



**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject matter knowledge and Pedagogical Competence to Students Academic Achievement of Secondary School**

By: Dereje Sori Akuma

Advisor: Berhanu Nigussie (Prof., Dr.)

Co-advisor: Bonsa Shume (Asst. Prof.)

December, 2021 G.C

Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject matter knowledge  
and Pedagogical Competence to Students Academic Achievement of Secondary School

By:

Dereje Sori Akuma

A Thesis Submitted to The Department of Psychology School of Postgraduate Program Jimma  
University in Partial Fulfillment of The Requirements for The Degree of Master of Arts in Social  
Psychology

Advisor: Berhanu Nigussie (Prof., Dr.)

Co-advisor: Bonsa Shume (Asst. Prof.)

December, 2021 G.C

Approval sheet  
 Department Of Psychology  
 Specialization: Social Psychology

Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject Matter Knowledge and Pedagogical Competence to Academic Achievement of Secondary School Students

By: Dereje Sori.

Approved by Board of Examiners

Chairperson	Signature	Date
_____	_____	_____
Main Advisor	Signature	Date
_____	_____	_____
Co-Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____

## ABBREVIATIONS

GPK	General Pedagogy knowledge
MEO	Ministry of educational organizations
SMK	Subject matter knowledge
SPSS	Statistical Package for the Social Sciences
PC	pedagogical competence
OC	occupational stress
JS	Job satisfaction
COVID-19	<i>Corona virus disease</i>

## Acknowledgment

First of all, I would like to express my deepest gratitude and appreciation to main advisor Berhanu Nigussie (Prof., Dr.), and Co-advisor Bonsa Shume (Asst. Prof.) for their supportive comments, ideas, and their unreserved willingness to help me during this study. Samples who participated in this study deserve appreciation for their volunteer participation, for their patience to complete the questionnaires, and for their contribution to this study generally. I would also like to express my gratitude to friends for their ideas, comments, and interest to help me as well as for their practical support through the study. Lastly, my family and best friends who were with me at this time deserve my recognition.

## Declaration

I, Dereje Sori, hereby declare that this MA thesis entitled “Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject Matter Knowledge and Pedagogical Competence to student’s Academic Achievement of Secondary School is my original work and was carried out by me for the degree of Master of art in Social Psychology under the guidance and advisory of Berhanu Nigussie (Prof., Dr.), and Bonsa Shume (Asst. Prof.) College of Education and Behavioral Sciences Jimma University, Ethiopia. The interpretations put forth are based on my reading and understanding of the original work and they are not published anywhere in the form of books or articles. Other books, articles, and websites, which I have used, are accordingly acknowledged at the respective place in the text. For this thesis, no degree, diploma, or distinction has been conferred on me before, either in Jimma University or in any other University.

Name \_\_\_\_\_

Signature \_\_\_\_\_

## Table of Contents

ABBREVIATIONS .....	4
Declaration.....	6
LIST OF FIGURES.....	9
LIST OF TABLES.....	9
<b>Abstract</b> .....	<b>10</b>
<b>CHAPTER ONE</b> .....	<b>11</b>
<b>1. INTRODUCTION</b> .....	<b>11</b>
<b>1.1. Background of the Study</b> .....	<b>11</b>
<b>1.2. Statement of the problem</b> .....	<b>14</b>
<b>1.3. Research questions</b> .....	<b>16</b>
<b>1.4. Objectives of the study</b> .....	<b>16</b>
<b>1.4.1. General objective</b> .....	<b>16</b>
<b>1.4.2. Specific objectives</b> .....	<b>17</b>
<b>1.5. Significance of the study</b> .....	<b>17</b>
<b>1.6. Delimitation of the Study</b> .....	<b>18</b>
<b>1.7. Operational Definition of Terms</b> .....	<b>18</b>
<b>1.8. Conceptual framework</b> .....	<b>19</b>
<b>1.9. Limitation of the study</b> .....	<b>20</b>
<b>CHAPTER TWO</b> .....	<b>21</b>
<b>2. REVIEW OF RELATED LITERATURE</b> .....	<b>21</b>
<b>2.1. Theoretical Framework</b> .....	<b>21</b>
<b>2.1.1. Teachers Job Satisfaction</b> .....	<b>21</b>
<b>2.2. Teachers Occupational Stress</b> .....	<b>24</b>
<b>2.3. Teacher Subject Matter Knowledge</b> .....	<b>25</b>
<b>2.4. Teacher Pedagogical Competencies</b> .....	<b>26</b>
<b>CHAPTER THREE</b> .....	<b>29</b>
<b>3. RESEARCH METHODS</b> .....	<b>29</b>
<b>3.2. Research Design</b> .....	<b>29</b>
<b>3.4. Sample Size and Sampling Techniques</b> .....	<b>30</b>
<b>3.5. Sources of the data</b> .....	<b>32</b>
<b>3.6. Data Gathering Instruments</b> .....	<b>32</b>
<b>3.7. Data Collection Procedures</b> .....	<b>33</b>

3.8. <i>Inclusion and exclusion criteria</i> .....	34
3.9. <b>Method of Data Analysis</b> .....	34
3.10. <i>Ethical Consideration</i> .....	35
3.11. <i>Pilot Testing</i> .....	36
<b>CHAPTER FOUR</b> .....	<b>Error! Bookmark not defined.</b>
<b>4. DATA ANALYSIS AND RESULTS</b> .....	<b>Error! Bookmark not defined.</b>
4.1. <b>Socio-demographic information of the study participants</b> .....	<b>Error! Bookmark not defined.</b>
4.2. <b>The level of teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence</b> .....	<b>Error! Bookmark not defined.</b>
4.3. <b>The relationship between teacher's job satisfaction, occupational stress, subject matter knowledge, pedagogical competences, and academic achievement</b> .....	<b>Error! Bookmark not defined.</b>
4.4. <b>The influence of teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence on students' academic achievement</b> ...	<b>Error! Bookmark not defined.</b>
4.5. <b>School principal opinion to teacher level of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence, and to students' academic achievement</b> .....	<b>Error! Bookmark not defined.</b>
<b>Chapter five</b> .....	<b>Error! Bookmark not defined.</b>
<b>5. DISCUSSION</b> .....	<b>Error! Bookmark not defined.</b>
5.1. <b>The level of teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence</b> .....	<b>Error! Bookmark not defined.</b>
5.2. <b>The relationship between teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement</b> ....	<b>Error! Bookmark not defined.</b>
5.3. <b>The influence of teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement</b> .....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER SIX</b> .....	<b>Error! Bookmark not defined.</b>
<b>6. SUMMARY, CONCLUSION, AND RECOMMENDATION</b> .....	<b>Error! Bookmark not defined.</b>
6.1. <b>Summery</b> .....	<b>Error! Bookmark not defined.</b>
6.2. <b>Conclusion</b> .....	<b>Error! Bookmark not defined.</b>
6.3. <b>Recommendations</b> .....	<b>Error! Bookmark not defined.</b>
6.4. <b>Suggestion and Educational Implication</b> .....	<b>Error! Bookmark not defined.</b>
References .....	56
APPENDIX 1A.....	68
APPENDIX A2 .....	78
Questions on pedagogical competence.....	81



**APPENDIX A3** ..... 84

**Questionnaire For Principals**..... 84

**APPENDIX A4** ..... 86

## LIST OF FIGURES

Fig: 1. Structure of the independent and dependent variables.....	21
---	----

## LIST OF TABLES

Table: 1. Socio-demographic of respondents.....	42
Table: 2. Descriptive results on prevalence of subject matter and pedagogical competence....	44
Table: 3. the relationship between teacher's job satisfactions. Occupational stress, subject matter knowledge, and pedagogical competences to students' academic achievement.....	46
Table:4. Model summer of multiple regression.....	48

## Abstract

*The purpose of this study was to examine the contribution of teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competencies to academic achievement among Limu Genet secondary school students. A mixed-method (quantitative and qualitative) research design was employed to achieve the research objectives. About 403 total participants from Limu Genet secondary schools were selected using a simple random sampling technique via a lottery method. Open and closed-ended Questionnaires were used. Quantitative data were analyzed using Pearson correlation coefficient, and multiple linear regressions. Qualitative data were analyzed via thematic analysis. The result showed that teachers' job satisfaction, occupational stress, subject matter knowledge, pedagogical competence not predicted students' academic achievement. Moreover, the result from the Pearson correlation Coefficient showed that there was no statistically significant relationship between teachers' job satisfaction, occupational stress, pedagogical competence, subject matter knowledge and students' academic achievement ( $r=-.04$  to  $r=.03$ ). Conclusively, teachers' subject matter knowledge has a contribution to students' academic achievement. Thus, the Jimma Zone Education Office should provide professional development training as well as life skill training to improve the academic performance of Limmu Genet Secondary school students.*

**Keywords:** *job satisfaction, occupational stress, subject matter knowledge, Pedagogical competence*

# CHAPTER ONE

## 1. INTRODUCTION

This chapter covers the background, statement of the problem along with the research questions, general and specific objectives, and significance of the study, delimitation, operational definition, conceptual framework, and limitation respectively.

### 1.1. Background of the Study

School is the basic foundation of knowledge being imparted to a child and it gives a chance to children to acquire knowledge in various fields of education, such as history, mathematics, politics, and other numerous subjects. Schools are diverse institutions with a variety of stakeholders interested in the achievement of their goals, including teachers, parents/guardians, administrators, instructional officials (school principals and school cluster supervisors), and regulatory bodies (Ross & Gray, 2006).

Education is a foundation to the development of any country and the teacher is the central element of educational resources creating competitive for learners (Okubanjo, 2014). A teacher is an educator who transforms educational philosophy and objectives into knowledge and abilities in the classroom. The primary actors, and facilitators of students' knowledge for their future lives and play a vital role in building a nation in all directions are only teachers (Atwell,2021). The strength of an educational system, on the other hand, is mostly determined by the quality of its teachers. A good teacher is an important criterion for providing good education. teacher has long been regarded as one of humanity's noblest individuals and the second parent of students. Students are generally influenced by their teachers because they spend most of their time under the guidance of teachers in schools. Teachers are professionally trained and certificated to manage and control the instructional process in the school (Rahaman, 2010, p.4). For teaching-learning activities to take place, a teacher must prepare lesson plans, produces instructional materials, and adopts appropriate teaching strategies to achieve instructional

objectives. For effective learning, a teacher needs to be equipped with all these skills and attitudes by which he can help his students to learn. Generally, it is not possible to separate the academic achievement of students in the classroom learning process from the Job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence of teachers.

Different authors define job satisfaction in different ways. Job satisfaction is a combination of psychological, physiological, and environmental factors that leads a person to say, "I am satisfied with my job" (Shukla, 2014). Job satisfaction is a set of feelings that an individual has toward his or her job (Robbins, 2009). A person who is satisfied with his or her job has good feelings toward it, whereas a person who is unsatisfied with his or her employment has negative feelings about it. However, teachers' job satisfaction is defined as a teacher's entire attitude and perceptions of their working environment and profession (Hongying, 2007). In general, not all schools will operate smoothly and cannot achieve their objectives unless teachers are satisfied with their work.

Stress is one of the factors that negatively affect teachers and will influence student outcomes (Alyas Qadeer Tahir, 2011; Ashikia, 2010). According to The United States National Institute for Occupational Health and Safety describes in its publication entitled "Stress at work" that occupational stress as the hazardous emotional and physical reactions occurring when the demands and necessities of employment may not contest the competencies, necessities, and resources of employees (Reddy & Poornima, 2012 cited in Suleman et al., 2018).

