





Work stress and gender as determinants of job satisfaction among early childhood educators in Cross River State, Nigeria

 Chinedu I. O. Okeke ^(a)  Akobi, T. Ogbeche ^(b) *



^(a) Head and Host, Department of Education Foundations, Faculty of Education, University of the Free State, Bloemfontein, South Africa

^(b) Postdoctoral Fellow, Department of Education Foundations, Faculty of Education, University of the Free State, Bloemfontein, South Africa

ARTICLE INFO

Article history:

Received 22 August 2022

Received in rev. form 29 Sept. 2022

Accepted 12 October 2022

Keywords:

Work stress, Job Satisfaction, Gender

JEL Classification:

O15

ABSTRACT

The study investigated work stress and gender determinants of job satisfaction among early childhood educators in Cross River State, Nigeria. The study adopted a correlational research design with a sample size of 362 respondents. The instrument for data collection was a questionnaire developed by the researchers. Mean and Pearson Product Moment Correlation Analysis was used to answer research questions, while Linear regression was used to test the null hypotheses at a 0.05 level of significance. The result of the study showed that work stress is a significant determinant of job satisfaction among early childhood educators in Cross River State. Gender is also a significant factor in determining job satisfaction. Job satisfaction is enhanced when work stress is reduced. It is recommended, among others, that the government and school proprietors should always meet early childhood educators' needs to reduce work stress and enhance their job satisfaction.

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Introduction

In today's society, work stress has become a global problem that manifests itself in a variety of ways in every job. Employees are working longer hours in today's workplace because increased levels of responsibilities force them to strain themselves even more rigorously in order to meet rising expectations about work performance. High productivity and efficiency in the workplace are two of the most valuable assets of any organization. Every human being spends a significant amount of time at work, and the atmosphere there can have a significant impact on one's personal life. Stress at work can make an employee dissatisfied with his job and can even make a person become sick. Stress is a complex and dynamic concept. Mark (2012) stated that undesirable level of stress affects overall performance of an employee. Work stress is a sort of anxiety and sadness that develops as a result of being at work and has a variety of effects on the individual. Stress is a concern in today's workplaces including teaching job.

Work stress has been defined in different ways over the years. Originally, it was conceived of as pressure from the environment, then as strain within the person (Augustrianto, Silvianita, & Ferari, 2019). The generally accepted definition today is one of interaction between the situation and the individual. Warraich, et al (2014) stated that it is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, work stress is more likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individuals and for organisations.

In educational sector, it is a commonly held belief that teaching can be a highly stressful profession. Jarvis (2019) discovered that more than 80% of teachers surveyed from a variety of schools said their jobs were very or extremely stressful. According to National Union of Teachers (NUT), stress is one of the most pressing issues confronting teachers today, and it is the primary health and safety concern in four out of five schools evaluated (NUT, 2017). This means that teachers, in comparison to other occupations such as doctors, lawyers, and engineers etc, are more stressed at work. Teacher stress is characterized as unpleasant, negative feelings such

* Corresponding author. ORCID ID: 0000-0003-2726-2118

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<https://doi.org/10.20525/ijrbs.v11i7.2022>

as anger, irritation, worry, despair, and nervousness experienced by teachers as a result of some part of their work as teachers (Kyriacou, 2001). Teacher stress has become a key research topic in many nations as the amount of research on the subject has continuously expanded.

According to Nwimo (2005), factors that may induce work stress among teachers and especially early childhood educators include; irregular payment of monthly salaries, lack of adequate resources to carry out their job, difficulties dealing with children of 1-6 years, making decisions that affect their job without involving them by the school Management, demand of official work on their private time, having challenges dealing with pupils' disciplinary problem and difficulty identifying the teaching method suitable for children aged 1-6 years among others. This work stress according to Nwimo (2005) can influence teachers' job satisfaction to a high extent.

Job satisfaction describes how much extent an individual is pleased, comfortable or satisfied with his or her job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction entails performing work that one enjoys, doing it well, and getting compensated for it. Job satisfaction also refers to a person's enthusiasm for and enjoyment of their profession. It's the key to being noticed, earning money, getting promoted, and accomplishing other goals that contribute to a sense of accomplishment (Kaliski, 2007). Job satisfaction can also be defined as a worker's contentment with the benefits he or she receives from their job, especially in terms of intrinsic motivation (Statt, 2004). As a result, job satisfaction for teachers is defined as a sense of accomplishment and success on the job. It is often believed to be intimately related to both productivity and personal well-being.

