AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT, KUMASI

ASSESSING THE CAUSES OF STRESS AMONG TEACHERS AND ITS

MANAGEMENT BY HEADS IN SELECTED JUNIOR HIGH SCHOOLS IN THE

ATWIMA NWABIAGYA NORTH DISTRICT

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requirement for the award of Master of Arts (Educational Leadership) degree.

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DECLARATION

CANDIDATE'S DECLARATION

I, ESTHER OTSIN, declare that this project report, with the exception of quotations and references contained in published works, which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE…………………………………….

DATE…………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Project Report as laid down by Akenten Appiah-Menka University of Skills Training And Entrepreneurial Development

SUPERVISOR'S NAME: SR. DR. MARY ASSUMPTA AYIKUE

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I would be most ungrateful if I fail to show gratitude towards the kindness or good service rendered to me. "A workman deserves his praises". Therefore, I acknowledge and appreciate the efforts of all who helped me to reach this point in my life; as well as those who have contributed in one way or the other to make my dream a reality. Then to the cream of friends who kept pestering me to work towards the ultimate, I say 'Ayekoo'. Words are however inadequate to express my indebtedness and appreciation to my dear husband together with the children who encouraged and urged me on. To them (immediate family) I say God bless you.

DEDICATION

To my husband and children

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ABSTRACT

The study assessed the causes of stress among teachers and its management by heads in selected junior high schools in the Atwima Nwabiagya North District. The study examined the causes of stress among teachers in the Atwima Nwabiagya North District, identified the effects of stress on teachers in schools and determined the strategies in place by school management to manage stress among teachers. The study was based on the use of structured questionnaires. Primary and secondary data were used in gathering data for the study. In selecting the respondents, multistage sampling technique was used. Purposive sampling was used to select public schools for the study while the census sampling technique was used for one hundred and twenty (120) respondents. However, one hundred teachers responded to the questionnaires. The study revealed that students' indiscipline, excess work load, inadequate teaching facilities, and poor remuneration causes stress when such needs are not met contributed to stress among teachers. The study revealed that stress has lots of effects on teachers which include inability to manage time well, inability to meet deadlines, feelings of inadequacy in the performance at work, job dissatisfaction, having less interest in the job, absenteeism and reduction in effectiveness or productivity. To ensure teachers give off their best, school management encourage teachers to share their problems with trusted ones, carrying out duties in order of priorities, encouraging teachers to think objectively about a situation and being in self-control. Among the recommendations were regular orientation programme for teachers on how to deal with stress especially on how to handle troublesome students in classrooms, negotiating better salary structure to improve teachers' situation and to curb the exiting of teachers from the profession, improving employee benefits packages, with particular emphasis on salary, job security, and a clear job promotion path for employees at all levels.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Stress has become a common and an unavoidable feature of our day-to-day life. It has also become a costlier problem of global concern as it is affecting the developing as well as developed countries in the same manner. In 1956, an endocrinologist, Hans Selye defined stress "as a general adaptive syndrome or non-specific response to demands placed upon the human body. These demands could either stimulate or threatens the individuals". Erkutlu and Chafra (2016, p. 11) defined stress "as the reaction of individuals to demands (stressors) imposed upon them" (p. 11).

Teaching as a profession is a demanding job that requires highly intellectual activities however, there are various intellectual symptoms of stress that can affect people in the profession, these inc ludes memory problem, confusion, poor judgment, lack of concentration, while the emotional symptoms could be anger, irritation, moody, depression all of these could have negative adverse effects on the teachers' functionality (Morgan & Kitching, 2017).

Studies undertaken in developed countries such as the United States, Germany and the United Kingdom reveal that workplace stressors contribute to the experience of stress. Many recent studies found that teachers experience high levels of stress in Sub Saharan Africa (Emsley, Emsley & Seedat, 2009; Kamper & Steyn, 2006); various workplace stressors (Kamper & Steyn, 2006); work overload (Paulse, 2015); job dissatisfaction (Jackson & Rothmann, 2006); poor working conditions (Kamper & Steyn, 2006); lack of control (De Bruin & Taylor, 2006; Younghusband, 2006) as well as

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burnout (Jackson & Rothmann, 2005). Ngidi and Siyaba (2002) compared teachers with other white-collar professionals and found that teachers experience high levels of occupational stress. Olivier and Venter (2013) studied the stress levels of teachers in the Enugu Nigeria and revealed that teachers experience moderate to high levels of stress. A Cape Town study involving 200 teachers revealed that 58% of the teachers took sick leave and 40% indicated an intention to leave the profession due to stress (Oosthuizen & Van de Bijl, 2017). Another South African study revealed that 55% of teachers have considered leaving the profession, due to inadequate salaries, increased workload, lack of career development, dissatisfaction with work policies, job insecurities and lack of professional recognition (Paulse, 2015).

According to Chan (2018) stress can also reduce the ability to perform at the highest levels and also too much stress can contribute to health problems. The negative effects of stress can impact negatively on performance and quality of life. The effects of stress include increase heart rate, speed breathing or held breath, tightens muscle to prepare to fight or to flee, tension headaches, neck/back/shoulder pain, tight jaw, sleeping problems, fatigue, loss of concentration, learning problems can increase, irregular or rapid heart rate, migraine headaches, anxiety, depression, substance abuse, poor habit control, over-eating, low energy, prone to accidents or mistakes, can impair communication, poor performance, among others effects are characteristics of stress (Guglielmi & Tatrow, 2015).

The junior high school system is a formal organization which is managed by the head teachers. A head teacher's administration plays vital role in achieving educational objectives in a school. Therefore, head teachers should create an environment conducive

for themselves, teachers, pupils and non-teaching staff through his leadership styles, sound rapport and channels of communication. If the school environment is not conducive, it may cause stress to the head teacher and staff. Slyers (2016) used the term stress to mean the general response which the human body makes to any demand on it. Researchers see stress as a worry which is physical, psychological, physiological and sociological as a result of not meeting with certain demands from the work place. Stress is the condition that touches on well-being. A stressed school teacher is one suffering from anxiety, frustration and worry which can cause work-related illness in educational sector (HSE, 2017).

Reducing the stress of teachers is essential to ensure their continued existence. Management assistance are therefore essential to provide assistance and support for teachers and to reduce their stress. Stress management training and other services could assist teachers to perform optimally at work (Ivancevich, Konopaske & Matteson, 2012).

1.2 Problem Statement

According to Kyriacou (2013), the sources of stress experienced by a particular teacher will, of course, be unique to him or her and will depend on the precise complex interaction between his or her personality, values, skills, and circumstances. Moreover, coping mechanisms, personality traits, or the environment can interactively influence the degree to which stressful situations are being perceived, and influence the teacher's emotional and cognitive well-being. The syndrome of burnout and stress at work refers to a combination of emotions, physical symptoms and behaviours that develop as a

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consequence of the conditions and characteristics of the so-called helping professions (Ben-Zur & Yagil, 2015; Gil-Monte & Peiró, 2017).

Teacher stress can be explained as a teachers' experience of unpleasant, negative emotions resulting from some aspects of teaching work (Kyriacou, 2018). Stress is a reaction to a situation in which one perceive not to be able to cope with successfully and which results in unwanted physical, mental or emotional deterioration (Armstrong, 2019; Safaria, Othman, & Wahab, 2019). This may lead to low productivity of an individual and ultimately affect performance of an organization.

Proof from past investigations proposes that teachers experience stress in one way or the other, subsequently credited to numerous emotive and bodily symptoms such as exhaustion, cerebral pains, and melancholy. Consequently, stress is part of teachers' survival and might have a consequence of just how teachers adapt to the challenges of college life (Kwaah & Essilfie, 2017). Teachers in the Atwima Nwabiagya North District are not let out as most teachers go through lots of stress that impact on their output. Teacher workload, accommodation, remuneration, personal relationship among others are impacting on teachers output in the district. An analysis of the various literature demonstrates that most of the studies on stressors and coping approaches had been done in developed countries, and the few done in Ghana were mostly related to distance education students whose natural disposition is different from regular teachers on the field (Amponsah & Owolabi, 2011; Gyambrah, Sesay, & Amponsah, 2017; Kumi-Yeboah, 2010; Kwaah & Essilfie, 2017; Torto, 2009; William, Rebecca, & Joseph, 2010). Thus, this research focused on teachers in the Atwima Nwabiagya North District. This study therefore fills the gap on literature regarding the causes of stress on teachers

and its management. The input by school management on how to deal with stressed teachers is also vital as it will ensure that the teachers is seen as important to the whole organizational set up. Failure to so will impact on the teacher and the school at large. More so there are little or no evidence of other works on stress among teachers on Ghana. It is against this background that the study is set to find out the causes of stress among teachers and how it is managed by school management.

1.3 Objectives of the Study

The general objective of the study is to assess the causes of stress among teachers and its management by heads in selected junior high schools in the Atwima Nwabiagya North District. The specific objectives are to;

1. Examine the causes of stress among teachers in the Atwima Nwabiagya North District

2. Identify the influence or effects of stress on teachers in school in Atwima Nwabiagya North District

3. Explore the strategies put in place by school management to manage stress among teachers in Atwima Nwabiagya North District

1.4 Research Questions

The following questions will serve as a guide to the study.

