

Occupational Stress and Administrators' Levels of Job Satisfaction in the University of Education, Winneba

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Abstract

The research assessed the effect of occupational stress on administrators' levels of job satisfaction in the University of Education, Winneba (UEW). The study investigated the sources of occupational stress, job satisfaction determinants, and the effects of occupational stress on administrators' health, all of which were based on the demand control theory. The quantitative approach and descriptive survey design were used. The study randomly selected 110 participants from a population of 147 administrators at the University of Education, Winneba, using the sample size determination table. Data were collected from respondents using structured questionnaires, which were then processed with and coded IBM SPSS version 20. The data were analyzed with mean, standard deviation and regression. The study discovered that lack of promotion and resources, favouritism, inadequate staff, work obligations, red tape, immoderate administrative responsibilities, and occupational health issues were the major factors that account for occupational stress among staff. A weak and negative relationship was discovered between occupational stress and job satisfaction of staff. Thus, the study concluded that high levels of occupational stress resulted in lower job satisfaction. In order to improve job satisfaction levels of administrators at UEW, the study recommended that management should implement innovative measures such as flexible working hours, enhanced promotion based on merit, resource availability to facilitate work and remote working aimed at lowering the factors that contribute to occupational stress. Also, the University Health Directorate should occasionally run health screening to address health related issues among staff who are at risk.

Key words: *Stress, Occupational stress, Job Satisfaction, Administrators*

Background and Problem Context

Occupational stress is a psycho-physiological phenomenon that occurs as a result of an individual's contact with their environment and causes disturbances in their physiological, psychological, and social processes, depending on the individual's characteristics (Akhlaq, Amad, Mehmood, Husaan, & Malik, 2010). In essence, stress can be described as a challenge that the body faces in its effort to maintain a state of equilibrium and a person's ability to adapt to the demands of their surroundings. Meanwhile, Reddy and Anuradha (2013) describe work stress as a mental state of employees caused by nature of their job or a collection of circumstances perceived to present unreasonable pressure. Occupational stress is prevalent and has become a normal occurrence in all workplaces.

Stress can come from one or more dimensions, and it can be internal or external. Moderate stress, also known as "Eustress," is a powerful motivator that is both natural and beneficial (Basu, Qayyum, & Mason, 2017). Also, stress becomes a negative condition known as "Distress" when it is intense, persistent, and repeated, and it can result in physical illness and psychiatric disorders (Järvelin-Pasanen, Sinikallio, & Tarvainen, 2018). Organisational stressors may include poor organisational policies and strategies, poor working conditions, job instability, management styles and lack of opportunity for personal growth and advancement, time pressure, long work hours, inadequate staffing, exposure to infectious hazardous substances, lack of supervision, inadequate training and role conflict (Trivellasat et. al., 2013; Anbazhagan et al., 2013). In working environment, where workers are increasingly subjected to overwork, job instability, low job satisfaction, and a lack of autonomy, workplace stress is becoming a growing concern. Employee health and well-being, as well as job efficiency, have been shown to be negatively impacted by occupational stress.

According to Bhaga (2010), high levels of stress have a negative impact on an employee's physical and mental wellbeing, leading to employee burnout and poor results. Similarly, occupational stress is associated with high employee turnover, career mobility, burnout, poor work results, and less productive interpersonal relationships at work. People with higher work-related stress levels may be dissatisfied with their work and therefore dissatisfied with the work environment. Consequently, it is imperative to consider the stresses and sources of stress that lead to any negative results (Bhatti et al., 2011). It is a fact that administrators are often exposed to high levels of stress which cut across dealing with lecturers, students and colleagues' staff under their control. This will affect their ability to operate effectively (Poornima, 2010). In other words, the lives of administrators are often severely affected by stress, resulting in unhealthy bodies (Desouky, & Allam, 2017). Therefore, work stress is the administrator's experience of unpleasant emotions such as tension, frustration, anger, and depression, which leads to a decline in university employees' outcomes such as job satisfaction (Reddy, & Anuradha, 2013).

Job satisfaction depicts how much a person loves or dislikes his or her job. A person's level of job satisfaction can be affected by a number of factors, including pay and benefits, perceived fairness of the organisation's promotion system, the nature of working conditions, leadership, and social relationships. Most people spend a significant portion of their waking hours at work, and there is evidence that work has a significant impact on people's self-concept and self-esteem. Job satisfaction and life satisfaction are connected in a constructive and mutual way. Administrator's job satisfaction depends on the atmosphere at work such as the level of stress.

Tsaur and Tang, (2012) hinted that job stress inducers are negatively related to well-being and job satisfaction of employees. Poornima, 2010 also found that role conflict and role ambiguity have a negative relationship with job satisfaction. Similarly, Ahmed and Ramzan (2013) too found a negative correlation between stress and job satisfaction and emphasized that as the stress level increases, the job satisfaction goes down.