Another issue in job satisfaction is the issue of gender. Gender is described as the subjective feeling of being a male or female irrespective of one's sex (Ezeh, 2013). According to Nzeribe (2008), gender involves the societal expectations about the characteristics and likely behaviours of men and women (masculinity and femininity). Ibe et al. (2016) viewed gender as the socially constructed roles, learned behaviours and the expectations that are associated with females and males in the society. In the same vein, Nwagu (2000) posits that gender involves both psychological and socio-cultural dimensions of being a man or woman. Operationally however, gender could be seen as the roles and functions ascribed to male and females by society. As such, gender describes the individual's personal traits, roles and behaviours. It is of course the underlying reason why females view themselves as weaker vessels (feminine in nature) while males equally feel much stronger and more influential (masculine or manly in nature) (Nworgu, 2004).

Studies such as Ghiasi, & Limoni, (2015) and Amune, (2014) have shown that female workers are more satisfied with their job than their male counterparts. On the other hand, Memon, & Jena, (2017) and Nadjla, & Hasan, (2009) in their separate studies found that male workers are more satisfied with their job than their female counterparts. However, more study into this field has revealed inconsistencies in these results showing that gender variations in job satisfaction are a complex subject that needs to be investigated further. It was based on this background that this study was carried out to investigate work stress and gender as determinants of job satisfaction of early childhood educators in Cross River State, Nigeria. The study also looked at the proportion of job satisfaction that is predicted by work stress and gender.

The general purpose of this study was to investigate work stress and gender as determinants of job satisfaction among early childhood educators in Cross River State, Nigeria. Specifically, the study was carried out to:

- i. Determine the factors that induce work stress among early childhood educators in Cross River State, Nigeria.
- ii. Determine the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria.
- iii. Determine the extent to which gender of early childhood educators predict their job satisfaction in Cross River State, Nigeria.

The following questions are posed to guide the study:

- i. What are the factors that induce work stress among early childhood educators in Cross River State, Nigeria?
- ii. What is the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria?
- iii. What is the extent to which gender of early childhood educators determine their job satisfaction in Cross River State, Nigeria?

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

- i. There is no significant relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria.
- ii. Gender is not a significant determinant of job satisfaction among early childhood educators in Cross River State, Nigeria.

Literature Review

The Person-Environment Fit Theory

In 1974, French, Rogers, and Cobb proposed the Person-Environment Fit Theory. According to proponents, stress is likely to emerge when there is a misalignment between a person's motivations (the worker) and the environment's resources (the job), or between a job's demands and an individual's ability to meet those needs. Thus, the theory states that when the work environment fails to satisfy the requirements and capacities of the worker, the worker develops distress, which often leads to specific illnesses that have a detrimental impact on the worker's health. The basic tenet of this theory is that the person's ability to cope with environmental demands is based on the match between external conditions and the person's ability to cope with those demands. Stress is prone to occur when there is a mismatch between the person and the work environment. According to French, Rodgers, and Cobb, the difference between what a person wants or expects from their work environment and what they really get causes stress or coping in the form of psychological or behavioural reactions.

The theory is suitable for this research since work stress is described as a situation in which a person's area of expertise do not match the job expectations and requirements, or when the employment environment fails to meet the employees' needs. As a result, work stress among early childhood educators in Cross River State may be caused by a mismatch between their workplace environment or expectations and their ability to meet such demands which may lead to dissatisfaction in the job or the teaching profession.

Empirical Review

Every person will feel some level of stress at some point in their lives, which can be caused by a variety of circumstances. Work stress could be due to the surrounding environment, attitude of the worker or the employer, or the nature of work. In educational sector, teachers may experience emotional and physical depression as a result of negative stress (Shernoff et al., 2011). It could be due to the teacher's own lack of leadership and management abilities. Students' poor behavior is one factor that may contribute to stress among school instructors, as teachers spend the majority of their working time with students (Sass et al., 2011). In today's society, students are getting more indisciplined, and each one has unique qualities and attitudes that may induce stress among teachers (Rieg et al., 2007). As a result of students' bad behavior, school teachers may experience more stressed that may lead to dissatisfaction in their teaching job.