1. What are the causes of stress among teachers in the Atwima Nwabiagya North District?

2. What are the effects of stress on teachers in schools in Atwima Nwabiagya North District?

3. What are the strategies in place by school management to manage stress among teachers in Atwima Nwabiagya North District?

1.5 Significance of the Study

The study will be of great significance to the Ghana Education Service (GES) who employs teachers in that they will be able to know the factors that enhance stress among the teachers, the effects that the stress has on its employees and the steps they need to put in place to address the stress - causing factors. Schools management within Atwima Nwabiagya North District and the entire country will also benefit in that they can be able to understand the reasons behind the poor performance by the teachers in their schools or vice versa. A serious and thorough look and analysis of the study results will also help the management (Board of Governors) and Parents Teachers Association (PTA)) to address these problems and not only institute solutions but improve the welfare and working conditions of the teachers. The Government and especially the Ministry of Education will also benefit from the findings so that they can meet their part of the bargaining for example enhancing better salaries and welfare for the teachers in public schools. On the academic realm, other researchers will develop their researches on the gaps that this research will identify in the final report. Thus, they (other researchers) will build their researches on the recommendations of the research report.

1.6 Limitation of the Study

The study came with some limitations. Only public schools were included in the study, hence, findings may not be generalized to all junior high school teachers in the

Atwima Nwabiagya North District as results may differ from private school teachers. The possible limitation of finances was dealt with by taking a representative sample so that the costs and expenditure involved could be minimized. Furthermore, the research was purely a quantitative study that made use of a closed-ended questionnaire, which did not allow the participants the opportunity to provide additional responses, thereby restricting the study from being further enriched in its findings. Questionnaires, as the collection instruments were designed in such a way that the respondents were able to understand all the questions which ensured that the limitation of non-response is addressed. The questionnaire used open ended and closed ended questions and were probing as possible to collect the information relevant to the study.

1.7 Delimitation of the Study

The research was delimited to teachers in junior high schools in Atwima Nwabiagya North District. More so, the study examines stress among teachers, sources of stress and its management. There are over 30 junior high schools in the district with a total teaching staff population of 417. The district is used as the researcher teaches in the district and has observed the emotional and physical stress and challenges teachers are facing thereby impacting on teachers' performance in the district.

1.8 Organization of the Study

The study is organized into five chapters. Chapter One of the study is the introduction, which contains the background to the study, statement of the problem, objectives of the study, research questions and significance of the study. Chapter Two

looks at the review of literature related to the study. Chapter Three of the study is the methodology. It focuses on the research design used, the population, the instrument used for data collection, the data collection procedure and how data was analysed. Chapter Four analyses the results of the study and discusses the findings. Chapter Five is devoted to summary, conclusions, recommendations as well as suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with past literature on stress among teachers. The chapter outlines definition of stress, teacher stress, the relationship between stress theoretical framework and empirical evidence amongst others.

2.1 Definition of Stress

Stress is a complex phenomenon. It involves three aspects namely the sources of stress that is experienced in the working environment, the perception and appraisal of the stressor and the emotional reactions that occur when the stressor is viewed as threatening by the individual. The latter could lead to the emotional arousal of anxiety and constant arousal could cause physical and psychological strain as well as adverse behaviour. Newell (2014) maintains that all stress definitions include three basic elements namely; external, psychological and physical reactions to stressful events. The word stress originated from the Latin words "strictus" or "strictere" meaning strict, which literally means to draw tight (Younghusband, 2013, p. 4). Many definitions of stress exist in literature, creating confusion as to whether the term *stress, stressor* or *strain* should be used in defining various aspects of stress (Khoza & Milner, 2018; Thatcher & Miller, 2013).

Many theoretical approaches to stress exist, and influence how the term is used (Khoza & Milner, 2018). According to Nelson and Quick (2016, p. 214), stress is "the unconscious preparation to fight or flee that a person experiences when faced with a

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demand." Furthermore a stressor is "a person or event that triggers a stress response, while strain or distress refers to the adverse psychological, physical, behavioural or organisational consequences that may arise as a result of stressful events" (Nelson & Quick, 2016, p. 214).

Khoza and Milner (2018) noted that the term "stress" illustrates "the psychological and physiological response of an organism to an external threat." Furthermore, strain results from "two or more negative forms of well-being such as, anxiety and depression. It involves the individual's reactions to the conditions of stress and can be observed at a cognitive, behavioural and psychological level." Cooper and Rothmann (2018, p. 3) concur that "strain refers to the condition of stress."

The theoretical approach implies that stress is inherent to a particular situation. Anderson, Litzenberger and Places (cited in Rothmann & Viljoen, 2019, pp. 1-2) define stress as "the response of an individual to the self-perceived imbalances between the demands of the situation, and the resources one has at one's disposal to respond successfully." Khoza and Milner (2018, p. 157) emphasize the negative aspects by defining stress as "a relationship between the person and the environment that is appraised by the person as taxing or exceeding their resources and endangering their well-being." Brown and Harvey (2016) extends this notion by viewing stress as "an interaction between an individual and the environment, which affects physical and mental health."

Stress is also distinguished as positive stress, negative stress and normal stress. Furthermore, positive (good) stress is known as "eustress" and involves aspects such as, opportunity and challenge, while negative (bad) stress is known as "distress" which

pertains to feelings of anger, worry and frustration, which causes discomfort. Simmons (cited in Pieterse & Rothmann, 2017) noted that meaningful work leads to eustress. Normal stress, however, is referred to as "neutral stress" and it lies between eustress and distress. It involves aspects of change, discomfort and noise (Olivier & Venter, 2013). "Stress can be described as being functional or dysfunctional" according to Berndt and Oosthuizen (2018, p. 94). Functional stress can increase performance by motivating people to reach a certain objective. Excessive stress can, however, have negative consequences and can be considered as dysfunctional stress. South Africans are confronted with various stressors due to their unique social environment. Furthermore, due to political and legal requirements, such as government, equity and black empowerment, many organisations place additional stress on employees (Berndt & Oosthuizen, 2018).

Many studies involving workplace stress adopt the theoretical approach. This approach assists in identifying the work-related factors that places the individual's physical and psychological health in danger (Khoza & Milner, 2018; Milner & Thatcher, 2013).

2.1.1 Definition of Teacher Stress

Teacher stress refers to the "experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from the aspect of their work as teachers" (Moomaw & Pearson, 2015, p. 39). Kyriacou (in Eloff, et al., 2012), noted that there are many issues involved when attempting to define the term teacher stress. The term occupational stress has the same characteristics as the term

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teacher stress, since it appears within the parameters of the working environment. It is caused by work related factors and has consequences for the work situation. It also implies that individuals cannot handle work related demands such as work-load, role conflict and poor working conditions (Rothmann & Viljoen, 2019). The definition of teacher stress seems complex when considering these issues (Eloff, et al., 2012) however considering the various definitions of teacher stress could provide a better conceptualization of the concept.

2.2 Theoretical Framework

According to Makie (2016), stress is considered to be a dynamic and reciprocal relationship between the environment and the person, where stress is only experienced when situations are viewed as taxing one's resources. Stress brought about by the environment can therefore be perceived differently by each individual. An individual might consider a high-risk school environment as threatening, while others might perceive it as challenging.

This links with Seyle's General Adaptation Model, which considers an individual's reaction to an external threat. Some individuals might perceive high risk schools as threatening and opt to "fight." This could include attempts to leave the profession or take extended sick leave or even commit suicide. Others might perceive high risk schools as challenging and opt to "fight." This could include attempts to influence the environment of high-risk secondary schools positively or negatively.

2.2.1 The Person-Environment Fit Approach

This approach developed by Khan, focuses on how confusing and conflicting expectations of an individual in a social role can create stress for the individual. He furthermore examined an individual's fit in the environment, and viewed a good person-environmental fit as occurring when a person's skills and abilities fit a clearly defined consistent set of expectations resulting in a lack of stress. Long periods of stress can have negative consequences such as strain in the form of depression (Nelson & Quick, 2016). Seyle (1956) also highlights the long-term negative effects of stress.

This approach developed by Khan as related to the district is clear. Teachers in the field are posted by the Ghana Education Service. Some to rural areas and other towns and cities on the judgement of the GES. Most teachers mostly resist posting to rural areas as they consider such as areas not "fit" for them environmentally. When such situations happen it impacts on teachers attitude towards work and their performance.

2.2.2 Seyle's General Adaptation Syndrome (GAS)

Selye (1956), who is regarded as the pioneer of stress, warns that being completely free from stress means death (Everley & Rosenfeld, 1991; Olivier & Venter, 2013). Seyle's classic theory, the General Adaptation Syndrome, provides insight into individuals' reactions to stress. Stress is the non-specific reaction of an individual to an external threat or stressor. A key component of this theory is the identification of the long-term negative effects of stress (Khoza & Milner, 2018). Seyle explains the three stages which are integral to his General Adaptation Syndrome (GAS) as follows:

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Stage One: Alarm Reaction

This stage is triggered by the perception of a stimulus as a stressor. Firstly, the body prepares for action which can either be a "fight or flight" reaction. Secondly, the initial shock phase occurs, where the body responds by a drop in blood pressure and muscle tension. Thirdly, a counter shock phase exists, which involves a response to a threat or injury. The alarm stage is triggered by the hypothalamus and regulated by the sympathetic autonomic nervous system and the endocrine system (Khoza & Milner, 2018). At this stage the body is alerted and stress levels are at its highest (Paulse, 2015).

