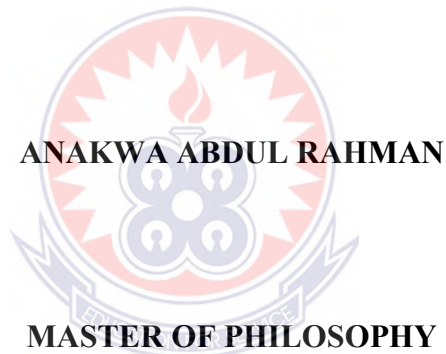


UNIVERSITY OF EDUCATION, WINNEBA

**STRESS AND JOB PERFORMANCE OF BASIC SCHOOLS TEACHERS IN
ASIKUMA ODOBEN BRAKWA DISTRICT, GHANA**



2021

UNIVERSITY OF EDUCATION WINNEBA

**STRESS AND JOB PERFORMANCE OF BASIC SCHOOLS TEACHERS IN
ASIKUMA ODOBEN BRAKWA DISTRICT, GHANA**

**ANAKWA ABDUL RAHMAN
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**A dissertation in the Department of Counselling Psychology,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfilment
of the requirement for the award of the degree of
Master of Philosophy
(Counselling Psychology)
in the University of Education, Winneba**

AUGUST, 2021

DECLARATION

Student's Declaration

I, Anakwa Abdul Rahman, declare that this thesis, with the exception of quotations and references contained in published works which have all 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.....

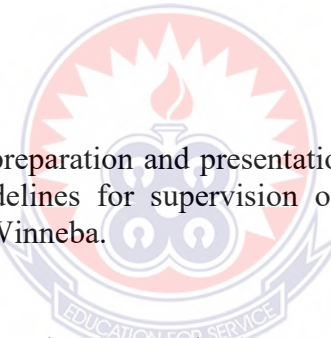
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation laid down by the University of Education, Winneba.

Name: Paul Kobina Effrim, PhD (Supervisor)

Signature

Date.....



DEDICATION

This study is dedicated to my wife, Mrs. Mawunya Anakwa and daughter, Effua Enyimnyam Anakwa for their support and encouragement.



ACKNOWLEDGEMENTS

To God be the glory and adoration for the opportunity and grace bestowed on me to write this thesis. The thought, development and completion of this thesis were made possible by the good will, support, tolerance and inspiration of many people. It is in view of this that I acknowledge such contributions. Firstly, I am grateful to Dr. Paul Kobina Effrim, my supervisor, who kindly and devotedly supervised my work with extreme patience, consistent guidance, sense of commitment and attention to offer constructive corrections throughout the study.

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God bless you all



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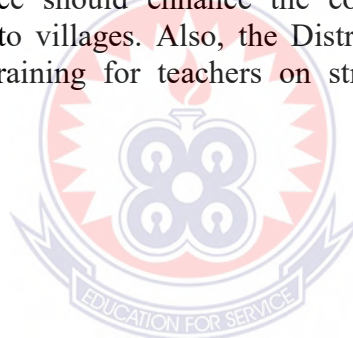
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ABSTRACT

This study explored the effects of stress on the job performance of teachers in the Asikuma Odoben Brakwa District of Ghana. Mixed method research was used, underpinned by pragmatism and an explanatory sequential design. The sampling procedures adopted for the quantitative phase of the study were stratified and simple random sampling techniques. Participants sampled were 237 teachers out of which 159 were male and 78 were females. Participants responded to closed ended questions for the quantitative phase of the study, while 6 of the participants, 3 males and 3 females, were purposively selected and interviewed for the qualitative phase. The quantitative data gathered was analysed using independent sample t-test, Pearson Product Moment Correlation, frequencies, means and standard deviation while the qualitative data was used to elaborate the quantitative result when necessary. The study revealed that lack of resources, poorly defined discipline policy, students disrespecting teachers' authority, increase in workload, changes in educational policies and programmes, large class size etc. were some of the causes of stress among teachers. Also, the study revealed that stress influenced teachers' job performance negatively. Again, the study identified that manifestations of stress among teachers were psychological, emotional and physical: frustration, unusual sleeping, anxiousness, headaches, joint pains etc. Therefore, it was recommended that Ghana Education Service should enhance the conditions of service of teachers especially those posted to villages. Also, the District Education Directorate should provide seminars and training for teachers on stress in order for them to build resilience to stress.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success or failure of any organization just like teaching is determined by the performance of employees (Ahmed & Ramzan, 2013). However, the job performance of the employee could be a challenge as a result of the numerous problems that engulf them at the workplace. Stress persists in every organization whether big or small and the teaching profession is no exception. Teaching which was previously considered a routine job has within the last decade become an increasingly complex profession (Addison & Yankyera, 2015). Competition among organizations to remain relevant in today's world has made the workplace become very complex. Work place stress has significant effects over the employees' job performance and the organizations as a whole (Azman, Saudin, Ismai, Samah, Rizal & Aminudin, 2015). Teachers' job description has changed overtime, which consequently has led to an increase in the amount of workload to be completed within a unit of time and compromising the quality of teaching (Göksoy & Akdağ, 2014).

The word "stress" was not popular to people until around the 1970s and the early 1980s but today, it is used in everyday vocabulary to capture a variety of human experiences that are disturbing in some manner (Lyon, 2010). There has been several attempts to define stress but this study would adopt the definition by the American Psychological Association that define stress as a reaction of the body and mind to events which are threatening or challenging to life (American Psychological Association, 2018). They maintained that stress is experienced by a person when

situations, events or people make demands on the body and mind which he/she cannot cope with, and this affects the person in diverse ways.

To give clarity to the understanding of teacher stress, Kyriacou (2001) posits that teacher stress are the experiences that a teacher goes through that are unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspects of their work. Khan, Shah, Khan and Gul (2012) maintain that as teachers continue to execute their responsibilities and meeting expectations, they are exposed to unwanted internal or external environmental factors, which obstruct their routine abilities leading to the development of feeling of stress. The development of such symptoms by the teacher has the possibility to affect their job performance and satisfaction level and consequently decrease the overall productivity of educational institution (Laschinger, Heather, Shamian & Thomson, 2001).

Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, Pell, Rouse, and Turner (2007) posit that teacher's work is associated with low status and recognition accorded by society. They continued that teachers do not feel appropriately remunerated to commensurate with the volume of service they render. They have, therefore, associated this with low status (Hargreaves, Cunningham, Hansen, McIntyre, Oliver, & Pell, 2007). This makes teachers look down upon themselves and some regret why they ever got into the teaching enterprise. Pupils' indiscipline in the contemporary educational institutions also precipitates teacher stress. Some pupils always find ways of making teachers unhappy and often leave teachers wondering how to deal with problematic situations they have created. If you are the kind of teacher who is quick to anger, then you may have a very frustrating

future ahead. Feelings of dislike might be harboured inside a teacher, making him/her susceptible to psychological stress.

Stress among teachers is not territory-specific; rather, it is a universal issue reported by a large number of researchers (Bowling, Alarcon, Bragg, & Hartman, 2015; Cooper, Dewe & O' Driscoll, 2001; Duxbury & Higgens, 2013; Ferguson, Mang & Frost, 2017). They contend that today, stress in our society is causing a massive amount of health, social, personal, psychological and academic problems. Teacher stress has been linked to issues such as illness, absenteeism, negative attitude towards work and poor job performance (Ferguson et al., 2017).

The job performance of teachers has become an issue of great importance due to the efforts the various stakeholders have placed on education, especially government. In Ghana, the government has made education at the pre-tertiary level free. As a result, every financial bottleneck in the education system is bounded by the government. The government expects good return from the expenditure on education; therefore, the teacher who is at the centre of the implementation of all government policies at the school level comes under immense pressure. For teachers to be able to perform their mandate with high standards and professionalism, teachers must adhere to strict ethical codes such as leadership, selflessness, comportment, integrity, impartiality, punctuality, fairness, and honesty as they execute responsibilities like writing teaching notes, teach pupils, mark exercise, perform extra curriculum activities, consult with parents on pupils, be role model to pupils among others (MOE & GES, 2008). The high expectations on the teacher to perform has made the teaching profession very stressful and demanding with most basic school teachers suffering from high level of

stress (Herman, Hickmon-Rosa & Reinke, 2018; Kyriacou, 2001; Montgomery & Rupp, 2005).

How teachers experience stress varies from person to person due to the level of pupils taught, educational resources available, diversity of pupils' educational needs, the type of school and the school environment (Kokkinos & Davazoglou, 2009). The interaction with essential individuals at workplace such as strict supervisors, lack of recognition from authorities, un-supporting colleague teachers, students with behaviour problems, high expectations of parents and time pressure coupled with high workload could place the teacher under high stress (Klassen & Chiu, 2010; Kyriacou, 2001).

Teacher stress is a serious working hazard which has the power to bring crisis on the teacher (Morgan, 2020). He avers that there are several factors that cause teacher stress and they include time pressures, teachers constantly changing classes, being introduced to different learning approaches periodically, and keeping time just to ensure timely completion of all prescribed courses in the syllabus (Morgan, 2020).

The working conditions for teachers have not been enticing. This is a major source of frustration and this problem becomes worse in the poorer and developing countries like ours. Lack of motivation, conflicts with colleague teachers and their inability to make ends meet have aggregated to cause teacher stress and make majority of teachers less inclined to give off their best. A study conducted by Mrozek (2005) as cited in (Sprenger, 2011) has revealed that teachers, along with servicemen, social workers, and linguists, are the most affected by rising stress in their respective work environments. One out of three teachers report teaching as being very or extremely stressful, causing the teaching profession to have the highest annual turnover rate.

Professions other than teaching have an average annual turnover rate of 11 percent, while the annual turnover rate for teachers is 15.7 percent (Mrozek, 2005). Again, Morgan (2020) affirmed that teacher stress can lead to headaches, sleep problems, fatigue, muscle tension, upset stomach, chest pain and muscle pain. Stress can also cause anxiety, irritability, depression, anger, drug or alcohol abuse, social withdrawal, and changes in appetite among teachers. However, although Mrozek, (2005), and Morgan (2020) have elaborated the influence of stress on the teacher, the researches are not explicit on the relationship between teacher stress and how the stress affects the job performance of the teacher.

In Ghana a study conducted by (Asonaba & Yankyera, 2015) revealed that the stress levels among teachers was high. They highlighted that work over-load and interpersonal relationship were the main causes of stress among teachers. Again, their study furthered that teachers agreed that stress made them perform below their capabilities. Also, Boateng (2020) maintain that poor working conditions, lack of remuneration and heavy workload were some of the major causes of stress among teachers in Ghana which has contributed to the high levels of teacher attrition in recent times. Teachers stress phenomena in the country that is, with respect to the stress that teachers encounter in trying to do their job is endemic and needs to be studies extensively and much attention given to it.

1.2 Statement of the Problem

Teacher stress has become a household word in the education profession in the whole world Martin and Mulvihill (2019). Falecki (2015) asserted that the problem of teacher stress is a matter of international concern. Howard and Johnson (2004) (as cited in Falecki, 2015) conducted a study in Australia"s educational sectors including

primary, secondary, university and found that 10%–20% of the 2138 respondents were experiencing psychological distress and a further 9% were suffering from severe psychological distress. The Independent Education Union in Victoria and New South Wales (IEU, 1996) found that stress manifested itself in terms of irritability at home (59%), irritability in classroom (55%), general anxiety (64%) and feelings of powerlessness. In fact, Pillay, Goddard, and Wilss (2005) (as cited in Falecki, 2015) posit that long term consequence of stress is causing beginning teachers to leave teaching within the first 5 years of entering the profession. As a result, International Labour Organization (ILO) (2016) has revealed that stressed workers are susceptible to diseases like hypertension, cardiovascular disease, depression, among others with their accompanying huge medical bills. Employees are likely to be unhealthy, poorly motivated, less productive and less safe at work when they are stressed (ILO, 2016).

In Africa, teacher stress develops from both external and internal work environments of the teacher which affect the way the individual teacher carries out his or her work. The negative effects of stress on the teacher could include back/muscular pains, stomach problem, high blood pressure, emotional imbalance, loss of appetite and sexual drive, lack of concentration, low academic performance of students and low productivity (Awadh, Gichinga & Ahmed, 2015; Gitonga & Ndagi, 2016; Yusuf, Olufunke & Valentine, 2015).