Furthermore, teachers are readily distracted by student behavior difficulties, which can reduce their concentration and cause them to become more stressed. Another factor that contributes to stress among school teachers is when they are regularly overworked (Timperley & Robinson, 2000). Teachers currently are assigned far too many administrative responsibilities, and their commitments to these responsibilities have risen in recent times. Absenteeism among school teachers is on the rise, as is high turnover, frequent complaints, poor performance, and an increase in the number of occupational flaws among school teachers (Oteer, 2015). Supervisory support is a crucial factor that can contribute to teacher stress. Teachers are stressed when their school principal is thought to be unable to offer them with adequate support, and they are dissatisfied when assignments or tasks assigned to them are not exactly their responsibility (Robert, et al, 2009).

In today's world, stress is becoming more prevalent. According to the American Psychological Association (2007), one-third of persons in the United States suffer significant levels of stress on a regular basis, with nearly one-fifth reporting feeling their greatest degree of stress 15 or more days each month. Excitement, challenge, and inspiration to do well and perform at high levels all contribute to stress, but stress also makes people scared, furious, frustrated, and unable to relax (Cosgrove as cited in Winarno, & Hermana, 2019). This is a worry that also affects school teachers. High levels of stress, according to Adams (1999), can be hazardous to teachers and have a negative impact on their teaching, personal life, and, most importantly, their students. Although most educators think that teaching is a rewarding profession, it is a challenging one due to a lack of resources, excessive paperwork, packed classrooms, emotionally disturbed pupils, and poor and irregular income (Strauss, 2012).

Evidence in literature consistently reveals that educators are experiencing some level of stress. The sources of stress in elementary and secondary school teachers have been the subject of numerous research. Students that are not prepared, student indiscipline, bad working circumstances, time demands, low job status, and disagreements with colleagues are all factors that lead to teachers' stress (Winarno and Hermana, 2019). Other research found that time demands, clerical chores, and difficulties with students, as well as student motivation, big class sizes, financial constraints, and a lack of educational resources, were all major drivers of teachers' stress.

Montgomery and Rupp (2005) investigated the relationships between teacher stress and a variety of factors such as coping, burnout, emotional reaction, personality, personal support, environment, and demographic features. External stressors, such as student misbehaviour and work pressures, are found to be substantially connected with teacher stress in this study. Brewer and McMahan (2004) found that stress due to a lack of organizational support and conflicts with superiors or co-workers were more stressful than job pressures in a study of industrial technology teachers. Finally, in a study of rural and urban secondary school teachers, urban teachers reported more sources of stress as a result of poor working conditions, insufficient pay, poor promotion, and lack of recognition for teaching, as well as poor staff relations. From the above, it is evidence therefore than work stress can influence teachers' job satisfaction to some extent.

Job satisfaction is an important term that has become increasingly relevant in today's socioeconomic growth. Job satisfaction is a crucial and effective component of teachers' life in the educational sector, and it is a key part of any school's success (Jarvis, 2019). Job satisfaction represents an employee's personal assessment of his or her work. There are several logical reasons for any organization to care for its employees in order to foster higher levels of job satisfaction among them. For example, job satisfaction is an indicator of an employee's psychological well-being, and satisfied employees have lower absenteeism and turnover rates. Furthermore, increased job satisfaction boosts staff morale and productivity. When employees' expectations are met, they may become more committed to their job and enjoy greater satisfaction.

As a result, job satisfaction is defined as the difference between what an employee expects and what they get. Overall job satisfaction is determined by what an employee expects from his or her employment and what he or she actually receives. Greater expectations that are met with higher job results have a substantial impact on job satisfaction, whereas lower expectations that are met with lower job outcomes have a large impact on job satisfaction. Higher expectations met with lower job outcomes, on the other hand, have a significant effect on increasing job dissatisfaction, whereas lower expectations met with lower job outcomes have a strong effect on decreasing job satisfaction.

Across countries and jobs, research shows that females are more satisfied with their jobs than males (Donohue & Heywood, 2004 and Sloane & Williams, 2000). Other studies, on the other hand, have revealed no differences in job satisfaction between men and women, especially when specific job characteristics are controlled for (Westover, 2009). This study was therefore carried out to investigate the extent to which work stress and gender predict job satisfaction among early childhood educators in Cross River State, Nigeria.

