 2002). Turnover costs the education system of USA seven million dollars annually in a bid to replenish schools with teachers (Henke, et al, 2001). More than ten countries in the Arab world, East Asia, Pacific, West and South Asia are faced with severe shortages of teachers resulting from turnover (Allensworth, et al, 2009).

In developing African countries especially Zambia, Malawi, South Africa, Nigeria and New Guinea, there are higher incidences of voluntary teacher turnover (Xaba, 2003). In Malawi, about 19% of trained secondary school teachers quit teaching annually and join other professions like banking and business (Mgomezulu, 2014). According to Urick, et al (2005), Harding and Mansay (2005), in Lesotho and Sierra-Leone respectively, there are high levels of turnover intentions among teachers, more so in rural schools that cannot attract qualified personnel.

In East Africa, especially in Kenya, most of the teachers postulated that given alternative employment opportunities, they would leave teaching (Chepkemboi, et al, 2013). 45% of Kenyan teachers have intentions to quit the teaching vocation (Oduor, 2015). In Uganda, turnover intention remains a menace with a negative effect on the school's operational costs and teachers are willing to join other sectors of the economy (Jingdong, et al, 2017). High turnover intentions lead to attraction and retention of low quality teachers and this consequently has a negative impact on school effectiveness (Arinaitwe, et al, 2020).

In Greater Mbarara, turnover intentions and eventual turnover among secondary school teachers increased staffing gaps to about 60.5%. Turnover makes schools lose staff, training time and investment, knowledge and those that are retained become insecure. Institutions are destabilized and the education sector in greater Mbarara finds it increasingly hard to impart knowledge into students without sufficient teachers (Muhangi, 2017). According to (Nafula & Katushabe (2022), 5 percent of the teachers in secondary schools left teaching in 2022 for more lucrative and well-paying jobs and business and this created a gap of 13,315 teachers in schools, with yet more showing intentions to quit.

According to Muhangi, turnover intentions among teachers vary depending on an individual's age, gender, religious affiliation, working experience, marital status and educational qualification. In this study, turnover intentions was conceptualized as; teachers' intentions to leave the school and intentions to leave the profession (Kelloway, et al, 1999).

Turnover intention is spurred by numerous factors, including job stress stemming from discharge of duties (Hassan & Mara, 2014). Self-efficacy moderates the association between job stress and teacher turnover intentions (Gilbert, et al, 2014). Efficacious teachers persist longer when dealing with challenges, are able to absorb possible stressors and have less intentions of quitting their jobs (Gibson & Dembo, 1984). The association between job stress and intentions to leave a job/school is mediated by job satisfaction (Shahid, et al, 2022). Job satisfaction implies the affective reactions of a worker to do a job based on comparison between the real results versus the expected results (Cranny, et al, 1992). The study was premised on Cusp Catastrophe Model of Turnover (Sheridan & Abelson, 1983) that provides a robust framework for understanding complex, nonlinear relationships in behavioural and psychological systems.

Problem Statement

Splendidly, teachers determine the credibility of an educational institution irrespective of the level. When teachers are delighted with their job, their intentions to quit are low (Nakalanda & Rukundo, 2019). Effective teachers portray positive behaviors such as imparting necessary skills, knowledge and values for national transformation (Pearlman, 2013). Maintaining the best teachers increases public trust, student enrolment since some parents entrust schools with their children because of the teacher quality in these schools (Wambede & Bisaso, 2020).

However, there are numerous challenges facing the teaching profession at large. These challenges make teachers ineffective in their work and this culminates into negative educational outcomes (Muhangi, 2017). In Uganda, teachers are faced with job related stress (Nabukeera, 2020; Bashaija, 2022). Job stress leads to low job satisfaction and loss of spirit among teachers (Griffin, 1990), threatens teacher's self-efficacy (Viethzal, 2009) and results into turnover intentions (Reddy, 2011).

Teacher turnover intention in Ugandan secondary schools increased from 4% to 7% from 2011 to 2016 and 7 % in 2017 (Arinaitwe, et al, 2020). 5% of the teachers in secondary schools left teaching in 2022 for more lucrative and well-paying jobs and business and this created a gap of 13,315 teachers in schools (Nafula & Katushabe, 2022). The Directorate of Educational Standards Report (2018) stipulates that 60% of government secondary school teachers worked under stressful environments. According to the Annual Education Sector Review Report (2021), over 10,000 teachers leave government primary and secondary schools annually due to stressful working

conditions. In greater Mbarara, 16% of the teachers showed unwillingness to remain in the profession within the next two years (Bakangisa, 2019).

Teacher turnover intention remains a threat to effective operations of schools in greater Mbarara (Nakalanda & Rukundo, 2019). Turnover intention has an effect on continuity, cohesion and hampers the teaching-learning process (Pitsoe & Machaisa, 2012). Turnover intention and consequential turnover results into erosion of social, human and decisional capital (Hargreaves & Fullan, 2012) and increases operational costs in a bid to hire fresh teachers and fill the vacant posts (Mulkeen & Crowe, 2010). Moreover, this is happening at the inception of the new lower secondary school curriculum. If not given due attention, teacher turnover is likely to destabilize schools and consequently make it very difficult for the education sector and particularly government secondary schools in greater Mbarara to continuously transfuse intellect into the students.