Stage Two: The Resistance Stage

At this stage the body is starting to cope. Endocrine and sympathetic activities decrease somewhat, since the individual is calmer. If the stressor can be dealt with or destroyed, then psychological damage is not likely to occur. However, much is still occurring physically. Corticosteroids worsen the natural inflammatory reaction and the immune system is less responsive. The replacement of cells is repressed (immuno-suppression) and the body's resources are exhausted faster than they can be replaced (Khoza & Milner, 2018). This stage is characterized by an adaptation response of the body which involves "fight or flight" responses (Steenkamp, 2019).

Stage Three: Exhaustion

Corticosteroids in the blood stream avert further release of ACTH (negative feedback). If the stressor was removed during the resistance phase, blood sugar will steadily return to normal. If the stressor was not dealt with, extended exposure means that higher brain centres will override the negative feedback and maintain the pituitary-adrenal excitation. This results in wear and tear on the tissues, fatigued muscles and

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damage to the endocrine glands and kidneys. This is referred to as the diseases of adaptation or stress related illness (Khoza & Milner, 2018).

Key sources of stress for teachers include amongst others dealing with parents, lack of principal support, limited parental support and limited learner motivation which may lead to a lack of job satisfaction, job overload, lack of control and an overall negative working environment. These could reflect negatively on the teacher, causing the experience of stress (Schulze & Steyn, 2017). The stimulus-based model of stress considers the external environment as a source of stress.

2.2.3 The Stimulus-Based Model of Stress

The Stimulus-Based Model of Stress developed by Folkman and Lazarus (1984) is derived from physics, particularly engineering according to Cooper, Dewe and O'Driscoll (2001 in Kamper & Steyn, 2016). Stress is considered as "a condition of the environment that is external to the individual and influences him or her in a disruptive way" (Kamper & Steyn, 2016, p. 117). Although this model is useful in identifying stressors, it is limited since it does not take individual perceptions into account (Schulze & Steyn, 2017). Furthermore, stressors are considered as agents or demands that elicit a stress response.

2.2.4 The Response-Based Model of Stress

The Response-Based Model of Stress developed by Folkman and Lazarus (1984). "It emerged from the field of medicine and is explained from a physiological perspective" (Kamper & Steyn, 2016, p. 117). Furthermore, it focuses on the

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physiological, psychological and behavioural consequences of stress. These symptoms may also be attributed to other medical conditions. It is congruent with Seyle's theory and indicates that "stress is the individual's response to a threatening or disturbing stimulus" (Kamper & Steyn, 2016, p. 117). In addition to this teachers can be viewed as the passive recipients of stimuli, who experience stress when under pressure (Schulze & Steyn, 2017). It focuses on the physiological, psychological and behavioural responses, which may appear as consequences of stress. Theorists also developed meditational conceptualizations of stress which focus on the cognitive, evaluative and motivational processes that intervene between the stressor and the reaction to the stressor (Khoza & Milner, 2018). Considering the various sources of stress facilitates in broadening the view of the workplace environment of teachers at high risk secondary schools.

2.3 Sources of Stress

Sources of stress or stressors can be short-term or long-term in nature. Common acute stressors include; noise, high technology effects as well as thoughts about a threat or unsafe event, while chronic stressors involve ongoing stressful situations that are long-term and where the urge to act is suppressed (Isaacs, 2018).

Researchers have highlighted several occupational stressors in the teaching environment. These include their level of job satisfaction, job overload, job control, role ambiguity and conflict, pressures of the teacher's role, inadequate resources, poor working conditions, lack of professional recognition, low remuneration, lack of decision-making and effective communication, staff conflicts as well as learner misbehaviour (Bertoret, 2016; The Democratic Alliance, 2017). Montgomery and Rupp (2015) added that the main sources

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of teacher stress stem from students who lack motivation, maintaining discipline in the classroom, general time pressures, workload demands, large amounts of change, assessments, challenging relationships with colleagues, management and being exposed to generally poor working conditions.

The sources of stress and burnout have been reported to include workload and work pressure, unsatisfactory working conditions, poor relationships with colleagues and superiors, unsatisfactory school management and administration, the form and content of school cultures, school structure and communication, leadership practices, a lack of promotional prospects, resources available to schools, the size of classes, educational policies and procedures, school reputation, relationships with the community and with parents as well as learner attitudes (Van Tonder & Williams, 2019). Institutional and social factors include, low pay, poor training, lack of sources, lack of teaching and learning materials and a breakdown in traditional support systems. Work pressure, emotional, mental and physical reactions of teachers also contribute to their stress (Sarie, 2014).

2.3.1 Model of Occupational Stress, Commitment and Ill-health (Strain)

Cartwright and Cooper (2017) suggested six major sources of pressure at work or stress in the job itself, namely; role-based stress, relationships, career development factors, organizational structure and climate and work-family interface. Five categories were suggested by Ivancevich and Matteson (2012), three of which deals with social psychological stressors in the workplace. They employed the frequently used

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organisational psychology categorization by level of thought and enquiry namely individual level, group level and organisational level (Makie, 2016).

Jorgensen and Rothman (2018) noted two aspects of organisational commitment namely, commitment of the individual to the organisation and perceived commitment of the organization to the individual. They view organizational commitment as a state in which an employee identifies with an organisation and its goals, is willing to exert effort on behalf of the organisation, wish to maintain membership of the organisation and the extent to which employees are loyal and dedicated to the organisation.

Organisational commitment also refers to the relative strength of an individual's identification with and involvement in an organisation and the desire to stay with the organisation. The intention to remain with the organisation is a consequence of the individual's commitment rather than the defining characteristic (Mostert et al., 2018; Rothmann & Viljoen, 2019). Coetzee and Rothmann (2005) in Mostert et al., 2018) found that employees perceive the attributes of their jobs as well as the extent of their job control as major sources of stress and therefore perceive the organisation as less committed to them. In return, they become less committed to the organisation. Poor and inadequate resources may also prohibit teachers' goal accomplishment, which may cause failure and frustration and result in withdrawal from work as well as reduced commitment to the school (Mostert et al., 2018).

The ASSET model is therefore used to determine the organisational commitment of teachers at high risk secondary schools. The ASSET model of Cartwright and Cooper (2017) illustrates the relationship between organisational commitment, occupational stress, and ill-health. The ASSET model integrates personal antecedents, indicators of the

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immediate stress response, perceived commitment from and to the organisation as well as the long-term consequences of stress, namely psychological and physical ill-health (strain), into a single model (Mohamed & Naudé, 2016). The model illustrates the sources of occupational stress that affect the commitment relationship between the organisation and the individual. Organisational commitment therefore refers to the employee's feelings of obligation to stay with the organisation. These feelings result from the internalization of pressures exerted on an individual before entry or following the entry of the pressures (Rothmann & Viljoen, 2019).

Seven occupational stressors are considered (Jackson & Rothmann, 2016); Work relationships (poor or unsupportive relationships with colleagues and or superiors, isolation and unfair treatment), work-life imbalance (when work interferes with the personal and home life of workers), overload (unmanageable workloads and time pressures), job security (fear of job loss or obsolescence), control (lack of influence in the way work is organized and performed), resources and communication (having the appropriate training and equipment and resources), pay and benefits (financial rewards for work) and aspects of the job (sources of stress related to the fundamental nature of the job itself (Jackson & Rothmann, 2016).

Organisational commitment also refers to the effects of stress on the individual (Jackson & Rothmann, 2016). Curry, Wakefield, Price and Mueller (2016) contest previous linkages between commitment and satisfaction. They could not find evidence for the relationship between commitment and satisfaction over time. Their findings indicate differences in commitment and satisfaction measures and differences in focus between studies (Jackson & Rothmann, 2016).

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Poor health is an outcome of stress, which can be used to determine whether the workplace pressures have positive or negative stress and damaging effects (Jackson & Rothmann, 2016). Many teachers often complain about their poor health, they suffer from migraines, aches, sleeplessness and other sicknesses associated with stress. These illnesses can also be attributed to having a huge workload. According to Cartwright and Cooper (2017), a poor psycho-social work environment creates conditions that encourage bullying in the workplace.

2.3.2 Environmental Factors

2.3.2.1 School Violence

Many incidents of school violence have been reported in recent years. Violence in schools has garnered considerable media attention in Ghana and the sub-Saharan Africa in recent years. In Ghana, Asiamah (2016) noted that both junior and senior high schools have experienced some form of violence. This impacts on academic performance and stress teachers as they become concern with their safety. A survey of the South African Human Rights Commission in 2007 found that drugs and gangs are a major concern for 66% of the schools located in high crime areas and assaults occurred at 10% of the schools (The Democratic Alliance, 2017). According to Ewen and Steffgen (2017), the role of pre-conditional factors of violence in school culture and climate, have to be considered as explanatory background material for the evolution of violence. Furthermore, the context of socialization outside the school (family, peers, leisure time) and aspects of personality and school culture are implied in the occurrence of violence

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(De Wet, 2013). Learner misbehavior is also considered as a major contributor to teacher stress.