Subject matter knowledge is the teacher's knowledge and skills of the subject she/ he teaches and is especially necessary for students' academic achievement. As we all know, Subject matter knowledge has a very important role in students' academic achievement that means if the teachers know the subjects, the curriculum and know the structure of the subjects.

In addition, Wilson et al., (1987) cited in Hacıomeroglu (2006) argued that knowledge of the subject involves both substantive and syntactical structures of the discipline. The substantive structures involve the ideas, facts, and concepts of the field, as well as the relationships among those. The

substantive structures provide a variety of ways for teachers to incorporate and organize the basic concepts and principles of the discipline (Schwab, 1978 cited in Shulman, 2004).

Syntactic structures include knowledge of how the discipline creates and evaluates new knowledge (Wilson, 1987, p. 118 as cited in Haciomeroglu). The second dimension is knowledge about the subject which refers to the understandings of the subject, knowing how knowledge in the field is generated and validated.

Furthermore, pedagogical competence, according to Akpan (2002) cited in Nbina (2012), Pedagogical competence is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract, and from simple to complex. Additionally, König, et al., (2011) the main components of the pedagogic competence are knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning, evaluation and, adaptability dealing with heterogeneous learning groups in the classroom. Pedagogical competence is the ability of an individual to use a coordinated, harmonious combination of tangible resources and intangible resources to achieve efficiency and/or effectiveness in pedagogy (Madhavaram & Laverie, 2010, p.5).

However, Students' academic achievement can be affected either positively or negatively by the school environment. The role of a school is very important in the performance of teachers and students. Teachers are the basic element that greatly influences the teaching-learning environment through their abilities, potentialities, and professional competence. Only competent teachers are responsible to bring in the desired changes among their students.

Therefore, the current study aimed to find out the contribution of a teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement in the case of the Limu Genet Secondary School. In addition, the study was aimed to identify the relationship between teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement in secondary school.

## 1.2. Statement of the problem

The goal of any educational system is to produce skilled people who will contribute to the country's political, social, and economic growth (Ayele, 2014). These will be realized once the educational system's components are in proper working order.

student academic achievement has not shown any significant link to teacher job satisfaction (Iqbal, et al., 2016). However, except for salary and management, all facets of job satisfaction showed strong positive associations with the others. The authors suggested that academic achievement would grow if educational institutions pay attention to and improve the standard of secondary school education service and the demand for secondary school education. Furthermore, according to the findings of Ogal, et al., (2015) study results hypothesis showed that there is no significant relationship between the teacher's job satisfaction and the academic achievement of students in Kenya county secondary school examinations among secondary schools in Homa-Bay County. The correlation is strong and statistically insignificant. On the other hand, previous research found a link between a teacher's job satisfaction and students' academic achievement; a teacher who is happy with his or her job is more likely to deliver than a dissatisfied teacher.

In another study, Stress factors were found to have a substantial effect on the health-associated school teachers, causing physiological disruptions and disrupting results (Prasad, et al., 2016). Furthermore, in their multinomial logistic regression study, demographic variables such as gender, age, marital status, children, and general health factors such as diabetes and hypertension were found to have a significant effect on achievement. Still Stress not only has negative consequences for teachers, but it also results in lower achievement for students and higher costs for schools.

According to Prasad, et al., (2016)., while improved school organization, job demands, support, and autonomy, as well as personal, emotional resources for teachers' students' academic achievement has increased (Mulaudzii, 2018). Furthermore, according to Baraza and Simatwa (2017), asserted that

there was a negative relationship between occupational stress and students' academic achievement. From the findings, the poor achievement of the students is not a result of stress among teachers, stress among teachers is moderate.

Although, subject matter knowledge is a factor that influences teacher quality also affects students' achievement. Students understand the lesson more and with deep interest when the lesson was taught by a teacher who master his subject very well. A teacher who has mastered his or her subject area teaches very well, to perform his or her duty efficiently and effectively, able to develop and implement a curriculum (Ahmed, 2019).

All the teaching and learning processes in the classrooms cannot be what they should be without the teacher (Stavreva, 2013 as cited by Loice, 2018). At the same time, teachers cannot be effective without possessing certain qualities (Wamala & Seruwagi, 2013 as cited by Loice, 2018). Teachers' pedagogical competencies are critical in the teaching and learning process for improving academic achievement. The appropriate identification of teaching methods, for example, encourages positive learning and school performance in schools.

On the other hand, a lack of proper pedagogy may result in students' poor academic achievement in school (Muzenda, 2013 as cited by Loice 2018). Furthermore, according to Nbina (2012) research from Nigeria has shown that there is a significant relationship between pedagogical competence and student achievement.

In addition, many variables have been studied to determine which variables influence overall teacher job satisfaction, occupational stress, and pedagogical competence. However, despite all of the available research on the contribution of teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to secondary school students' academic achievement, there is a notable lack of research. According to the researcher's knowledge, no similar study has been conducted in Ethiopia, specifically in Limu Kossa Woreda; in this regard, this study attempted to fill the knowledge gap in the study area. As a result, the current study sought to investigate the overall contribution of



teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement.

### **1.3. *Research questions***

The following research questions are addressed the study.

1. What is the level of the teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence?
2. What is the relationship among teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement?
3. What is the influence of teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence on students' academic achievement?
4. What is the school principal opinion on teacher level of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence, and academic achievement of students?

### **1.4. Objectives of the study**

#### **1.4.1. *General objective***

The main objective of the study was to investigate the overall contribution of the teacher's level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement.

#### 1.4.2. *Specific objectives*

1. To identify the level of teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence.
2. To examine the relationship among the teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement.
3. To assess the influence of teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence on students' academic achievement.
4. To identify the school principal opinion on teacher level of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence, and academic achievement of students.

#### 1.5. **Significance of the study**

The result of this research would be used as a source of information for psychologists, teachers, and stakeholders to gain an insight into teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence. It is also hoped that the result of the study helps in creating better understanding and may serve as input to enhance the teaching and learning process to improve teachers' job satisfaction, occupational stress, and pedagogical competence their commitments by using a finding of this study. Moreover, the study puts some material for the academicians who are interested to conduct their study in the area.

## 1.6. Delimitation of the Study

Geographically, the study was limited to the secondary school of Limu Kossa Woreda to make the study more manageable. This study was limited to the contribution of the teacher's level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement. There are four (4) secondary schools in Limu Kossa Woreda. To make the study more manageable and practical, the study was delimited to Limu Genet No. 1 and Limu Genet No.2 or Preparatory Secondary School.

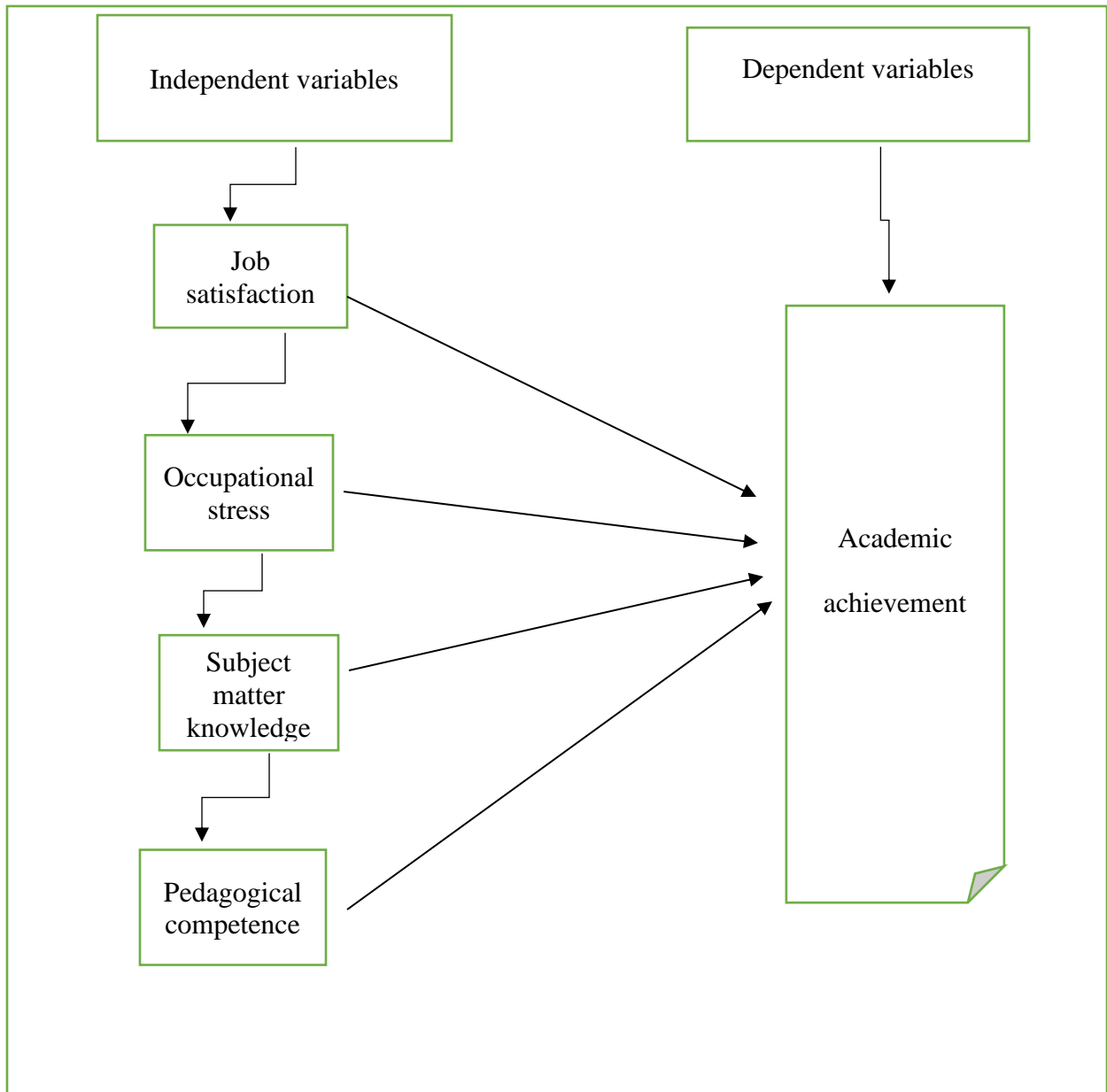
## 1.7. Operational Definition of Terms

The following term is operationally defined hereunder to indicate its meanings in the context of this study.

- ✓ **Secondary school:** that included grade Nine- twelve (9 - 12)
- ✓ **Teacher job satisfaction:** the overall attitude and views of teachers toward their job.
- ✓ **Occupational stress:** is known as stress at work place.
- ✓ **Pedagogical competence:** the ability of an individual to use a coordinated, combination of tangible resources and intangible resources to achieve effectiveness in pedagogy.
- ✓ **Subject matter knowledge:** the teachers' knowledge or skill of the subject that to teach.
- ✓ **Academic achievement.** The end results for student.

### 1.8. Conceptual framework

The conceptual framework postulates that teacher factors such as job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence of teachers influence students' academic achievement



**Fig: 1.** Source: Prepared depending on literature review and researcher's assumption

### 1.9. Limitation of the study

The study has been carried out with the stated objective. However, it has gone through the following limitations. Lack of sufficient and mostly related literature, which has been undertaken in local conditions, was among the challenges in doing this research. This study, conducted only in one woreda of government secondary schools.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter presents a discussion of teachers' level job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence with reference. Definitions and concepts, as well as theories related to job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence, were discussed in detail. It also contained related research findings in the field.