Also, in Ghana, studies such as (Ansah-Hughes, Owusu-Darko & Acheampong, 2017; Asamoah-Appiah & Aggrey-Fynn, 2017; Asonaba & Yankyera, 2015) have been done with the focus on causes and effects of stress on employees. Some of these studies revealed that employees' stress emanate from work over-load, poor job conditions, career achievement and poor inter-personal relationship and the resultant

effects that were significantly related include poor employee's physical, emotional, behavioural and economic well-being, depression, intentions to quit, turnover, low productivity and in some extreme cases, death (Acheampong & Gyasi, 2019; & Ansah-Hughes et al., 2017). This as a result has made many teachers leave the profession voluntarily before their scheduled retirement due to stress and disappointment.

However, Joshua, Marco, Linus & Gerald (2015) and Yeboah-Kordee, Amponsah-Tawiah, Adu & Ashie (2018) have contradicted the earlier findings by saying that there are no significant effects of stress on workers performance. They highlighted that the absence of stress (distress) creates boredom and lack of interest which consequently could affect initiative and performance instead. The findings of these studies done in Ghana are inconclusive as they tend to contradict each other, which is making the conceptualisation of stress and job performance difficult. Therefore, the current study seeks to find clarity on the influence of stress on the job performance of teachers in the Asikuma Odoben Brakwa District.

Again, literature reviewed also showed that most of the researchers did their studies on teacher stress and its effects using either the quantitative method or the qualitative research method (Amponsah et al., 2020; Ansah-Hughes et al., 2017; Harmsen, Helms-Lorenz, Maulana & Van Veen, 2018; Nnuro, 2012; & Odonkor & Frimpong, 2020). Quantitative or qualitative research method used alone does not provide in-depth information from respondents when only one of the methods is used in collecting data in a study (Creswell & Creswell, 2018). However, Creswell and Plano-Clark (2007) maintained that the mixture of quantitative and qualitative data in a single study or series of studies provide a better understanding of research problems

than either of the approach alone. It is in light of their view that this study adopted the mixed method research design as a design for data collection in order to generate in-depth information on the problem under study.

Also, in the Asikuma Odoben Brakwa District, there seem to be no studies that has been conducted on the teacher stress and job performance at the Basic School level. However, studies conducted in the country are good grounds for a similar study to be conducted in the Asikuma Odoben Brakwa District.

The directorate is located in the Central Region and it is less endowed with social amenities in most of the communities and villages. Beside, Marinette (2017) claims that poor working environment coupled with low salary, lack of job satisfaction and bad principal leadership style contribute greatly to teacher stress. Additionally, she mentioned that most teachers recounted the ordeal they experienced within their stay in villages and how it affects them and their work. Similarly, teachers within the Asikuma Odoben Brakwa District seem to be demoralised, depressed, coupled with absenteeism, drug abuse, and high teacher attrition rate cumulating into poor BECE performance for the past four years (A.O.B.D SPAM, 2019). The question is, “could this behaviour of teachers in the district be linked to stress?” Therefore, there is the need to conduct the current study: “stress and job performance of basic schools in Asikuma Odoben Brakwa district, Ghana.” It is the hope of the researcher that the study will fill the gaps in the literature and add to the already existing knowledge on teachers stress.

1.3 Theoretical Framework

Asonaba and Yankyera (2015) posit that stress research has been of great interest to social scientists. Over the years, the study on stress has been of much interest. The conceptualisation of stress reveals three distinct, yet overlapping, frameworks: engineering, physiological and psychological. Akanji (2013) asserts that as a result of the numerous researchers in the field of stress, there seem to be a lack of consensual definition of the term „stress“. Some of these stress theories range from Person-Environment Fit Theory, Job Characteristics Framework (Edwards & Cooper, 2013), Selye (1976) Theory of Systemic Stress, Job Demand-Control Model (Karasek, 1979), Effort-Reward Imbalance Concept (Siegrist, 2001) and the Transactional Theory of Psychological Stress and Coping (Lazarus & Folkman, 1984). Although a lot of researchers have been involved in this area, prominent theories have unveiled and enhanced the understanding of stress (Edwards, Caplan & Harrison, 1998; Edwards & Cooper, 2013; Kokkinos & Davazoglou, 2009, (Kokkinos, 2007; (Spielberger, 2010). This study adopted the theoretical frameworks by Selye (1976) theory of 'Systemic Stress' based in physiology, Lazarus Transactional Model of stress, and the Person-Environment Fit theory.

1.3.1 Systemic Stress Model

In dealing with stress, Selye (1976) as cited in (Akanji, 2013) defined stress as the non-specific response of the body to any demand upon it and which has a high tendency of disrupting normal homeostatic regulatory physiological functioning of the individual concerned. Furthermore, Selye originally conceptualised the difference between eustress and distress. Colligan and Higgins (2005) as cited in (Akanji, 2013) posit that eustress (positive stress) represented positive responses to external stressors while distress (negative stress) is the reactions to stressors that are appraised as

negative and adversarial to well-being. Selye model opines that individuals could device personal strategies to deal with it. In the face of the hassle, the individual needs to recognise the problem at stake, the event or situations that create a specific stress response in him or herself, such as digestive disorders and increased respiration rate and develop a coping strategy to mitigate it.

Selye (1976) posits that the individual in his or environment is encircled by a variety of stressors. Every person experiences stress differently. Everyone has a different response to stressor that occurs to him or her. The individual's response to stress depends on factors like perceptions of threat, resilience level, degree of control over the situation and how he actually perceives the potentially stressful event. In order for the individual to be able to deal with the stressors, some form of general adaptation is required. If the adaptation is successful, it leads to growth, happiness, security and strength, with greater resistance to other future stressors. On the other hand, when the individual is not able to adapt to the stressors, it results in wear and tear on the mind and body, general weakness and stress-related illness. Stranks (2005) asserted that people could experience different stressors, including boredom at work, the introduction of new technology or their lack of career development, trying to satisfy the demands of work and, at the same time, the demands of a young family, the classic „home–work interface“.

In general, stress is the inability of a person to cope with its surrounding environment (Dobson & Smith, 2000). Stress is the bodily response to the negative demands from one's environment. Selye (1976) asserted that when human beings encounter threats from their environment (stressor) which affects their survival, then it is considered as stress. Teacher stress is any experiences that impose unpleasant, negative emotions

such as anger, anxiety, tension, frustration or depression on the teacher resulting from his or her work environment (Kyriacou, 2001). Teachers' stresses also mean the exposure that teachers encounter from their teaching environment which is unwanted either within the educational institution (internal factors) or exists outside the educational institution (external factors). These factors impede the normal routine life of teachers by negatively affecting their performance at work (Khan, Shah, Khan, & Gul, 2012). Continuous routine stress on the teacher has no adverse effect on the individual but when it persistently hits the teachers' working lives, the teacher is likely to react differently by either showing job dissatisfaction, less morale, low productivity, low performance, illness, or general exhaustion (Stough, 2001). Factors leading to teacher stress are phenomenological, but there is congruence in some situations which exist either within the working institution or outside the institution which has the potential to contribute to stress among the teachers.

Institutional factors (stressors) like low motivation, lack of resources to work, lack of control over decisions and work in workers' personal life, high work overload, large class size, tight institutional policies, poor relationship with headteachers and colleagues staff members, and less career progression opportunities, among others, put a lot of burden on teachers and eventually causes stress (Boyd et al., 2009; Taylor, 2003; & Forlin, 2001). The non-institutional factors (stressors) of teacher stress constitute high expectation from parents on their wards performance, tight governmental rules regarding education sector, ever changing educational policies and reforms, poor working environment, teacher personality, family issues, among others. These factors put pressure on the teachers by causing stress among them (Kyriacou, 2001; & Winefield, Boyd, Saebel, & Pignata, 2008). The typical consequences of teacher stress include less morale, job dissatisfaction, absenteeism, negative health

effect, lower productivity and job turnover, among others (McCormick, 1997 & Winefield et al., 2008).

The theory grounds the study due to the emphasis it places on the response of the body to any demand upon it and which has a high tendency of disrupting normal homeostatic regulatory physiological functioning of the individual concerned. In addition, the study wanted to identify the things that induce stress and affect the individuals homeostatic of basic school teachers in the district. As a result, the theory helps to answer research question one on the cause of stress they go through as far as their teaching job is concern.

1.3.2 Person environment fit theory (PE)

Odebode (2018) asserted that Lewin conceptualised the interaction between the person and environment ($P \times E$) as the key to understanding people's cognitive, affective and behavioural reactions. His early thinking, therefore, provided the foundation for the modern perspective of P-E fit. He foreshadowed the notion that optimal fit between the person and his/her environment is needed for effective human functioning.

Person environment (PE) theory maintains that there is a relationship between the individual and the organisational environment, which can predict many positive outcomes for individuals and organisations. For organisations, the concept of fit applies not only to finding the right person to perform each job, but also to finding people who are comfortable and productive in the culture of the organisation. When organisations attract and hire people who fit, those employees are more likely to remain (Schneider, Smith & Goldstein, 2000), are less stressed and reduce costly turnover (Johnson, Hall, Berzins, Baker, Melling & Thompson, 2018). Employees

believe that their ability to fit well into an organisation contributes to outcomes associated with well-being and career success. These include higher job satisfaction, decreased strain (stress), higher desire to stay in the job, and increased satisfaction with specific elements of the environment such as the work itself and co-workers (Kristof-Brown, Zimmerman, & Johnson, 2005).

Person Environment fit is a complex and multifaceted concept that includes the individual's fit with different aspects of the environment: person–vocation fit (the congruence between individual vocational interests and vocational characteristics), person–job fit (fit between individual abilities and needs and the demands and supplies of the job), person– organisation fit (fit between individual and organisational values), person–team fit (fit between individual attributes and those of the work group), and person–supervisor fit (fit between individual attributes and those of the supervisor), and experiencing misfit with any part of the environment creates stress (Jansen & Kristof-Brown, 2006).

The relationship between PE and stress places emphasis on misfit. That is when the individual perceive that there is lack of fit between the needs and resources that he/she need to manage the task confronted with the individual will become disturbed. This consequentially impacts on the stress level and the well-being of the person (Ruben, 2016). PE Fit theory postulates that high stress will occur when there is a mismatch between the person's needs and what he will receive or confront at work (Odebode, 2018).

Again, Odebode (2018) mentioned that stress become high in the life of the worker anytime that there is a mismatch between the person's capabilities and the field and knowledge that the individual is placed in the work environment. This underscore the

relevance of looking into the relationship between teacher stress and job performance. The person environment theory model becomes the important theory for the study of stress among teachers in the Asikuma Odoben Brakwa district base on the ability of the theory to examine the relationship that exist between stress and the job performance of the teachers concerned.

1.3.3 Transactional Model of Stress

The Transactional Model of Stress and Coping Theory is a framework which emphasises appraisal to evaluate harm, threat and challenges, which results in the process of coping with stressful events (Lazarus & Folkman, 1984). The level of stress experienced in the form of thoughts, feelings, emotions and behaviours, as a result of external stressors, depends on appraisals of the situation which involves a judgement about whether internal or external demands exceed resources and ability to cope when demands exceed resources (Lazarus & Folkman, 1984).

Psychological stress is the emotional response experienced when an environmental stimuli or event could endanger well-being, is perceived as exceeding a person's resources (Lazarus & Folkman, 1984) and can be defined by a stimulus-response relationship. This is based on the Cognitive-Relational Theory of Stress which emphasises that the person-environment interaction is continuous and reciprocal in nature (Lazarus & Folkman, 1987). The degree of stress experienced depends on how much of a stake a person has in the outcome of the event: if there is no relevance to the person, and no threat, there was no stress; if their stake is high, the encounter will pose a threat or challenge, triggering a stress reaction (Lazarus & Folkman, 1984). Lee, Davis, Neuendorf, Grandey, Lam & Almeida (2016) believed that stress is a

major factor which not only affects people's lives, but also has an impact on their mental and physical health.