In spite of the gravity of teachers' intentions to quit their profession, most studies conducted outside Uganda have concentrated on the developed world and urbanized settings, giving little attention to developing countries and rural-urban hybrid contexts like greater Mbarara. This study was a key step in developing targeted interventions for lowering job stress, enhancing job satisfaction and self-efficacy and minimizing turnover intentions of teachers using the cusp catastrophe model to unearth the associations between the study variables.

LITERATURE REVIEW

This chapter provides a review of main theory of the study. The Cusp Catastrophe Model of Turnover (Sheridan & Abelson, 1983) was adopted for the study. Study findings linked to the study variables were also reviewed according to the study objectives.

Theoretical Review

Cusp Catastrophe Model of Turnover (Sheridan & Abelson, 1983).

The model provides assumed relationships between job stress, job satisfaction, organizational commitment and actual employee turnover (Messersmith, 2007). It is a robust framework for understanding complex, nonlinear relationships in behavioural and psychological systems. The model has three main features, that is, 1) withdraw behavior is a dynamic process triggered by abrupt changes; 2) delay rule is applied whereby employees tend to retain employment as long as possible; 3) withdraw is controlled by a splitting factor and an attractor. The splitting factor is job stress while an attractor is organizational commitment (Thwala, et al, 2012).

The splitting factor comprises of role ambiguity, task stress, role conflict, and role overload. The attractor consists of group cohesion (Tharau, 2000). Factors affecting organizational commitment in turn rely on job satisfaction and when commitment becomes straining, it breeds job stress and eventually, turnover intentions (George & Jones, 2011).

The Cusp Catastrophe Model further posits that outcomes in complex systems (e.g., turnover intentions) can be influenced by two control variables: bifurcation factors (e.g., job stress) and asymmetry factors (e.g., job satisfaction, self-efficacy). It explains how incremental changes in these variables may lead to non-linear and abrupt changes in outcomes, such as turnover intentions among teachers. Job stress pushes the system towards a "catastrophe point," where teachers transition from staying to quitting due to accumulated pressures. Bifurcation factors introduce

instability into the system and lead to sudden shifts when thresholds are crossed (George & Jones, 2011).

Job stress is conceptualized as the bifurcation variable because it introduces instability in the system. At low to moderate levels, employees may tolerate job stress, relying on personal and organizational coping mechanisms. However, as stress intensifies, it destabilizes the equilibrium, potentially leading to sudden spikes in turnover intentions. The model highlights that the relationship between stress and turnover intentions is not linear; rather, it depends on the interaction with moderating and mediating variables. Increasing stress levels lead to higher psychological strain and a greater likelihood of quitting behaviour, especially when coping resources are insufficient (Podsakoff, et al, 2007).

Turnover intentions represent the observable outcome in the model, influenced by changes in the control variables. The cusp model explains why turnover intentions might remain stable even under increasing stress levels until a critical threshold is reached, beyond which intentions to leave the organization rise sharply (Chadwick-Jone, et al, 1982).

Self-efficacy acts as an asymmetry variable in this model, influencing the direction and strength of the stress-turnover relationship. Employees with high self-efficacy are better equipped to manage job stress, mitigating its destabilizing effects on turnover intentions. Conversely, low self-efficacy can exacerbate the impact of stress, increasing susceptibility to sudden shifts toward higher turnover intentions. Empirical evidence supports this view, showing that self-efficacy buffers the adverse effects of stress on job-related outcomes (Judge, et al, 2001). In the cusp model, self-efficacy shifts the system's dynamics, potentially delaying or preventing bifurcation.

Job satisfaction serves as an intermediary factor, mediating the relationship between stress and turnover intentions. High job satisfaction stabilizes the system, reducing the likelihood of abrupt transitions in turnover intentions, even under moderate stress. However, low job satisfaction amplifies the effects of stress, making sudden shifts more likely. The mediating role of job satisfaction has been widely documented in the literature. Studies suggest that satisfaction reduces the stress-induced turnover pathway by enhancing commitment and reducing perceived desirability of quitting (Hom & Kinicki, 2001).

According to Judge et al (2001), When self-efficacy is high, the system remains more stable, even as stress increases. Job satisfaction acts as a buffer, further reducing the likelihood of sudden turnover intentions. When self-efficacy is low, the system becomes more unstable under stress, and low job satisfaction amplifies this instability, increasing the likelihood of sudden shifts in turnover intentions. The theory posits that as stress reaches critical levels, even small changes in satisfaction or efficacy can result in disproportionate increases in turnover intentions, reflecting the nonlinear, cusp-like behaviour described by the model.

This theory was selected to underpin the present study due to its several practical and theoretical benefits. Firstly, it underscores the importance of monitoring critical thresholds of job stress and satisfaction in preventing turnover. It further highlights the need to foster self-efficacy as a resilience factor in employees. It also provides a more realistic representation of workplace dynamics than linear models, capturing sudden and nonlinear changes in employee behaviour.