#### 2.1. Theoretical Framework

##### 2.1.1. Teachers Job Satisfaction

Schmidt (2007:483) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. Job satisfaction is characterized as one's affective attachment to a job as a whole (global satisfaction) or with particular aspects such as leadership. It's a conceptualized affective and emotional response. The degree to which an organization's employees have a positive affective attitude toward their job is described as satisfactory (Howard & Bull, 2005). When staffs are unhappy, negative affective orientation towards the organization will arise. Instead, the enforcement, predictability, and compatibility elements of work satisfaction apply to the psychological school (Flavian, 2014). Employ. Job satisfaction is characterized as one's affective attachment to a job as a whole (global satisfaction) or with particular aspects such as leadership. It's a conceptualized affective and emotional response. The degree to which an organization's employees have a positive affective attitude toward their job is described as satisfactory (Howard & Bull, 2005). interaction with the overall working climate. However, globally or in the Ethiopian context many researches showed that job satisfaction variables contribute to academic achievement of students like; salary/pay, workload, student-teacher relationship, teacher-teacher relationship, recognition, promotion, teacher-parent relationship.

### **2.1.2. Salary/pay**

According to Herzberg et al., (1959) salary was viewed as maintenance or external factor that influences job satisfaction. Also, teachers' satisfaction with their salaries was a significant predictor of their job satisfaction (Chang, et al., 2010:6). An increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. The negative impact on their job satisfaction is explained by the Expectancy Theory that states that individuals are dissatisfied if the outcomes are low in comparison to their perceived efforts. This may also apply to the present study of Ethiopian teachers.

### **2.1.3. workload**

The workload is one of Herzberg's hygiene, or repair considerations, which can either help or hurt work satisfaction. Being a teacher is tough work because it necessitates grappling with a slew of negative repercussions. Teachers' care and other associated duties cannot only increase their workload but also decrease their job satisfaction (Butt & Lance, 2005:407). Furthermore, unlike other occupations where one's personal and professional lives may be segregated, the professional position of teachers extends beyond the school setting. Teachers' stress levels and job frustration grow as they feel their workload is unjust, and their loyalty to the school organization and productivity suffer as a result. This is explained by Adam's Equity and Expectancy Theories.

### **2.1.4. Teacher-Student Relationships**

Schools, according to Cerit (2009:616) are an institution where good human ties are expected, which involves teacher-student relationships. Both connections are critical for students' academic success, teachers' effectiveness, and the smooth operation of the school as a whole. Of all the relationships, the relationship between teachers and students is considered to be vital for positive achievement outcomes in the school setting. A high level of social integration between the student

population and everyone in the school organization in general, and between students and teachers in particular, provides an environment where students can benefit from the teachers' instruction and where good teaching and learning can occur.

#### **2.1.4. Teacher-teacher partnerships**

Teacher-teacher partnerships, according to Herzberg et al., (1959) are hygiene or extrinsic variables that may affect employee job satisfaction. Collegiality in the workplace, such as support meetings, mentoring, and joint leadership, is a significant factor in teachers' job satisfaction (Weasmer & Woods, 2004:120). Ting (1997:315) agrees and indicates that cooperative and supportive relationships with colleagues are very important, and contribute to higher levels of employee job satisfaction.

#### **2.1.5. Recognition**

Recognition is a motivator, according to Maslow's hierarchy of desires, which requires esteem needs. Recognition is accompanied by inspiration and job satisfaction. Educational institutions' most valuable assets are their students and professors. Teachers' effects on student performance, public instruction, and program changes should be recognized by education officials and others. Teachers need the appreciation, acceptance, and respect of school administrators and others, according to Karsli and Iskender (2009:2253). Teachers who feel valued, capable, efficient, and relevant are helped by administrators who understand and fulfill these needs. Teachers can progress in the teaching profession by obtaining additional professional credentials that enable them to be hired as school principals, department heads, managers, District officials, or to the next level.

#### **2.1.6. Promotion**

Promotion is a method of moving up the corporate ladder Promotion, according to the Expectancy Principle, is a tangible incentive that derives from an employee's commitment and success. Teachers are compensated for their achievements as they are elevated to a rank greater than their current



position as a result of their improved efforts. This will also lead to increased pay, status, and respect. However, Development opportunities are scarce in Ethiopia. Teachers would only be allowed to advance to the roles of principal, superintendent, or District officer in a few situations. Teachers with a degree or credential have more chances for promotion. Summer and in-service preparation enable these teachers to graduate to diploma and degree levels, respectively. However, at the secondary school level, most of the teachers are not presented with the above-mentioned opportunities. Only a few teachers receive the opportunities for learning to post-graduate level.

## 2.2. Teachers Occupational Stress

The academic achievement of students is influenced by teachers' occupational stress. As teachers' occupational stress levels rise, students' academic achievement suffers as well. Poverty, school resources, leadership style, atmosphere, and other factors that relate to teachers' occupational stress and impact students' academic achievement.

### 2.2.1. Poverty

Teachers in rural areas still have to deal with the fact of being overwhelmed by needy students. According to the South African Millennium Development Goals Report (2013), the country is developing a social wage package to lower the cost of living for the vulnerable, allowing them to spend more money on food (Tshitangano, et al., 2014). When some learners continue to live in dire poverty despite this initiative, it could be stressful to teachers who may find it difficult to teach these learners; such may have an impact on learner academic achievement. South Africa may be ranked ninth in the world for the highest hunger levels. This clearly shows that the attempt by the government to curb hunger is not enough to address the hurdle of hunger in rural schools. In any area of operation, the value of providing essential services cannot be overstated. Teachers receive adequate preparation and are prepared to provide successful guidance to their students, but they must contend with the disadvantage

of a lack of funding, which is considered one of the contributing factors to teacher stress (Kokkinos, 2007).

### **2.2.2. Resources or Facilities**

There are challenges barring schools from reaching their full academic potential that affects mental health promotion and well-being of teachers (Mbulaheni, et al., 2014) these are realities faced by teachers. Teachers working in poorly resourced schools may thus not be expected to function at their full potential, leading to negative consequences on learner academic performance. Learner academic achievement may be significantly correlated with the availability of facilities such as a library, laboratories of computers, and others in the institution.

## **2.3. Teacher Subject Matter Knowledge**

Teaching is a diverse and dynamic profession, as are the factors that contribute to or distract from a student's success. Researchers have turned at teachers for answers to which conditions relate the most to students' academic achievement over the years, exploring the association between a variety of teacher variables and student achievement. Subject matter knowledge includes knowledge of the content of a subject area, such as major concepts and relationships among concepts (Grossman & Richert, 1988). The studies trying to establish these relationships fall into two main categories of research, presage-product and process product.

### **2.3.1. Presage-Product**

According to Presage-Product Studies, Studies of the relationship between subject matter expertise and student achievement have typically used, the amount of college math classes a teacher has taken or grades on the subject related standardized exams as indicators of teachers' knowledge, then searched for relationships with some indicator of student achievement (Gage & Needles, 1989 as cited in

Garner, 2017). These studies were meant to identify and support the need for teachers to have a robust knowledge of their subject. According to Begle (1972, 1979), as cited in Mewborn, (2001) One of the most well-known researchers in this area was unable to find any educationally significant correlation between teacher subject matter knowledge and student performance.

### **2.3.2. Process-Product**

**Process-Product Studies:** The process-product study aimed to define the patterns that differentiate good from ineffective teachers so that successful teachers' instructional strategies could be emphasized in teacher professional development systems and colleges of education (Brophy & Everston, 2010). Relationships between certain teaching practices (behaviors) and student achievement outcomes such as the quality of feedback, lesson pacing, and questioning (Good & Grouws, 1977; Gage & Needels, 1989) have been identified by these studies. Despite the nature of these associations, Doyle (1977) points out that few studies explain whether the variable (teacher behavior) is linked to student achievement; rather, studies are often based on isolated classroom events without taking into consideration the broader picture of other factors that may impact student achievement. Regardless, the results of these studies have informed many policy decisions regarding teacher certification and evaluation.

### **2.4. Teacher Pedagogical Competencies**

Teachers who are qualified are needed for the effectiveness of every program to be adopted (Wamala & Seruwagi, 2013). Nzivu, et al., (2020) revealed that teacher service delivery impacts learner success and, as a result, instructional content. However, teachers need to have the following 6 (six) competencies: curriculum content mastery, providing curriculum content to pupils in proper order, organizing the content, mastery in employing training tools in practice, keeping accurate records, and giving feedback to the learners. The study focused on the competency skills of teachers based on:

teaching methods, utilization of instructional media, evaluation techniques, and preparation of instructional tools (Prasertcharoensuk, Somprach, and Keow (2015) cited in Loice (2018). According to McRae (2012) as quoted in Njagi (2020) teaching is a collective mechanism that allows for the sharing and learning of ideas, talents, and competencies for the primary intention of improving lives. Teaching, according to McRae (2012) quoted in Njagi (2020) is a participatory mechanism that enables the sharing and learning of ideas, skills, and competencies with the sole goal of changing lives. The teacher is bestowed with the responsibility of influencing mindsets as enshrined in the syllabus.

#### **2.4.1. Teaching methods**

Teaching methods in a classroom can be teacher-centered, learner-centered, or mixed approach. Chang (2010) cited in Teygong, et al., (2018) pointed out that while appropriate instructional methods are likely to enhance learning performance: inappropriate teaching methods are known to stifle knowledge retention and realization of learning objectives. As a result, it is essential to balance students' learning patterns and teaching methods to improve their success (Zeeb, 2004 as cited in Ganyaupfu, 2013).

#### **2.4.2. Instructional Media Resources**

According to Zeeb (2004) in unmatched settings, students' participation in the learning process is low, resulting in poor academic results. Moreover, Likoko, et al., (2013) cited in Asuru (2019). Indicated that instructional media resources can include resources such as textbooks, charts, maps, audiovisual and electronic instructional media. Paper supplies, exercise books, pencils, rulers, and other stationery consist of other requisite resources required in the teaching and learning process (Atkinson 2000 as cited in Loice, 2018). The process of learning involves the activities in which pupils engage to make sense of or internalize the content they are learning. In addition, they offer manipulative or other hands-on activities for students' who need them to facilitate learning (Rotumoi & Too, 2012 cited in

LOICE, 2018). Instructional resources are charged as essential educational tools because they support the teacher in preparing and providing instruction accurately and acceptably (Otunga, et al., 2011 as cited in Loice, 2018). The syllabus, scheme of work, lesson schedule, and record of work covered, and student achievement records are all examples of instructional materials. Lesson planning by teachers is a vital process of implementation of teaching. Planning enables the teacher to subdivide the content into manageable units that are normally guided by the years' work considered per term, month, week, and lesson level (Otunga, et al., 2011 as cited in Loice, 2018). The headteachers are responsible for delivering the syllabus to each teacher and ensuring that they are used. The syllabus is a text that includes the teaching and learning goals, a content description, the sequence to be followed in a given knowledge field, information on preferred teaching materials, technique, and appraisal or assessment (Otunga, et al., 2011).