Research and Methodology

The study employed a correlation survey research design. According to Nworgu (2015), correlation study seeks to establish the relationship that exists between two or more variables and tries to establish the direction and magnitude of the relationships between the variables. By implication, it is a research design that enables a researcher to find out the proportion of variation in the dependent variable (criterion variable) that is predicted by the independent variable (predictor variable). Hence, since the researcher is interested in determining the extent to which work stress and gender (independent or predictor variables) predict early childhood educators' job satisfaction (dependent or criterion variable), the design is considered more appropriate for this study.

The population of the study was 3,907 respondents which comprised of all the early childhood educators in the 18 local government areas of Cross River State, Nigeria. A sample size of 362 was used as determined using Taro Yamane (1967) formula for determining sample size. A multi-stage sampling procedure was adopted in drawing the sample for the study. In the first stage, simple random sampling technique was used to draw nine (9) local government areas (LGAs) out of the 18 LGAs in the state representing 50% of the LGAs. Simple random sampling technique was used in order to give every LGA equal chance of being selected for the study. In the second stage, purposive sampling technique was used to select only public primary schools with pre-school classes. Purposive sampling technique was used because not all public primary schools in the state have pre-school classes. In the third stage, only early childhood educators who have worked for at least five years were selected. Five years of working experience was considered in selecting the teachers because of the variables of interest (i.e. work stress and job satisfaction). In the last stage, simple random sampling technique was used to select 362 respondents for the study.

The instrument for data collection was a questionnaire developed by the researchers titled "Work Stress and Job Satisfaction Questionnaire (WSJSQ)". The instrument was validated by three experts, two in childhood education and one expert in measurement and evaluation, all in University of Nigeria, Nsukka. The reliability coefficient for work stress using Cronbach Alpha was 0.87 while the reliability coefficient for job satisfaction was 0.88. The researchers with the help of 5 research assistants used direct delivery and retrieval method in the administration and retrieval of the questionnaires from the respondents. This method was used in order to ensure high rate of return.

Mean and standard deviation were used to answer research question one while Pearson Product Moment Correlation Analysis was used to answer research question two and three. Regression analysis (Regression ANOVA) was used to test the two null hypotheses at 0.05 level of significance.

Ethical consideration

Approvals to collect data from the schools were obtained from the head teachers of the various schools used for the study. Questionnaires were administered to the early childhood educators during break period, this was done in order not to disrupt the normal lesson periods.

Analysis and Findings

Research Question One

What are the factors that induce work stress among early childhood educators in Cross River State, Nigeria?

Table 1: Mean and Standard Deviation of respondents on the Factors that induce work stress among early childhood educators

S/N	Factors that induce work stress among early childhood educators	\bar{X}	SD	Dec.
1	Irregular payment of monthly salaries.	2.92	0.58	A
2	Lack of resources to carry out my job.	2.93	0.62	A
3	Difficulties dealing with children of 1-6 years.	2.60	0.59	A
4	Inadequate remuneration/salary.	2.59	0.67	A
5	Inadequate materials needed to carry out assigned tasks.	2.63	0.66	A
6	Making decisions that affect my job without involving me by the school Management.	2.56	0.82	A
7	Pressure of meeting up with the terms scheme of work	2.75	0.88	A
8	Pressure to attend workshops, conferences and seminars on early childhood education	2.57	0.77	A
9	Demand of official work on my private time.	2.88	0.50	A
10	Having challenges dealing with pupils' disciplinary problems	2.90	0.48	A
11	Working here leaves little time for other activities	2.78	0.56	A
12	Combining academic responsibilities with administrative duties.	2.74	0.52	A
13	Difficulty identifying the teaching method suitable for children aged 1-6 years.	2.77	0.42	A
Cluster Mean		2.74	0.15	A

Note: SD = Standard deviation, Dec. = Decision, A = Agree

The result of the study as presented in Table 1 shows the mean and standard deviation of respondents on the factors that induce work stress among early childhood educators in Cross River State, Nigeria. Result shows that Irregular payment of monthly salaries (\bar{x} = 2.92, SD = 0.58), lack of resources to carry out my job (\bar{x} = 2.93, SD = 0.62), difficulties dealing with children of 1-6 years (\bar{x} = 2.60, SD = 0.59), inadequate remuneration/salary (\bar{x} = 2.59, SD = 0.67) among others are the factors that induce work stress among early childhood educators. The cluster mean of 2.74 with a standard deviation of 0.15 implies that early childhood educators in Cross River State, Nigeria experience work stress in their place of work.