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Conceptual Framework

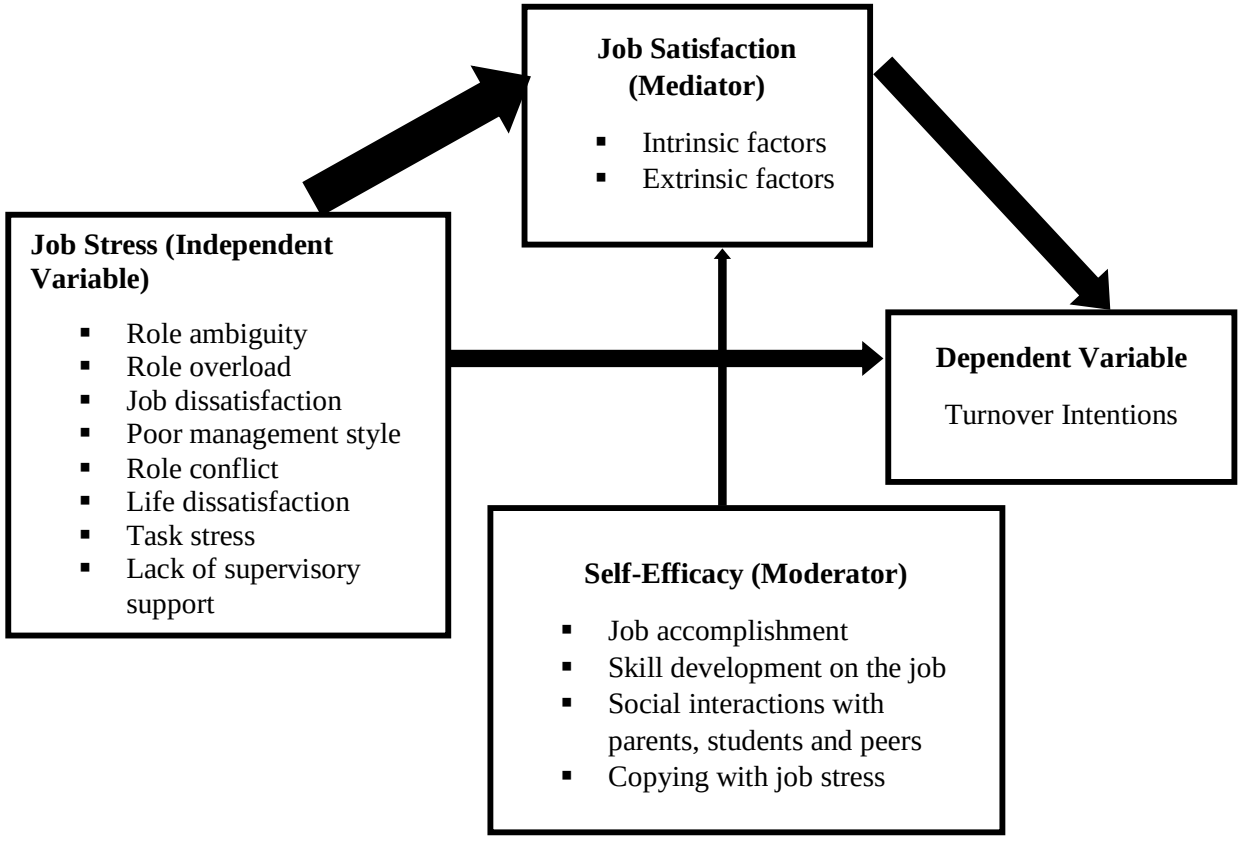

Fig.1 Conceptual Framework

Adapted from: Schutz & Long (1988), Macdonald & Maclntyre (1997), Kelloyway et al (1999) and Schwarzer, et al (1999).

The conceptual framework as in Fig. 1 above presents the independent variable and dependent variable, mediator and moderator. Job stress (independent variable) was operationalized as role overload, management styles, role ambiguity, lack of supervisory support, role conflict, job dissatisfaction, task stress and life dissatisfaction; Turnover intentions (dependent variable) conceptualized was operationalized as intention to leave school and intention to leave profession. Job satisfaction (mediator) was operationalized as intrinsic job satisfaction i.e. personal growth, work itself, recognition, responsibility, achievement and extrinsic job satisfaction i.e. working environment, relationships with co-workers, relationships with management, salary and job security; self-efficacy (moderator) was operationalized as skill development on the job, job accomplishment, copying with job stress and social interactions with parents, students and peers. Self-efficacy influences an individual's feelings, thinking, motivation and behavior and enhances one's ability to accomplish tasks and individual well-being. Self-efficacy stems from comprehension skills, empathetic skills, eloquent communication and physical suggestions (Bandura, 1977). Bandura (1997), posits that efficacious individuals are curious, committed and have the ability to overcome problems. Therefore, self-efficacy affects the way teachers conduct their classes. Efficacious teachers contribute greatly to goal attainment in their institutions through

effective engagement and teaching of students and proper management of their classes. Teachers need to develop self-belief in order to effectively undertake their duties and responsibilities or even encounter challenges (Barni, et al, 2019). The conceptual framework was constructed on an assumption that job stress negatively impacts job satisfaction, which in turn affects turnover intentions in a sequential manner. Job satisfaction therefore, acts as a conduit in the job stress-turnover intention relationship. It is also Assumed that individuals with higher self-efficacy are universally better equipped to manage stress without considering specific stressor types or personal contexts. This framework integrates both individual (self-efficacy) and situational (job stress, satisfaction) factors, reflecting a holistic approach to turnover intentions. The Cusp Catastrophe Model is particularly relevant as it accounts for abrupt changes in teacher turnover intentions, which cannot be explained through traditional linear models.