Stress is one of the pervasive problems of an organisation (Ali, Raheem, Nawaz & Imamuddin, 2014) and for an institution to prosper it is prerequisite that its employees work in a stress-free ambiance. They found that workload, working hours, technological problem at work, inadequate salary, time for family and job worries at home were the significant sources of stress at work places. There is incidence of inconsistent results between the effects of job stress on job satisfaction (Malik, Björkqvist, K., & Österman, 2017). Some researchers are of the view that stress has a negative impact on employees' performance but at the same time other researches have proved that some stressful work conditions are critical to keep employees productive (Bashir & Ramay, 2010)

In Ghana, for example, very few researches on stress among administrators in tertiary institutions have been carried out (Owusu, & Nkyi, 2021, Azumah, Mohammed, & Boakye-Nti, 2021; Akuffo, Agyei-Manu, Kumah, Danso-Appiah, Mohammed, Asare, & Addo, 2021). Despite the critical role that university administrators play in the delivery of high-quality tertiary education, there have been few studies on job stress among administrators at the tertiary level (Bartels, 2020). Most tertiary institutions in Ghana have exposed their employees to a variety of stress-related illnesses due to their nature and working environment. For example, the University of Education, Winneba have over the years diversified their programs leading to expansion in faculties and departments. Invariably these have resulted in higher workload which is stressing the employees. Specifically, the administrators in the university are responsible for a variety of tasks, including regular office organisation, arranging meetings on behalf of supervisors, preparing events for the boss, taking minutes at meetings, maintaining an inventory of institutional resources, and managing the activities of subordinate staff, all in order to achieve the department's or faculty's goals. Many of these responsibilities take time and energy, and as the administrator attempts to complete them, they get strained yet there are only a few empirical studies that has investigated the phenomenon.

The anecdotal evidence gathered revealed that administrators' stress stems from obstacles on the road to achieve goals, conflicts of needs, uncertain role specifications (role conflicts or ambiguities), and excessively harsh working conditions. In short, the source of management pressure is visible both inside the institution (organizational source) and outside the institution (organizational source). Sources of institutional pressure include low returns, excessive workload, too many students, tighter institutional policies, poor relationships with bosses and colleagues, and poor career development opportunities (Chitra, & Karunanidhi, 2021). This, has negatively affected employees' outcomes such as job satisfaction. Therefore, this study assesses occupational stress and administrators' levels of job satisfaction in the University of Education, Winneba.

Research Questions

1. How are administrators experiencing occupational stress in the performance of their duties in the University of Education, Winneba.?
2. What factors account for the occupational stress level of administrators in the University of Education, Winneba?

3. What is the level of job satisfaction among administrators in the University of Education, Winneba?
4. What are the effects of occupational stress on administrators' level of job satisfaction in the University of Education, Winneba?

Hypothesis

Ho: Employees occupational stress does not have influence on administrators' level of job satisfaction

Hi: Employees occupational stress does have effect on administrators' level of job satisfaction

Theoretical and Conceptual Literature

Demand Control Theory

The demand control theory by Jalilian, Shouroki, Azmoon, Rostamabadi and Choobineh, (2019) is used as the theory underpinning the study. The job-demand control support model is a theory that explains how job characteristics impact employees' psychological well-being. The model illustrates how job demands such as heavy workload, role ambiguity and other related job strain cause stress and affect employees.

Analytically, the model postulates that individuals can manage these stressors through utilizing job skills that allow them to gain autonomy and control over their work. The model work through showing that when employees have high level of job demands, they create stress. The theory again accentuates those employees can reduce stress through gaining greater job control and developing strong relationship with their colleagues and supervisors (Treber & Davis, 2012).

According to Treber and Davis (2012), Asamoah, Appiah and Aggrey Fynn (2017), when labor demand is high and the chances of altering tasks and procedures are low, stress may occur, leading to poor health and poor employee job satisfaction. Heavy workload, infrequent breaks, long working hours, and shift work; busy and daily tasks with no inherent meaning, no use of staff skills, and low sense of control. This will have an impact on employee job satisfaction. Checkpoints and self-confidence can have a major impact on perceived stressors and the resulting stress. Therefore, the increase in control is positively correlated with job satisfaction.

This model has is relevant to the study because it relates to predicting job stress and health impairment in occupational health psychology. It is one of the best models for explaining the burnout process among administrators. It suggests that high job demands and low control have negative effects on psychological and physiological health. And the work overload predicts emotional exhaustion and depersonalization. However, a high degree of decision latitude predicted both personal accomplishment and employee job satisfaction.

Person-Environment Fit Theory

A review of the literature suggests that researchers have attempted to find an explanation regarding the potential relationship that exists between stress, an individual, and the environment. Janse van Rensburg, Rothmann, and Diedericks, (2017) observed that an individual's personal characteristics interacted with their work environment to determine strain, and consequent behaviour and health. This concept was developed into the person-environment fit model (Wang, Zong, Mao, Wang, Maguire, & Hu, 2021), which suggests that the match between a person and their work environment is key in influencing their health. It has been theorized that if there is not an accurate fit between the person and the environment, strain will occur.