2.3.2.2 Learner Misbehaviour

Discipline is a serious issue for all schools and negatively affects teachers (Younghusband, 2013). African studies revealed that poor learner discipline is a main cause of teacher stress (Olivier & Venter, 2013). Poor discipline includes disruptive behaviour, negative attitudes towards work, aggression, violence and even death of teachers. A clear distinction needs to be made between classroom management and discipline, since these two terms are sometimes used interchangeably. Classroom management emphasizes the provision of quality of instruction as a means of minimizing disruption in classrooms, while discipline refers to what teachers do in response to learners' misbehaviour (Lewis, 2019). It can be deduced that unless order is provided by effective classroom discipline, there is very little opportunity for teachers to instruct their learners or manage their classes.

Pickering (2018) found that classroom discipline and managing disruptive students, demand time and energy from teachers and are linked to their stress. Younghusband (2013) agrees that student behaviour is a source of stress for teachers and added that teachers require stronger measures to deal with disruptive learners. Lorgat (2013) observed that despite the ban on corporal punishment, it continues to be used as a means of classroom discipline and is still practiced widely. Oosthuizen and Van der Bijl (2017) noted that teachers still perceived learners as unruly, rude and ill-mannered and

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stressed that no adequate measures are in place to enforce discipline. This makes teachers feel disempowered, frustrated and even abused.

2.3.3 Organizational Factors

2.3.3.1 Organizational Climate

An organizational climate according to Khoza (2014) refers to "a set of measurable properties of the work environment, perceived directly or indirectly by people who live and work in this environment, and is assumed to influence their motivational behaviour" (p. 27). Reichers and Schneider (cited, in Khoza & Milner, 2018), agree that organisational climate is the shared perception of how things are in the workplace. Hemmingway and Smith (in Khoza, 2014) proposed a framework of possible relationships among organisational climate, occupational stress and stress related outcomes. They also discovered that a favourable climate dimension led to lower levels of occupational stress (Khoza, 2014; Khoza & Milner, 2018).

Various dimensions of organisational climate have been identified in previous research. These include autonomy, work pressure, support, trust, recognition and innovation (Khoza, 2014). Oiling (2002, in Khoza, 2014) found that organisational climate was considered an indicator of job satisfaction and absenteeism among nurses in Hong Kong. Pietersen and Van Zyl (1999, in Khoza, 2014) studied the effect of organisational climate on teachers' level of stress and found that secondary school teachers consider inadequate autonomy, inadequate recognition as well as limited opportunities to be existing in African schools. These negative factors are purported to influence a negative school climate.

2.3.3.2 School Climate

Hoy and Miskel (cited in Khoza & Milner, 2018) define school climate as "the set of internal characteristics that distinguishes one school from another and influences the behaviour of people" (p. 158). Lui, Rovai and Wighting (2015) agree that school climate involve a set of internal characteristics that distinguishes schools and influences individuals' behaviour. Khoza and Milner (2018), found that four school climate dimensions exist. These include environmental press, which describes the relationship between the school and the community; collegial leadership, which depicts the openness of the principal's leadership behaviour; teacher professionalism, which describes openness of the relationships between teachers and academic press, which address the relationship between the school, the learners and the achievement motivation within the school.

Another framework which examines school climate draws on the notion of organisational health. Healthy organisations are considered to have the ability to survive within their environments and to adapt and cope with long term challenges. Research done internationally and in South Africa, identified school climate as an important factor influencing teacher attributes and school performance (Khoza & Milner, 2018). Hermandez and Seem (2004 in Khoza, 2014) defined school climate "in terms of its safeness" and viewed school climate as "teachers' feelings of how safe their working environment is. They furthermore identified a safe school in terms of psycho-social variables and school behaviour.

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2.3.4 Work Stressors

2.3.4.1 Work Demands

Work demands refer to tasks that have to be performed by an employee. These tasks can include physical, social and organisational dimensions. Quantitative job demands involve the amount of work and the time available to do the work, while qualitative work involves the worker's emotional reactions to the job (Cooper et al., 2017). Classroom teaching poses many demands, and researchers found that teachers do not have enough time to achieve the required standards of teaching (Kamper & Steyn, 2016). The job demands and resources could also affect work related stress (Maslach, Schaufeli & Leiter, 2017). This implies that unless teachers are developed, they will be unable to cope with their work demands and hence ongoing training and development as well as support both internal and external are critical factors which need to be considered in order to reduce teacher stress.
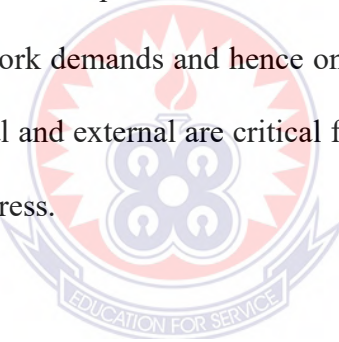
2.3.4.2 Job Overload

Quantitative job overload means that a new employee is given too much work to do, while qualitative job overload means the job is too difficult for the person to do (Crafford, Moerdyk, Nel, O'Neil & Southey, 2016). Job overload occurs when a person has either too little to do (quantitative) or the work is too easy (qualitative). Naylor (2001) found that workload increase leaves teachers exhausted and demoralized. Research on job overload performed in various countries, illustrates that teachers have become overloaded by external tasks (Cottrell, Graham & Timms, 2017).

Dewe (cited in Wilson, 2012) found that workload was considered as the most frequent, most anxiety-inducing and the most fatiguing problem in a study of 800 teachers in New Zealand. Bertoch, Borg and Nielsen (2018) linked job overload to environmental stressors of teachers. Research shows that when individuals experience high work demands, with little or no control over these demands, psychological changes can occur (Ivancevich et al., 2012).

2.3.4.3 Interpersonal Relationships

Interpersonal relationships refer to those stresses that occur between employees and the organisation. Struggling to maintain a balance between home and work life is also a cause of stress. Friendly, considerate superiors and co-workers contribute tremendously to job satisfaction of colleagues since they assist the individual in achieving their goals (Johns, 2016). Driscoll and Beehr (2000) in Paulse, 2015) maintain that negative interpersonal relations with others can cause stress for employees.

Interpersonal demands are the most frequent interpersonal demand causing stress is dealing with the negative aspects of interpersonal relationships. These include interpersonal conflicts, political manoeuvring and dishonesty. Educators are expected to overcome job-related constraints to maintain interpersonal relationships. Other aspects of interpersonal demands include meetings, workloads and personal insecurity (Michael et al. 2007: 15).

Role and interpersonal demands relate to the pressure placed on educators as they function in a particular role in the school environment. A heavy workload with little time

generally features as a stressor. Most often educators are not able to achieve the standards of teaching and learning they would like due to there being large student numbers and the unfavourable post provisioning norms. As result poor academic performance manifests in the form of poor pass rates, poor discipline and an increased drop-off rate at schools which also contribute to low levels of educator job satisfaction and high educator turnover (Jackson 2004). In addition, poor learner discipline includes disruptive behaviour, negative attitudes toward work, aggression and violence towards the educator. The lack of student motivation may lead to a failure which impacts negatively on educators thus resulting in stress and the decline in work performance. To add to this, a lack of parental support is also identified as possible stressors. The apathy of parents and the distinct absence of parent commitment and involvement in education have resulted in poor performance of learners and increased frustration, and poor performance of educators.
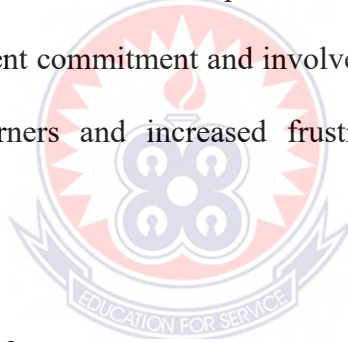
2.3.4.4 Home–Work Interface

Balancing the demands of work and family life is a complex and well researched phenomenon. Studies have linked it to the development of stress (Rothman & Viljoen, 2019). The availability of flexible work arrangements provides employees with greater enrichment from the work to the home, creates higher job satisfaction and lower employee turnover intentions. Flexible work arrangements are defined as "the employers' benefits that allows workers some level of control over when and where they work outside of the standard workday" (Masuda, McNall & Nicklin, 2010, p. 62). Females in particular, who in addition to their work, have to tend to their families' needs, struggle to

cope. They have difficulty in finding work-life balance, minimizing work family conflict and fulfilling the dual demands and responsibilities demanded by work and family (Buys, Mostert & Wentzel, 2019).

Kamper and Steyn (2016) agree that more women than men reported home as a source of stress as a result of the unequal division of labour at home. This inequity causes work-family conflict which consequently causes lowered performance in the parental role, lowered productivity at work, less life satisfaction, anxiety and work stress (Buys et al., 2019). Flexible work schedules and managerial support is instrumental in creating home-work balance (Cinamon, Rich & Westman, 2007; Masuda et al., 2010). Furthermore, studies indicate that family matters such as divorce and death are contributors to stress levels of individuals therefore the successful implementation of home-work balance rests mainly with the individual.

2.3.4.5 Remuneration and Benefits

Pay involves the amount of financial payment that an individual receives together with the extent to which the compensation is viewed as equitable (Bull, 2015). Luthans (2018) noted that salaries do not only aid in the achievement of basic needs, but also satisfy the higher level needs of individuals. Boone and Kuntz (2012) noted that offering employees fair and reasonable remuneration, which are related to their value to the organisation, should be the main objective of any compensation system. The benefits included with compensation include; medical aid schemes, bonuses, pension schemes, paid leave, housing subsidies and travel allowances. Teacher dissatisfaction with particularly pay and advancement opportunities illuminated the areas that can potentially

be given attention by the National Department of Education. Van Wyk (2018) argues that, while there are reasons to question the salary system of teachers, other strategies should also be focused on in order to increase teacher satisfaction.