Research Question Two

What is the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria?

Table 2: Pearson Product Moment Correlation Analysis of the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-0.63	0.40	0.39	0.1026

Predictor = Work stress

The result of the study as presented in Table 2 shows the relationship between work stress and job satisfaction among early childhood educators. Result shows that there was a negative relationship (r = -0.63) between work stress and early childhood educators' job satisfaction. The negative relationship indicates that an increase in work stress reduces job satisfaction of early childhood educators and vice versa. The coefficient of determination (R^2 = 0.40) indicates that 40% of the early childhood educators' job satisfaction is determined by work stress.

Research Question Three

What is the extent to which gender of early childhood educators determine their job satisfaction in Cross River State, Nigeria?

Table 3: Pearson Product Moment Correlation Analysis of the relationship between Gender and job satisfaction among early childhood educators in Cross River State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.19	0.04	0.035	0.1300

Predictor = Gender

The result of the study as presented in Table 3 shows the relationship between gender and job satisfaction among early childhood educators. Result shows that there was a positive but low relationship (r = 0.19) between gender and early childhood educators' job

satisfaction. The coefficient of determination ($R^2 = 0.04$) indicates that 4% of the early childhood educators' job satisfaction is predicted by their gender.

Test of Hypotheses

Hypotheses 1:

There is no significant relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria.

Table 4: Regression Analysis of the significant relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.	Dec.
1	Regression	2.531	1	2.531	240.354	0.00	S
	Residual	3.791	360	.011			
	Total	6.323	361				

Note: $\alpha = 0.05$

The result of the study in Table 4 shows the F-ratio of ($F = 240.354$, $df = 1,360$, $p=0.00$). Since the probability value of 0.00 is less than 0.05 set as level of significance, this implies that the result is significant, hence the null hypothesis is rejected. Inference drawn is that the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria is statistically significant. This shows that work stress is a significant determinant of job satisfaction among early childhood educators.

Hypotheses 2:

Gender is not a significant determinant of job satisfaction among early childhood educators in Cross River State, Nigeria.

Table 5: Regression Analysis of the significant relationship between Gender and job satisfaction among early childhood educators in Cross River State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.	Dec.
1	Regression	.237	1	0.237	14.008	0.00	S
	Residual	6.086	360	0.017			
	Total	6.323	361				

Note: $\alpha = 0.05$

The result of the study in Table 5 shows the F-ratio of ($F = 14.008$, $df = 1,360$, $p=0.00$). Since the probability value of 0.00 is less than 0.05 set as level of significance, this implies that the result is significant and the null hypothesis is rejected. Inference drawn is that the relationship between gender and job satisfaction among early childhood educators in Cross River State, Nigeria is statistically significant. This shows that gender of the respondents is a significant factor in determining job satisfaction.

Discussion

Factors that Induce Work Stress

In order to determine the factors that induce work stress among early childhood educators in Cross River State, Nigeria, the instrument used for data collection was responded to by the early childhood educators themselves. Result shows that factors such as; irregular payment of monthly salaries, lack of resources to carry out their job, difficulties dealing with children of 1-6 years, inadequate remuneration/salary, pressure of meeting up with the term's scheme of work, combining academic responsibilities with administrative duties and difficulty identifying the teaching method suitable for children aged 1-6 years among others are the factors that induce work stress among early childhood educators. The finding of the study is consistent with Strauss (2012) who found that sources of work stress maybe include lack of resources, excessive paperwork, packed or overcrowded classrooms, emotionally disturbed pupils, and poor and irregular income. Evidence in literature consistently reveals that educators are experiencing some level of stress. The result is also in agreement with Winarno and Hermana, (2019) who found that students' indiscipline, bad working circumstances, time demands, low job status, and disagreements with colleagues are all factors that lead to teachers' stress. There is no doubt therefore that if these factors that induce work stress among early childhood educators are not controlled by the administration or the school proprietors, workers will be dissatisfied with their jobs. Given this evidence in literature, the researchers therefore concluded that work stress is a major determinant of job satisfaction among early childhood educators in Cross River State, Nigeria.