Research Gaps

From the literature, there exists limited understanding of how job stress, job satisfaction, self-efficacy and turnover intentions vary across socio-demographics such as community setting, employment status and subject taught. There is inadequate empirical evidence on the interplay between the study variables in the context of Uganda. The existing literature focuses on isolated relationships rather than examining them holistically. There is little focus on the moderating role of self-efficacy on the relationship between job stress and turnover intentions in educational settings of Uganda. There are limited studies that examine job satisfaction as a mediator in the relationship between job stress and turnover intentions. Most studies on the study variables have been conducted in contexts outside Uganda, developed world and in urbanized settings with little focus on rural-urban hybrid regions like greater Mbarara. Few studies adopted theoretical models like the Cusp Catastrophe Model that captures the non-linear relationships and dynamic interactions between the study variables in the complex educational systems. The present study filled the existing gaps by conducting research in greater Mbarara with a rural-urban hybrid geographical context to add literature regarding the study variables.

Materials and Methods

The study adopted a cross-sectional survey design. This study design was used because it typically involves 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). The study was carried out among government secondary school teachers in Greater Mbarara, Ankole sub-region, South Western Uganda. Greater Mbarara has 6 districts, 1 city with 71 government secondary schools with high student enrolment (ranging from 400 to 2000 per school), and relatively lower numbers of teachers (ranging from 20 to 70 per school) managing very big classes (ranging from 50 to 100 per school). Census strategy was adopted for the study to select the unit of analysis. All government secondary schools registered and recognized by the Ministry of Education and Sports were included in the sample. Census is useful where data is to be collected from every member of the study population (Gay, et al, 2009). Census strategy is also relevant when variations within the population are many and where any sample drawn would not be representative of the population (Cooper & Schinder, 2014). Simple random sampling was used to select full-time teachers. To avoid overlap of full-time teachers in the different schools, staff lists of full-time teachers were consistently compared to check for names that would crosscut in more than one school. Data collection instrument was a structured, self-administered questionnaire. The first section of the

questionnaire included the socio-demographics of the participants, that is, gender, age, teaching experience, qualifications, employment status and community setting. A 36-item Teacher Stress Inventory (TSI) developed by Schutz and Long (1988) and 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). The score range is 36-180. 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). The score range is 10-40. 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). The score range is 10-50. 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). The scale has a score range of 4-20. Descriptive statistics and inferential statistics like independent t test were used to examine binary socio-demographic variations among teachers (such as gender, employment status, subject taught and community setting). Analysis of Variance (ANOVA) were used for multi-categorical variables (such as age, experience and qualification).

Findings

Response Rate

Table 1 below shows the response rate of the respondents from whom data was collected

Table 1: The Response Rate

Nature of Respondent	Frequency	Percentage (%)
Full-time government secondary school teachers		
Response	445	94.68
Non-response	25	5.32
Total	**470**	**100**

Source: Primary Data, 2024

Table 1 above shows that out of the expected teachers in greater Mbarara, 94.68% were involved in the study. Therefore, sample size was reliable enough and was a true

representative of the study population. The response rate is in congruence with Daves, et al (2019) who asserts that a response rate higher than 80% is adequate to represent a population and yield generalizable results.

Socio-Demographic Characteristics of the Participants

Results in Table 2 indicate the demographic characteristics of the secondary school teachers.

Table 2: Socio-Demographic Characteristics of Respondents (N=445)

Characteristic		Frequency	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
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 2 shows that out of 445 secondary school teachers who participated in the study, 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 presence of youthful teachers in schools. Majority of the teachers had a degree, 299(67.20%), a small number had 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. 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. Majority were on government payroll, 249(56.00%), while 44.00% were on PTA payroll, giving a fair representation of the two categories. Majority were working in rural schools, 305(68.50%) and this is a true reflection that majority of the schools were rural. 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.

Levels of Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions Across Socio-Demographic Characteristics of Government Secondary School Teachers in Greater Mbarara

The study objective was to establish the levels of job stress, job satisfaction, self-efficacy and turnover intentions across socio-demographic characteristics of government secondary school teachers of greater Mbarara. In order to achieve this objective, the study adopted a research question "What are the levels of job stress, job satisfaction, self-efficacy and turnover intentions across socio-demographic characteristics of government secondary school teachers of greater Mbarara?". This question was achieved in two phases. In the first analysis phase, means were generated using SPSS version 30 and the general trends of the study variables across sociodemographic characteristics were presented graphically.