### **2.4.3. Examination**

Examination assessments have become a significant method for summative assessment of learners. The method of deciding how much students know is known as testing or assessment of learners (Akiri, 2013). Tests and examinations are administered to pupils at various stages of their learning experience. Because learners possess different characteristics that require different assessment approaches. The standard of education at a school is the responsibility of the principal. As a result, it is their responsibility as internal curriculum supervisors to ensure that documents are maintained that assist the staff in performing their duties effectively (Sultan & Shafi, 2014 as cited in Loice, 2018).

## CHAPTER THREE

### 3. RESEARCH METHODS

This chapter deals with research design, Description of Study Area, Population of the Study Area, Socio-Economic Characteristics, source of data, sample size and sampling techniques, data gathering instrument, the procedure of data collection, and method of data analysis mentioned as follows.

#### 3.2. Research Design

This study was used a mixed (quantitative and qualitative) research design. A mixed-method research approach is good to use if you seek to build on the strength of both quantitative and qualitative data (Creswell,2012). According to Bergman (2008), a mixed-method is the combination of at least one qualitative and at least one quantitative component in a single research project or program.

#### 3.3. Description of Study Area

Limmu Kossa is one of Ethiopia's Woredas, located in the Oromia National Regional State. It is currently located in the Oromia Region's Jimma Administrative Zone. It is located 75 kilometers west of Jimma town and 426 kilometers south of Addis Ababa.

### 3.4. Sample Size and Sampling Techniques

The study was conducted in government Secondary Schools. In Limmu Kossa Woreda Secondary School there are 232 teachers. As of the data obtained from Limu Kossa Education Office, there are four (4) secondary schools in Limmu Kossa Woreda such as Limu Genet NO.1 (9-10<sup>th</sup>), Babu (9-10<sup>th</sup>), Ambuye (9-10), and Limmu Genet No.2 or preparatory (11-12<sup>th</sup>). A simple random sampling specifically by lottery method, two secondary schools were selected. The sample size of the teachers and students from the two secondary schools was selected through proportionate sampling.

To determine the sample size a simplified formula of *Yamane (1967:886)* was used.

$d^2$  = is the acceptable margin of error for proportion being estimated

$p$  = is the estimated proportion of an attribute that is present in the population

$$n = \frac{(Z \alpha/2)^2 p(1-p)}{d^2}$$

$$n = \frac{(3.8416)^2 0.5(1-0.5)}{0.0025}$$

$$n = \underline{\underline{384}}$$

Let this formula be used for our population, in which  $N=90$  with  $\pm 5\%$  precision. Assuming 95% confidence level and  $p=0.5$ , we get the sample size as

$n$ = the sample size  $N$ =the population size

$e$ = the acceptable sampling error or level of precision (0.05)95% confidence level and  $p= 0.5$  assumed

$(Z\alpha/2)$  Total Number of teachers in limmu Genet No.1 and limmu Genet No.2 secondary school are 158.

$$n = \frac{no}{1 + (no - 1)/N}$$

$$n = \frac{384}{1 + (384 - 1)/133}$$

$$n = \frac{384}{133 * 383 / 133}$$

$$n = \frac{384}{517 / 133}$$

$$\frac{384}{3.8}$$

$n = \underline{\underline{101}}$  it's the total sample size of the teachers from two schools.

Total number of students 2351 (9-12<sup>th</sup>)

$$n = \frac{no}{1 + (no - 1)/N}$$

$$n = \frac{384}{1 + (384 - 1)/2351}$$

$$n = \frac{384}{613 + 384 / 2351}$$

$$n = \frac{384}{2735 / 2351}$$

$$\frac{384}{1.2}$$

$n = \underline{\underline{320}}$  it's the total sample size of the students from two schools.

Finally, the researcher was taken a sample from secondary schools of Limmu Genet No. 1 and No. 2, 101 teachers, 2 principals, and 320 students 423 respondents were taken as a sample in this study.



Table 1

<b>S/no</b>	<b>Total</b>	<b>Selected Samples</b>
<b>Limu genet 1 secondary school</b>	90	68
<b>Teachers</b>		
<b>Limmu Genet 2 secondary school</b>	43	33
<b>Teachers</b>		
<b>Grade 9<sup>th</sup> students</b>	502	68
<b>Grade 10<sup>th</sup> students</b>	567	77
<b>Grade 11<sup>th</sup> students</b>	665	91
<b>Grade 12<sup>th</sup> students</b>	617	84
<b>Total</b>	421	403

Total sample size of teacher's and student's

### 3.5. Sources of the data

The data were collected from both primary and secondary sources. The primary data sources for the study were teachers, principals, and students in limmu Genet No.1and Limmu Genet No. 2 secondary schools. The students' academic achievement Official statistical data reports were taken from the vice-principal or the school record office Department were used as secondary sources for the study.

### 3.6. Data Gathering Instruments

As the concepts of teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement are not simple to measure, attempts have been made to ensure the inclusion of the various dimensions of teachers' level of job satisfaction, occupational stress, subject matter knowledge and pedagogical competence to students' academic achievement based on theory and previous studies. In this study, the following instruments were employed to collect the necessary information for the study. In the study, close and open-ended type questionnaires were developed to collect data from teachers and students. The questionnaire was

used as a major data collection instrument because it allows informants/ respondents to express their ideas and opinions freely. Further, to collect data for students' academic achievement students' semester average was reviewed from the school record office. For teachers' job satisfaction the questionnaires taken from (Gedefaw, 2012) were used to collect the data from the selected teachers; for teachers' occupational stress the questionnaire was taken from Israel Creleanor (2018) the reliability of this questionnaire was 0.88 using the Cronbach's Alpha coefficient. To measure teachers' subject matter knowledge a questionnaire was adopted from National Professional Standards for Teachers in Pakistan, (Santoro & Kennedy, 2016), and also, for teachers' pedagogical competence the questionnaires were taken from (Loice, 2018). Cohen, et al., (2007:158) argue that questionnaires encourage the respondents to be honest because they are answered secretly, and they are more economical than interviews. There were two sections in the questionnaires. The first section of the questionnaire was about the background information of the respondents such as gender, age, qualification, and service year, and school name. The second part of the questionnaire was prepared to measure the contribution of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence of the teachers.

### 3.7. Data Collection Procedures

To get accurate data, the researcher has obtained a permission letter from the Department of Psychology to be allowed to collect data. Subsequently, the researcher was making a revisit to earmark the concerned body in the study area to establish rapport before the actual data collection date. This was made him familiar with the respondents. Next, a short orientation was given to the participants on how to fulfill the questionnaires. Accordingly, the researcher and data collectors disseminated the questionnaires to the respondents. Moreover, the questionnaire was collected back from the participants. Finally, after the questionnaire was collected back from the study participants and the data interpretation was done.

### **3.8. *Inclusion and exclusion criteria***

Inclusion Criteria: all teachers and students who are attending who are present during data collection and volunteer to participate were included in the study.

Exclusion Criteria: those teachers and students who are absent during data collection, not volunteering to participate in the study were excluded from the study.

### **3.9. Method of Data Analysis**

In this study, data were analyzed quantitatively and qualitatively (mixed method). Quantitative data obtained from questionnaires were coded and entered into SPSS version 20 software for the Windows program to enable analysis. To lessen decision error right during the study, a 0.05 level of significance was used. This study was employed both descriptive and inferential statistical analysis. The descriptive was used to analyze the level of the teachers of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement. Besides, the Pearson correlation coefficient was used to analyze the relationship between teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence on students' academic achievement. Further, multiple regressions were to analyze the contribution of the teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement. Finally, data from open-ended questions were analyzed using thematic analysis to triangulate using quantitative data.

### 3.10. *Ethical Consideration*

Regardless of the specific nature of their work, social researchers must take into account the effects of the study on the participants to preserve their dignity as the responsibility of human beings to the participants (Cohen & Manion, 2007). In this respect, the researcher claims in this analysis that respondents should not be pressured into answering a questionnaire. They would be greatly welcomed, but it is entirely their choice whether to become involved or withdraw from the study. Jones, et al., (2006) added that in science, the concepts of secrecy, anonymity, and privacy are operational in research. Therefore, the declaration of informed consent and all data collection tools were administered until participants have been made clear of the study objective; their identity, confidentiality, and privacy have been secured and their consents have been issued. Once the data was collected this way, the information from the subjects was not used for anything other than the intended purpose.

### 3.11. Pilot Testing

Before the final questionnaire was administered to the respondents, questionnaires were distributed to thirteen (30) teachers, four (4) principals, and twenty-five (25) students. A pilot test was conducted to analyze the reliability of the questionnaires and appropriate adjustments made before the distribution of the questionnaires. The reliability of the items was computed by Cronbach's alpha. Reliability relates to a measure's accuracy. If it produces consistent outcomes, a measuring instrument is accurate. Reliable measuring instruments to contribute validity, so there is not required to be a legitimate instrument for a reliable instrument. Validity assesses whether a test is representative of all aspects of the construct. To produce valid results, the content of a test, survey, or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement the validity is threatened. For this study, the formal test for reliability of measurement is "Cronbach's alpha", which is always used in many kinds of literature note that a reliability coefficient of 0.7 or higher is considered "acceptable" in most social science research situations Cronbach and Meehl, 1955). The analysis of the Pilot test was done SPSS version 23. The first variable "teacher's job satisfaction" was the independent variable. It had 45 items and the value of Alpha of these items is 0.81. The second variable "Teachers, occupational stress" were an independent variable and it has 27 items and its value of Alpha is 0.79. The third variable "Teachers subject matter knowledge" was another independent variable, it also has 23 items and its value of Alpha is 0.73. the fourth variable "Teachers pedagogical competence" was the independent variable it also has 16 items and the value of alpha is 0.76.

## Chapter Four

### 4. DATA ANALYSIS AND RESULTS

#### 4.1. Socio-demographic information of the study participants

As presented in Table 4.1.1 below, from 403 (four hundred three) participants who participated in the study, 208 (two hundred eight) participants were male and the remaining 195 (one hundred ninety-five) were female participants. Male participants accounted for 58% and females accounted for 43 % of the total participants. Concerning the educational qualification of the teachers, 75.24% are BA degree holders and the remaining 24.76% of the teachers are MA degree holders. Concerning the participants from students in terms of their grade distribution 29.13 % from grade 11th, 27.81 % from grade 12th, 23.17% from grade 10th, and 19.89 % from grade 9th have participated in the study respectively.

Table 4.1.1, below shows the demographic characteristics of the respondents in terms of gender, grade, and educational qualification in Secondary Schools respectively.

**Table 1**

*Socio-demographic description of study participants*

Variables		Frequency	Percent
<b>Gender</b>	Male	208	58
	Female	195	42
	Total	403	100
<b>Qualification</b>	BA degree	76	75.24
	MA degree	25	24.76
<b>Grade</b>	Total	101	100
	9th	60	19.89
	10th	70	23.17
	11th	88	29.13
	12th	84	27.81
	Total	403	100

#### 4.2. The prevalence of the teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence

According to the data collected through open ended questions from the study participants, teachers at Limmu Genet No.1 and Limmu Genet No.2/ Preparatory secondary schools are currently dissatisfied with their jobs because of no hygiene factors.

Concerning occupational stress, teachers in Limmu Genet No.1 and Limmu Genet No.2/preparatory Secondary Schools are extremely busy due to the influence of COVID -19, which began in the 2012 academic year.

The table below as indicated that the mean of teachers' response on job satisfaction was found to be 3.0897 with the standard deviation of .41269. On the other hand, the mean score of teachers' occupational stress was found to be 2.8247 with the standard deviation of .52299'. Moreover, the mean score of teachers' subject matter knowledge was found to be 2.2870 with .56121. Furthermore, the mean score of teachers' pedagogical competence was found to be 2.9904 with the standard deviation of .66783.