Stress may result from internal processes or perceptions, or external environmental stimuli. Lazarus and Folkman (1984) attribute stress stimuli to two types of events: major life events, and daily hassles. Stress is viewed as a product of primary and secondary appraisals (Frings, 2017). He added that the transactional model of stress and coping proposes that stress is experienced as an appraisal (an evaluation) of the situation we find ourselves in. Specifically, the transactional model suggests we go through two stages of appraisal before feeling and responding to stress. These appraisal strategies include the primary appraisal and secondary appraisal. With primary appraisal, the individual evaluates the confronted situation to decide if it is relevant to him or her. The individual evaluates whether it will bring about the possibility of gain or harm. If it does not, he does not worry about it (decide it is irrelevant). If it is relevant, he decides if it is positive or dangerous. If he feels it is dangerous, he then move into making a secondary appraisal. In these appraisals, he decides if he has the ability to cope with the situation – usually by examining the balance of situational demands (such as risk, uncertainty, difficulty among others) and our perceived resources (including things such as social support, expertise among others). If he feels demands outweigh resources, he experience negative stress.

Finally, transactional model of stress highlight the resources that the individual has to deal with the stress that he or she is faced with. That is whether the stress is coming from his or her immediate environment, workplace or the social relation that the individual finds himself. The theory becomes appreciate in looking for the coping strategies that the individual could adopt in dealing with the stress that he/she is

facing. The theory helps to understand and tackle the research question on do basic school teachers in the Asikuma Odoben Brakwa District cope with stress.

1.4 Conceptual Framework

Wangui, Ombui, and Iravo (2016) explained conceptual framework to be a concise description of the concept or phenomenon under study accompanied by a graphic structure of the major variables according to the researcher's views of how the variables relate or interact based on guiding theories and existing literature. They added that a variable is a measurable characteristic that assumes different values among units of a specific population. In respect to the study, the independent variable, that is teacher stress, and the dependent variable (job performance) were considered in order to find the relationship that exists between them. As seen in Figure 1, to determine the relationship between teacher stress and job performance, it is important to identify what caused stress to teachers, when the teacher experienced unfavourable conditions in his/her environment and work, for example, frequent changes in policies and interventions, lack of resources, high workload, etc. The conditions eventually generate stressors to the teachers, which can consequently cause them to be stressed. As the teachers experience the stressors, it makes the teachers to manifest some behaviours such as loss of morale, anxiety, frustration, tension, absenteeism, etc., which have an effect on the relationship with the job performance of the teacher negatively. However, the reverse is likely to occur when the conditions become favourable on the causes, which will lead less strain and consequentially lead to positive relationship between teacher stress and job performance.

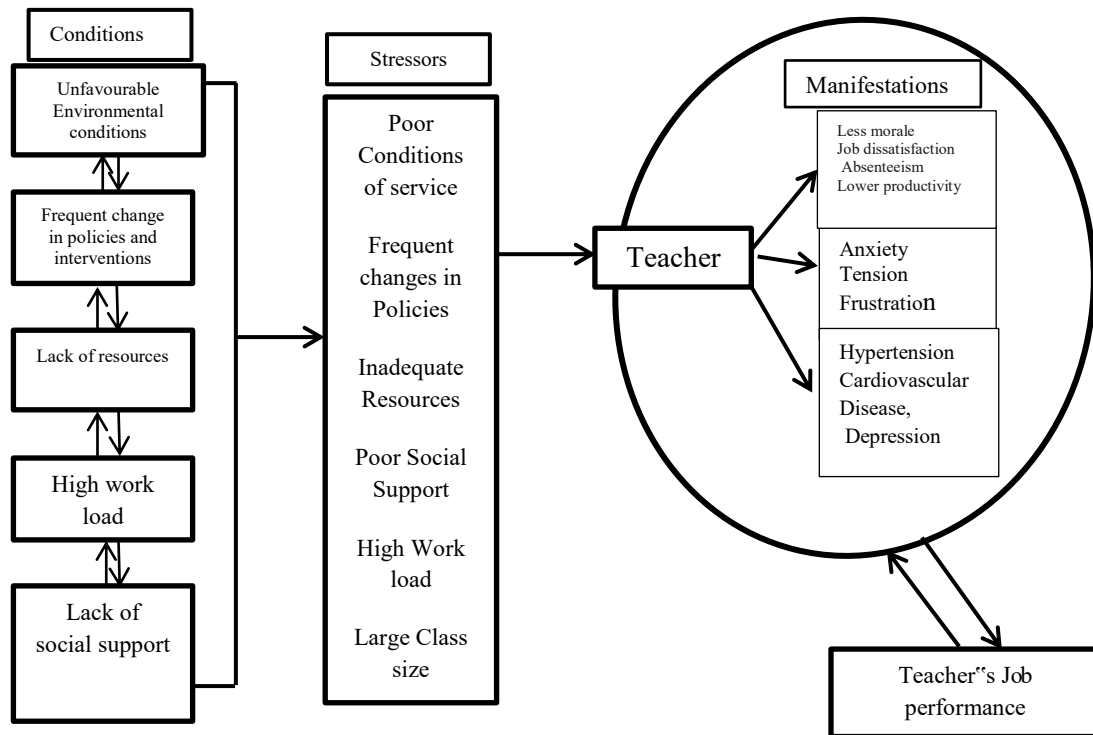


Figure 1: Conceptual Framework

From the diagram, teacher stress is conceptualised as the interaction between unfavourable work conditions within the work space (internal and external environment) of the teacher which becomes stressors to him or her. When the stressors put strain on the teacher, it is likely to cause him or her to manifest some behaviours or attitudes which may be capable of having some repercussions on the performance of the teacher.

1.5 Purpose of the Study

The purpose of the study was to investigate the influence of stress on job performance among basic school teachers in the Asikuma Odoben Brakwa District.

1.6 Objectives of the Study

The specific objectives that guided this current study were:

1. to identify the causes of stress among Basic School Teachers in the Asikuma Odoben Brakwa District.
2. to identify how stress manifests itself among Basic School Teachers in the Asikuma Odoben Brakwa District.
3. to examine the relationship between teacher stress and the job performance of Basic School Teachers in the Asikuma Odoben Brakwa District.
4. to examine how Basic School Teachers in the Asikuma Odoben Brakwa District cope with stress.

1.7 Research Questions

The study was guided by the following questions;

1. What are the causes of stress among basic school teachers in the Asikuma Odoben Brakwa District?
2. How does stress manifest itself among basic school teachers in the Asikuma Odoben Brakwa District?
3. What is the relationship between teacher stress and the job performance of basic school teachers in the Asikuma Odoben Brakwa District?
4. How do basic school teachers in the Asikuma Odoben Brakwa District cope with stress?

1.8 Significance of the Study

Improvement in basic education and quality education delivery in general are heartbeats of every successive government and all well-meaning Ghanaians. Therefore, any study that seeks to unveil the barriers to achieving the goals of education will obviously be in the paramount interest of all.

Specifically, it is hoped that findings of this study would enhance teachers' understanding of the occupational stress they go through and equip them with strategies to cope and manage their stress in order to remain useful to the profession they have chosen. Thus, findings from the study would assist teachers to handle stress more effectively through positive coping mechanisms. The results of this study would enable government to adopt systems and strategies to deal with teacher stress to enhance efficiency and effectiveness of teachers.

From observations and experiences, it is clear some information has been provided on teacher stress in the Ghanaian literature space. Result from the current study will add to the already existing literature on teacher stress and job performance.

It is also believed that findings of this study would attract the attention of the relevant bodies such as the Asikuma Odoben Brakwa District Education Directorate, NGOs concerned about the welfare of teachers and the Asikuma Odoben Brakwa District Assembly to assist in measures to alleviate teacher stress and its impact on academic achievement of pupils.

In addition, findings would guide any future study and serve as a launching pad for further research on the subject matter under investigation.

1.9 Delimitations of the Study

Owo (2016) maintains that the delimitation builds a fence around the topic under study. They are those restrictions deliberately imposed on the study by the investigator himself or herself. This study will focus basically on only Basic School teachers and precisely those at the Junior High School (JHS) Level in the Asikuma Odoben Brakwa District. The study, considers the negative aspect of stress and how the ascendance of the negative stress will affect teachers job performance. Stress includes work stress, work-related stress, occupational stress and psychological stress. Moreover, the study does not include the medical assessment by medical professionals to validate the stress level of the individual teachers. The study is restricted to descriptions of stimuli perceived as stress bolster among teachers and how it affects their job performance in the Junior High Schools in Asikuma Odoben Brakwa District of the Central Region.

1.10 Organisation of the Study

This research work was divided into five major chapters. Chapter One covered the introduction of the study and provided the background information on the topic. It defined the core problems as well as the purpose of the research. It provided the clear statement of the problem, theoretical and conceptual review, the significance, the delimitations and some limitations of the study. Chapter Two of the study was devoted to the review of other literature strands which highlighted relevant areas understudy and the empirical review of relevant literature to understand the study. Chapter Three focused on the research methods, describing research design, population, sample and sampling technique used, and the instrument and the data collection procedure adopted. It also highlighted the method of data presentation and analysis. Chapter Four deals with the presentation and interpretation of data gathered

against the background of the research questions that were developed to guide the study. Finally, Chapter Five deals with summary of the study, recommendations and conclusion.

1.11 Definition of Terms

For clarity, the terms used in the study are defined as follows:

Conditions of service: Conditions of service refers to the availabilities of social amenities for the teacher to be able to leave a comfortable life especially in the villages.

Distress: Refers to negative stress. In this study, the researcher is mainly referring to distress as work stress.

Institutional factors: Institutional factors are those conditions that exist within the organization or institutions in which the individual works that has the capacity to cause stress to the individual and affect performance.

Job performance: Job performance is the ability for a teacher to perform his/her assigned job at work and home satisfactorily.

Manifestation of stress: Deals with the signs and symptoms that teachers show when the experience negative stress. These include psychological, emotional and physical signs and symptoms.

Non-institutional factors: These are conditions that are outside the workplace itself but also exist within the environment in which the teacher leaves that has the tendency to affect the stress the person goes through.

Resources: Resources refer to materials that should be available to the teacher to aid his/her work.

Self-esteem: Self-esteem refers to how the individual teacher perceives him or herself when he or she is stressed up.

Stress: Work stress is defined as the harmful physical and emotional responses that occur when job requirements do not match the worker's capabilities, resources, and needs (Park, 2007) whoever in the context of this study stress refers to the unfavourable work environment, frequent changes in educational policies, lack of social support, and high workload that the teachers go through as he performs his duty both at the school and community. This means stress is an amalgamation of workplace, personal-social, and environmentally induced stress.

Teacher stress: Teacher stress refers to the pressure that is experienced by teachers as they go about their duties and interact with people in the community.

Teachers: Teachers refer to classroom teachers who are tasked with the responsibility to impart knowledge on pupils.

Unfavourable work conditions: This refers to the difficult conditions and situations that teachers face in the work environment.

Well-being: Well-being refers to the physical and psychological make-up behaviours put up by the individual when faced with stress.

Work demands: This refers to tasks that the employee is expected to perform or achieve at a particular period of time.

Work Space: Refers to the school and community in which the teacher finds him or herself.

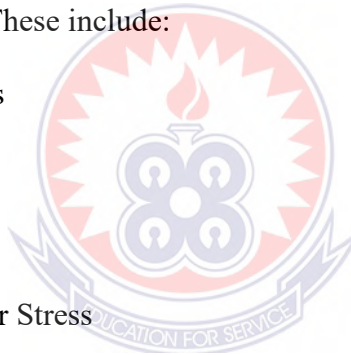
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section of the study focused on existing concepts on teacher stress and empirical studies that have been conducted on teacher stress and job performance. Even though stress is quickly becoming a recognised occupational hazard of the teaching profession (Van Dick & Wagner, 2001) not enough theoretical work on teacher stress has been attempted or completed Sprenger (2011) and very few studies have focused specifically on stress within the elementary school environment. In order to do an effective review of the literature, the topic has been broken down into sub-headings for easy understanding. These include:

1. Meaning of Stress
2. Nature of Stress
3. Teacher Stress
4. Causes of Teacher Stress
5. Job Performance
6. Stress and Performance
7. Stress and Job Performance
8. Effects of Teacher Stress on the Teachers Performance in Schools
9. Gender Difference in Stress and Coping Methods
10. Coping Strategies Employed by Teachers to Manage Stress
11. Empirical Review



2.1 Meaning of Stress

„Stress“ is a word which is rarely clearly understood and there is no single definition of the term. It means different things to different people (Stranks, 2005). Stress is the perception of an individual's interpretation to events either pleasant or unpleasant. People ascribe stress to any phenomenon that they experience, such as getting married, being made redundant, getting older, getting a job, too much or too little work, solitary confinement or exposure to excessive noise.