Theoretically, person-environment fit predicts that the magnitude of strain experienced by an individual is proportional to the degree of misfit between the individual and their occupation (Milliman, Ausar, & Bradley-Geist, 2017). Ryu (2017), had it that individuals vary in their needs and abilities just as jobs vary in their incentives and demands. For healthy conditions, it is necessary that employees' attitudes, skills, abilities and resources match the demands of their job, and that work environments should meet workers' needs, knowledge, and skills potential. Lack of fit in either of these domains can cause problems, and the greater the gap or misfit (either subjective or objective) between the person and their environment, the greater the strain as demands exceed abilities, and need exceeds supply (Bednarska, 2017).

According to Su, Murdock and Rounds (2015) disclosed that the person-environment fit theory was built on some cardinal assumption. Firstly, it was assumed that people seek out and create environments that allow them to behaviorally manifest their traits. For example, dominant individuals seek leadership positions which give them the room for them to exhibit their dominance over others. Secondly, the extent to which people fit their work environments has significant consequences which may include but not limited to job satisfaction, performance, stress, productivity, turnover, with better fit associated with better outcomes. Lastly, the person-environment fit theory holds that there is a reciprocal and ongoing process whereby people shape their environments and environments shape people. The theory is relevant to the study because it posits that stressful environment would affect employee work behavior which would invariably influence how workers react to such environmental changes. Thus, stressors such as work overload, lack of autonomy makes the working environment hostile for the employee and their inability to fit and adjust causes stress.

Conceptual Framework of Occupational stress and job satisfaction

The conceptual framework adapted for this study is built on the two main variables. These variables are occupational stress and administrators' job satisfaction. The basis of the investigation is to examine the relationship between the various factors constituting occupational stress and their effect on job satisfaction among administrative staff. The relationships are illustrated in figure 1.

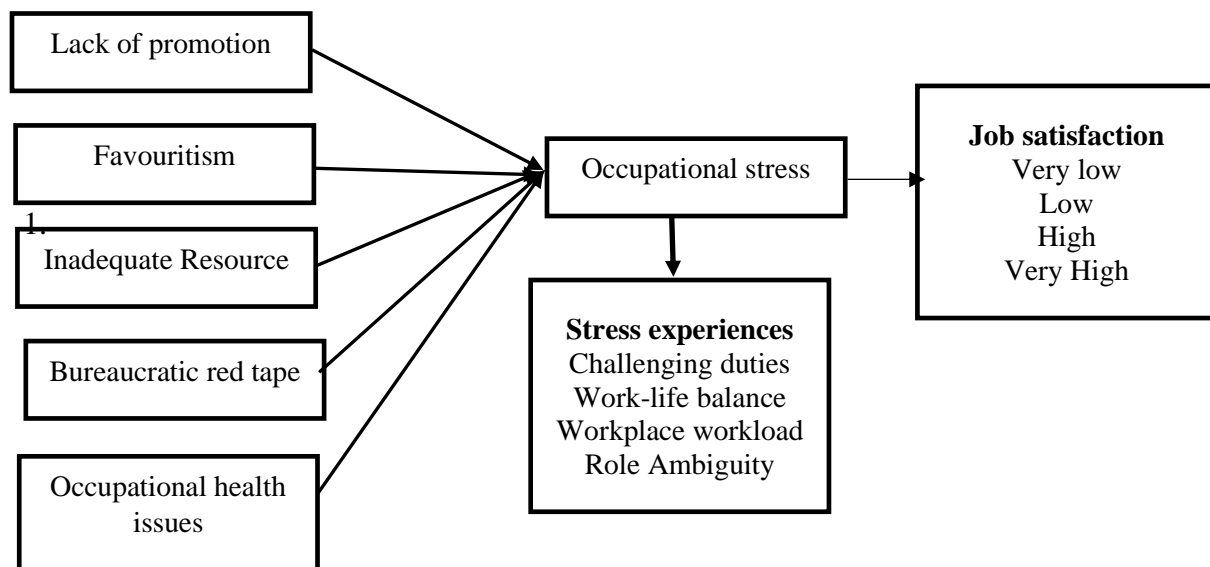


Figure 1: Conceptual Framework

Source: Yaacob and Long (2015).

This study assumes that there is a relationship between occupational stress cause by various factors and administrators' levels of job satisfaction. Factors such as lack of promotion, favoritism, inadequate resources, bureaucratic red tape, occupation health issues are possible factors that can influence (staff experience with stress) the level of job satisfaction among administrators in the University of Education, Winneba.

The Method

Research Approach

For the purpose of this study, based on the research questions and the variables involved, the quantitative approach was adopted to enable the researchers to collect and analyze data quantitatively in order to meet its objectives. As a result, it is ideal for determining the strength and magnitude of correlations, as well as the influence or impact of a variable on another variable (Creswell, 2014; Salaria, 2012).

Research Design

The descriptive survey method was used. This design was considered appropriate because it was capable of facilitating collection of data that described specific characteristics of phenomena in order to determining the status of a population with respect to occupational stress and job satisfaction of administrators in the University of Education, Winneba (Mugenda & Mugenda, 2003).

Population

All senior staff administrators in the University of Education, Winneba across departments, faculties and registrar's department, security, university hospital, library and halls of residence were the subjects of the population. The total population of administrators in the University of Education, Winneba was 147. These were in the category of administrative assistants, senior administrative assistants, principal administrative assistants and chief administrative assistants. Also, the administrative staff comprised 103 females and 44 male administrators. There were 82 administrative staff in central administration and 65 administrative staff at the teaching departments of the University (UEW, 2021).