Table 2: Level of teachers on Job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence

Variables	Job satisfaction	Occupational stress	Subject matter knowledge	Pedagogical competence
N	101	101	101	101
Mean	3.0897	2.8247	2.2870	2.9904
Std. Deviation	.41269	.52299	.56121	.66783

As it can be seen in the following table (table 3) the mean of score of students on academic achievement was found to be 3.2040 with the standard deviation of 2.39222.

**Table 3: the level of students on academic achievement**

**Descriptive Statistics**

Variable	Academic achievement
N	302
Mean	3.2040
Standard deviation	2.39222
Maximum	29.00
Minimum	1.70

According to the principal of Limmu Genet secondary school, teachers' subject matter knowledge and pedagogical competence play a significant effect in the academic accomplishment of students. Teachers in our school, have subject matter knowledge, and pedagogical competence, even if there is some variation among them.



### **4.3. The relationship between teacher's job satisfaction, occupational stress, subject matter knowledge, pedagogical competences, and academic achievement**

In the following table, correlation analysis is presented, showing the relationship between the teacher's job satisfaction, occupational stress, pedagogical competence, and subject matter knowledge on academic achievement among secondary school students were considered while data was analyzed.

The second objective of the study was to examine the relationship between teachers' job satisfaction, occupational stress, subject matter knowledge, and academic achievement of Limmu Genet Secondary School students. As indicated in the following table (Table :4 the relationship between job satisfaction, occupational stress, subject matter knowledge, and academic achievement was examined through the Pearson correlation coefficient.

Table: 3 Indicated that there was no linear relationship between teacher's job satisfaction and academic achievement  $F (.89)$ ,  $r = -.04$ ,  $p = .502$ . There was no linear relationship between teacher occupational stress and academic achievement  $F (.51)$ ,  $r (0.02)$ ,  $P = .701$ . On the other hand, a weak positive relationship between subject matter knowledge and academic achievement  $F (2.8)$ ,  $r (0.1)$ ,  $P = .95$ , there was no linear relationship between pedagogical competence and academic achievement  $F (.219)$ ,  $r (0.03)$ ,  $p = .640$ . Thus, the study found no relationship between teachers' job satisfaction, occupational stress, pedagogical competence, and student achievement.

**Table 4: The relationship between teacher's subject matter knowledge, subject matter to students' academic achievement**

As indicated in the table below there was no subject matter knowledge, pedagogical competence and students' academic achievement (see table 4 below).

		<b>Correlations</b>		
		Subject matter knowledge	Pedagogical competence	Academic achievement
<b>Subject matter knowledge</b>	Pearson Correlation	1	.279**	.106
	Sig. (2-tailed)		.000	.095
	N	302	302	302
<b>Pedagogical competence</b>	Pearson Correlation	.279**	1	.030
	Sig. (2-tailed)	.000		.640
	N	302	302	302
<b>Academic achievement</b>	Pearson Correlation	.106	.030	1
	Sig. (2-tailed)	.095	.640	
	N	302	302	302

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

Correlation is significant at 0.01(2-tailed). Strength of Correlation: 1= Perfect, 0.7-0.9= Strong,

0.4-0.6= Moderate, 0.1-0.3= Weak 0= Zero. Source: (Tshewang R, 2015).

**Table5: The relationship between teacher’s job satisfactions, occupational stress to students’ academic achievement**

The study result revealed that there was no statistically significant relationship between teachers’ job satisfaction, occupational stress, and students’ academic achievement (**See table 5 below**).

		<b>Correlations</b>		
		Job satisfaction	Occupational stress	Academic achievement
<b>Job satisfaction</b>	Pearson Correlation	1	-.016	-.046
	Sig. (2-tailed)		.78	.465
	N	101	101	101
<b>Occupational stress</b>	Pearson Correlation	-.016	1	.024
	Sig. (2-tailed)	.804		.601
	N	101	101	101
<b>Academic achievement</b>	Pearson Correlation	-.046	.024	1
	Sig. (2-tailed)	.567	.501	
	N	101	101	101

#### **4.4. The influence of teachers’ level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence on students’ academic achievement**

In the following table, multiple regression analysis is presented, showing the significance of job satisfaction, occupational stress, pedagogical competence, and subject matter knowledge on the student’s academic achievement among secondary school were considered while data was analyzed. The third objective of this study was to identify the influence of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence on the academic achievement of secondary school students.

The result of multiple linear regression analysis indicated that teacher job satisfaction, occupational stress, subject matter knowledge, pedagogical competence was not accounted as predictors of students' academic achievement ( $b=-.47$ ,  $t(-.741)$ ,  $p=.459$ ;  $b=.009$ ,  $t(0.133)$ ,  $p=.895$ ;  $b=.105$ ,  $t(1.571)$ ,  $p=.17$ ;  $b=.000$ ,  $t(-.005)$ ,  $p=.9$  at  $R^2=.013$ ,  $F(.838)=2.39534$ ,  $p=.502$  respectively. Whereas the remaining 87% of variances in academic achievement might be explained by extraneous variables such as availability of library with reference books, and technology like IT, internet, and others. Consequently, the researcher suggested other researchers conduct a study on variables that accounted for 87 % of students' academic achievement that was not considered in this study.

**Table. 4**  
**Model summary of multiple regressions**

<b>ANOVA</b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.226	4	4.806	.838	.502b
	Residual	1405.730	245	5.738		
	Total	1424.956	249			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), Pedagogical competence, job satisfaction, Occupational stress, Subject matter knowledge

Model	Unstandardized Coefficients	Standardized Coefficient	T	Sig
	B	Std. Error	Beta	
Constant	2.913	1.633	1.784	.076
Job satisfaction	-.273	.368	-.047	.459
Occupational stress	.039	.295	.009	.895
Subject matter knowledge	.449	.286	.105	.117
Pedagogical competence	-.001	.238	-.000	.996

a. Academic achievement

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.116a	.013	-.003	2.39534

#### **4.5. School principal opinion to teacher level of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence, and to students' academic achievement**

School principal narrated their follow concerning the teachers' level of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence, and students' academic Achievement suggested their idea as follows:

*Job satisfaction among teachers has a substantial impact on their efficacy and ability to give high-quality education. Teachers, on the other hand, are currently dissatisfied with their work due to a lack of compliance with many hygiene issues.*

*Teachers are currently under a lot of stress as a result of the increased workload for the 2012 academic year, which was caused by the Corona Virus (COVID-19). Furthermore, it is preferable to provide rapid feedback to teachers on their performance to improve students' academic performance. As alternative, mentoring and supporting teachers in their work is essential for reducing occupational stress. Besides, one of the characteristics of teachers that contribute to excellent student achievement is their pedagogical competency. As a result, it has a beneficial and bad impact on students' academic achievement.*

*Concerning student academic achievement, our students performed slightly poorer this year (2013 academic year) than the previous year (2012 academic year), which could be attributed to the Corona Virus's effects (COVID-19).*

## Chapter five

### 5. DISCUSSION

#### **5.1. The prevalence of the teachers' level of job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence**

The current level of teacher's job satisfaction in Limmu Genet Secondary School is low due to lack of basic hygiene factors such as salary, house allowance, and reception center. In line with this a study conducted by Gedefaw (2012) among secondary school teachers in Addis Ababa indicated that the teachers were significantly dissatisfied with their work. Salary and benefits arose as the primary dissatisfying aspects of all the work factors. Chang, Kim, & Tickle, (2010:6) also demonstrated that the teachers' satisfaction with their salaries was a significant predictor of their job satisfaction. However, Singh and Jain, (2013) asserted that when teachers are highly satisfied with their job, they tend to present at work more often, have a high work commitment, and satisfied with their lives. Thus, satisfied with the intrinsic aspects of the job is long-lived, and therefore, enables teachers to sustain their motivation over a long time.

On the other hand, the study found that there is high occupational stress among teachers due to the refereed load from the previous year (2012 academic year). In line with this, studies showed that teaching is a stressful job in different contexts (Aftab & Khatoon, 2012; Fisher, 2011 McCarthy, Lambert, et al., 2010; Khan, Shah, Khan & Gul, 2012; Van Dick & Wagner, 2001). Similarly, according to Mulaudzi (2018), teachers in secondary schools in rural areas face high levels of stress, which discomforts student academic achievement. As a school principal, it is preferable to recognize and reward teachers for their achievements by raising their occupational level.

Furthermore, another African study which was carried out by Asimeng-Boahene (2012) in Ghana showed that the working condition of the African teachers is inconvenient that create occupational stress on them, and diminish their work satisfaction and motivation. Some of the factors that make the African work environment unfavorable and make the teachers powerless and frustrated in their work are lack of instructional materials, large-sized classes, and dearth of administrative support, inadequate professional training, and few opportunities to grow professionally. Ayoti and Poipoi, (2011) found out that stress was caused by; heavy workload, lack of clarity of duties and responsibilities, poor management, substandard equipment's and insufficient salaries.

Moreover, the current study revealed that teachers' subject matter knowledge is important for the improvement of students' academic achievement even though there is some variation among teachers on subject matter knowledge. Furthermore, school principals reported that all teachers had no similar subject matter knowledge and pedagogical competence. This in turn affects students' academic achievements both positively and negatively. In support of this, professional knowledge, skills, and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). In addition, Ofoegbu (2004) stated that satisfaction with teaching components or pedagogical competencies have important consequences on students' academic achievement, because it enables teachers to be dedicated, committed, and happy. This further helps them to bring their best qualities to their schools, so that students, parents, and society may benefit from their services.



## **5.2. The relationship between teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement**

In the current study, there was no statistically significant relationship between subject matter knowledge, teacher's pedagogical competence and the academic achievement of students. In line with this, Agoro and Akinsola (2013) and Ladipo (2013), suggested that poor teacher quality is one of the significant factors responsible for the consistently poor performance of secondary school students in public examinations in the country. The mastery of relevant knowledge is one of the most important attributes of the teacher, and they must have a good grasp of the subject matter to command the respect of their students (Odiri, 2011). In contrast to this, Asuru, V. (2019) various teaching methods were able to post positive results in their classes than those who relied on one method of teaching. The study thus concluded that teachers' pedagogical competence enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds.

In other hand, the study result showed that no linear relationship between teachers' job satisfaction, occupational stress and students' academic achievement. In line with this, Baraza (2017) observed that stress level among secondary school teachers was not significant predictor of students' academic performance in Kakamega North Sub- County. In line with this Iqbal, et al., (2016), asserted that there was no significant association between students' academic achievement and teachers' job satisfaction.

### **5.3. The influence of teacher's job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to students' academic achievement**

The current study's findings demonstrated that job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence had no role in students' academic achievement. The model shows they are not a significant predictor of students' academic achievement.

*As of the school principal opinions currently, teachers in Limmu secondary school are less satisfied with their job due to less recognition from the concerned upon their successful work.*

In line with this, Birke (2020) study result showed that (85%) of respondents were dissatisfied with the quality of recognition and rewards given depend on teachers' achievement. As the respondents of interview, they describe that lack of recognition and reward for work well done promote teachers to decreases motivation for their work.