Kyriacou (2001) posits that stress is a negative emotional experience that is initiated by the teacher's perception of a threat to his/her self-esteem or well-being. Again, Kyriacou (2001) later defined stress as the experiences of an individual such as unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of his/her work.

Cheung (2016) defined stress as a condition of worry that emanate from a genuine or apparent demand that involves a change in behaviour. Siegrist (2001) maintains that stress is an unpleasant emotional state, which ensues when there have been extended, increasing or new forces that are noticeably greater to the coping resources.

Cox, Griffiths, Barlow, Randall, Thomson, and Rial-Gonzalez (2000) asserted that stress is a psychological state that results from people's perceptions of an imbalance between job demands and their abilities to cope with those demands. Stress is a human being's inability to cope with his/her surrounding environment (Dobson & Smith, 2000). Selye (1984) mentioned that stress is the human's body response to the negative demands of the environment. Whenever human beings encounter any environmental factor (stressor) which is a threat to their survival, then they experience a feeling which is considered as stress (Selye, 1984).

Asonaba and Yankyera (2015) added that stress is also a reaction of the body and mind to events which are threatening or challenging in life. It is experienced by persons when situations, events or people make demands on the body and mind which cannot be coped with by these persons. These demands could often be part of the daily routine. Stress is any stimulus that either raises the individual's excitement or anxiety level beyond what the individual regards as above his or her usual or personal capabilities (Akinade, 2007).

The World Health Organization (2020) defines stress as the reaction people exhibit when presented with demands and pressures that do not align to their knowledge and abilities and which threaten their ability to cope. International Labour Organization (ILO, 2016) defines stress as either negative or positive condition that respond to a stressor and that can influence a person's mental or physical health and wellbeing. ILO (2016), thus, maintains that stress is the harm, either physical or emotional, caused as result of the imbalance between the perceived demands and the perceived resources, and abilities of individuals to cope with those demands.

Dumitrescu (2014) defines stress as a biological and psychological reaction of the body to an aggression. A further definition of work stress is a psychological state which can cause an individual to behave dysfunctionally at work and results from people's response to an imbalance between job demands and their abilities to cope. Stress then can be defined as any physical, emotional or psychological imbalances that occur as result of the individual's inability to cope with tasks, responsibilities or other forms of pressure connected with their jobs or work, due to the person's lack of resources to deal with this pressure.

2.2 Nature of Stress

Mills, Reiss, and Dombek (2020) asserted that the problem of stress is common because a lot of people reports suffering from high levels of negative stress. Feeling "stressed out" is a universal human phenomenon that affects almost everyone. As individuals, we experience stress in all our endeavours; however, if it is repeated always, that is where the feeling of the stress becomes higher. They continued that several life events and environmental demands cause us to experience stress, including: routine hassles (such as getting the family out the door in the morning, or dealing with a difficult co-worker), one-time events that can change our life (such as moving, marriage, childbirth, or changing jobs), and ongoing long-term demands (such as dealing with a chronic disease, or caring for a child or sick family member). Matteson and Ivancevich (1999) and Cook and Hunsaker (2001) added that stress can be experienced by environmental effect, organizational factors, and individual variables.

Sapra and Saxena (2013) indicated that stress is not necessarily something bad as it all depends on the individuals' perception. They stated that though many people see the word "stress" as having a negative connotation, it is not always so. They stated that individuals under too little stress may not make enough effort to perform at their best levels, while those under too much stress are often unable to concentrate or perform effectively and efficiently. In addition, highlighted that stress is perceived differently and that people may experience situations differently from others. That is, some people are more vulnerable to becoming stressed out than others are in any given situation. An event like getting stuck in traffic might cause one person to become very stressed out while it might not affect another person much at all. Even "good" stressors such as getting married can impact individuals differently. Some people

become highly anxious while others remain calm and composed. Almokhtar, Adwas, Jbireal, and Azab (2019) maintained that anxiety is associated with restlessness, feeling keyed up or on edge, being easily fatigued, difficulty in concentrating or mind going blank, muscle tension, and irritability.

Thomas, (2020) maintained that stress is a reaction of the body to a changing, demanding environment. Stress is about the individual capacity to handle change and how the change makes us feel good or bad. Change happens all the time and stress is in large part what we feel when we are reacting to it. Stress is an integral part of life, and comes about as a result of a significant change in a person's lives, either positive or negative. It is generally believed that some stress is okay (sometimes referred to as "challenge" or "positive" stress), but when stress occurs in amounts that individuals cannot cope with, both mental and physical changes may occur (L. Martin, 2014). Whilst it is arguable that the term "stress" is everywhere, it has been entirely cut adrift from both professional discussion and real-life experience; it still retains a profoundly serious prevalence. Real or imagined, misunderstood or misused, rare or widespread, the problem of stress cannot be ignored (Blaug, Kenyon, & Lekhi, 2007).

According to Maxon (1999), no one reaches peak performance, whether an athlete, an office worker or a manager, without eustress. It is a short-term stress that provides instant strength. It rises at the point of increased physical activity, eagerness and ingenuity. It prepares the body to carry out extra exertion without being strained. This type of stress is what comes to play when preparing for competitions and interviews (Melinda, Ellen & Jeannel, 2010 & Baqutayan, 2011). The bad stress is referred to as distress (Jeanne, Melinda & Lawrence, 2010). Jeanne et al. (2010) continued that distress is negative stress brought about by constant readjustment or alteration in a

routine. Distress creates feelings of discomfort and unfamiliarity. Large amounts of adrenalin are produced during distress. This puts the body in overdrive, burning loads of calories needed to run the nervous system. In the state of distress, there is an increase in aggression, apprehension, frenzy and other strong emotions. These emotions are fine if tempered and directed positively. However, if uncontrolled, they can lead to inapt and disparaging behaviours. It can also lead to very serious chronic illness (C. Cook & Hunsaker, 2001). Also, Jeanne, Melinda and Lawrence (2010) described stress as being either functional or dysfunctional. Functional stress can increase performance by motivating people to reach their goals. However, excessive stress can have negative consequences and can be considered as dysfunctional stress.

The relationship between stress and job performance is therefore very complex as stress can either be constructive (a friend) or damaging (a foe). Again, studies by Jeanne et al (2010) and Baqutayan (2011) also indicated that not all stress is bad. Their research indicated “friendly” stress is called Eustress. Eustress is a positive stress that arises when motivation and inspiration are needed. Lazarus & Folkman (1984) asserted that the disparity between the demands made on an individual and his/her incapacitated to cope result in stress. Also, stress is identified to emanate from the numerous works that a person is expected to execute and the continuous exposure to this difficulty results in exhaustion. Example in teaching stress emanate from the teaching phase and leads to emotional exhaustion if not handled well (Younghusband, 2000). Long term exposures to stress can result to burnout (Maslach, Schaufeli & Leiter, 2001). Burnout is described as emotional exhaustion, depersonalization, and lack of job satisfaction. Burnout is not a centrality of this study; however, it is imperative to note that it is the long-term exposure to stress that causes the situation (Queen & Queen, 2013)

2.3 The Concept of Occupational Stress

Brock and Grady (2002) posit that occupational stress is the type of stress that is owed to a person's job or employment. They added that the term "job stress," or "occupational stress" is used interchangeably. Buckingham (2004) added to the definition of occupational stress that it is an observable, substantial disproportion existing between demand and response ability, under conditions where failure to organize the demands has significant evident cost. Also, Arshadi and Damiri (2013) define occupational stress as the individual's reaction to the characteristics of the work environment that seem emotionally and physically threatening to his or her knowledge and capabilities. Again, Colligan and Higgins (2005) explained occupational or workplace stress as the alteration in one's physical or mental state in reaction to workplace that pose an appraised challenge or threat to that employee.

Furthermore, Kourmoussi, Darviri, Varvogli, and Alexopoulos (2015) added that occupational stress is the physical and emotional response that occurs due to the perception of mismatch between the conditions and requirements of the job and the abilities, resources, or needs of the individual. They continued that occupational stress is one of the biggest challenges that Europe is facing regarding health and safety. Nearly one out of four workers appear to be significantly affected, and studies show that 50% to 60% of lost work days are associated with job stress. Job stress can be defined as the non-specific response of the body to any demands made upon it (Selye, 1976). It is assumed to be an internal state or reaction to anything we consciously or unconsciously perceive as a threat, either real or imagined (Kayastha & Kayastha, 2012).

Occupational stress is one concerning the working environment or the nature of work that causes each individual to suffer stress (Kayastha & Kayastha, 2012), whereas, Zaheer, Islam and Darakhshan (2016) refer to occupational stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. The author added that in the process of job stress, the job demands is considered as independent variable which creates stress and shed its effects on the performance, the dependent variable. Here, certain factors buffer the effect of job stress: these factors can be termed as resources and personality traits, which act as moderators.

Kamper and Steyn (2006) report that the level of stress is increasing steadily in South African schools due to innovations, policies and interventions such as inclusive education, the abolishment of corporal punishment, additional mediums of instruction, learner problems, unmotivated learners, large learner-educator ratios, redeployment and retrenchment of educators, time pressures, the threat of redundancy, inadequate salaries and new curriculum approaches.

In Ghana, the teaching profession is a stressful occupation. Teacher stress is elevated by the daily interactions they have with students, parents, colleagues and the constant demands of teaching. Teacher stress is caused as a result of work overload, personal development, interpersonal relations and organizational climate (Asonaba & Yankyera, 2015). Occupational stress forms a huge burden, not only on people's health and well-being, but on the economy of every country as well. Therefore, the reduction of work-related stress and of the psychosocial risks to which it is linked is dictated not only by the moral responsibility toward employees, but also by the need

to ensure orderliness in the workplace and reduce the cost of lost working days and hours (Kourmoussi, Darviri, Varvogli, & Alexopoulos, 2015).

Conclusively, researchers acknowledged that occupational stress is the physical and emotional response that occurs owed to the perception of mismatch between the conditions and requirements of the job and the abilities, resources, or needs of the individual. Teachers are exposed to conditions which result in highly intense stress and pressure, and lead to increasing the incidence of physical problems, mental health disorders, job-related illness, early retirement and high burnout in England (Kourmoussi et al., 2015; Kinman & Teoh, 2018 & Farmer, 2020).

2.4 Teacher Stress

A healthy work is the one that has minimal level of stress for its employees. A healthy work is one where the pressures on employees are appropriate in relation to their abilities and resources, to the amount of control they have over their work, and to the support they receive from people who matter to them. As health is not merely the absence of disease or infirmity but a positive state of complete physical, mental and social well-being, a healthy working environment is one in which there is not only an absence of harmful conditions but an abundance of health-promoting ones (World Health Organization, 2020).

However, teaching has been found to be one of the most stressful professions (Collie, Shapka & Perry, 2012). Teacher stress is described as any characteristic of the school environment that poses a threat to the teacher (Gold & Roth, 2013). While these definitions are widely accepted, Watts and Robertson (2011) argue that there is no agreement on what stress is, as the term holds different meanings for different people. The difference in the definition of teacher stress is influenced by how that person is

affected by their job demands, and their ability to cope with these demands (Brouwers, Tomic & Boluijt, 2011). The impact of teacher stress depends upon an individual's social support, personality characteristics, and job satisfaction. Kyriacou (2001) has explained teacher stress as any experiences that impose unpleasant, negative emotions such as anger, anxiety, tension, frustration or depression on the teacher resulting from his or her work environment.