2.4 Stress and Performance am Teachers

The existence of factors other than those intrinsic to teaching can be demonstrated by cross-national comparisons of teacher stress. Travers & Cooper (2017) surveyed 800 teachers in England and France about stress and found substantially different responses. 22% of sick leave in England, as opposed to 1% in France was attributed to stress. 55% of the English teachers as opposed to 20% of the French sample reported recently considering leaving teaching. Interestingly, there was substantial agreement between the English and French teachers as to the sources of pressure, both groups citing classroom discipline, low social status and lack of parental support. However, English teachers reported more problems emanating from long hours of work, overwork and political interference. The idea of the present study was to study stress in teaching, and the effects that it has on the performance of the teachers. However, its profound relationship with the more generalized concept of occupational stress highlights the need to examine the incidence and characteristics of stress and burnout in the teaching profession in a combined way. Stress and burnout in the context of teaching (though by no means limited to this profession) are pathological syndromes suffered by teachers. They are caused largely by the conditions (organizational and of many other types) in which teaching takes place. A summary analysis of the current situation in education permits the identification of some of the social and organizational factors that constitute sources of

stress and burnout: The combination of changes in society and the educational system itself has led to a growing complexity of the teacher's role and has increased the demands of the school environment. Paradoxically, these growing demands are accompanied by a devaluation of, and a reduction in support for, the school system, which in turn leads to severe occupational dissatisfaction (working conditions) and health problems among the teaching staff. In general terms, burnout in the teaching profession, results from the imbalance between the demands of the profession and the rewards received, perceived self-efficacy in the achievement of this objective, observing progress in students, receiving recognition from others, among other factors. This profession shares a set of basic characteristics (Pines and Aronson, 2018): it is emotionally draining, focus on the client, and the people who choose to work in them have certain personality characteristics in common. The teaching profession also involves some aggravating factors which contribute to exacerbating burnout problems among teachers: there is constant personal contact and interaction with students; teachers need to be experts, to display patience and sensitivity and to be useful; their work is constantly open to scrutiny and evaluation by a variety of people; they work with people who may not wish to work with them or to benefit from their efforts; salaries tend to be lower than those in comparable jobs; and teachers' expectations of different aspects of their work, such as its perceived value and student motivation often exceed reality.

2.5 The Reality of Workplace Stress in Schools

The phenomenon of stress has been investigated widely across a range of study fields. Even though it is a universal phenomenon, a number of authors contend that most

stress is experienced in work situations (Werner, 2011; Steyn & Kamper, 2016). Banerjee and Mehta (2016) point out that workplace stress manifest particularly in the working lives of teachers in schools. This interplay between stress and members of the teaching profession is examined in the following paragraphs.

Workplace stress is understood to be a condition of the environment that is external to teachers' lives, but which influences them in a disruptive way (Banerjee & Metha, 2016). This understanding is closely associated with issues in the education environment that influence teachers negatively, such as unfavourable working conditions, excessive workloads, insufficient resources and lack of support from managers (Sadeghi & Sa'adatpourvahid, 2016). In South Africa, the external stressors of administrative inefficiencies and systemic changes have specifically been highlighted as challenges in the work environment that prevent teachers from executing their professional duties successfully (Chireshe & Chireshe, 2010). Although a certain degree of stress can motivate educators to teach more effectively, excessive stress levels more often lead to distress, poor teaching, poor decision-making, lowered self-esteem, low job satisfaction and a lack of commitment to remaining in the profession (Bowen, 2016).

Workplace stress is also closely linked to conflict in educational institutions, in that stress can promote conflict, and conflict can increase stress. Both are inevitable, and have profound implications for individual and relational wellbeing in educational institutions (Navahandi, Denhardt, Denhardt, & Aristigueta, 2015). Stressful interactions between teachers, between teachers and learners, and between teachers and management staff can easily translate into conflict. According to Navahandi et al. (2015, p.167) serious conflict that leads to stress can "arise in an organisation between two or more

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people who are required to interact and who have different goals, values or styles". Aquinas (2019) mentions that conflict often focuses on personality differences, leading to stress when a teacher's goals are frustrated by opposing views or by changing administrative procedures. The combined influence of stress and conflict can even lead to under-staffing, poor resourcing, ineffective discipline, and consistently low academic performance becoming permanent features of a school's operational system (Bergman, 2013).

Another important consideration is that workplace stress in schools is directly related to bureaucratic school structures and styles. In the South African education system, bureaucracy is widely understood to be closely linked with the apartheid system, in which school structures and leadership styles were primarily functioning according to a top-down philosophy (SA, Department of Education, 1996). Educators find it difficult to reconcile with the continued presence of central power and hierarchical staff structures in schools because these elements were crucial components of a discredited system (Naidoo, 2011). More specifically, the performance-driven Integrated Quality Management System (IQMS) that demands accountability is seen as a controlling mechanism that belonged to the previous hierarchical system (Emekako, 2018). Contrary to the idea that key aspects of a bureaucratic system such as task-division, coordination and specialisation are supposed to bring about a fulfilled and dedicated workforce, the very presence of these elements leads to serious workplace stress in South African schools (Naidoo et al., 2013). Finally, the stress that teachers experience in schools manifests itself in the complex demands of the professional working environment. Apart from their main duty to teach, educators have to manage classrooms, provide leadership in extra-curricular activities,

appease parents and stay abreast with organisational developments (Naidu et al., 2011). The diligent performance of this wide and complex range of functions has the potential to produce very stressful working conditions, especially in "a profession that lacks professional status, is riddled with ambiguities and confusion and is characterised by work overload, unfair treatment, low salaries and job insecurity" (Bowen, 2016, p.1206). System-level policies and procedures also impact directly on the operation of teachers in their professional working environment (Tranter, 2006). In South Africa, macro-level changes that deal with performance reviews and assessment systems, such as the Curriculum Assessment Policy Statements (CAPS), are major stressors for teachers (Emekako, 2018).

2.6 Managerial Actions for Effective Stress Management

According to Bennett (2017), "stress is seemingly endemic to modern organisational life. Nevertheless, certain measures can be taken by organisations to minimise the degrees of stress experienced by their employees" (p.134). These measures or actions become visible when the phenomenon of stress in schools is studied in relation to how it is managed (Ngidi & Sibaya, 2002). The central idea of stress management in schools is to avoid or handle teachers' stress. This can only be achieved if the functions of *communication of information*, *classroom management practices,* and *continuing professional development (CPD)* are expeditiously and conscientiously performed in schools (Pelser & Van Wyk, 2016). The remainder of this section focuses on each of these managerial actions that should, in our view, be employed to reduce teachers' stress in schools.

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"Communication of information" is a term closely related to its derivatives communicare *and communicatio,* which mean to make common, to impart, to share, to pass along, and to transmit (Dandashe, Van Wyk, & Potgieter, 2014). In the wider sense, it refers to the transmission of information among individuals in an organisation, and can be regarded as a series of processes that involve the context as well as the content of messages that are sent and received (Fullan, 2013). In writing about communication in the education sector, Bush and West-Burnham (1994, p. 247) emphasise that "there is a network of communication experiences and all within that network (and outside it) influence the process". Bush and West-Burnham (1994) also come to the important conclusion that "management could not take place without communication, and organizations could not exist without it" (p. 245).

Education managers and educators in Ghana are expected to be proficient in special communication strategies to effectively manage stress in schools (Dandashe et al., 2014). Establishing the clarity of information is a key facet of managing stress. In a school situation, relevant information must be made available continuously to all stakeholders in an open way. When the expectations of all parties are openly and clearly understood and stated in advance, stress should be reduced or even prevented. Evidently, information clarity can only be achieved when communication strategies encourage maintaining interpersonal relationships and fostering a spirit of collegiality among staff members (Fullan, 2013; Bowen, 2016). Ouellette et al. (2018) support this view, remarking that "perceptions of poor communication and limited connections with colleagues add stress, while positive communication and collegiality corresponds to higher satisfaction" (p. 496).

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Paisley (2015) confirmed the need for teachers to have managerial competence, stating that "management capacity is a necessary part of the professional standing and qualification of the teacher" (p. 2). South African teachers are required to comply with the prescribed curriculum, to produce an annual work plan, and to set classroom rules at the beginning of each year. Variables such as class size, learner needs, curriculum requirements, resources and time allocations have to be factored into the plan to promote quality education and thereby enhance goal achievement (Graven, 2016). Bansilal and Rosenberg (2016) however show that most educators work "under adversarial conditions" (p. 34) which makes it almost impossible for them to teach and manage their classes efficiently. Bansilal and Rosenberg (2016) find that these teachers have to deal with multiple constraints in their classrooms. Ouellette et al. (2018) also report that organisational and management factors are frequently cited by teachers as significant contributors to stress. Although teachers potentially perform their management duties from within a low-stress and well-structured framework, the opposite is true in practice. Even those educators in Ghana who are empowered to perform their classroom management functions effectively, still experience large amounts of stress in implementing vital parts of their plans such as discipline rules.