Table 3: Levels of Job Stress, Job Satisfaction, Self-Efficacy and Turnover Intentions among Secondary School Teachers(N=445)

Variable	M	SD	Description
Job stress	2.89	0.54	Moderate
Job satisfaction	3.12	0.71	Moderate
Self-efficacy	3.98	0.45	High
Turnover intentions	2.76	0.83	Moderate

M=Mean, SD= Standard Deviation

From Table 3 above, the findings revealed moderate stress levels (M=2.89, SD=0.54), suggesting that teachers experience moderate stress at work. Teachers were moderately satisfied with their jobs (M=3.12, SD=0.71) and high levels of self-efficacy (M=3.98, SD=0.71), suggesting that teachers generally feel confident in their abilities to do work. The findings further showed

moderate turnover intentions among teachers (M=2.76, SD=0.83), indicating some consideration of quitting their current jobs or workplaces.

Levels of Job Stress Across Socio-Demographic Characteristics of Government Secondary School Teachers

Means representing the levels of job stress across sociodemographic characteristics were graphically presented as below;

Figure 2: Levels of Job Stress Across Socio-Demographics

From Fig.2 above, job stress increases with increase in the level of education and is highest among teachers with master's degree(M=3.17) and lowest among teachers with bachelor's degree (M=2.78). This indicates that teachers with higher educational qualifications experience more stress. Male teachers reported higher stress (M=2.962) compared to their female counterparts(M=2.747), indicating a gender disparity in the stress levels experienced. Teachers aged 40-49 years showed the highest levels of job stress (M=2.693) while teachers < 30 years showed the lowest stress (M=2.693), indicating that job stress increases with age. Teachers of humanities reported higher stress (M=2.93) compared to science teachers (M=2.74), implying that stress is dependent on what subject one teaches at secondary school level. Full-time teachers on government payroll reported higher stress (M=2.87) than teachers on PTA payroll (M=2.82), indicating a disparity in stress with respect to employment status. Teachers with a teaching experience of < 1 year showed the highest stress (M=2.91) while teachers with an experience of 1-3 years reported the lowest levels of stress (M=2.75), indicating that novice teachers experience more job stress than their experienced counterparts. Teachers in rural settings showed higher stress (M=2.88) than teachers in urban school settings(M=2.61), indicating a disparity in stress regarding community setting.

In the second analysis, t-test for binary socio-demographics (gender, employment status, community setting, subject taught) and ANOVA for multi-categorical socio-demographics (age, level of education, teaching experience) were conducted to establish the differences followed by a Post-hoc test (Tukey's HSD test) to establish actual variations in the levels of significance. Results in Table 4 indicate t-test and ANOVA results for job stress across the socio-demographic characteristics of the secondary school teachers.

Table 4: ANOVA and T-Test Results For Job Stress across Socio-Demographics

#	*Demographic*	*Test type*	*F-value/ t-value*	*p-value*
1	Age	ANOVA	3.525	0.002*
2	Gender	t-test	7.82	0.00*
3	Level of Education	ANOVA	3.667	0.012*
4	Employment Status	t-test	-1.397	0.163
5	Teaching Experience	ANOVA	5.613	0.00*
6	Community Setting	t-test	-1.078	0.282
7	Subject Taught	t-test	4.36	0.040*

***$p \leq 0.05$**

From Table 4 above, significant differences were observed across age groups (p=0.002), gender (p <0.001), level of education (p=0.012), teaching experience (p <0.001) and subject taught (p=0.040), indicating that stress varies across socio-demographics. No significant differences were observed across employment status (p=0.163) and community setting (p=0.282), indicating no variations in stress with regard to employment status and community setting. Post-hoc results showed significant differences in stress groups of teachers with diploma, master's degree and bachelor's degree, postgraduate diploma (p <0.05). significant differences were also revealed among teachers < 30 years and teachers aged 40-49 years (p=0.0031).

Levels of Job Satisfaction across Socio-Demographic Characteristics of Government Secondary School Teachers

Means representing the levels of job satisfaction across sociodemographic characteristics were graphically presented as below;