*Concerning, the occupational stress of the teachers' principal narrated their idea as follow;*

*Teachers at Limmu Secondary School face occupational stress due to various factors, such as COVID-19 pandemic, inadequate instructional materials, large class size. and also, occupational stress can have an impact on students' academic achievement.*

In line with principals' opinions Topper (2007) argue that main cause of teachers' Occupational stress is workload. Increase in workload in an organization without taking into account the availability of staff to carry out the task, may lead to occupational stress. Therefore, the workload increase should correspond with the availability of workforce.

*On the other hand, school principals forwarded their idea on subject matter Knowledge of the teachers as follows. Even though there is no similar subject matter Knowledge among the teachers. In our school teachers are good at their subject matter knowledge. However, as compared to the 2012 academic calendar, in this year (2013), our students' academic achievement was somewhat average because of the impact of Corona Virus disease (COVID-19).*

In line with this Sadiq (2019) study result concluded *that* there was strong, positive correlation relationship between subject matter knowledge and academic achievement in senior secondary schools in Adamawa state.

## CHAPTER SIX

### 6. SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter contains the summery, conclusion and recommendations of the current study

#### 6.1. Summery

The current study was conducted to examine the Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject matter knowledge and Pedagogical Competence to Students' Academic Achievement of Limu Genet Secondary School, in Jimma Town. Following this, the current study attempted to answer the following research questions

1. What is the level of the teachers' job satisfaction, occupational stress, Subject matter knowledge and pedagogical competence?
2. What is the relationship between teachers' level of job satisfaction, occupational stress, Subject matter knowledge and pedagogical competence to students' academic achievement?
3. What is the influence of teachers' level of job satisfaction, occupational stress, subject matter Knowledge, and pedagogical competence on students' academic achievement?
4. What is the school principal opinion on teacher level of job satisfaction, occupational stress, Subject matter knowledge, pedagogical competence, and academic achievement of students?  
To attain the objectives of the study, a mixed approach with a correlational design was used.

Samples of the study were selected using a random sampling technique via a lottery method. A total of four hundred three (403) samples were involved in the study. To collect data from participants, open and close-ended type questionnaires were used as data collection tools. The demographic information of the participants was also obtained through a self-prepared questionnaire. The collected quantitative data was analyzed using descriptive and inferential statistics. Simple descriptive statistics such as percentages

were used to identify, summarize and describe the demographic and other variables. Inferential statistics such as Pearson correlation coefficient and multiple linear regression analysis were used. The qualitative data was analyzed via thematic analysis. The study found that there was no statistically significant relationship between Teacher's job satisfaction, occupational stress, subject matter knowledge, pedagogical competence and students' academic achievement.

## **6.2. Conclusion**

Based on the findings of the study, the following conclusions were drawn. The findings revealed that the participants experienced moderate levels of job-related stress and have less satisfaction in their job. However, there was no statistically significant relationship between teacher's job satisfaction, occupational stress, subject matter knowledge and pedagogical competence to students' academic achievement. Thus, in the current study, there was no association between teachers' job satisfaction, occupational stress, pedagogical competence, and subject matter knowledge on students' academic achievement. Conclusively, the study revealed that variables under investigation were independent of each other. Based on the finding of the study it was concluded that teachers' job satisfaction, occupational stress, subject matter knowledge has no statistically significant contribution to secondary school students' academic achievement in Limmu Genet Secondary Schools in Jimma Zone.

### 6.3. Recommendations

To better direct the teaching-learning process, school practices on teacher job satisfaction should be improved. As a result, the following recommendations are forwarded to all concerned academic staff (school principals, supervisors, Woreda Education offices, and others) to maintain educational quality, better utilize teachers' knowledge and skills, and improve student achievement in Jimma Zone.

- ✍ The Zone Education officials and Woreda Education offices should pay close attention to Teacher job satisfaction. The focus should be on teachers' job satisfaction such as personal development and training, equitable benefits and incentives, and constructive continuous Support.
- ✍ School principals and other management teams should organize various programs for teachers to share their experience within the school and model schools throughout the schools. All of this contributes to teachers' effectiveness and job satisfaction.
- ✍ To increase teachers' job satisfaction and students' academic achievement in schools and Woredas, adequate budgets must be allocated to supply necessary materials and equipment for practical use in the laboratory, library, ICT center, and so on.
- ✍ Finally, the researcher suggested other researchers conduct a study on the other variables that accounted for students' academic achievement.

#### **6.4. Suggestion and Educational Implication**

- ✍ No research effort can be considered worthwhile unless it results in some significant educational consequences. As this is a wake-up call to students, teachers, school managers, and parents among many education stakeholders, it is expected that some of the findings of this study will help to improve student academic attainment. The present study may be replicated on the large sample size very in-depth that may be increased with the inclusions of other related and significant variables. There is a need for further research on this issue.
- ✍ By gaining a better understanding of teacher's status of job satisfaction, occupational stress, subject matter knowledge, pedagogical competence to adjust teaching methods, techniques, and continuous learning assessment with feedback that can be used to assist in the development of critical thinking and academic skills can be identified and improved.



## References

- Aftab, Maria., and Khatoon, Tahira.,2012, “Demographic Differences and Occupational Stress of Secondary School Teachers”, *European Scientific J.*,8 (5), pp. 159-175.
- Ahmad, M. N. (2008). *Seni Lakon Mencerminkan Sikap Masyarakat*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- Agoro, A. A., & Akinsola, M. K. (2013). Effectiveness Of Reflective-Reciprocal Teaching on Pre-Service Teachers’ Achievement and Science Process Skills in Integrated Science. *International journal of education and research*, 1(8), 1-20.
- Asuru, V. (2019). Evaluation of Teachers’ Pe Academic Performance
- Ashikia, O. A. (2010). Students and teachers’ perception of the causes of poor academic performance in Ogun State Secondary Schools [Nigeria]: Implications for counseling for national development. *European Journal of Social Sciences*, 13(2), 229–242.
- Atwell, D. D. (2021). A Qualitative case study exploring how title schools build the capacity of staff and families in support of academic achievement.
- Ayele, D. (2014). Teachers’ job satisfaction and commitment in general secondary schools of Hadiya Zone, in southern nation nationality and people of the regional state (Doctoral dissertation, Jimma University, Institute of Education and Professional Development Studies).
- Ayoti, C. and Poipoi, M.W. 2011, April. Factors contributing to stress among public secondary school teachers in Vihiga District, Kenya. *International Journal of Current Research* Vol. 33 (4):190-193.
- Baier, F., Decker, A. T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter, M. (2019). What makes a good teacher? The relative importance of mathematics teachers’ cognitive

- ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*, 89(4), 767-786.
- Barat, K. (2017). Metadata, citation, and similar papers at the core. *ac.UK 104* |, 7(1), 104–126.
- Baraza, O. T. (2017). *Teacher Management Related Factors Influencing Teacher Stress and its Effect on Student Academic Performance in Public Secondary Schools in Kakamega North Sub-County, Kenya* (Doctoral dissertation, Maseno University).
- Baraza, O., & Simatwa, E. (2016). Influence of employment factors on stress among public secondary school teachers in Kenya. A case study of Kakamega north sub-country. *Greener Journal of Educational Research*, 6(3), 091-114. ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*, 89(4), 767-786.
- Bergman, M. M. (2008). The straw men of the qualitative-quantitative divide and their influence on mixed methods research. *Advances in mixed methods research: Theories and applications*, 11-21.
- Birke Gonfa, (2020). *Factors Affecting Job Satisfaction of Teachers in General Tadesse Biru School Addis Ababa*.
- Brophy, J. E., & Evertson, C. M. (2010). Teaching young children effectively. *The Journal of Classroom Interaction*, 45(1), 5-8.
- Bull, I. H. F. (2005). The relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape (Doctoral dissertation, University of the Western Cape).
- Butt, G. & Lance, A. 2005. Secondary teacher workload and job satisfaction: do successful strategies for change exist? *Educational Management Administration Leadership*, 33(4):401-422.

- Chan, D. W. (1998). Stress, coping strategies, and psychological distress among secondary school teachers in Hong Kong. *American Educational Research Journal*, 35(1), 145-163.
- Chang, M., Kim, S. & Tickle, BR. 2010. Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education*, 30:1-8
- Choi, S. (2018). Analysis of Relationship between Academic Achievement and Job Satisfaction of Secondary NCS Vocational Education. *Journal of Service Research and Studies*, 8(1), 41-57
- Cochran, W. G. 1963. *Sampling Techniques*, 2nd Ed., New York: John Wiley and Sons, Inc.
- Creswell, J. W. (1999). Mixed-method research: Introduction and application. In *Handbook of educational policy* (pp. 455-472). Academic Press.
- Dimbore, B. S. (2018). Teachers' Job Satisfaction and Professional Commitment in Government Secondary Schools in Hadiya Zone By: *Berhanu Shanko Dimbore Teachers' Job Satisfaction and Professional Commitment in Government Secondary Schools. Thesis, Addis Ababa University.*
- Emiliasari, R. N. (2018). an Analysis of Teachers' Pedagogical Competence in Lesson Study of Mgmp Smp Majalengka. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 6(1), 22. <https://doi.org/10.22460/eltin.v6i1.p22-33>
- Filak, V. F., & Sheldon, K. M. (2003). Student psychological need satisfaction and college teacher-course evaluations. *Educational psychology*, 23(3), 235-247.
- Fisher, M. H. (2011). Factors influencing stress, burnout, and retention of secondary teachers. *Current issues in education*, 14(1).
- Fiske, S. T., & Taylor, S. E. (1991). *Social cognition. McGraw-Hill Book Company.*
- Fletcher, B. C., & Payne, R. L. (1982). Levels of reported stressors and strains amongst schoolteachers: Some UK data. *Educational Review*, 34(3), 267-278.



- Gage, N. L., & Needels, M. C. (1989). Process-Product Research on Teaching: A Review of Criticisms. *The Elementary School Journal*, 89(3), 253–300.  
<https://doi.org/10.1086/461577>
- Ganyaupfu, E. M. (2013). Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention*, 2(9), 29-35.
- Garner, J. T. (2017). The Relationship between Teachers' Subject Matter Knowledge for Teaching and Student Achievement in Struggling and Non-Struggling Students.
- Gebre Kirstos, H. A. (2015). Occupational stress among secondary school teachers and their coping strategies: The case of the central zone of Tigray region. *International Journal of Academic Research in Education and Review*, 3(6), 143-157.
- Gedefaw, K. M. (2012). Job satisfaction of secondary school teachers in Ethiopia. (Unpublished doctoral dissertation). *University of South Africa, South Africa. education*, 2, 803-819.
- Gess-Newsome, J. (2013). Pedagogical content knowledge. In J. Hattie, & E. M. Anderman (Eds.), *International guide to student achievement*(pp.257–259). New York, NY: Routledge.
- Grossman, P.L.,1990. The making of a teacher: Teacher knowledge and Teacher Education. New York: *Teachers College Press*
- Grossman, P. L., & Richert, A. E. (1988). Unacknowledged knowledge growth: A re-examination of the effects of teacher education. *Teaching and Teacher Education*, 4(1), 53-62.
- Gomendio, M., (2017). & Organization for Economic Co-operation and Development (OECD) Staff. Empowering and enabling teachers to improve equity and outcomes for all. Paris: OECD Publishing.