Teachers' continuing professional development (CPD) is the final function to be discussed in this section. CPD consists of all educational activities which help to maintain, develop or increase knowledge, problem-solving skills, technical skills and professional performance standards with the goal of providing quality education (Emekako, 2018). In development plan, teaching and leadership development are specifically mentioned together as key aspects in the improvement of the quality of

education in Ghana (National Teaching Council, 2020). The goal with this plan is to encompass a variety of teaching activities including the prevention and handling of stress. Asiamah (2016) identifies the expectation that teachers will continue to develop professionally, and the fact that a professional body represents and regulates the profession, as being key attributes of the teaching profession. However, in 2019 it was shown that the stress levels of teachers who had limited access to CPD programmes and/or did not grasp the contents of such programmes, had increased greatly (NTC, 2020). Whereas development programmes or initiatives are supposed to expand teachers 'subject knowledge and pedagogical skills, it seems as if such programmes have in reality led to many disgruntled and frustrated teachers.

2.7 Summary of Literature Review

The chapter examined the various literature related to the topic under study. The various definitions of stress were defined from stress in general to teachers stress. The theoretical framework of stress were also reviewed. Sources of stress combined with other models such as environmental, organizational and work stress were also reviewed. In all job stress is considered an antecedent of key variables at the work place like job satisfaction and work performance. As far as stress among teachers is concerned, it can easily lead to alienation, apathy and absenteeism and impact on pupils or students academic achievements.

CHAPTER THREE

RESEARCH MATHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used. It covers the research design, target population, sample design, data collection analysis methods that were employed once the data has been collected.

3.1 Research Design

Descriptive research was used carry out the research. Descriptive research is used to obtain information concerning the current status of the phenomena with respect to variables or conditions in a situation (Mutai, 2000). The method involves range from the survey which describes the status quo, the correlation study which investigates the relationship between variables.

The respondents were expected to describe effects of stress on the performance of teachers in junior high schools in the Atwima Nwabiagya North District. The method is crucial for this study because the issue at hand requires to be described and the phenomenon analysed for conclusions. The design was appropriate because according to Mugenda and Mugenda (2009), descriptive research enables subjects to give more information on the issue of interest to the researcher.

3.2 Population of the Study

Creswell (2005) defines a population as "a group of individuals who comprise the same characteristics." In the present study the population comprises as all teachers from

junior high schools in the Atwima Nwabiagya North District. A total of 51 junior high school both private and public exist in the district (Atwima Nwabiagya North District, 2021). The sampling unit is therefore teachers at junior high schools with a representative sample was drawn from this population. The study therefore used junior high school teachers from the District capital thus Barekese which has 11 junior high schools (ANND, 2021). This was done as a result of time limitation on the part of the researcher as the whole district would have been best.

3.3 Sampling and Sampling Technique

Creswell (2005, p. 46) defines "a sample as a subgroup of the target population that the researcher plans to study for generalizing about the target population." Babbie and Mouton (2007) concur that a sample is representative of the population from which it is drawn, if the aggregate characteristics of the sample closely resemble those aggregate characteristics of the population. The study employed a multi-stage sampling technique. This means that more than one sampling procedure was used to select the sample for the study. In the first place, public junior high schools were purposely selected. The sample included teachers from junior high schools in Barekese which is the district capital. The district capital is selected as result of time limitation and financial challenges posed by covering the whole district. The table below shows the breakdown of accessible population.

Table 3.1: Breakdown of Accessible Population of Teachers

Name of School	Number of Teachers
Barekese D/A JHS	13
Denchembuoso M/A JHS	12
Anglican JHS	12
Kwawoma D/A JHS	11
Asuofua D/A JHS	10
Barekese Roman JHS	9
Barekese Methodist JHS	10
Tabere Methodist JHS	12
Ntiriboho Anglican JHS	11
Ntiribuoho Roman JHS	11
Barekese L/A JHS	19
Total	120

Source: field survey, 2022.

The study further employed the census method to include all the teachers from the ten selected schools (Ogah, 2015). Hence, the larger the sample size, the lesser the margin of error, and the more reliable the research findings (Ogah, 2015). The 11 schools were selected to give a large population and this supports a census method that indicates a representative sample for the study. The number of teachers selected is presented in Table 1.

3.4 Data Collection and Research Instruments

The researcher used both primary and secondary sources to collect data for this study. The primary data was used due to its ease for control over errors (Copper and Schindler, 2003). In this case, the researcher administered structured questionnaires, with mainly closed ended questions to the sampled respondents who answered them. Primary data was collected from the teachers sampled from the selected schools within the district as regards the stress levels and causes among them. The researcher collected the questionnaires later for analysis. Secondary data was sourced to supplement the primary data. This was conducted by referring to existing materials such as, organizational reports, journals, other empirical researches in the area and any other relevant document.

3.5 Pilot Test

The questionnaire was pre-tested using a sample of 20 teachers at Tanoso Presby Junior High School to ascertain the validity and reliability of the survey questionnaire. The school was selected it fit the characteristic of schools selected in the Atwima Nwabiagya North District. This was to help evaluate and further refine the questionnaire in order to ensure the relevance of the questions being asked and avoid any possible ambiguity as well as error in measurement. The data obtained from the 20 respondents were analysed with the SPSS version 20 to test for the cronbach's alpha, a measure of internal consistency or reliability of test items. The results of the Cronbach's alpha analysis indicated that the questionnaires were reliable with a coefficient value of .80 for the teachers questionnaire the questionnaires were deemed fit for the study. According to

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Creswell coefficient with value of .70 and above is considered reliable and fit for a study (Creswell, 1998).

These constructs were subjected to reliability test in order to determine the internal consistency of the variables. The reliability test shows that Cronbach's alpha values of the factors range from 0.71 to 0.80. These values are considered to be satisfactory indication of reliability scale because they are above the recommended 0.70 proposed by Hair et al., (2006). The result in Table 3.6 below indicates that there is good internal consistency.

3.6 Reliability and Validity

Reliability refers to the accuracy of a test, consistency of scores obtained by the same individuals when re-tested using the same test on different occasions (Cooper & Schindler, 2003 in Oosthuizen, 2005). Reliability determines how consistent a measure is (Bless & Higson-Smith, 1995 in Josias, 2005). This means that an instrument which continually provides the same scores, is considered to have high reliability, while an instrument that does not provide the same scores every time, is considered to have low reliability. However, the generally accepted minimum standard of internal consistency of 0.70 (Spector, 1997) was obtained for nearly all the questionnaires used in this study. Reliability measures include; Internal consistency: determines the consistency of items across different constructs. It considers how well scale items are related to each other (Creswell, 2005).

Validity determines whether a measure reflects what the researcher is investigating (Bless & Higson-Smith, 1995 in Josias, 2005). Validity can be determined

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in various ways, namely content validity, construct validity and criterion-related validity (Creswell, 2005). Content validity: involves "the degree to which a measure covers a range of meanings included in the concept" (Babbie & Mouton, 2007, p. 641). It also reflects the extent to which tests measure the content they were intended to measure (Josias, 2005). Construct validity: involves "the degree to which a measure correlates well with other variables within a system of theoretical relationships" (Babbie & Mouton, 2007, p. 640).

Table 3.2: Reliability Test

Construct	Cronbach Alpha
Causes of Stress among Teachers	0.80
Effects of Stress on Teachers in School	0.71
Strategies by School Management to Manage Stress among Teachers	0.74

Source: field survey, 2022

3.7 Data Analysis

The collected data were thoroughly examined and checked for completeness and comprehensibility. The data were summarized, coded and tabulated. Statistical Package for Social Sciences (SPSS) will be used to do the analysis. Descriptive statistics especially, frequencies and cross tabulation were applied to help establish patterns, trends and relationships, and to make it easier for the researcher to understand and interpret implications of the study. Pie charts and bar graphs were also be used to represent data in a pictorial format, which can be easily used and understood by other users.

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3.8 Ethical Consideration

This study was conducted with ethical considerations in mind. Participants were selected on a voluntary basis and informed consent was obtained. The measuring instruments were considered based on their validity and reliability. Data was secured and considered highly confidential during this whole research project. A letter requesting consent, the letter of approval from the Department and the questionnaires were handed to the head teachers of the schools. The questionnaires were then issued to the teachers after thorough explanation of the purpose of the study by the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This section includes a data analysis and discussion of the findings based on the research questions. The study assessed the causes of stress among teachers and its management by heads in selected junior high schools in the Atwima Nwabiagya North District. This chapter is also divided into sub-headings to throw more light on the research questions.

4.1 Response Rate

One hundred and twenty respondents were selected for the study, out of the one hundred and twenty (120) questionnaires given out, 100 were answered and retrieved as a result of the unavailability of some teachers who were not readily available. The responses correspond to 83% responses rate from selected respondents which is good enough for data analysis.

4.2 Respondents Demographic Data

Demographic information of respondents comprised of their gender, highest level of education, rank and number of years at post. Responses from respondents are presented in Table 1 below.