Van Dick and Wagner (2001) posit that two types of stress can ultimately affect teachers, namely task based stress and role-based stress. Task based stress, such as dealing with disruptive students, refers to problems that are associated with a variety of specific tasks that teachers must perform in their teaching role. Role based stress, such as an absence of sufficient resources to perform adequately, refers to how teachers' expectations of their role fit in with the actual work-related responsibilities needed to fulfil their role. Stress within teaching is driven by the organizational factors related to the way in which teachers are expected to work (Hepburn & Brown, 2001). Organizational factors that contribute to teacher stress can include unreasonable directed time budgets, excessive paperwork, unrealistic deadlines, and intimidating inspection regimes (Hepburn & Brown, 2001).

Also, the teacher's personality is a factor when explaining the amount of stress that is present. Teachers' skills, motives, and perceptions of their work environment determine the amount of stress that may take place (Van Dick & Wagner, 2001). A teacher who does not have a conflict between personal values and those of educational authorities has a high ambition to succeed professionally, and is not easily upset or excited; tends to experience the least amount of stress (Bachkirova, 2005).

Teacher stress is closely linked to strain and burnout. Strain is any unpleasant behavioural, psychological, or physiological outcome in a teacher (Choudhary & Madnawat, 2014). In general, strain is the result of an interaction between a person and their environment. Strain is measured in terms of physiological dysfunction, psychological dysfunction, or behavioural dysfunction (Van Dick & Wagner, 2001). Physiological dysfunction refers to any cardiovascular disease and bodily complaints (Choudhary & Madnawat, 2014). Psychological dysfunction refers to depression, anxiety, and negative effect towards life and job. Behavioural dysfunction explains any change in normal behaviour such as drug abuse (Choudhary & Madnawat, 2014), smoking, drinking, absenteeism, or unhealthy eating (Van Dick & Wagner, 2001).

Burnout, on the other hand, is the emotional, mental, and physical exhaustion that comes about from job-related stress and roughly describes any negative responses by teachers to work-related stress (Sprenger, 2011). Teachers who are idealistic and enthusiastic are most vulnerable to burnout (Friedman, 2013). Buffers for burnout include social support, sense of control, and dietary habits (Van Dick & Wagner, 2001). Burnout tends to occur when effort and coping resources fail to overcome stress, and stems from an individual perception of a significant discrepancy between effort and reward (Friedman, 2013). It is characterized by depersonalization and a decline in personal achievement. A burnout cycle begins when teachers show a decrease in effort and major valued outcomes, and an increase in job strain.

Burnout is the end state of “burning out” which is the gradual attrition of important technical, psychological, and social resources (Sprenger, 2011). Küçüksüleymanoğlu (2011) found that there are two dysfunctional responses to burnout. First, teachers feel forced to do low quality work or not finish their work at all. This often leads to lower

self-esteem, high blood pressure, and anxiety. Second, teachers may choose to keep up with the demand. This often leads to family problems, and a lack of sleep and relaxation (Friedman, 2013). Teachers can be considered burned out if they show attitudes that depersonalise students, as well as exhibit low levels of personal accomplishments in their work (Hastings & Bham, 2003). Burnout can also be explained by ineffective performance with students which is a direct sign of a decrease in work satisfaction, involvement, motivation, and effort (McGeary & McGeary, 2012). Burnout leads teachers to experience an increase in physical and mental problems, an increase in absenteeism, and a higher desire to want to leave the teaching profession (Hastings & Bham, 2003).

Persistent exposure of the teacher to stress results in burn-out (Nnuro, 2012; Asonaba & Yankyera, 2015; Kusi, Cudjoe & Bampo, 2018; Kokoroko & Sabda, 2019), maintains that the negative impact of stress on teachers in Ghana is high due to complex nature of the teaching work, policies, up-grading challenges, poor salaries, etc. which consequently affect the teachers job performance.

2.4.1 Causes of teacher stress

The duties of the teacher are tedious, which put a lot of pressure on the teacher causing stress. Aquino (2008) enumerated the functions of teachers and asserted that teachers are usually bombarded with excessive work schedules which prevent them from having enough time to relax and have time for themselves. These include preparation of teaching aids and records, intensive verbal communication in delivery of subject content while standing for long hours, evaluating students work, assisting students with varied abilities, completing syllabus coverage on time, class control, handling students, disciplinary cases, guidance and counselling, coordination of co-

curricular activities, implementing changes in education policies, grading, filling out report forms and taking responsibility for students performance, hence may not have time to relax or even take care of their personal needs causing frustration.

Stress often comes about when teachers have difficulty negotiating various aspects of interactions with students (Hepburn & Brown, 2001) or from any circumstances that are considered too demanding, depriving of time, and interfering with instruction. Stress can best be explained by categorizing factors into first and second order stressors. First order stressors directly interfere with teacher effort and can include student apathy, student disruption or discipline, poor student attendance, high student to teacher ratios (large classes), paperwork, prep work, irresponsible colleagues, obtrusive supervisors, lack of effective leadership such as assistant principals or principals, and seemingly non-supportive parents. Stressors that occur most frequently tend to be organizational issues dealing with students, administration, other teachers, and other work relationships (Sprenger, 2011).

Second order stressors do not interfere directly with teacher effort and can include issues such as low salary, emotional fatigue, frustration, helplessness, stagnation, boredom, and loss of motivation or enthusiasm (Sprenger, 2011). Stress among teachers can also be grouped into three categories: role demands, instructional problems, and interpersonal relationships (Choudhary & Madnawat, 2014). Role related stress is said to be the difference between teachers' role expectations and their actual experiences within that role. Role demand stressors include ambiguity, overload, conflict (Choudhary & Madnawat, 2014), preparedness, and non-participation (Van Dick & Wagner, 2001).

Duah (2016) categorized stress under organizational stressors, job demand stressors and work environment stressors. The job demand stressors originated from workload, ambitious deadline, role conflict, role vagueness, and variations in scope of work and insufficiently skilled for work. Organizational stressors resulted from inadequate training in safety, employers focus on productivity, poor communication and information dissemination, insufficient staffing and poor top management support. Work environment stressors entail inadequate ventilation, noise levels, poor lighting and working in dangerous environment. Employees attempt to meet deadlines constitute the highest source of stress at the work place. Stress also has an impact on the accidents that occur on construction sites.

Organizational characteristics such as policies, structure, and processes can also be categorized as role demand stressors (Choudhary & Madnawat, 2014). Instructional problems or task stress identifies problems associated with a variety of specific tasks that teachers must perform in their teaching role (Sprenger, 2011). Instructional problems can include difficulties with student discipline, competence, inappropriate procedures for student placement, instruction, inadequate standardized tests, grading systems (Choudhary & Madnawat, 2014), notification of unsatisfactory work performance, being physically threatened by students (Van Dick & Wagner, 2001) and sparse or dangerous working conditions (Choudhary & Madnawat, 2014).

Interpersonal relationships refer to relationships teachers have with fellow professionals or community members within the educational environment. Network interaction and supervision may also fall into this category (Choudhary & Madnawat, 2014). The most common stressors in this group are conflict with other staff

members, and a lack of social support from supervisors and co-workers (Choudhary & Madnawat, 2014).

Causes of teacher stress can also be broken down into environmental and individual stressors. Most stressors can be found in the work environment and include unfavourable working conditions, heavy workloads, organizational problems, paucity of resources, lack of support and/or autonomy, and decision making. The work environment can also include physical stressors such as task-related noise, crowding, the size of the classroom and/or school, safety or youth violence, as well as administrative pressures such as support from managers and role ambiguity (Hastings & Bham, 2003).

Individual characteristics include the unique attributes of teachers such as personality, age, gender, other demographic background, the ability to establish and maintain supportive networks, cognitive evaluation of stressors, the ability to cope, type of teacher, and job dissatisfaction (Montgomery & Rupp, 2005). Individual stress also can be associated with the compatibility between personal and educational values, ambition to succeed, sensitivity threshold, competitiveness, multiple roles for women teachers (such as parent, caretaker, homemaker, and teacher), and perfection (Bachkirova, 2005).

A major source of teacher stress can be directly attributed to the students. Through survey and interview responses, teachers most commonly refer to students as being responsible for most of their stress (Hastings & Bham, 2003). Stress resulting from student discipline is associated with teachers having to play the different roles of babysitters, police officers, or even harsh authoritarians, which can cause role demand overload (Manduku, Koech & Chepkirui, 2016). Most teachers view disrespectful

behaviour, student inattentiveness, and sociability as the most stressful student misbehaviours (Hastings & Bham, 2003).

Sprenger (2011) found that primary classroom teachers suffer more stress than secondary teachers. Primary teachers are responsible for one class throughout the entire school year, which makes teachers not only responsible for educational activities, but for moral and social development as well. More responsibility, alongside with work pressure and student misbehaviour, causes primary classroom teachers to have the highest level of stress. These behaviours along with student discipline management, student apathy, student achievement, and student absences all result in teachers experiencing increased stress (Sprenger, 2011).

Similarly, poor physical working conditions may also have a negative effect on teacher's job performance and stress levels (Travers, 2001). Inadequate equipment, high noise levels, and overcrowded classrooms and staff rooms may contribute to teacher stress (Ananga & Tamanja, 2017). Naylor (2001) reported that basic resources, such as textbooks, lab equipment, and classroom supplies are often not provided or distributed in ways that meet teachers' needs. Lack of resources makes teachers' work more difficult and may increase their workload and stress levels.

2.5 Concept of Job Performance

Akinlolu, Damilola and Temitayo (2019) asserted that performance may be described as an act of accomplishing or executing a given task. They continued that, it could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives. 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, Dewe, & O' Driscoll, 2001). Kamper and Steyn (2006) posit that teachers work in the classroom is numerous and it poses many demands. As a result, teachers do not have enough time to achieve all the required standards of teaching and other responsibilities they must perform. The job demands and resources could also affect work-related stress (Maslach, Schaufeli & Leiter, 2001). This implies that teachers ought to be trained and developed on the ability to cope with their work demands and time management as well as the provision of internal and external support in order to reduce teacher stress.

2.5.1 Job Performance management

One of the main duties of successful managers is to aid their employees increase job performance on a continuous basis (Aguinis, Gottfredson & Joo, 2012). Performance management is therefore a continuous process which involves identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization. Individual performance is seen by Aguinis, Gottfredson and Joo (2012) as the building block of organizational success, and virtually all organizations internationally have some type of performance management system. Ohemeng (2011) posits that performance management has become an important aspect to enhance the efficiency, effectiveness, and accountability of public organizations in the past 30 years. Tenakwah (2015), stated that performance management as a process helps organizations to identify their objectives, the necessary results to achieve these objectives, and the drivers that enable them to achieve these goals. Again, performance management has its focus on achieving the best results within the organization, department, team or individual level through understanding or objectives, orienting efforts towards efficiency within

a framework of planned goals, standards and skills required. Simply, performance management includes all activities that ensure the organization's objectives are being met effectively.

2.5.2 Employee's performance

Inayatullah and Jehangir (2012) explored that the performance of an individual is determined by three factors, i.e., motivation, work environment and ability to work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees, they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision-making opportunity reduces employees' performance and satisfaction. People working in such environment are not satisfied, they feel stress on themselves and this impacts on employee's job performance.

Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where principals are having democratic style of leadership. Thus, the autocratic style could be the best style of leadership that can improve the productivity and performance of teachers in

schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations, they could use the democratic style. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Zelege & Obang, 2021). Therefore, a good leadership style is required to lead the teachers and enhance their efficiency in schools.