- Haciomeroglu, G. (2006). Prospective secondary teachers' subject matter knowledge and pedagogical content knowledge of the concept of function. *The Florida State University*.
- Hongying, S. (2007). Literature review of teacher job satisfaction. *Chinese Education & Society*, 40(5), 11-16.
- Hudson, P. (2007). "Examining mentors' practices for enhancing preservice teachers' pedagogical development in mathematics and science." *Mentoring & Tutoring* 15(2): 201-217.
- Iqbal, A., Fakhra, A. Z. I. Z., Farooqi, T. K., & Shabbir, A. L. I. (2016). Relationship between teachers' job satisfaction and students' academic performance. *Eurasian Journal of Educational Research*, 16(65), 335-344.
- Ipek, H., Akcay, A., & Berber, G. (2018). The Relationship Between Occupational Stress and Teacher Self-Efficacy: A Study with EFL Instructors the Relationship Between Occupational Stress and Teacher Self-Efficacy: A Study with EFL Instructors. January. <https://doi.org/10.18039/ajesi.393945>
- Kang'ahi, M., Indoshi, F. C., Okwach, T. O., & Osodo, J. (2012). Gender and students' academic achievement in Kiswahili language. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 716-720.
- Karsli, MD. & Iskender, H. 2009. World conference on educational sciences: to examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment. *Social and Behavioural Sciences*, 1:2252-2257
- Khan, A., Shah, I. M., Khan, S., & Gul, S. (2012). Teachers' stress, performance & resources. *International Review of Social Sciences and Humanities*, 2(2), 10-23

- Kiamba, E. (2018). Influence of Teacher Preparedness on Students' Academic Achievement in Kiswahili Language in Public Secondary Schools in Kathonzweni Sub-County, Kenya (Doctoral dissertation).
- Kokkinos, C. M. (2007). Job stressors, personality, and burnout in primary school teachers. *British journal of educational psychology*, 77(1), 229-243.
- König, J., & Kramer, C. (2016). Teacher professional knowledge and classroom management: On the relation of general pedagogical knowledge (GPK) and classroom management expertise (CME). *ZDM*, 48(1-2), 139-151.
- König, J., Blömeke, S., Paine, L., Schmidt, W.H., & Hsieh, F.-J. 2011. General pedagogical knowledge of future middle school teachers: On the complex ecology of teacher education in the United States, Germany, and Taiwan. *Journal of Teacher Education*, 62(2), 188 -201.
- kyriacou, c., & Pratt, J. (1985). Teacher stress and psychoneurotic symptoms. *British Journal of Educational Psychology*, 55(1), 61-64.
- Ladipo, A. (2013). The education sector in crisis: Evidence, causes, and possible remedies. – Vanguard News. Available on:
- Laksanasut, S. (2019). Bilingual Education in Thailand: *Background, Implementation, Limitation, and Case Study*. Retrieved July 15, 2020.
- Loice j, t. e. y. g. o. n. g. (2018). Influence of teachers 'pedagogical competencies on pupils 'academic performance in public primary schools in Chepkorio ward, elgeyo-marakwet county, Kenya.
- MacDonald, D. E., Wong, E., & Dionne, M. M. (2014). Correlational designs. *The encyclopedia of clinical psychology*, 1-6.

- Madhavaram, S., & Laverie, D. A. (2010). Developing pedagogical competence: Issues and implications for marketing education. *Journal of Marketing Education*, 32(2), 197-213.
- Mbulaheni, V. M., Kutame, A. P., Francis, J., & Maluleke, M. (2014). Child support grant and increase of teenage pregnancy in rural dysfunctional secondary schools. *African Journal for Physical Health Education, Recreation and Dance*, 20(Supplement 1), 64-74.
- McCarthy, C. J., Lambert, R. G., Crowe, E. W., & McCarthy, C. J. (2010). Coping, stress, and job satisfaction as predictors of advanced placement statistics teachers' intention to leave the field. *Nassp Bulletin*, 94(4), 306-326.
- Mengistu, G. K. (2012). Job satisfaction of secondary school teachers in Ethiopia (Doctoral dissertation).
- Mewborn, D. (2001). Teachers' content knowledge, teacher education, and their effects on the preparation of elementary teachers in the United States. *Mathematics Teacher Education and Development*, 3(1), 28-36.
- Milstein, M., & Farkas, J. (1988). The over-stated case of educator stress. *Journal of Educational Administration*.
- Mulaudzi, I. C. (2018). Effects of teacher stress on learner academic performance in rural secondary schools in the Vhembe district (Doctoral dissertation, University of Zululand).
- Mushtaq, I., & Khan, S. N. (2012). Factors affecting Students' academic performance. *Global journal of management and business research*, 12(9).
- Muzenda, A. (2013). Lecturers' competencies and students' academic performance. *International Journal of Humanities and Social Science Invention*, 3(1), 6-13.
- Nbina, J. (2012). *Global Journal of Educational Research*, 11(1), 15–18. Retrieved from <https://www.ajol.info/index.php/gjedr/article/view/82154>



- Njagi, R. (2020). Influence of Teacher preparedness on implementation of Competency-Based Curriculum in Public Primary Schools in Kiambu Sub- County, Kiambu County, Kenya (Doctoral dissertation, University of Nairobi).
- Nzivu, P. M., Piliyesi, E., & Ndanu, C. (2020). Teacher Professional Development Programs on Pupils' Academic Performance in Wote Division, Makueni County, Kenya.
- Oduwaiye, R. O., Yahaya, L. A., Amadi, E. C., & Tihamiyu, K. A. (2017). Stress level and academic performance of university students in Kwara State, Nigeria. *Makerere Journal of Higher Education*, 9(1), 103-112.
- Ofoegbu, FI. 2004. Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1):81-89.
- Ogal, J., Ochola, J. N., Chepkilot, R., & Kitetu, J. J. (2015). Relationship between Factors Contributing to Teachers Job Satisfaction and Academic Achievement among Secondary Schools in Homa-Bay County, Kenya. *Kabarak Journal of Research & Innovation*, 3(2), 43-56. Retrieved from <http://ojs.kabarak.ac.ke/index.php/journal1/article/view/66>
- Okunbanjo, O. O. (2013). Perceived Competence, Teacher Autonomy–Support and Parent Attachment as Predictors of Learners' Academic Achievement. *European Journal of Business and Social Sciences*, 1(12), 133-140.
- Okubanjo, A. O. (2014). Organizational commitment and job satisfaction as a determinant of primary school teachers' turnover intention. *Higher Education of Social Science*, 7(1), 173-179
- Onolemhenhen, P. E., & Abel, E. E. (2020). Analysis of Age and Level of Study as Factors in Academic Stress Experienced Among Undergraduates of Public Universities in Edo State, Nigeria. *European Journal of Education Studies*, 7(11).

- Otunga, R. N., Odero, I. I., & Barasa, P. L. (2011). *A Handbook for Curriculum and instruction* .
- Rahaman Onike, (2010) Teacher as a Key Factor Affecting Learning Posted: Thursday,  
<http://searchwarp.com/swa596810-Teacher-As-A-Key-Factor-Affecting-Learning.htm>
- Robbins, S. P. (2009). *Essentials of Organizational Behavior*. *New Jersey: Pearson*.
- Ross, J. A., & Gray, P. (2006). School leadership and student achievement: The mediating effects of teacher beliefs. *Canadian Journal of Education/Revue Canadienne de education*, 798-822.
- Santoro, N., & Kennedy, A. (2016). How is cultural diversity positioned in teacher Professional standards? An international analysis. *Asia-Pacific Journal of Teacher Education*, 44(3), 208-223.
- Singh, N., & Jain, S. (2013). Job attitude, job satisfaction, and organizational commitment among school teachers-A study on gender differences. *Zenith International Journal of Multidisciplinary Research*, 3(4), 248-257.
- Singh, J. K., & Jain, M. (2013). A Study of employee's job satisfaction and its impact on them performance. *Journal of Indian research*, 1(4), 105-111.
- Shukla, S. (2014). Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers. *IOSR Journal of Research & Method in Education*, 4 (3), 44-64.
- Shulman, L. S. (2004). *Knowledge and teaching: Foundations of the new reform*. *San Francisco, Jossey Bass*.
- Suleman, Q., Hussain, I., & Shehzad, S. (2018). Relation of Occupational Stress and Job Satisfaction: A Study of Secondary School Heads in Khyber Pakhtunkhwa, Pakistan. *Global Social Sciences Review*, III(II), 237–272. [https://doi.org/10.31703/gssr.2018\(iii-ii\).1](https://doi.org/10.31703/gssr.2018(iii-ii).1)

- Tahir, A. Q. (2011). Effectiveness of teaching stress on academic performance of college teachers in Pakistan. *International Journal of Humanities and Social Science*, 1(3), 123–129.
- Teygong, L., Moses, K., & Daniel, O. (2018). Influence of Teacher Pedagogical Competencies on Pupils' Academic Performance in Public Primary Schools in Kenya. *European Journal of Education Studies*.
- Ting, Y. 1997. Determinants of job satisfaction of federal government employees. *Public Personnel Management*, 26(3):313-334
- Toom, A. (2017). Teachers' professional and pedagogical competencies: A complex divide between teacher work, teacher knowledge, and teacher education. *Handbook of research on a teacher*.
- Topper, E. F. (2007). Stress in the library. *Journal of New Library*.
- Tshitangano, T. G., Tugli, A. K., Ramathuba, D. U., Khoza, L. B., Akinsola, H. A, Tshililo, A. R., ... & Mabunda, J. (2014). Healthy eating knowledge and its consequences among rural secondary school learners in Vhembe district, South Africa. *African Journal for Physical Health Education, Recreation and Dance*, 20(Supplement 1), 31-39.
- Van Dick, R., & Wagner, U. (2001). Stress and strain in teaching: A structural equation approach. *British journal of educational psychology*, 71(2), 243-259.
- Wamala, R., & Seruwagi, G. (2013). Teacher competence and the academic achievement of sixth-grade students in Uganda. *Journal of International Education Research (JIER)*, 9 (1), 83-90.
- Weasmer J. & Woods, AM. 2004. Maintaining job satisfaction: engaging professionals as active

participants. *The Clearing House*, 77(3):118-122.

Yamane, Taro. 1967. *Statistics: An Introductory Analysis*, 2nd Ed., New York: Harper and Row.

## APPENDIX 1A

JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF PSYCHOLOGY

The Questionnaire to be filled by secondary school teachers

Dear Respondents:

I am MA student of Jimma University and conducting a study on Contribution of Teachers Level of Job Satisfaction, Occupational Stress, Subject Matter Knowledge and Pedagogical Competence to Academic Achievement of Secondary School Students for the partial Fulfilment Degree of Masters of Art in Social psychology. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire genuinely. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for academics and treated with the utmost confidentiality.

THANK YOU!

Instructions:

- No need of writing your name.
- Ask the data collector; if you need extra support before providing your answer is not clear
- Your answer should represent your direct feelings.
- Be sure to keep the statement in mind when deciding how you feel about an aspect of your job
- You have the right to withdraw at any time you are not interested to continue.