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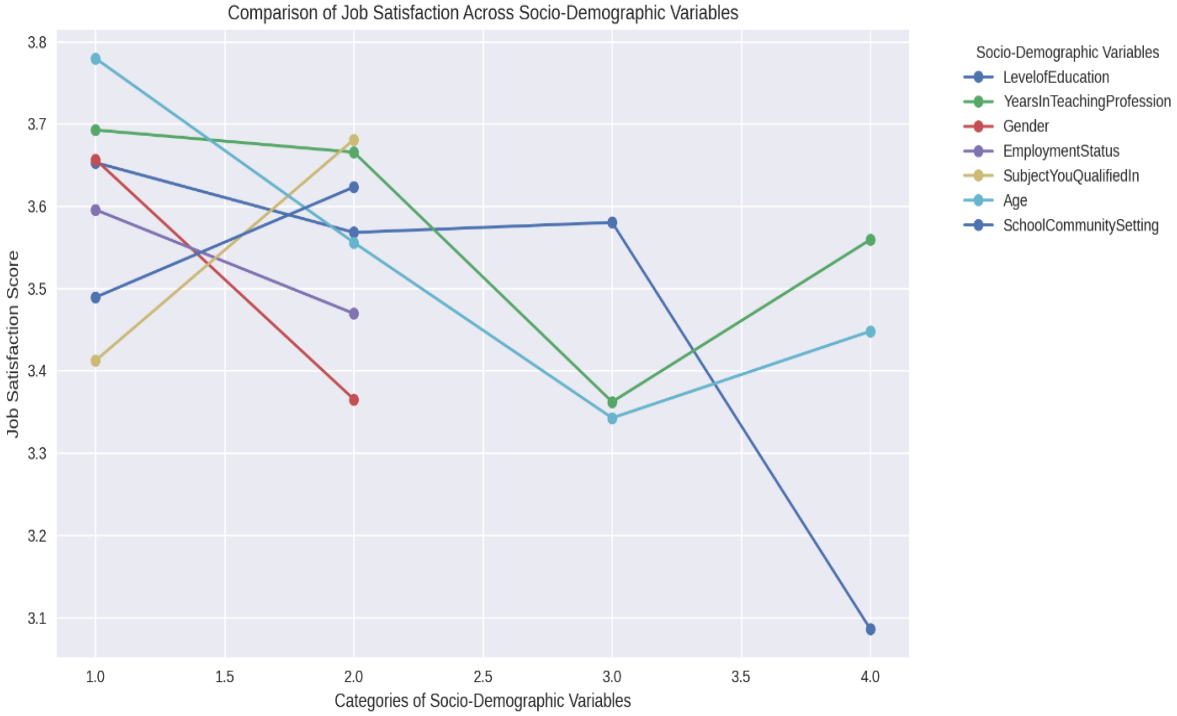

Figure 3: Levels of Job Satisfaction across Socio-Demographics

From Fig.3 above, teachers with diploma reported the highest levels of job satisfaction (M=3.653) while teachers with master's degree reported the lowest levels of satisfaction (M=3.086), indicating that job satisfaction inversely relates with advancement in education. Females reported higher satisfaction levels (M=3.657) as opposed to males (M=3.3657), indicating gender disparities regarding job satisfaction. Full-time teachers on government payroll show higher satisfaction (M=3.596) compared to their counterparts on PTA payroll (M=3.470), indicating disparities in employment status regarding job satisfaction. Teachers with a teaching experience of < 1 year reported the highest satisfaction levels (M=3.691) while teachers who have taught for 4-6 years reported the lowest satisfaction (M=3.364). This indicates that job satisfaction reduces with increase in teaching experience. Science teachers showed higher satisfaction (M=3.681) compared to their counterparts teaching humanities (M=3.412), indicating disparity in satisfaction depending on what an individual teaches. Teachers in urban schools were more satisfied (M=3.62) than those teaching in rural schools(M=3.481), implying that job satisfaction is dependent on the community setting in which a teacher operates. Teachers aged < 30 years showed the highest satisfaction(M=3.787) while teachers aged 40-49 years had the lowest satisfaction levels (M=3.349), indicating that job satisfaction among teachers reduces with increasing age.

ANOVA for multi-categorical socio-demographics (age, level of education, teaching experience) and t-test for binary socio-demographics (gender, employment status, community setting, subject taught) were conducted to establish the differences followed by a Post-hoc test (Tukey's HSD test) to establish actual variations in the levels of significance.

Results in Table 5 indicate t-test and ANOVA results for job satisfaction across the socio-demographic characteristics of the secondary school teachers.

Table 5: ANOVA and T-Test Results for Job Satisfaction across Socio-Demographics

#	***Demographic***	***Test type***	***F-value/ t-value***	**p-*value***
1	Age	ANOVA	2.433	0.025*
2	Gender	t-test	5.138	0.002*
3	Level of Education	ANOVA	3.688	0.012*
4	Employment Status	t-test	2.726	0.009*
5	Teaching Experience	ANOVA	1.660	0.158
6	Community Setting	t-test	-1.691	0.091
7	Subject Taught	t-test	-2.043	0.045*

***$p \leq 0.05$**

From Table 5 above, significant differences in job satisfaction were observed across age groups (p=0.025), gender (p=0.002), level of education (p=0.012), employment status (p=0.009) and subject taught (p=0.045). No significant differences were observed across teaching experience (p=0.158) and community setting (p=0.091). Post-hoc results revealed that teachers with master's degree significantly differed from teachers with diploma, bachelor's degree and postgraduate diploma (p <0.05). Teachers aged 40-49 years significantly differed from those < 30 years (p=0.0031).