Sample and Sampling Techniques

The study sample was 110 administrative staff selected to participate in the study. The stratified sampling techniques was used to categorise the central administration and supporting academic departments. The sample size was determined based on Krejcie and Morgan (1970) Table of determining sample size from a population. According to Krejcie and Morgan (1970), a population of 147 respondents in a study required estimated sample of 110. These were in the category of administrative assistants, senior administrative assistants, principal administrative assistants and chief administrative assistants. Respondents were proportionally drawn from the central administration and the supporting departments taken into consideration the proportion of the population in each stratum. The simple random sampling techniques was used to select respondents from the various departments within the University. Based on the population of female and male administrators in the University proportions were determined in relation to the total sample. Table 1 has the data

Table 1: Sample Distribution of the Respondents

Division	Population		Sample		Sample size
	Female	Male	Female	Male	
Central Administration	52	30	43	18	61
Academic/supporting Department	51	14	34	15	49
Total	103	44	77	33	110

Source: Field Survey (2024)

The lottery method of randomization was used for the selection of administrative staff from the central administration and academic/supporting departments of the University. The lottery method was used due to the fact that it afforded all members of the sample an equal chance of being selected (Sarantakos, 2008). The process was random selection without replacement. There were 147 pieces of papers, and 110 bears “1” and 37 “0” on the remaining. It is in view of this, that all those who selected “1” were chosen as the participants for the study.

Instrument

The study employed questionnaire as a data gathering tool. The questionnaires were developed by the researchers based on review of the literature. Questionnaires were checked for completeness, clarity, exhaustiveness and consequently necessary corrections were made on the basis of their comments before the actual data collection. The instrument was structure into five sections. Section one covers issues relating respondents background data, section two captures issues relating how administrators experience stress in the performance of their duties, section three focuses on the factors that account stress levels of administrators, while, section four looks at the level of job satisfaction among administrative staff, the last section sought information on effects of occupational stress on administrators’ levels of job satisfaction. The items turned out to have high content validity since a reliability coefficient of 0.82 was obtained after it was pilot-tested on twenty-two (22) administrators at the Ajumako campus of the University which was not included in the sample selection for the study.

Table 2: Reliability Results

Variable	Cronbach Alpha
Occupational Stress	0.92
Job satisfaction	0.85

Source: Field Survey, (2024)

The Likert-type scale questionnaire responses were adopted for section two, three and four in the categories such as strongly agree, agree, disagree and strongly disagree.

Data Collection Procedure

Respondents were assured of confidentiality and anonymity. The importance of candid responses was also emphasized. Immediately after the briefing, the researchers personally distributed the questionnaires to the respondents from one department to another. They were given some few days to fill them since most of them were not ready to do it on the spot. In order to ensure a high return rate of the answered questionnaires, follow-up visits were made to the various departments to collect the questionnaires from those who could not respond during the first visit. The collection of the questionnaire covered a period of two weeks.

Ethical Consideration

Researchers received the ethical approval from the University of Education, Winneba to conduct this study before the data was collected. Verbal consent was obtained from each respondent participating. Respondents were not allowed to provide their names or phone numbers on the form. Finally, in ensuring right to privacy, respondents were given the option of answering the questions on their own. This is to ensure anonymity.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyse the data collected. Descriptive statistics and analysis of variance ANOVA summary tables were used to make statistical inferences based on the data gathered. Representations and responses were expressed in measures of central tendencies: mean and standard deviation distribution and cross-sectional regression was computed for quantitative variables against each item score to identify the extent of occupational stress and the effects on administrators' levels of job satisfaction in the University of Education, Winneba.

Results and Discussions

Research Question One

Research Question 1: How are administrators experiencing stress in the performance of their duties in the University of Education, Winneba?

Table 2: Stress experience among administrators

S/ N	Item/variable	SD N(%)	D N(%)	A N(%)	SA N(%)	M	SD
1.	Challenging duties	5(4.6)	11(10.2)	75(69.4)	17(15.7)	2.96	0.67
2.	Interrelationships	-	3(2.8)	99(91.7)	6(5.6)	3.0	0.3
3.	Job security	-	-	40(37.0)	68(63.0)	3.6	0.5
4.	Work-life balance	1(0.9)	34(31.5)	70(64.8)	3(2.8)	2.7	0.5
5.	employee development programmes	18(16.7)	31(28.7)	54(50.0)	5(4.6)	2.4	0.8
6.	Pleasant place of work	-	9(8.3)	98(90.7)	1(1.0)	2.9	0.8
7.	Inadequate information	1(0.9)	72(66.7)	33(30.6)	2(1.9)	2.3	0.5
8.	Working environment	-	5(4.6)	102(94.4)	1(0.9)	3.0	0.2
9.	Work overload	-	9(8.3)	98(90.7)	1(0.9)	2.9	0.3
10	Job description	1(0.9)	79(73.1)	26(24.1)	2(1.9)	2.3	0.5