### SECTION 1

Put (X) mark on a box about your personal information

1. Gender

No	Gender	Make "x"
1	Male	
2	Female	

2. Age:

No	Age:	Make "X"
1	21-29	
2	30-39	
3	40-49	
4	And above	

3. Years of experience as a teacher/ including this academic year

No	Years	Make "X"
1	5 or less	
2	6 – 10	
3	11 – 15	
4	16– 20	

4. Current academic qualification

No	Qualification	Make "X"
1	Diploma	
2	BA/BSc degree	
3	MA/MSc degree	
4	Other	

5. The average class sizes?

- A. 21-25 students      B. 26-30 students      C. 31-35 students      D. 36-40 students

6. Specialization of the major subject.

1. Afaan oromoo    2. English    3. Amharic    4. Mathematics    5. Physics    6. chemistry  
7. Biology    8. Geography    9. Civics    10. History    11. ICT    12. physical education

### **Section 2**

Please, respond to all items given below by putting a tick (x) in the appropriate space using the following scales:

1= strongly disagree, 2 = disagree, 3 = Neither disagree or nor disagree, 4 = agree

5 = strongly agree

## Questions on job satisfaction

### The teachers' views on their salaries

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	My salary compares well with my workload					
2	My salary is appropriate for my experience					
3	My salary enhances my status					
4	My salary improves my commitment					
5	I earn well in comparison to other professional jobs					
6	I have good expectations for a salary increase					
7	My salary is equal to the effort I put into my job					
8	My salary covers all my basic needs					
9	My salary keeps me in my job					
10	I am satisfied with my salary					
11	My salary compares well with my qualification(s)					



## The teachers' views on advancement and promotion

No	Statement	Strongly Disagree (1)	Dis agree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	I have many opportunities for professional advancement					
2	I have opportunities for promotion					
3	I am happy with the way teachers are evaluated					
4	My job provides me with an opportunity to achieve professionally					

**The teachers' views on administrative support**

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	I am satisfied with the administrative support I receive at school					
2	Administrative support enhances my commitment					
3	There is sufficient instructional material available					
4	My school has good security					
5	I get enough support with student disciplinary problems					
6	The school administration supports good teacher-student relationships					
7	The school administration evaluates my work fairly					

**The teachers' views on the recognition they receive**

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	In my school, I am recognized for a job well done					
2	I get enough recognition from education leaders					
3	At my school, the parents respect the teachers					
4	At my school, the students respect the teachers					
5	I get enough recognition from my immediate supervisor for my work					

**The teachers' views on their workload**

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	I am satisfied with my workload					
2	I am happy with my working hours					
3	The demands of my job are fair					
4	I have enough time to participate in social activities					

**The teachers' views on teacher-colleague relationships**

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	I am satisfied with my relationships with my colleagues					
2	I am satisfied with the support I receive from my colleagues					
3	I am pleased with the relationships among the staff members					
4	I am happy with the behavior of my colleagues towards me					
5	I am happy with the respect I receive from my colleagues					
6	I am satisfied with the feedback I get from my colleagues					
7	My relationships with my colleagues enhance my teaching					

### The teachers' views on teacher-student relationships

No	Statement	Strongly Disagree (1)	Disagree (2)	Neither disagree or nor disagree (3)	Agree (4)	Strongly Agree (5)
1	I am happy with my relationships with the students					
2	I am satisfied with the behavior of the students					
3	I am happy with how I handle student discipline					
4	I am pleased with the motivation of the students					
5	I am satisfied with the feedback I get from the students					
6	I am satisfied with the student discipline					
7	My good relations with students keep me in teaching					

### Section 3

#### Questions on occupational stress

No	Causes of stress and learner academic achievement	Extreme stress (1)	Much stress (2)	Moderate stress (3)	Mild stress (4)	No stress (5)
1	Difficulty in motivating learners					
2	Dealing with late coming learners					
3	Verbal abuse by learners					
4	Learner absenteeism					
5	Inadequate discipline in the school					
6	Teenage pregnancy					
7	The government's education policies					
8	No essential services nearby e. g. Shops and banks					
9	Difficulty in covering the syllabus in the time available					
10	Lack of support from the principal					
11	Principal's reluctance to make tough decisions					
12	Lack of opportunity to participate in school decision making					
13	Having to teach a subject for which you are not trained					
14	Involving employees in decision making					
15	Lack of facilities					

## APPENDIX A2

### Section 1

#### Questionnaire for students

Dear respondents:

I am MA student at Jimma University. The main objective of this questionnaire is to collect extensive information about the contribution of teachers' job satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to academic achievement. Thus, your genuine participation to give necessary data has great importance for the effectiveness of the research.

**Thank you!**

Be sure to answer all questions Put "X" in the box.

No	Gender	Make "x"	Grade		
			10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
1	Male				
2	Female				

### Question on Teachers subject matter knowledge

#### Teaching Methods Used by Teachers in class

No	Teaching methods	Never (1)	Rarely (2)	Sometimes (3)	Occasionally (4)	Always (5)
1	Question and answer					
2	Problem-solving					
3	Demonstration / modeling					
4	Group discussions					
5	Brainstorming session					
6	Experiments/practical					
7	Debate					
8	Peer teaching					
9	Roleplay					
10	Project method					

#### Instructional Media Used in Learning

No	Media	Never (1)	Rarely (2)	Sometimes (3)	Occasionally (4)	Always (5)
1	Textbooks					
2	Reference materials					
3	Charts and maps					
4	Shapes and geometry					
5	Pictures					
6	Models					



## Evaluation techniques used by teachers

No	Techniques	Never (1)	Rarely (2)	Sometimes (3)	Occasionally (4)	Always (5)
1	Class work exercises					
2	Revision					
3	Quizzes					
4	Homework					
5	Monthly exams					
6	Group work					
7	Pair work					

### Questions on pedagogical competence

No	Items	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)
	<b>A. SMK (Subject Matter Knowledge)</b>					
<b>1</b>	My teacher knows the content he/she is teaching.					
<b>2</b>	My teacher selects the appropriate content for students.					
<b>3</b>	My teacher knows the answers to questions that we ask about the subject.					
	<b>B. IRS (Instructional Representation &amp; Strategies)</b>					
<b>1</b>	My teacher uses appropriate examples to explain concepts related to the subject matter.					
<b>2</b>	My teacher uses familiar analogies to explain concepts of subject matter.					
<b>3</b>	My teacher's teaching methods keep me interested in this subject.					
<b>4</b>	My teacher uses demonstrations to help explain the main concept.					
<b>5</b>	My teacher uses a variety of teaching					

	approaches to transform subject matter into comprehensible knowledge.					
	<b>C. IOC (Instructional Objective &amp; Context)</b>					
<b>1</b>	My teacher makes me clearly understand the objectives of this course.					
<b>2</b>	My teacher provides an appropriate interaction or a good atmosphere.					
<b>3</b>	My teacher pays attention to students' reactions during class and adjusts his/her teaching attitude.					
	<b>D. KSU (Knowledge of Students' Understanding)</b>					
<b>1</b>	My teacher knows students' learning difficulties of a subject before class.					
<b>2</b>	My teacher's assessment methods evaluate my understanding of the subject.					

<b>3</b>	My teacher uses different approaches (questions, discussion, etc.) to find out whether I understand.					
<b>4</b>	My teacher's assignments facilitate my understanding of the subject.					
<b>5</b>	My teacher's tests help me realize the learning situation.					

## APPENDIX A3

## SECTION 1

## Questionnaire For Principals

Dear Respondents:

I am MA student at Jimma University, and conducting a study on teachers' Job Satisfaction, occupational stress, subject matter knowledge, and pedagogical competence to academic achievement of students in secondary schools in Limmu kossa woreda. Therefore, you are friendly requested to fill the questionnaire based on the necessary information related to each topic. The success of this study directly depends upon your honest and genuine response to each question. Each response you provide will be used only for an academic issue. The information you give will be kept strictly confidential.

1. How many teachers do you have currently in your school?

M\_\_\_\_\_F\_\_\_\_\_T\_\_\_\_\_

2. How long have you worked as a principal?

A. 2-4 years      B. 4-6 years      C. 7 years and above

3. What is your opinion on the academic achievement of students in your school for the past first (1<sup>st</sup>) semester 2013 E.C?

4. What are the teaching methods employed by the majority of teachers in your school?

A, student-centered    B, teacher-centered    C, content-focused    Interactive/participative methods

5. In your school which evaluation techniques were applied more?

A, creating assignment    B, Creating exams    C, day to day assessment

D, assessing group work E, project method F, debate G, experiment/practical  
H, other.

If the answer is "H" specify \_\_\_\_\_

6. Do you think that teachers' pedagogical competence influence student's academic achievement? Please describe your opinion.

7. How do you rate the level of teacher's job satisfaction in your school?

1. Not Satisfied 2. Somewhat Satisfied 3. Satisfied 4. Very Satisfied 5. Extremely Satisfied

8. Is there best performing teachers' recognition practice in your school? If yes: when?

A, at the beginning of academic year B, at the end of semester C, at the end of year D, there is no recognition

9. As a school principal, what methods do you apply to solve or minimize teachers' occupational stress?

10. As a principal how can a teacher's subject matter knowledge influence students' academic achievement in your school?

11. As a principal, have you seen any other factors that contribute to students' academic achievement in your school? If yes: list down?

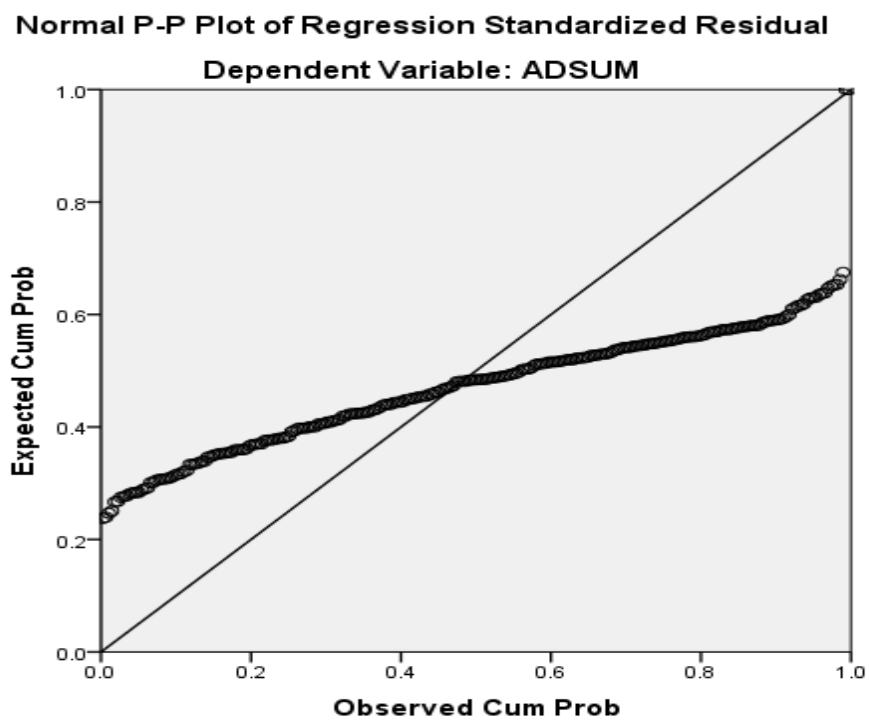
---

## APPENDIX A4

## Pilot Study Result

S/no	Pilot study result	Pilot study result	
		Original alpha	Pilot study result
1	Teachers job satisfaction	0.81	0.81
2	Teachers occupational stress	0.88	0.79
3	Teachers subject matter knowledge	0.79	0.73
4	Teacher pedagogical competence	0.86	0.76

Normality check





---

**Collinearity Diagnostics<sup>a</sup>**


---

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions			
					Job satisfaction	Occupational stress	Subject matter knowledge	Pedagogical Csum
1		4.883	1.000	.00	.00	.00	.00	.00
2		.047	10.212	.01	.04	.19	.32	.25
3		.039	11.183	.00	.01	.05	.63	.46
4		.025	14.065	.01	.30	.55	.03	.17
5		.006	27.952	.98	.64	.21	.01	.12

a. Dependent Variable: Academic achievement