2.5.3 Teacher's job performance

Muchhal (2014) posits that job performance is the degree to which an individual employee executes a particular role or responsibility, in accordance with certain specified standards. Teacher's performance means the behaviour of a teacher which changes differently with the change in surrounding environment, in such a way that when a particular task is assigned to the teacher, he/she successfully takes action to carry out that task (Aladenusi & Ayodele, 2014). Werang (2014) added that teacher's job performance can be described as the duties performed by a teacher at a particular period in the school system to achieve organizational goals. Ajetunmobi, Maruff and Muhideen (2020) says that it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

Imparting knowledge to the students is dependent on the good performance of teachers. A good teacher does his/her duties by employing prominent teaching style, managing time effectively and performing other duties assigned to him/her. For example, managing ethics and discipline in class, motivating students, ensuring students' interaction, and maintaining a proper link with the parents of students and

administration of educational institution (Khan et al., 2012). The teachers' performance can be divided into three major categories, i.e., task performance, contextual performance and adaptive performance (Bakker & Bal, 2010; Cai & Lin, 2006; & Carson, 2006). The task performance means a set of behaviours by which an employee recognizes and comprehends that the organizational goals have been highlighted and explored (Cai & Lin, 2006). Task performance is actually the technical behaviour and activities involved in the employee's job (Griffin, Neal, & Neale, 2000). Here, the employee proficiency with which he/she can perform technical activities is actually tested (Khan et al., 2012). From teaching perspective, the task performance means a set of regulated job behaviours which a teacher can do. The teachers' task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Cai & Lin, 2006).

Donkoh (2016) adds that job performance of the teacher is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's performance. Some of such factors are:

- (i) satisfying the learners through his teaching style and quality,
- (ii) performance of other assignments as assigned by the principal and the department,
- (iii) management of class discipline, pupils' motivation and improvement of their achievement,
- (iv) performance of his duties in a regular way,
- (v) interaction with pupils, parents, colleagues and high officials.

Donkoh (2016) puts forward that the goal of such assessment is the determination of the presence and extent of learning among pupils, for which teachers are held responsible.

Bichi (2017) holds that the assessment of teachers' performance is as important as the assessment of pupils. Describing the need and use of assessment of teachers' job performance, Murphy and Williams quote from Amin and Atta (2013) that performance emulation is subtle subject. It is mostly use to;

- (i) meet the basic needs of any organization,
- (ii) improve the work force and provide certain administrative functions,
- (iii) identify the strength and weaknesses of individual employees,
- (iv) develop and evaluate human resources system, and
- (v) to reward past performance and justify increments.

According to Donkoh (2016), teacher's performance is assessed for monitoring and evaluation purposes. However, in education sector, there is great apprehension for the matters like who should be evaluated. Discussing the purpose of assessing teachers' performance, Coffey (2014) identifies the following purposes;

- (i) Teachers performance is conducted for making decisions for permanency or promotion of teacher,
- (ii) Collection of information about the strengths and weaknesses of teachers, so as to improve their capacity and the conditions of school,
- (iii) Through collection of data, one can find out a clear picture of the condition of education, and
- (iv) Finally, it determines the standards of an institution to meet future challenges.

2.6 Teacher's Manifestation to Stress

Teachers have varied responses to stress. A response is brought on by stress stimuli, which are organizational characteristics that initiate a stress reaction in a given setting (Sprenger, 2011). While some teachers develop confrontational strategies, others experience changes in behaviour, emotional responses, and physical or physiological responses. Over time, teachers develop the technical, psychological, and social coping resources needed to effectively work with students (Maring & Koblinsky, 2013). The majority of coping strategies that teachers use come in the form of confrontational strategies. These strategies are used to reduce or eliminate external stress such as student related stressors (Sprenger, 2011).

On the emotional response to stress on people, he added that stress, when it builds up in a person, has the potency to make the individual display undesirable behaviours. Kotwas, McGonigal, Bastien-Toniazzo, Bartolomei & Micoulaud-Franchi (2017) opines that stress has the capacity to affect people physiologically, cognitively, emotionally and behaviourally symptoms like fear, worry, panic, guilt, anger, depression, despair, impatience, etc. As a result, teachers confront classroom stress resulting from student discipline with strategies such as behaviour modification, removing the student from class, scolding the child, isolation, inflicting fear, discussing the problem, active ignoring, paddling, and calling parents. Confrontational strategies used to deal with classroom stress resulting from student apathy include varied teaching techniques and materials, individual and personalized instruction, rewarding positive behaviour, and striving to be entertaining (Sprenger, 2011).

Another form of confrontational classroom strategies is the development of adaptive strategies. Adaptive strategies do not directly affect the source of stress, but do manage the consequences for the teacher. These include ignoring the student, not putting extra work in, and giving up (Sprenger, 2011). If confrontational strategies do not work, teachers often experience personal changes in behaviour to cope with the stress. Most behaviour changes that occur as a result of stressors are very unhealthy to the teacher. These changes can include smoking, excessive alcohol consumption, unwanted outbursts of anger, sedentary lifestyle, and sleeping problems (Sprenger, 2011).

Teachers also express somatic complaints such as trouble falling asleep, back pains, poor appetite, and a decrease in their overall health and energy levels (Choudhary & Madnawat, 2014). Chronic stress symptoms may also occur if stress continues to be present in the day-to-day activities of a teacher. These symptoms include fatigue, increased illness, and the inability to concentrate (Hepburn & Brown, 2001).

Teachers experience high levels of stress as a result of their professional duties and this makes them to manifest the stress they go through in diverse ways. Kourmoussi and Alexopoulos (2016) stressed that female teachers exhibited more stress manifestations on all dimensions except for the behavioural ones as compared to their male counterparts. The stress symptoms that teachers exhibit include emotional, fatigue, cardiovascular, gastronomic and behavioural ones (Kourmoussi & Alexopoulos, 2016).

Tsai, Fung and Chow (2006) conducted a study on kindergarten teachers and mentioned that stress could manifest itself in the teacher in diverse ways. These include emotional and physiological issues. Emotionally, stress manifestations include

feelings of insecurity, feelings of vulnerability, depressions and anxiety. Physiologically, stress manifests in teachers through fatigue symptoms such as headaches, physical exhaustion and physical weakness. Teachers harbouring stress feelings can either become withdrawn or aggressive towards students and peers. When feelings of emotional stress and fatigue are left unattended to, the individual may develop more serious pathological symptoms that lead to self-destructive behaviours such as suicide.

Some teachers may also have an emotional response to unwanted stress. The most common feelings of emotion that occur are anger, depression, anxiety, and self-blame (Popescu, Cîrjă & Duminiță., 2019). Teachers experience anger more than any other feeling as a consequence of work stress and is often expressed with strong negative feelings directed towards others. Stress can also lead to teachers being in a depressive state. This is when teachers have a general feeling of being out of control, and a belief that they have little probability of improving their situation (Sprenger, 2011). In this state, teachers may also show signs of depersonalization, emotional exhaustion, lack of personal accomplishments, and a decrease in self-efficacy (Hastings & Brown, 2001).

Feelings of anxiety are mostly anticipatory and often occur when teachers expect negative consequences to occur (Sprenger, 2011). As feelings of anxiety continue, teachers become less tolerant, patient, caring, and involved (Sprenger, 2011), and may even become unrealistically biased in their judgments and assessments of learners, which can result in negative outcomes for students (Abidin & Robinson, 2002). Self-blame results in teachers expressing anger towards self, feelings of guilt, and feelings of self-pity (Sprenger, 2011). Over time, self-blame can remove teachers emotionally

and socially from their students. A loss of enthusiasm occurs causing teachers to lessen their attempts of humour, elaboration of subject matter, and creative involvement (Sprenger, 2011).

Stress may also elicit a physical or physiological response from teachers. Some physical symptoms of stress include fatigue, tiredness, overworked, burn out, headaches, stomach aches, chest pains, sleepiness, trembling hands, shortness of breath, dizziness, restlessness, cold sweats, ill health, confused thoughts or difficulty concentrating, loss of memory, loss of appetite, trouble falling asleep, and the ability to hold productive conversations with colleagues (Sprenger, 2011). Some physiological symptoms of stress include an increase in blood pressure, heart rate and/or cortisol (Watts & Robertson, 2011).

Developing positive responses to stress will allow teachers to be more satisfied with their role as an educator and be a more effective educator in the classroom. A decrease in work satisfaction results in teachers being less involved and motivated, causing teachers to demonstrate feelings of resentment, frustration, boredom, irritability, anger, stagnation, helplessness, and depression (Sprenger, 2011). Finding positive ways to handle stress will allow teachers to maintain their drive and commitment, thus making them continue to put forth the effort needed to being involved, satisfied, and effective teacher.

A proper response to stress via stress management techniques and healthy coping mechanisms keeps teachers actively involved in what they are trying to accomplish and allows them to fully involve themselves with their students (Sprenger, 2011). Teachers who are satisfied in their profession will have less attrition, maintaining a stable educational workforce.

2.7 Effects of Stress on Teachers Performance in Schools

Teaching is commonly recognised as one of the most stressful occupations in our nation. Teacher stress results in such consequences as early retirement, long and excessive absences, new teachers leaving during training, and an increase in teachers leaving the profession within the first five years (Bachkirova, 2005). In recent years, professional satisfaction has been decreasing while job pressure has been on a steady rise for teachers. These issues have raised many questions about the growing problem of teacher stress (Watts & Robertson, 2011).

It has been reported that teacher stress affects the learning environment and ultimately prevents achievement of the teacher's educational goals. This leads to disinterest, negligence, bitterness, and absenteeism among teachers, and this can result in teachers leaving the profession (Watts & Robertson, 2011). In North Carolina, about 28% of teachers who resign each year leave the profession due to a stress. In addition, teacher stress has both economic and personal implications which can lead to stress-related employee absenteeism and may also result in teacher burnout and affect pupil outcomes (Kyriacou, 2001).

There is a growing body of evidence that supportive teacher-student relationships play an important role in healthy school and classroom climate, students' connection to school, and desired student outcomes, both academic and social-emotions. However, breakdown of these relationships as a result of teacher stress affects students' academic and emotional development (Gablinske, 2014). Teachers who are overwhelmed by negative emotion express a lack of enthusiasm for cultivating positive relationships with their students and they often become less involved, less tolerant, less caring and above all, less productive (Blase, 1986).

Furthermore, teacher stress has a direct effect on their interest, motivation and classroom performance (Wentzel, 2009). When teachers are not working under stress, they become warm and supportive, and provide students with a sense of connectedness with the school environment and the sense of security to explore new ideas and take risks which are fundamental to learning (Jennings & Greenberg, 2009; Murray & Greenberg, 2000; Torregosa, Ynalvez & Morin, 2016). However, it is not always easy to be warm and supportive, especially when stress and provocative student behaviours thwart the teacher's efficacy to perform his or her primary instructional role (Meyer & Turner, 2002).

Teacher's performance means the behaviour of a teacher which changes differently with the change in surrounding environment. This means that if the environment is negative, it has negative impact on his performance. In other words, it is apparent that the job stress of the teacher has negative effects on their performance and that of the students Torregosa, Ynalvez and Morin (2016). The different stressors in the form of work load, role ambiguity, resource constraints, time shortage, job insecurity and worst job conditions exist within environments and act as hurdles for the teachers and thus hampering their performance in the classroom (Khan et al., 2012).

Although the causal link between stress and specific teacher outcomes is not well-established, unremitting occupational stress and resultant burnout have been associated with a minimalist coping response, whereby teachers spend less time preparing for lessons, take less personal responsibility for student learning, and invest less energy in teaching (Hughes, 2001) Studies have found that teachers experiencing the highest burnout rates struggle the most to implement new curricular practices and were the least likely to refer students for school-based support services (Pas,

Bradshaw, Hershfeldt, & Leaf, 2010; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009).

According to Hughes (2001), some evidence also suggests that a subset of teachers with the highest rates of stress and burnout are actually the least likely to leave their jobs, a phenomenon characterised as on-the-job-retirement, in which teachers are frequently absent, invest less time preparing engaging and creative lessons, and distance themselves from their students and their work. Studies have found that teachers experiencing high rates of occupational stress are more likely to criticise their students, lose their temper, and resort to punitive discipline strategies when compared with teachers experiencing lower stress (Yoon, 2002). Stress also impacts teachers' ability to deliver instruction effectively, which has implications for student learning and achievement (Ransford et al., 2009).

2.8 Coping Strategies Employed by Teachers to Manage Stress

Dealing with problems or difficulties in a calm and appropriate manner is commonly referred to as coping. How a teacher copes with stress in the school environment affects the impact of stress on their psychological well-being and on physiological response (Sprenger, 2011). Coping behaviour or resources come in the form of physical, psychological, social, or material factors and help teachers overcome job-related stressors and achieve their valued outcomes with students (Sprenger, 2011).