11	Supervisor behaviour	2(1.9)	68(63.0)	37(34.3)	1(0.9)	2.3	0.5
12	Role ambiguity	-	-	43(39.8)	65(60.2)	2.6	0.5

Key: 1= SD; 2= D; 3= A; 4=SA
 Source: Field survey (2024)

Table 3 indicates that majority of respondents 92 (85.1%) agreed that they experienced stress when they had challenging duties. The data recorded a Mean=2.96; SD=0.67 suggesting that respondents affirmed that challenging duties were source of stress. Ordinarily, situations that demand a lot of resources as well as sense of anxiety could trigger stress among employees in the performance of their job. The data further show that on the construct of whether ‘employees at my company are subjected to work-life balance issues’, 73 (67.4%) respondents answered in the affirmative with a mean point value of 2.69 and a standard deviation of 0.54. Work-life balance is regarded as happening together of two or more roles that at the same time become irreconcilable to each other. Work and family domain is very crucial to every worker especially men and women (Faragai, Yusof & Ewe, 2017).

Again, according to the mean point values of respondents’ responses, of the many experiences of stress among employees in the performance of their jobs were workload (M=2.93; SD= 0.30); and role ambiguity (M= 2.60; SD= 0.49) indicating that 99 (91.6%) and 108 (100%) respondents respectively confirmed workload at the workplace and role ambiguity as stresses that employees experienced in the performance of their jobs. In sum, the data as shown in Table 3 reveal that challenging duties, work life balance of employees, workload at the workplaces and role ambiguity were the stressors that were experienced mostly by administrators in UEW regarding their performance. Other experiences such as job security, pleasant place of work, interrelationships, inadequate information and job description were not stressors experienced by administrators in the UEW.

According to the demand control theory, which forms the theoretical lens of this study, job characteristics impact employees’ psychological well-being. It emphasizes that job demands such as heavy workload, role ambiguity and other related job strains cause stress and affect employees in the work environment. Similarly, other studies affirmed this position. For instance, Beh (2012), Paille (2011) and Dwamena (2012) studies found working conditions and role ambiguity as other sources of job stress which could affect employee performance levels if organisations fail to address them. Dwamena (2012) for instance, observed that employees with poor working conditions may struggle to meet their job expectations and this could invariably lead to occupational stress. The study's findings are also congruent with those of Bhatti et al. (2011), who investigated the association between job stress and job satisfaction among 400 university instructors in Pakistan. He discovered that workplace stress was influenced by the manager's role, workload pressure, and role ambiguity.

Research Question two

Research Question 2: What factors account for the stress level of administrators in the University of Education, Winneba?

Table 3: Factors accounting for stress levels

S/ n	Item/variable	SD N(%)	D N(%)	A N(%)	SA N(%)	M	SD
1.	Bureaucratic red tape	-	4 (3.7)	64 (59.3)	40 (37.0)	3.33	0.55
2.	Administrative responsibilities	-	8 (7.4)	95 (88.0)	5(4.60)	3.14	1.86
3.	Lack of understanding	5 (4.6)	41 (38)	61 (56.5)	1 (0.90)	2.54	0.60
4.	Occupational health difficulties	-	4 (3.7)	92(85.2)	12 (11.1)	3.09	0.38
5.	Social life	3 (2.8)	33(30.6)	69 (63.9)	3 (2.80)	2.67	0.58
6.	Lack of resources	-	2 (1.9)	56 (51.9)	50 (46.3)	3.44	0.54
7.	Favouritism	-	2 (1.9)	34 (31.5)	72 (66.7)	3.65	0.52
8.	Work obligations	-	5 (4.6)	59 (54.6)	44 (40.7)	3.36	0.57
9.	Inadequate staff	-	2(1.9)	34 (52.8)	49 (45.4)	3.44	0.53
10.	Lack of promotion	-	4 (3.7)	29 (26.9)	75 (69.4)	3.66	0.55
11.	Work schedule	4 (3.7)	40(37.0)	58 (53.7)	6 (5.6)	2.61	0.65

Key: 1= SD; 2= D; 3= A; 4=SA
 Source: Field Survey (2021)

Table 4 shows that the elements that influence stress levels can be deduced from a variety of factors. Lack of promotion had the highest mean and standard deviation (M=3.66; SD=0.55) among the factors accounting for stress levels of employees. This suggests that majority of respondents considered a lack of promotion to be a major source of job stress. This means that the when workers are denied promotions when they are due, the more stressed they are likely to encounter at work. Employee commitment, job satisfaction, and, invariably, employee performance' can all be affected by a lack of promotion among employees in any firm (Bartels, 2020). Also, the data further indicate that, favouritism was the next major factor accounting for job stress among administrators. This is because, the result had a mean score with standard deviation of (M=3.65; SD=0.52.). This means that all the respondents agreed that favouritism is a major factor accounting for occupational stress among administrators in the University Education, Winneba.