Table 1: Gender of Respondents

Variables	Frequency	Percentage
Gender		
Males	63	63
Females	37	37

Table 1 shows that out of 100 respondents, 63 (63%) were males and 37 (37%) were females. This shows that majority of the respondents were males. This indicates that females teachers are fewer than males, although about 61.20% of the workforce are women (MOE, 2020). This may be as a result of male dominance that hinders opportunities of many women in SHS (Limerick & Lingard, 2015). Furthermore, some women also decide not to apply to work at the senior high school level which may arise from lack of necessary aspiration as well as lack of confidence that they would make it (Coffey & Delamont, 2012).

Table 2: Level of Education

Level of Education	Frequency	Percentage
Diploma	59	59
Degree	30	30
Masters	11	11

Source: field survey, 2022

Results of Table 2 also indicate that 59, (59%) of respondents were holders of Diploma, 30 forming 30% were Bachelor's Degree while 11 (11%) were also holders of Master's Degree. It must be mentioned that, at the time of gathering data for the study, some of the management members were reading

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various courses leading to the award of Master's Degrees. In the GES, the basic requirement to teach at the JHS level is diploma. Any additional qualification would place the person at an advantage position for higher office.

Table 3: Rank of Respondents

Rank	Frequency	Percentage
Superintendent	41	41
Principal Superintendent	26	26
Assistant Director II	24	24
Assistant Director I	9	9

Source: field survey, 2022

On the rank of respondents, 41% were superintendents, 26 (26%) were principal superintendent, 24 (24%) were on the rank of Assistant Director II (AD II), while (9%) were on the rank of Assistant Director I (AD I).

Table 4: Number of Years at Post

Number of years at Post	Frequency	Percentage
Below 3 years	18	18
4-7 years	39	39
8-11 years	28	35
Above 11 years	15	19

Source: field survey, 2022

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The table also shows that (18%) of respondents had less than 3 years at the present position, 39 (39%) had spent between 4-7 years, 28 (35%) had spent between 8-11 years at post and 15 (19%) of the respondents had spent above 11 years at present school.

4.3 Research Question One: What are the causes of stress among teachers in the Atwima Nwabiagya North District?

The first objective of the study was to find out the causes of stress among teachers in the Atwima Nwabiagya North District This question had the primary intent of knowing from the respondent their general views on the causes of stress among teachers. The respondents were therefore expected to express their views on the issue. The descriptive statistics for each of the study indicators or items were determined. Data for each of the study items were analysed into means on a mean scale of 1.00 to 5.00 with 1.00 to 2.90 indicating low levels and 3.00 to 5.00 indicating high levels (adopted by Koomson, 2017; Mohammed, 2017; Scott, 2017; Tweneboah-Koduah, 2017). This was done in order to enhance the understanding of the differences that exist among the study indicators. The data gather from respondents are presented in Table 5 below.

Table 5: Causes of Stress among Teachers in the Atwima Nwabiagya North District

Causes of stress among teachers	N	Mean	Std. Dev.
Students indiscipline	100	4.24	1.87
Excess workload	100	3.84	1.10
Inadequate teaching facilities	100	4.07	1.56
Large classes	100	3.27	0.97
Poor remuneration	100	3.78	1.32
Lack of adequate payment of allowance as and when due	100	2.56	0.88
Short time frame for marking question papers	100	4.01	1.32
Competition among teachers	100	2.97	1.56
Challenging events in schools	100	3.07	1.00
Non-involvement in decision making concerning teaching and learning	100	2.59	0.74

Source: field survey, 2022

Table 5 shows the ranked averages of the causes of stress among teachers. In Table 5, the average value of students indiscipline from a sample of 100 is the mean value of 4.24 and SD=1.87 clearly showing that respondents agreed that students indiscipline is a cause of stress among teachers. The average value for excess workload recorded a mean of 3.84, inadequate teaching facilities (m=4.07), large class (m=3.27), poor remuneration (m=3.78), short time frame for marking question papers (m=4.01) and Challenging events in schools (m=3.07) were all significant factors to the causes of stress

among teachers in the district. Consequently, it can be said that responses from respondents were positive regarding their perception of the causes of stress among teachers. Respondents however disagreed that lack of adequate payment of allowance as and when due (m=2.56) and non-involvement in decision making concerning teaching and learning (m=2.59). Responses from respondents tallies with the assertion by Boyle, et al. (2015), who opined that teaching society as well as nations are considered as the responsibility of teaching community. According to them if a teacher is exhausted, frazzled of demoralized by his/her work, then he/she is not effective or creative in the classroom. And this exhaustion further undermines the social bonds in school. According to Boyle, et al. (2015), some of the causes of stress include teaching different classes with different subjects on daily basis and doing justice to all subjects and all classes is itself a stressful work.

Numerous research studies have also reported various sources of stress for teachers such as research and publication demands (Blix, et al., 2014; Smith, et al., 2015), time pressure (Olsen, 2013; Thompson and Dey, 2018), insufficient income (Koester and Clark, 1980), other job stressors for teachers include job overload and workload plus little time (Bryne, 2012), repeated minor offenses by students (Johnstone, 2016), handling relationships with staff (Cooper and Kelly, 2013).

Student misbehavior (lack of respect from students, maintaining discipline). Nothing causes despair and demoralisation as much as a students' misbehaviour. It is a challenge to the teachers' dignity. The loss of self-respect kills the self-esteem" coupled with other factors such as excess workload, inadequate facilities amongst others.

Bertoch, et al. (2018) also divide teacher stressors into two parts, environmental stressors and personality based stressors. The former include student discipline, attitude problems, teacher competence, teacher-administrator relations, accountability laws, low salaries, large classes, intense pupil dependence and declining community support. On the other hand, personality-induced stressors are related with one's self-perception, low morale, negative life experiences and a struggle to maintain personal values and standards in the classroom. All these combine to corroborate the causes of stress among teachers.

4.4 Research Question Two: What are the Effects of Stress on Teachers in Schools?

The second objective of the study was to find out the effects of stress on teachers in schools. The respondents were therefore expected to express their views on the issue. The descriptive statistics for each of the study items were determined. Data for each of the study items were analysed into means on a scale of 1.00 to 5.00 with 1.00 to 2.90 indicating low levels and 3.00 to 5.00 indicating high levels (adopted by Koomson, 2017; Mohammed, 2017; Scott, 2017; Tweneboah-Koduah, 2017). This was done in order to enhance the understanding of the differences that exist among the study indicators. The data gather from respondents are presented in Table 6 below.

Table 6: Effects of Stress on Teachers in School

Challenges	N	Mean	Std. Dev
Inability to manage time well	100	3.78	1.45
Inability to meet deadlines	100	3.46	1.77
Feelings of inadequacy in the performance at work	100	3.95	1.29
Job dissatisfaction	100	3.34	1.73
Frustration	100	3.21	0.98
Having less interest in the job	100	3.92	1.46
Absenteeism	100	3.71	1.65
Reduction in Effectiveness	100	4.21	1.76

Source: field survey, 2022

Table 6 shows the ranked averages of the effects of stress in schools. The average value for inability to manage time well recorded a mean of 3.78, inability to meet deadlines (m=3.46), feelings of inadequacy in the performance at work (m=3.95), Job dissatisfaction (m=3.34), having less interest in the job (3.92) Absenteeism (3.71) and reduction in effectiveness (m=4.21). As a result, it can be said that respondents agreed with the statements regarding the effects of stress on teachers in schools.

In comparison to general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Travers and Cooper, 2013). So, stress among teachers is too costly to be ignored. The costs are high in terms of wasted training for those who leave their jobs and in terms of the psychological and physical effects upon those who stay. Stress is also costly for the students who are taught

by a stressed teacher who is not able now to respond to their enquiries in an affectionate manner and moreover, he is not now an earlier caring and a responsible teacher. A stressed teacher is also no longer remains a role model for the young generation.

Responses from respondents above corroborates the assertion by Maslach & Jackson, (2018) who posited that teachers' stress has lots of impact. First of all, on a teacher as an individual there is an impact of stress, like absenteeism, poor time management, job dissatisfaction, feelings of inadequacy in the performance at work, and attrition and then, there is the impact job effectiveness. Job stress adds to teachers' family and marital problems. Wilson (2020), further reiterates that, stress also affects the reputation of the department in which he or she serves. This includes the effects on students and colleagues. In the long run, teachers' stress adversely affects the overall education system. Only the direct impact can be counted in terms of the teaching time lost and the additional cost of replacement of teachers in the organisation. Indirect and long-run costs of the impact on teachers are difficult to compute.

Research Question Three: What are the Strategies in Place by School Management in Atwiman Nwabiagya North District to Manage Stress among Teachers?

The final objective of the study was to find out the strategies in place by school management to manage stress among teachers. The descriptive statistics for each of the study items were determined. Data for each of the study items were analysed into means on a mean scale of 1.00 to 5.00 with 1.00 to 2.90 indicating low levels and 3.00 to 5.00 indicating high levels (adopted by Koomson, 2017; Mohammed, 2017; Scott, 2017; Tweneboah-Koduah, 2017). This was done in order to enhance the understanding of the

differences that exist among the study indicators. The data gather from respondents are presented in Table 7 below.