Although each teacher has a unique personality and therefore will find some idiosyncratic coping methods for negotiating stress, two key stress reduction strategies are recommended in current studies. First, social support appears to be one effective means of reducing stress (Gulwadi, 2006; & Schonfeld, 2001). Having close, trusting relationships with colleagues boosts teachers' ability to alleviate negative

emotions and reduce stress responses. Second, Kyriacou (2001) maintains that controlling negative emotions demonstrates that reducing emotional rumination also improves teachers' ability to alleviate stress. The study latter found that taking direct action to solve problems and using relaxation techniques have helped reduce stress (Kyriacou, 2001).

Common positive strategies teachers use to alleviate stress include exercise, social resources, avoidance, reading, hobbies, movement, and meditation (Gulwadi, 2006). These coping strategies used by teachers affect their outlook on the situation, thereby altering the perception of stress (Sprenger, 2011a). To alter the perception of stress, teachers may invoke inward or outward coping strategies. Inward strategies, such as concentrating on something narrow in the field of stimuli around oneself, include seeking stillness and focus (Gulwadi, 2006).

Although there are many common coping strategies available, most teachers rely on social support, active planning, restorative experiences, and suppression of competing behaviour. Social support can reduce the impact of stressors on teachers' well-being, job satisfaction, and physical illness risk. Teachers seek support from family, friends, and colleagues in order to receive advice, discuss feelings, get emotional support, get sympathy and understanding, and to talk about their feelings. Teachers who have more support within their personal lives tend to experience less stress in the workplace (Sprenger, 2011a).

Active planning, although a part of the normal workload, allows teachers to take their mind off stress and focus on their work. The process of active planning involves concentrating efforts, developing a plan, taking some action, coming up with strategies, trying to take steps, and doing what has to be done in order to keep their

attention on the students rather than the stressor (Sprenger, 2011a). Along with restorative experiences, teachers may choose to employ environmental coping resources. Teachers' awareness of possible environmental conditions can be a very valuable coping resource. A person's ability to know the potential surrounding environment can be used as a resource. Their knack to change these settings in order to achieve personal goals is referred to as environmental competence. The most common environmental resources that are easily available to teachers include time, money, social ties, organizational resources, and physical environmental resources such as locations that teachers access and use for their spatial and sensory properties (Gulwadi, 2006).

Some people, either intentionally or unintentionally, employ negative coping strategies to deal with stress. Negative coping strategies are common responses to stress and feelings of being overwhelmed. Although these strategies can provide temporary stress relief, they can cause more stress in the long run (Sprenger, 2011). Negative coping strategies can include unhealthy behaviour, distractions, violence, and withdrawal. Unhealthy behaviour such as smoking, drinking alcohol, excessively over/under eating, and drug abuse are sometimes used to relieve stress. Distractions such as television, computer, and filling up schedules to avoid facing problems are common ways to avoid stress. Violence such as angry outbursts, lashing out, and physical violence often come about if a situation becomes too stressful. Showing signs of withdrawal such as sleeping, procrastinating, withdrawing from family, friends, and activities, and disengagement are ways in which people try to remove stress from their lives (Barmby, 2006).

Disengagement refers to teachers giving up on the goals in which the stressor is interfering with. Teachers who are disengaged resort to negative coping skills such as not trying to engage in other activities, day dreaming, sleeping, watching television, and reducing their efforts in the classroom. Disengagement can be applied immediately and without the help of others, but is only a short-term solution. In the long run, disengagement can lead to teachers having cumulating workloads, disruptive classes, and feelings of lowered self-esteem and helplessness (Gulwadi, 2006).

Suppression of competing behaviour refers to teachers putting aside all activities in their lives so that they can concentrate solely on work. Teachers have a tendency to prevent distraction, focus more on work tasks, prevent outside interferences, and concentrate more on their thoughts on work in order to suppress competing activities. Lessening the demand of other aspects of life and only focusing on work leads to teachers having an increased perception of stress levels, which prevents them from taking time to relax (Gulwadi, 2006).

Kyriacou (2001) observes that there are various coping strategies that teachers can use in coping with stress and distinguishes between two main types: direct action techniques and palliative techniques. The former refers to things that teachers can do that eliminate the source of stress, including identifying the source of stress and then carrying out some form of action to combat this (Kyriacou 2001). Palliative techniques refer to lessening the feeling of stress that occurs, relieving the tension and anxiety that has built up.

Overall, the techniques that teachers use include trying to keep problems in perspective; avoiding confrontation; trying to relax after work; taking action to deal with problems; keeping feelings under control; devoting more time to particular tasks;

discussing problems and expressing feelings to others; having a healthy home life; planning ahead and prioritising; and recognising one's own limitations (Kyriacou 2001). (Gulwadi, 2006) observed that the presence of social support and the use of effective coping behaviour can affect the teacher's perception of stress.

2.9 Gender Differences in Stress and Coping Method

Vagg, Spielberger and Wasala (2002) conducted a study on effects of organizational level and gender on stress in the workplace. The effects of organizational level and gender on the specific sources of occupational stress assessed by the Job Stress Survey (JSS) were evaluated for a heterogeneous sample of 1,791 working adults (860 males, 931 females) employed in 2 industrial companies and a large state university. Significant main or interactive effects of organizational level and/or gender were found for the JSS Item Index, Severity and/or Frequency scores of 29 of the 30 JSS items. Organizational level effects were both more numerous and larger in magnitude than gender effects. Employees at higher organizational levels reported that they experienced stress more often while making critical decisions and dealing with crisis situations than did workers at lower levels, for whom inadequate salary and lack of opportunity for advancement were more stressful. For males, work stress was more strongly related to concerns about their role in the power structure of an organization, whereas female employees reported experiencing more severe stress when there was a conflict between job requirements and family relationships.

A study was done by Watson, Goh and Sawang (2011) on gender influences on the work-related stress-coping process. The increasing incidence of occupational stress is recognized as a global phenomenon that is having a detrimental impact on both individuals and organizations. This study aimed to identify whether men and women

adopt different stress and coping processes when subjected to stress in a work context. A total of 258 workers of various professions (males = 106, females = 152) participated in the study. Results indicated that men and women differ in their stress and coping processes, forming two very distinct groups and adopting specific process models when encountering a stressful situation at work.

Rivera-Torres, Araque-Padilla and Montero-Simó (2013) conducted a study on job stress across gender: the importance of emotional and intellectual demands and social support in women. This study aimed to analyse whether any differences exist between the genders with respect to the effect of perceived Job Demands, Control and Support (JDCA model) on how individuals reach high levels of job stress. To do this, the perceived risk of suffering an illness or having an accident in the workplace is used as an outcome measure. The study is based on the First Survey on Working Conditions in Andalusia, which has a sample of 5,496 men and 2,779 women. They carry out a multi-sample analysis with structural equation models, controlling for age and sector. The results show that the generation of job stress has a different pattern in men and women. In the case of men, the results show that only one dimension of the job demands stressor is significant (quantitative demands), whose effect on job stress is weakened slightly by the direct effects of control and support. With women, in contrast, emotional and intellectual aspects (qualitative demands) are also statistically significant. Moreover, social support has a greater weakening effect on the levels of job stress in women than in men. These results suggest that applying the JDCA model in function of the gender will contribute to a greater understanding of how to reduce the levels of job stress in men and women, helping the design of more effective policies in this area.

Chaturvedi (2011) also conducted a study on gender differences with relation to occupational stress among faculties in management colleges of private and government institutes. This paper investigates the difference in occupational role stress among employees (both male and female) working in private and government institutes in academic industry. With the help of ORS (Organizational role stress) scale, ten different type of role stress were measured. The total sample was 180 and was divided on the basis of gender. In order to test the difference in mean between the two different groups, z-test and Chi-square were used to find the association between different ORS variables across demographic factors. It was found that women employees were more stressed than male counterparts. Again, it was revealed that the coping mechanisms of stress based on gender also differ.

Matud (2004) also focuses on gender differences in stress and coping styles; this study examines gender differences in stress and coping styles adopted in a sample of 2816 people (1566 women and 1250 men) between 18 and 65 years old, with different socio-demographic characteristics. The results of MANCOVA, after adjusting for socio-demographic variables, indicated that the women scored significantly higher than the men in chronic stress and minor daily stressors. Although there was no difference in the number of life events experienced in the previous two years, the women rated their life events as more negative and less controllable than the men. Furthermore, Matud (2004) found gender differences in 14 of the 31 items listed, with the women listing family and health-related events more frequently than the men, whereas the men listed relationship, finance and work-related events. The women scored significantly higher than the men on the emotional and avoidance coping styles and lower on rational and detachment coping. The men were found to have more

emotional inhibition than the women, and the women scored significantly higher than the men on somatic symptoms and psychological distress.

Ptacek, Smith and Dodge (1994) conducted a study on gender differences in coping with stress: when stressor and appraisals do not differ. The authors' study showed that women reported seeking social support and using emotion-focused coping to a greater extent than men, whereas men reported using relatively more problem-focused coping than women. The masculinity and femininity of respondents failed to moderate the relation between sex and coping. These results are inconsistent with a purely situational explanation of sex differences in coping but are consistent with the notion that men and women are socialized to cope with stress in different ways.

Meléndez (2012) conducted a study on coping strategies: gender differences and development throughout life span. This work used the Coping with Stress Questionnaire and engaged 400 participants as sampled population. Specifically, the effects of gender and age group (young people, middle age and elderly), as well as its interaction on coping strategies is studied. With regard to age, on one hand, it is hypothesised that a decrement in the use of coping strategies centred in problem solving and social support seeking as age increases. On the other hand, the use of emotional coping is hypothesised to increase with age. With respect to gender, it is hypothesised a larger use of emotional coping and social support seeking within women, and a larger use of problem solving within men.

Howerton (2005) conducted a study on gender differences in coping: implications for depression and crime. Overall, the results of this study suggested somewhat complex relationships among gender, coping, chronic strain, and stress outcomes in young adulthood. It was revealed that female respondents were much more likely to employ

emotion-oriented strategies than the male respondents, but it appears that this is not fundamentally harmful for females as prior work has suggested. That is, the effects of using emotion focused coping strategies, such as the expression of feelings, increased depression for men, but not for women. Conversely, avoidance focused coping, a coping style that females used more frequently, increased predicted levels of depression and crime for both women and men. Similar to problem focused coping, socio-economic status and exposure to chronic strain mediated some of the relationship between gender and avoidant focused coping such that women with the lowest resources and highest exposure to chronic strain were more likely to cope by avoidance. Nevertheless, women were still more likely to cope by avoidance than the men were, which suggests that socialization factors might have an influence on coping styles.

2.10 Gender Differences of Causes of Stress among Teachers

A study was done by Prasad, Vaidya, Kumar and Rekha (2013) on a comparative analysis on the causes of occupational stress among men and women employees and its effect on performance at the workplace of information technology sector. A survey of 200 employees consisting 110 men and 90 women working in the IT sector was used for the study. The descriptive analysis, correlation techniques and parametric statistics like t-test, F-test and multiple regression analysis were carried out to arrive at the conclusions. To measure the reliability of the scale used for this study, and internal consistencies of the survey questionnaire, the reliability static Cronbach's alpha (C-alpha) and Spearman-Brown split-half reliability statistics were estimated. The overall C-alpha is 0.89 whereas the Spearman-Brown split half statistic is 0.83. The C-alpha values ranged from 0.62 to 0.76 for men and 0.60 to 0.74 for women, for all the 6 independent and one dependent factor. The results of the study indicate that

the medium level occupational stress exists at the workplace in general, effecting the performance moderately. Health-wise, some employees developed chronic neck and back pain, an effect of long sitting hours at work. The study confirms that women will have more stress than men. It was also revealed that the factors causing the stress among the men and women are not similar.

Antoniou, Polychroni and Vlachakis (2006) conducted a study on gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. A cross-sectional design was used. Two self-report measures were administered to a sample of 493 primary and secondary school teachers, a self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory. It was revealed that the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with “difficult” behaviour. It was also revealed that female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion than male teachers. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they receive from the government.