Relationship between work stress and job satisfaction

The result of the study on the relationship between work stress and job satisfaction among early childhood educators shows that there was a negative relationship between work stress and early childhood educators' job satisfaction. The negative relationship indicates that an increase in work stress reduces job satisfaction of early childhood educators and a reduction in work stress, increases job satisfaction. This result is true because if causes of work stress such as irregular payment of monthly salaries, lack of resources to carry out job effectively, difficulties dealing with children of 1-6 years, inadequate remuneration/salary, pressure of meeting up with the term's scheme of work, among others are effectively taken care of by the management, there is no doubt that early childhood educators' job satisfaction will increase. Workers derive more satisfaction in their place of work or their job when they are properly taken care of and the working environment is conducive and free of any factor that may induce work stress. The result of the study also shows that about 40% of the early childhood educators' job satisfaction is determined by work stress. The finding of the study is also supported by the result of hypothesis one which shows that the relationship between work stress and job satisfaction among early childhood educators in Cross River State, Nigeria is statistically significant. This shows that work stress is a significant determinant of job satisfaction among early childhood educators. The result of the study is consistent with Robert, et al. (2009) who found among others that teachers are stressed when their school principal or administrator is thought to be unable to offer them with adequate support, and they are dissatisfied when assignments or tasks assigned to them are not exactly their responsibility.

Relationship between Gender and job satisfaction

The result of the study on the relationship between gender and job satisfaction among early childhood educators shows that there was a positive but low relationship between gender and early childhood educators' job satisfaction. The coefficient of determination shows that about 4% of the early childhood educators' job satisfaction is determined by their gender. Moreso, the result of the study from the test of hypothesis two shows that the relationship between gender and job satisfaction among early childhood educators in Cross River State, Nigeria is statistically significant. This shows that gender of the respondents is a significant factor in determining job satisfaction. The result of this study is consistent with Kristensen & Johansson (2008) who found among others that across countries and jobs, females are more satisfied with their jobs than their male counterparts. However, the result of the study disagreed with Westover (2009) who found that there is no significant difference in job satisfaction between men and women, especially when specific job characteristics are controlled for. However, the result of the present study shows that gender is a significant factor in determining job satisfaction among early childhood educators in Cross River State, Nigeria.

Conclusion

From the findings of the study and discussion of results, the researchers therefore conclude that so many factors contribute to teachers' work stress which subsequently reduce their job satisfaction, these factors include irregular payment of monthly salaries, difficulties dealing with children of 1-6 years, inadequate remuneration/salary, pressure of meeting up with the term's scheme of work, combining academic responsibilities with administrative duties and difficulty identifying the teaching method suitable for children aged 1-6 years among others. It is also concluded that work stress is a significant factor in determining job satisfaction among early childhood educators in Cross River State, Nigeria. The researchers also conclude that gender is a significant factor in determining job satisfaction among early childhood educators.

Based on the findings of the study, the researchers recommended among others that;

- i. The government and school proprietors should always meet early childhood educators' need in order to reduce work stress and enhance their job satisfaction.
- ii. Seminars and workshops should be organized for early childhood educators regularly on the strategies to be adopted to overcome other factors that may induce work stress that are teacher related such as difficulty identifying the teaching method suitable for children aged 1-6 years among others.

Acknowledgements

The authors wish to acknowledge the early childhood educators in Cross River State for their prompt response to the questionnaires administered to them. Authors also want to thank the school heads for the permission given them to carry out research in their schools.

Competing interests

The authors declare that they have no financial or personal relationships that may have inappropriately influenced them in writing this article.

Authors' contributions

Professor C. I. O. Okeke conceived and planned the research and also provided the much-needed supervision and took the lead in writing the manuscript. Dr. T. O. Akobi developed the research instruments and was involved in data collection, data analysis and interpretation of results. All authors provided critical feedback and helped in shaping the research, analysis and manuscript review. All authors have read and agreed to the published the final version of the manuscript.

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The views and opinions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of any affiliated agency of the authors, and the publisher/s.

Data availability

The data that support the findings of this study are available from the authors upon reasonable request.

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