Levels of Self-Efficacy across Socio-Demographic Characteristics of Government Secondary School Teachers

Means representing the levels of self-efficacy across sociodemographic characteristics were graphically presented as below;

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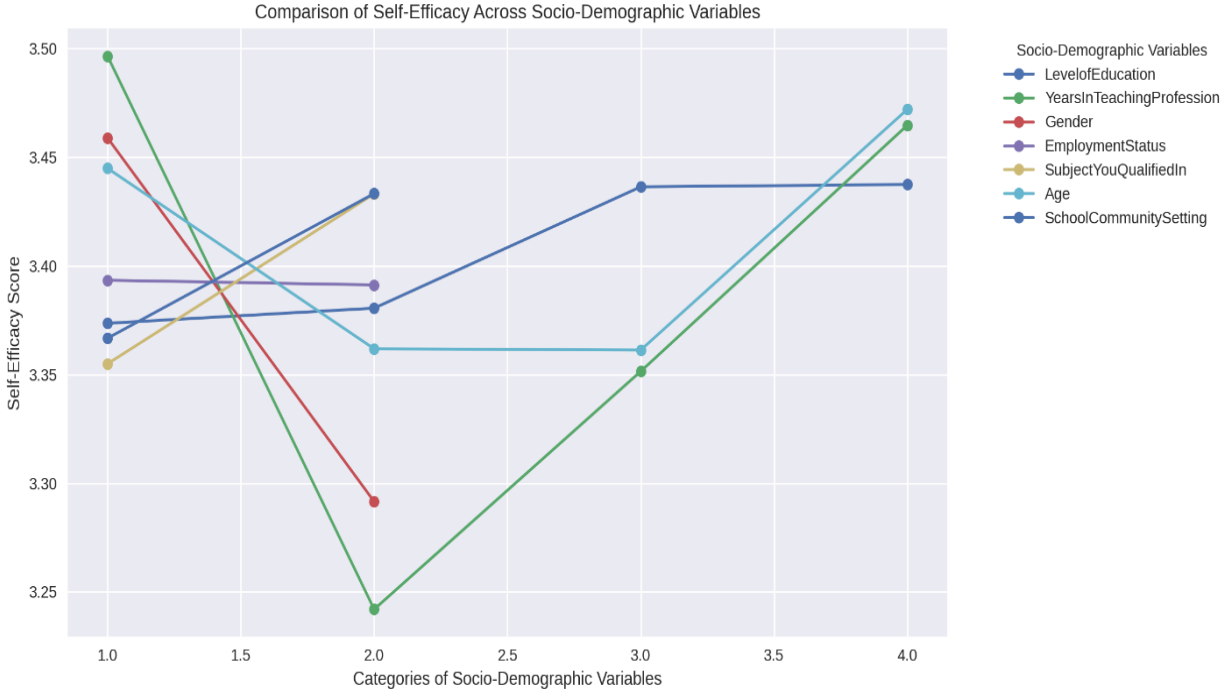

Figure 4: Levels of Self-Efficacy across Socio-Demographics

From Fig. 4 above, teachers with an experience of < 1 year show the highest self-efficacy (M=3.497). Self-efficacy then reduces among teachers with an experience of 1-3 years (M=2.86) and later rises among teachers with an experience of > 6 years (M=3.465), indicating that self-efficacy dwindles in mid-career years and rejuvenates as teaching experience increases. Females reported higher levels of self-efficacy (M=3.495) compared to their male counterparts (M=3.292), indicating that different genders have different confidence levels in the execution of their duties. Teachers in urban schools reported higher efficacy levels (M=3.459) compared to their counterparts in rural schools (M=3.367). Teachers with master's degree showed the highest efficacy levels (M=3.454) while teachers with bachelor's degree and postgraduate diploma reported the lowest efficacy levels (M=3.351), indicating that self-efficacy increases as one attains a higher qualification. Full-time teachers on government payroll reported a slightly higher level of self-efficacy (M=3.358) compared to those on PTA payroll (M=3.357), indicating a slight difference in confidence levels regardless of their employment status. Science teachers are more efficacious (M=3.403) than their humanities counterparts (M=3.351), implying that efficacy levels depend on what an individual teaches. Teachers aged > 50 years reported the highest efficacy levels (M=3.455) while those aged 40-49 years reported the lowest efficacy levels (M=3.351), indicating that self-efficacy increases as teachers approach the official retirement age.

ANOVA for multi-categorical socio-demographics (age, level of education, teaching experience) and t-test for binary socio-demographics (gender, employment status, community setting, subject taught) were conducted to establish the differences followed by a Post-hoc test (Tukey's HSD test) to establish actual variations in the levels of significance.

Results in Table 6 indicate t-test and ANOVA results for job stress across the socio-demographic characteristics of the secondary school teachers.

Table 6: ANOVA and T-Test Results for Self-Efficacy across Socio-Demographics

#	***Demographic***	***Test type***	***F-value/ t-value***	**p-*value***
1	Age	ANOVA	1.004	0.422
2	Gender	t-test	2.61	0.011*
3	Level of Education	ANOVA	0.31	0.818
4	Employment Status	t-test	0.296	0.767
5	Teaching Experience	ANOVA	3.657	0.006*
6	Community Setting	t-test	-0.923	0.356
7	Subject Taught	t-test	1.13	0.291

***p*≤0.05**

From Table 6 above, only gender (p=0.011) and teaching experience ($p < 0.05$) show significant differences in self-efficacy, indicating that self-efficacy varies with gender and teaching experience. Gender, level of education, employment status, community setting and subject taught show no significant differences in self-efficacy, indicating that self-efficacy does not vary with these socio-demographics. Post-hoc results revealed significant differences between teachers with an experience of < 1 year and those who have taught for 1-3 years ($p < 0.05$).