Table 4 further revealed other major factors contributing to occupational stress among administrators to include lack of resources (M=3.44; SD=0.53); Inadequate staff (M=3.44; SD=0.53); work obligations (M=3.36; SD=0.57); bureaucratic red tape (M=3.33; SD=0.55); immoderate administrative responsibilities (M=3.14; S.D. =1.86); occupational health difficulties (M=3.09; S.D. =0.38). This is because, the mean scores of these sources of job stress were greater than 2.9 thus indicating high levels. These findings find expression in the work of ILO's (2016) study that institutional stressors emanate from organisational policies

and strategies, job stability, organisational structure, design and culture, management styles and lack of opportunity for personal growth and advancement, physical environment, rewards, job security, time pressure, long work hours, inadequate staffing and working condition. Generally, working environment of institutions and working conditions exert enormous influence on attitudes of employees towards what they do. Employees output could be enhanced when stress related factors were minimal in the work environment.

Research Question 3: What is the level of job satisfaction among administrators under stress condition in the University of Education, Winneba?

Table 4: Job satisfaction among administrators

S/n	Item/variable	SD N(%)	D N(%)	A N(%)	SA N(%)	M	SD
1.	I enjoy my job	1 (0.9)	13 (12.0)	86(79.6)	8(7.4)	2.94	0.48
2.	Overtime	3(2.8)	14(13.0)	86(79.6)	5(4.6)	2.86	0.52
3.	Immediate supervisor	-	14(13.0)	93(86.1)	1(0.9)	2.88	0.35
4.	Mode of communication	2(1.9)	11(10.2)	94(87.0)	1(0.9)	2.87	0.41
5.	Company's culture	-	11(10.2)	96(88.9)	1(0.9)	2.91	0.32
6.	Accolades	2(1.9)	21(19.4)	85(78.7)	-	2.77	0.47
7.	Promoted based on hard work	52(48.1)	46(42.6)	9(8.3)	1(0.9)	1.62	0.68
8.	Working with my colleagues	1(0.9)	15(13.9)	91(84.3)	1(0.9)	2.85	0.41
9.	Monetary incentives	3(2.8)	40(37.0)	64(59.3)	1(0.9)	2.58	0.59
10.	Compensated fairly	3(2.8)	39(36.1)	62(57.4)	4(3.7)	2.62	0.61

Key: 1= SD; 2= D; 3= A; 4=SA (In the context of this study, employee level of job satisfaction was measured using level of agreement with indicators of satisfaction)

Table 5 reveals that among the constructs that determine level of job satisfaction among administrators, the results were presented based on the mean score with standard deviation. The higher the mean score, the higher that indicator explains a particular phenomenon (satisfaction) (Cohen, 1992; Creswell, 2014). 'I enjoy my job' (M=2.94; SD=0.48); 'Our company's culture is adaptable' (M=2.91; SD=0.32); 'My immediate supervisor is a professional who knows what he or she is doing' (M=2.88; SD=0.35); 'mode of communication within UEW appears to be good' (M=2.87; SD=0.41); 'for tasks completed outside of usual working hours, I am paid overtime' (M=2.86; SD=0.52); and 'I enjoy working

with my colleagues' (M=2.85; SD=2.85). These constructs were rated very high as determinants of employee job satisfaction.

These determinants were rated above 2.8 which is close to 3.0 indicating respondents' agreement with their level of job satisfaction. According to Reiss (2014) and Koopmans et al. (2014), employee performance is mostly determined by task performance. Organisations focus on task performance to identify the needs of their employees in order to satisfy them. However, the results show that other determinants of level of employee satisfaction such as 'promoted based on hard work' (M=1.62; SD=0.68) and 'the perks we receive are comparable to those provided by other organisations (monetary incentive)' (M=2.58 SD=0.59) were scored low indicating that these constructs do not significantly determine level of administrators' job satisfaction.

Research Question 4: What are the effects of occupational stress on administrators' level of job satisfaction in the University of Education, Winneba?

Table 5 : Effects of occupational stress on administrators' levels of job satisfaction

s/n	item/variable	SD N(%)	D N(%)	A N(%)	SA N(%)	M	SD
1.	Job impact on health	-	3(2.8)	80(74.1)	25(23.1)	3.20	0.47
2.	Work related stress	-	5(4.6)	85(78.7)	18(16.7)	3.12	0.45
3.	Impact on performance	-	3(2.8)	58(53.7)	47(43.5)	3.41	0.55
4.	Substances Abuse	2(1.9)	4(3.7)	32(29.6)	70(64.8)	3.57	0.66
5.	Workplace stress impact on health	-	2(1.9)	69(63.9)	36(33.3)	3.69	3.85
6.	Impact on job satisfaction	-	2(1.9)	54(50)	52(48.15)	3.47	0.54
7.	Intelligent decision hampered	-	4(3.7)	38(35.2)	66(61.1)	3.57	0.57
8.	Cardiovascular disorders	--	2(1.9)	101(93.5)	5(4.6)	3.03	0.25
9.	Immune system failure	--	4(3.7)	101(93.5)	5(4.6)	2.99	0.26
10.	Previous illness	-	3 (2.8)	103(95.3)	2(1.9)	2.99	0.22

11. Problems with sleep and fatigue	-	15 (13.9)	76(70.4)	17(15.7)	3.02	0.55
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Key: 1= SD; 2= D; 3= A; 4=SA