Table 7: Strategies in Place by School Management to Manage Stress among Teachers

Double track on academics	N	Mean	Std. Dev.
Encouraging teachers to share their problems with trusted ones	100	4.47	1.87
Carrying out duties in order of priorities	100	3.71	1.43
Associating socially with colleagues	100	3.64	1.51
Encouraging teachers to think objectively about a situation and being in self-control	100	3.53	1.09
Encouraging teachers to have enough time for oneself	100	3.21	1.00
Encouraging teachers to avoid confrontations	100	3.68	0.97

Source: field survey, 2022

Table 7 shows the ranked averages of the strategies in place by head teachers to manage stress. The responses are determined by the various indicators that measured it. The average value for encouraging teachers to share their problems with trusted ones recorded a mean of 4.47, carrying out duties in order of priorities (m=3.71), associating socially with colleagues (m=3.64), encouraging teachers to think objectively about a situation and being in self-control (m=3.53), encouraging teachers to have enough time

for oneself (m=3.21)   encouraging teachers to avoid confrontation (m=3.68). As a result, it can be said that respondents agreed with the items regarding the measures in place to manage stress in selected schools.

All the above discussed stressors reduce employees' ability to perform by diverting their efforts away from performing job functions towards coping with the stressors (Koslowsy, 2018 and Jex, 2018). The above findings is in line with Johnstone (2019) who opined that to minimise stress among teachers, school management or heads adopt different coping strategies to help teacher manage stress like relaxing at work, keep things in perspective and avoid confrontations (Johnstone, 2019). Social support (trusting relations with colleagues, etc.) is also considered as one effective means of reducing stress.

Dunham (2014) also listed the most often used coping strategies adopted by school management which include setting aside a certain amount of time during the evening from school related work, try to come to terms with each individual situation, talk over stressful situations with partner or family, become involved with family and friends when not at school, be open about feelings and opinions, more readily admit their own limits, accept the problem and talk about the problem with colleagues at school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary emanating from the analysis. In addition, the chapter also provides a general conclusion to the entire study. Based on the findings, recommendations for key stakeholders are also suggested in this chapter.

5.1 Summary of the Study

The study assessed the causes of stress among teachers and its management by heads in selected junior high schools in the Atwima Nwabiagya North District. The study examined the causes of stress among teachers in the Atwima Nwabiagya North District, identified the effects of stress on teachers in schools and determined the strategies in place by school management to manage stress among teachers. The study was based on the use of structured questionnaires. Primary and secondary data were used in gathering data for the study. In selecting the respondents, the purposive sampling technique was used in selecting one hundred and twenty (120) respondents for the study though one hundred responded to the questionnaires. The major findings are as follows.

5.1.1 Causes of Stress among Teachers in the Atwima Nwabiagya North District

In the research question one, the following factors constituted stress to a high extent: students' indiscipline, excess work load, inadequate teaching facilities, and poor remuneration causes stress when such needs are not met. This shows that the welfare of

the teachers are not looked into by the government thus causing stress. Inadequate payment of salaries and allowances cause stress.

5.1.2 Effects of Stress on Teachers in Schools

The study revealed that stress has lots of effects on teachers. Some of them as found in the study included inability to manage time well, inability to meet deadlines, feelings of inadequacy in the performance at work, job dissatisfaction, having less interest in the job absenteeism and reduction in effectiveness or productivity.

5.1.3 Strategies by School Management to Manage Stress among Teachers

To ensure teachers give off their best, school management has put in place the following measures or strategies to manage stress among teachers in school. These strategies include encouraging teachers to share their problems with trusted ones, carrying out duties in order of priorities, encouraging teachers to think objectively about a situation and being in self-control, encouraging teachers to avoid confrontations and encouraging teachers to have enough time for themselves.

5.2 Conclusion

The study emphasized that all the educational organizations should strive hard in the direction of elimination of unwanted stress at workplace. They should create awareness of this unnecessary cost and its negative consequences by organizing conferences, seminars, mentor programmes and stress management workshops. Providing support with paper work and lesson planning and having a clear defined role description

is recommended for helping these teachers feel relieved from stress symptoms. Along with this, additional support and contact is required from parents, colleagues, administrators, and school advisors, alike. This seems to be essential to help in preventing teacher stress. Efforts to generate more productive, caring, clearly defined work situations and improve teachers' skills are the best prevention against teacher stress.

Reduction in job stress leads to higher job satisfaction and thus increases individual as well as organizational productivity. Teachers' stress should be considered at individual, school and government levels. For teachers on individual level, Johnson (2016) stressed the need to develop some system for organizing their time effectively otherwise workload and associated stress can become overwhelming and their performance in the classroom can be affected. He claimed that with the help of effective time management, stresses can diminish, confidence grows, promises are kept and goals are reached.

The study clearly showed that several factors causes stress among teachers which include students' indiscipline, excess work load, inadequate teaching facilities, and poor remuneration. The stress on teachers have great effects on their wellbeing and performance such as inability to manage time well, inability to meet deadlines, feelings of inadequacy in the performance at work, job dissatisfaction, having less interest in the job absenteeism and reduction in effectiveness or productivity.

5.3 Recommendations

Based on the findings of the study, the following are recommended.

The study revealed that the causes of stress are enormous. This include student indiscipline, poor remuneration, excess workload among others. It is therefore recommended that management of schools identify these stressors while encouraging teachers to do their best in school and in the classroom. More the Ghana Education Service and the Ministry of Education should take a look at the allowances that are non-existent and pay structure of teachers as they highly contribute to stress among teachers.

According to the study, the effects of stress on teachers has lots of ramification on both teacher and students. The stress on teachers is difficult to treat because new problems always occur, because of the association of the school environment with too many components. Therefore, a careful study on stress prevention, causes, symptoms and modes of management involvement and cooperation with all relevant bodies must be sought for. Management of schools should organize regular orientation programme for teachers on how to deal with stress especially on how to handle troublesome students in classrooms.

The study revealed the strategies put in place by management to help teachers cope with stress. They are laudable and management must be encouraged in their quest to ensure an effective teacher in school. The district education and the Ghana Education Service should intensify counselling services in schools to help both teachers and pupils develop cordial relationships which culminate into reducing stress. Finally, GES should encourage teachers to engage in extra- curricular activities to reduce stress.

It is also recommended that proper work scheduling and design by school management should be the focus of all schools with the aim of proper delegation of duties. This should be done by drawing a workable time table for all staff.

Representatives of teachers' unions could negotiate a better salary structure to improve teachers' situation and to curb the exiting of teachers from the profession. Incentives for teachers to supplement their income as well as rewards for extra effort and responsibilities should be provided. School governing bodies could review these incentives on a regular basis.

5.4 Recommendation for Further Research

Future research should be conducted to develop a human resource costing and accounting model for the Ghanaian environment, to effectively determine the financial implications of absenteeism, performance and productivity due to occupational stress. Finally, stress-management programmes should be organized by the Ministry of Education through the Ghana Education Service through experts in stress in order to educate heads, teachers and other staff about stress, stress management and the implications of stress on school teachers and heads health.

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APPENDIX

QUESTIONNAIRE

The purpose of this study is assess the causes of stress among teachers and its management by heads in selected junior high schools in the Atwima Nwabiagya North District The study is mainly for academic purposes. Participants are assured of utmost **confidentiality** regarding information provided.

Section A: Demographic Data

1. Gender: Male ☐   Female ☐

2. Age Range: Below 25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ Above 45 ☐

3. Number of years in current school below 3 yrs ☐ 3-7 yrs ☐ 8-11 yrs ☐ Ove ☐ yrs ☐   ☐

4. Highest academic qualification: Degree   Master

Others(specify)……………………

5. Rank: Superintendent II ☐ Principal Superintendent ☐ Assistant Director II ☐

Assistant Director I ☐ Others (specify) …………………………….

Section B: Causes of Stress among Teachers in the Atwima Nwabiagya North District

Please tick the appropriate responses regarding the causes of stress among teachers in the Atwima Nwabiagya North District. Choose the following responses regarding each statement Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).

Item	SA	A	NS	D	SD
6. Students indiscipline					
7. Excess work load					
8. Inadequate teaching facilities					
9. large classes					
10. poor remuneration					
11. Lack of adequate payment of allowance as and when due					
12. Short time frame for marking question papers					
13. Competition among teachers					
14. Non-involvement in decision making concerning teaching and learning					
15. Challenging events in schools					
16. Emotions and Gossips among teachers					
17. Poor School environment					

Section C: Effects of Stress on Teachers in School

Please tick the appropriate responses regarding the effects of stress on teachers in the Atwima Nwabiagya North District. Choose the following responses regarding each statement Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).

Items	SA	A	NS	D	SD
18. Inability to manage time well					
19. Inability to meet deadlines					
20. Feelings of inadequacy in the performance at work					
21. Job dissatisfaction					
22. Keeping to self					
23. Frustration					
24.. Having less interest in the job					
25. Absenteeism					
26. Reduction in Effectiveness					
27. Lack of concentration					

Section D: Strategies by School Management to Manage Stress among Teachers

Please tick the appropriate responses in relation to startegies used by school management to manage stress among teachers in the Atwima Nwabiagya North District. Choose the following responses regarding each statement Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).

Items	SA	A	NS	D	SD
28. encouraging teachers to share their problems with trusted ones					
29. encourage teachers to take enough physical exercise					
30. Carrying out duties in order of priorities					

31. Associating socially with colleagues					
32. encouraging teachers to think objectively about a situation and being in self-control					
33. Receiving social support from fellow teachers					
34. Encouraging teachers to have enough time for oneself					
35. Encouraging teachers to avoid confrontations					