Levels of Turnover Intentions across Socio-Demographic Characteristics of Government Secondary School Teachers

Means representing the levels of turnover intentions across sociodemographic characteristics were graphically presented as below;

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Figure 5: Levels of Turnover Intentions across Socio-Demographics

From Fig.5 above, teachers with master's degree reported the highest turnover intentions (M=3.004) while teachers with bachelor's degree reported the lowest turnover intentions (M=2.206), indicating that turnover intentions increase as one progresses academically. Turnover intentions are slightly higher among teachers aged > 50 years (M=2.801), teachers aged < 30 years (M=2.740) and lowest among taechers aged 30-35 years (M=2.401), indicating a non-linear pattern of turnover intentions across age groups. Teachers on PTA payroll reported higher turnover intention (M=2.662) compare to their counterparts on government payroll (M=2.567), indicating that teachers on government payroll have a higher retention rate. Female teachers reported slightly higher turnover intention (M=2.6001) compared to male teachers (M=2.600), implying a slight disparity in the genders regarding turnover intentions. Highest turnover intentions were reported among taechers with a n experience of < 1 year (M=2.609) while teachers with an experience of 1-3 years reported the lowest turnover intentions (M=2.401), indicating turnover intentions among novice teachers. Teachers of humanities reported higher turnover intentions(M=2.701) compared to science teachers (M=2.500), implying that turnover intentions depend on the subject an individual teaches. Teachers in rural school reported higher intentions of quitting (M=2.608) compared to their counterparts in urban schools (M=2.5001), indicating that one's intentions to leave teaching or the workplace is dependent on the community settings of the school.

ANOVA for multi-categorical socio-demographics (age, level of education, teaching experience) and t-test for binary socio-demographics (gender, employment status, community setting, subject taught) were conducted to establish the differences followed by a Post-hoc test (Tukey's HSD test) to establish actual variations in the levels of significance.

Results in Table 7 indicate t-test and ANOVA results for job stress across the socio-demographic characteristics of the secondary school teachers.

Table 7: ANOVA and T-Test Results for Turnover Intentions across Socio-Demographics

#	*Demographic*	*Test type*	*F-value/ t-value*	p-*value*
1	Age	ANOVA	2.187	0.043*
2	Gender	t-test	1.624	0.183
3	Level of Education	ANOVA	3.01	0.032*
4	Employment Status	t-test	0.083	0.934
5	Teaching Experience	ANOVA	2.205	0.068*
6	Community Setting	t-test	-0.207	0.836
7	Subject Taught	t-test	0.973	0.330

***p*≤0.05**

From Table 7 above, significant differences were observed across age (p=0.032) and level of education (p=0.032), indicating that turnover intentions vary with age and level of education. No significant differences were observed in turnover intentions across gender, employment status, teaching experience, community setting and subject taught. Post-hoc results revealed significant differences between teachers with bachelor's degree and teachers with master's degree ($p < 0.05$).

CONCLUSION AND RECOMMENDATIONS

Conclusion

Teachers in greater Mbarara experience moderate stress which varies across socio-demographics. Teachers with higher qualifications reported the highest job stress due to heightened responsibilities and unmet career expectations. Teachers in rural schools faced more stress due to limited resources and challenging working conditions. Early career teachers (< 1year of experience) reported the highest stress due to lack of familiarization with professional demands.

Teachers reported moderate job satisfaction which varied across socio-demographics. Job satisfaction was highest among young teachers (<30 years), females and those working in urban schools, reflecting successful navigation of challenges by novice teachers, high sense of fulfilment among females and better access to professional development opportunities among teachers in urban settings. Job satisfaction declined with increased teaching experience and higher qualifications, suggesting dissatisfaction with career progression and lack of rewards for advanced academic training. Teachers on government payroll were more satisfied due to job security.

Teachers exhibited high levels of self-efficacy which varied across socio-demographic characteristics. Teachers with greater experience and higher qualifications reported higher self-efficacy due to accumulation of skills and confidence. Female teachers and those in urban schools reported slightly higher efficacy than their counterparts, reflecting high sense of fulfilment and favourable working conditions. Teachers on government payroll were more efficacious.

Moderate turnover intentions were revealed and these varied across socio-demographic characteristics. Novice teachers and those teaching in rural schools reported higher turnover intentions, reflecting dissatisfaction and lack of career advancement opportunities in these categories. Teachers with advanced educational qualifications exhibited higher turnover intentions, indicating frustration and stress. Teachers on PTA payroll showed higher turnover intentions due lack of job security.

Recommendations

There is need for 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.

There is need for allocation of additional resources and infrastructure in rural schools to alleviate stress, improve working conditions and access better academic advancement opportunities. There is also need for introduction of rural hardship allowances to incentivize retention in less favourable community settings.

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

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

The schools need to design gender sensitive policies so as to address unique stressors faced by male teachers in order to close gender gaps in job satisfaction and self-efficacy.

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