Table 6 asked respondents to identify their perceptions of stress's effects. Majority, 105 (97.2%) of the respondents agreed that workplace stress can have a negative impact on one's health. One hundred and two (94.4%) agreed that when people are stressed, they may turn to substances including alcohol. Again, 104 (96.3%) respondents admitted that when they are stressed, their ability to concentrate and make intelligent decisions is hampered. In addition, 106 (98.2%) of them agreed that workplace stress has a negative impact on their job satisfaction, 105 (97.2%) agreed that their job may have an impact on their health, and 103 (95.4%) agreed that work-related stress has had an impact on their health. One hundred and six (98.1%) of the respondents agreed that workplace stress can lead to cardiovascular disorders like hypertension, ninety (86.1%) respondents agreed they have problems sleeping, fatigue when their boss make negative invective at them, one hundred and four (96.3%) agreed that long-term stress can lead to long-term health problems, such as immune system failure, and one hundred and five (97.2%) respondents agreed that workplace stress could have been the cause of a previous illness.

Furthermore, respondents were asked to write down further ways that they believe job stress has affected their health (through an open-ended inquiry). Migraine, bad eating habits, ulcers, frequent headaches, weight loss, abnormal mood swings, and pregnancy difficulties that resulted in the loss of a baby were among the health effects attributed to work stress by some.

Effects of occupational stress on administrators' levels of job satisfaction

The interpretations of the relationships were based on Cohen's (1992) suggestions. According to Cohen (1992), $r = 0.10$ to 0.29 represents very weak relationship, $r = 0.30$ to 0.49 represents weak relationship, $r = 0.50$ to 0.69 represents moderate relationship and finally, $r = 0.70$ to 0.99 represents strong relationship between/among the variables. Prior to the use of the regression analysis, its associated assumptions including normality, multicollinearity and use of large sample size were met. According Creswell (2014) and Cohen (1988), normality is achieved when the sample size is large (i.e. > 30). As such, the analysis was then presented below:

Analyzing data using linear regression, occupational stress (OS) represented the independent variable while job satisfaction (JS) represented the dependent variable. The regression analysis was interpreted using three tables comprising model summary, ANOVA and coefficient. The regression model was evaluated by the coefficient of determination denoted by R-square (R^2). This represents the proportion of variance in the dependent variable which is linearly accounted for by the independent variable (Cohen, 1992). Table 7 gives the model summary of the output.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.226 ^a	.051	.042	.47547

a. Predictors: (Constant), Stress

Source: Field Survey (2024)

R, R squared, adjusted R squared, and standard error were all reported in Table 7. However, instead of the R, the R Square and Adjusted R Square were described since they are thought to be more robust at explaining the variation in the dependent variable produced by the independent variables. The proportion of variation in the dependent variable explained by the regression model is represented by R squared, which reflects the coefficient of determination. Thus, about (5.1%) of the variation in employees' job satisfaction is explained by occupational stress. From Table 7, the Adjusted R² of 4.2% explains the variation in the dependent variable that is being explained by an adjustment in the independent variable in the regression model. This implies that, any adjustment made in occupational stress will cause about 4.2% change in employee job satisfaction.

This is an indication that improving employee job satisfaction requires UEW to vary the occupational stress of its administrators. Simply put, occupational stress was found as a key dimension of administrators' job satisfaction in UEW. Khattak, Khan, Haq, Arif and Minhas (2011) found that job stress emanating from excessive workload, long working hours, inadequate salary and inadequate time for family and job are significant contributors of poor job satisfaction. These factors, for instance, could negatively impact on employee performance if they are not treated with urgency. A similar study by Reiss (2014) found occupational stressors such as excessive work demand, poor relationship among co-workers and family and work life imbalances as key dimensions of employee work performance. As such, the more occupational stress is ignored the more the performance levels of employees drop. Table 8 displays the ANOVA results which provides the test significance for R and R² using the F-statistic.

Table 7 : ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.284	1	1.284	5.682	.019 ^b
Residual	23.963	106	.226		
Total	25.248	107			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Occupational stress

Source: Field Survey (2024)

Table 8 also presented the F statistic of the regression analysis. The rule of thumb is that, if the significance value of the F statistic is small (<0.05) then the independent variable does a good job explaining the variation in the dependent variable. In this analysis, the p-value of 0.019 is less than 0.05 (i.e. $p = 0.019 < .05$). This implies that, the R and R² between occupational stress (OS) and job satisfaction (JS) is statistically significant, and therefore occupational stress can significantly influence job satisfaction of administrators in UEW. In addition, the table marked coefficients (Table 9) in the SPSS output gives information that is helpful in comprehending the regression equation.

Table 8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.564	.468		9.757	.000
Stress	-.401	.168	-.226	2.384	.019

Dependent Variable: Job satisfaction

Independent Variable: Occupational stress

Source: Field Survey (2024)

The numerical value for the first row, labelled (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. The value for the slope (b) for the regression equation is the numerical value on the second row, labelled occupational stress (OS) in this example (the independent variable). The researcher can present the following regression equation based on this conclusion, which predicts job satisfaction depending on occupational stress. Y (Job satisfaction) = 4.564 - 0.401X (occupational stress) taking the values for the slope and the intercept in the resulting regression equation, the following statements can be made: according to the intercept, when employees have no stress levels, their job satisfaction level is constant at 4.564. According to the slope (using standardized coefficient), a unit increase in the independent variable (occupational stress) will lead to a unit decrease in the dependent variable (job satisfaction) by (0.226) and vice versa. This implies that, increasing occupational stress would contribute to 22.6 percent decrease in employee job satisfaction.

This is an indication that occupational stress has a major influence on the levels of job satisfaction of administrators in the University of Education, Winneba. Therefore, occupational stress has a negative but weak significant effect on the levels of job satisfaction of administrators in the University of Education, Winneba. It is to note that, the study's finding is in line with existing studies by Nnuro and Acheampong (2012) who examined the effect of occupational stress on staff performance at Koforidua Polytechnic. Their study concluded that job stress has a negative significant effect on staff performance.

Similarly, Mxenge et al. (2014) found a negative relationship between perceived organizational stress and staff performance at the University of Fort Hare, South Africa. Also, a study by Gharib et al. (2016) on academic staff of Dhofar University found a negative effect of occupational stress on work performance of the academic staff at the university. It could, therefore, be concluded that occupational stress is a key factor to poor employee performance thus require keen attention in a bid to address it.

Hypothesis Testing

Based on the theoretical framework of the study and the findings of the literature review, the following research hypotheses were established to be investigated in order to determine whether or not occupational stress has an impact on administrators' job satisfaction.

Ho: Employees occupational stress does not have influence on administrators' level of job satisfaction

Hi: Employees occupational stress does have effect on administrators' level of job satisfaction

The hypothesis (**Hi: Employees occupational stress does have effect on administrators' level of job satisfaction**) of the study is supported by the study findings. With an unstandardized regression coefficient of -.401, significant and negative association was found between occupational stress and job satisfaction at $p \leq .05$. The negative standardized regression coefficient of .401 shows that a unit increase in occupational stress accounts for a .401 decrease in job satisfaction. This result means that, increasing occupational stress would contribute to 40.1% decrease in employee job satisfaction. This implies that when occupational stress increases, the administrators' levels of job satisfaction in UEW decreases. The data therefore fail to accept the null hypothesis, meaning that employees occupational stress does have effect on administrators' level of job satisfaction.

Conclusions

The general findings of the study show that the administrators in UEW were stressed. Thus, the study concluded that the administrators were confronted with challenging duties, work life balance, workplace workload and role ambiguity. Equally important, the research concluded that the administrators of UEW were stressed with their job because there was lack of promotion, favouritism, a lack of resources, inadequate staff, work obligations, bureaucracy, immoderate administrative responsibilities, and occupational health issues are just a few of the factors that cause stress in the UEW. Previous empirical research has shown that when stress-related elements in the workplace are kept to a minimum, employee production can be increased. Another conclusion that might be drawn in the study was that the satisfaction of the administrators with their job on an adaptable organisational culture, good communication within the institution, and getting paid for overtime, among others were areas that must be promoted among administrators to encourage increase job performance and satisfaction at the work place. Organisations place a premium on task performance in order to discover and meet their employees' requirements which results in their job satisfaction.

Finally, the study found that occupational stress had a negative but weak impact on job satisfaction among UEW administrators. The study concluded that occupational stress was common among the administrators and that it had a detrimental impact on job satisfaction; hence, the more university administrators are exposed to occupational stress, the lower their job satisfaction. Persistent dissatisfaction due to job stress can have a long term effect on employee attitude to work and affect the overall achievement of the goals of the university.

Recommendations

1. Challenged duties, employee work-life balance, workplace workload, and role ambiguity were determined to be the top sources of stress for senior staff administrators at UEW. It is therefore recommended that management should offer employees with clear explanation of the job's tasks and priorities, the issue of role ambiguity can be eliminated. This would result in a better grasp of the task and a more clearly defined sequence for completing sub-tasks. Additionally, task assignments can be examined to ensure that workers have manageable workloads, which will invariably minimize existing workplace stress.

2. It was found that the administrators are stressed due to lack of promotion, favouritism, a lack of resources, inadequate employees, work obligations, and bureaucratic red tape. Therefore, it is recommended that staff who are due for promotion and meet all of the prerequisites in line with university rules should be promoted. In addition to favouritism, the study recommends that management maintain an appropriate compensation structure, such as a non-competitive award, which assures that every employee who fulfills the standard performance is rewarded. As a result, a pleasant, justified environment will emerge, resulting in a significant improvement in performance.

3. Finally, the study discovered that workplace stress had a negative effect on job satisfaction among UEW administrators. As a result, stress must be adequately handled in order to prevent these negative outcomes. The study recommends that management should adopt innovative strategies aimed at reducing occupational stress, such as encouraging employee participation in decision-making, setting realistic organisational goals and providing feedback on how well employees are progressing toward these goals, encouraging decentralization, and promoting job rotation and enrichment. Counselling, coaching, and mentoring are examples of non-financial support services that could be implemented. When implemented, these measures will aid in the reduction of stress among administrators.

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