2.11 Relationship between Stress and Job Performance

A study was done by Nisar and Rasheed (2020) on stress and performance: investigating relationship between occupational stress, career satisfaction, and job performance of police employees. The purpose of this research was to explore the impact of occupational stress on job performance of police employees. They theorized

and tested the role of career satisfaction in the relationship between occupational stress and job performance as an underlying psychological mechanism. Primary data was collected from 271 police employees working at AJ&K Pakistan. Results of this research study had shown that occupational stress is negatively related to career satisfaction, in-role performance, and extra-role performance of police employees.

Dankade, Bello and Deba (2016) conducted a study on analysis of job stress affecting the performance of secondary schools' vocational technical teachers in north east, Nigeria. Literatures were reviewed based on the objectives of the study. The design of the study was a survey; a structured questionnaire consisting of 30 items was used for data collection. 160 respondents were randomly sampled from 18 vocational secondary schools (three schools from each of the six states of the zone). The data for the study were collected and analysed using frequency and percentage. Some of the findings of the study revealed that majority of the vocational secondary school teachers are faced with serious problem of job stress largely due to work overload, large class sizes, lack of motivation and students' indiscipline leading to poor job performance, anxiety, boredom and prostration. This is indicative of the fact that stress has a bearing on job performance and it is in a negative way.

Danish, Qaseem, Mehmood, Ali, Ali and Shahid (2019) also conducted a study on work related stressors and teachers' performance: evidence from college teachers working in Punjab. In order to explain the relationship between the variables, hypothesis testing was used since the study is causal. This paper focused on teachers of five best intermediate level colleges of Lahore and a sample size of 100 respondents. The independent variable of the study was work-related stressors (job conflict, work overload, inadequate reward policy, and job burnout), while the

dependent variable was teachers' performance (employee loyalty and employee performance). SPSS version 20 was used for the initial analysis of collected data (descriptive statistics, reliability analysis, and correlation).

2.12 Empirical Review

Causes of Teacher Stress

Firstly, Harmsen, Helms-Lorenz, Maulana and Van Veen (2018) conducted a study on the topic, “the relationship between beginning teachers’ stress causes, stress responses, teaching behaviour and attrition.” The study sought to examine the relationships between beginning teachers’ (BT) perceived stress causes, stress responses, observed teaching behaviour and attrition, by employing structural equation modelling (SEM). The respondents sampled for the study were 143 Beginning Teachers and the cross-sectional design was used. The instruments for collecting data were the Questionnaire on the Experience and Evaluation of Work-Beginning Teachers (QEEW-BT) and the International Comparative Analysis of Learning and Teaching (ICALT).

The result of the study revealed that all five stress causes (high psychological task demands, negative social aspects, negative organisational aspects, lack of developmental opportunities and negative pupil aspects) have positive and significant relationships with one or more of the stress responses. Also, the study discovered that negative pupil aspects are significantly and positively related to tension, negative emotions and discontent. Consequently, teachers’ work associated with pupil aspects needs close consideration when (re)designing professional support for Beginning Teachers. Also, the study discovered that Beginning Teachers perceived negative pupil aspects relate positively to the stress responses perceived tension, discontent and

negative emotions. Negative emotions, in turn, are negatively associated with observed teaching behaviour. The study again revealed that discontent positively relates to attrition. Additionally, the study provides significant suggestions to improve professional support programmes for Beginning Teachers.

Secondly, Gitonga and Ndagi (2016) conducted a study into the influence of occupational stress on teachers' performance in public secondary schools in Nyeri County, Nyeri South Sub County Kenya. The rationale of the study was to investigate how interpersonal relationship, administrative factors, workload and work conditions influence performance of teachers in Nyeri South Sub-County, Nyeri County. The study adopted the quantitative paradigm and used the descriptive survey research design. The study employed questionnaire in the data collection from respondents who were made up of teachers and principals from 12 out of 34 schools in Nyeri County. In all, 72 respondents were sample for the data collection and out of the total, 12 were principals while the remaining 60 were teachers. The sampling methods adopted were the stratified and simple random sampling. They used statistical packages for social sciences (SPSS) to analyse the data.

The study used the descriptive statistics and data was analysed into frequencies and percentages. The findings of the study revealed that teachers at the secondary school level perform plethora of activities in the teaching process. These include preparing professional documents including: lesson plan, schemes of work, records of work and student progress record as well as administering, marking and analysing examinations. Performing additional duties to their teaching function was uncomfortable for 55% of the teacher respondents while 45% of teachers and 90% of the principals agreed that they were comfortable with it. Regarding interpersonal

relationship, majority of the respondents representing 80% felt that it was good but 20% of the respondents indicated that it was bad and very bad in some cases. Again, the study revealed that most of the respondents agreed resources were adequate or satisfactory while few of the respondents disagreed with the adequacy of the resources in the schools. More so, the study concluded that administrative factors, and communication patterns affected teachers negatively and the academic performance of most of the schools in Nyeri South Sub- County was average.

The study recommended that enough teachers should be employed to augment the staffing situation to reduce work overload, adequate resources should be provided by various stakeholders of education to create a conducive learning environment. Capacity building trainings and workshops should be organised on team building and conflict resolution for staff to enhance interpersonal relationships. Again, principals, deputy principals and the heads of departments should be made to undergo training on administration to build their capacity to be able to handle their staff well.

Manifestation of Stress among Teachers

Firstly, Kusi, Codjoe, and Bampo (2018) conducted a study on the topic occupational stress among female lecturers at the University of Education, Winneba, (Winneba Campus), Ghana and management strategies. Since university lecturers are also teachers they were considered for this review. The study examined the effects of occupational stress on the female lecturers at the University of Education, Winneba (Winneba Campus) and strategies they use to cope with the stress they experience. The study adopted the mixed methods research which was underpinned by pragmatism approach. The type of mixed method employed was the sequential explanatory mixed methods model. The study used census sampling technique to

sample 51 female lecturers at the University. The study used a structured questionnaire to solicit information from respondents at the quantitative phase. The study again employed purposive sampling to select 10 respondents for the qualitative phase (5 with administrative roles and 5 without administrative roles) and interview was used to collect data from respondents.

The study gathered quantitative data and analysed it using means and standard deviations, while the qualitative data was used to further discuss the quantitative results when necessary. The study discovered that the female lecturers occasionally experience health-related problems including headaches, back pains, and sleepless nights owing to stress. Further, the study concluded that health-related problems could lead to a deterioration of passion and drive on the part of the lecturers for work, which ultimately would affect productivity. The study recommended that lecturers should be encouraged by the management of the University to regularly visit the health facility at the campus to make check-ups and seek support to manage the stress they experience.

Also, burnout and socio-demographic qualities were compared: age, gender, educational qualification, occupation, years of experience, marital status, and children: age ($p < 0:001$), gender ($p = 0:003$), educational qualification ($p < 0:001$), occupation ($p < 0:001$), years of work experience ($p < 0:001$), marital status ($p < 0:001$), and parenthood (having children) ($p < 0:001$). Again, the study showed that female health workers had more vulnerability to emotional exhaustion than males and as a result female health workers were more prone to burnouts than their male counterparts. The study further revealed that older people (health workers) between 41 and 50 years were more vulnerable to burnouts than the other age groups. This was

because older health workers aged 40-50 experience greater subjection to psychological and physical oppressions caused by fatigue resulting from overworking and carrying out tedious duties. More so, the study revealed that health workers who are parents or married tend to suffer burnouts more than their non-married counterpart. The reasons for this observation include the extra responsibilities, frustrations, and sometimes emotional challenges encountered by parents or married health workers.

Secondly, Fisher's formula (Mugenda & Mugenda, 2003) was used to determine the sample size of teachers. Holmes and Rahe's model was adapted and used in data collection, besides interviews. Descriptive statistics in the form of frequency counts, percentages and mean were used in data analysis. The study established that 6.06% of the teachers recorded low levels of stress, 37.37% recorded moderate levels of stress and 56.57% recorded high levels of stress. These results implied that students' performance in the sub-county may be low because only 37.37% recorded moderate stress levels that are associated with better performance. Low and high stress levels are bound to lead to low productivity. The study recommended that school managers and administrators should device techniques of creating and maintaining optimal stress levels among teachers for purposes of improving and maintaining students' academic performance.

Thirdly, Ukonu, Serieke-Dickson and Edeoga (2019) conducted a study on the topic "job-related stress among public junior secondary school teachers in Abuja, Nigeria." The focus of the study was to examine the causes, signs, symptoms and consequences of job stress among junior secondary school teachers in Abuja. The study adopted the constructivist paradigm and qualitative approach. The study used two focused group

(A and B Junior Secondary School) of teachers. Data was solicited from participants through interview. Both primary data and secondary data were gathered using thematic content analysis and frequencies and percentages. The outcome of the study revealed that teacher stress stems from both external and internal work environments (workload and class size per teacher, economic factors, government policies and programmes, professionalism, parent/teachers' relationship, work-life pressures and environmental factors) of the teacher, which affect the way the individual teacher carries out his or her work. The study again mentioned that the negative effects of stress on the teacher could include back/muscular pains, stomach problem, high blood pressure, emotional imbalance, loss of appetite and sexual drive, lack of concentration and low productivity.

Also, the study identified stressors into groups: psychological, behavioural and physiological. The study encouraged teachers to be responsible for the stress that they go through in their workplace by maintaining health life style. The study recommended that regular seminars on best practices, stress, well-being, career development and progression should be organized on regular basis for teachers; teacher should play a part in handling the stress that they experience by engaging in routine health check, do exercises and take out time to rest; government should expand the number of professional teachers by employing more teachers in order to equate the growing population of students; and adequate classroom infrastructure should be put in place in order to minimize congestion in the classroom.

Effects of Teacher Stress and Job Performance

Intiaz and Ahmad (2009) conducted a study on the topic “the impact of stress on employee productivity, performance and turnover: an important managerial issue.” The study aimed at investigating how stress affects employee performance, managerial responsibility, and the consequences high stress. The study was conducted in a twin city in Pakistan called Rawalpindi/Islamabad. The population for the study was 230 medical and house officers. The study employed the post-positivist approach and used the descriptive survey design. With data collection, the study used questionnaire with 120 as the sampled population. The data collected was analysed using SPSS Version 16. The study analysed the data employing both descriptive and inferential statistics.

The result of the study revealed that personal issues, lack of administrator support, lack of acceptance for work done, low span over work environment, unpredictability in work environment and inadequate monetary reward were the causes of stress among employees. Also, the study showed that there was significant support for negative relationship between stress and job performance. The study emphasized that stress affected career change over (-.323**) and job satisfaction (-.285**), errors in treatment (-.332**), knowledge (-.787**). The study added that in every unit, the following situations exist and this affects job performance of the employee: increase in personal dilemmas, decrease in financial reward, decrease in influence over work environment, and decrease in supervisor support: 0.513, 0.079, 0.266, and 0.117 respectively.

The study concluded that higher level of stress existed teachers without managerial concern for solution leading to low employee performance; staking organizational reputation and loss of skilled employees. The study recommended that immediate concern must be shown by organizational management to stress management practices in order to increase employee's satisfaction and overall employee performance.

Also, Baraza, Simatwa and Gogo (2016) conducted a study on the topic "levels of stress among secondary school teachers and its implication on students' academic performance in Kenya: a case study of Kakamega North Sub County." This study sought to investigate the levels of stress among public secondary school teachers and its implication on students' academic performance in Kakamega North Sub-county, Kenya. This study employed the descriptive survey research method which aimed at establishing the levels of stress among teachers who use longitudinal approach in teaching. The study population consisted of 45 principals, 133 teachers and 1 Teachers Service Commission County Director from 45 public secondary schools that used longitudinal approach to teaching.

Again, Nnuro (2012) also conducted a study on occupational stress and its effects on job performance: a case of Koforidua Polytechnic. The study explored and assessed occupational stress and its effects on job performance among members of staff at Koforidua Polytechnic. The study sought to find out how work-related stress could affect the productivity of staff of Koforidua Polytechnic in the dispensation of quality tertiary education. In addition, the study sought to identify certain factors which contribute to occupational stress among staff of the Polytechnic. The study adopted the quantitative approach by adopting the cross-sectional survey design. The

systematic sampling technique was used to select 150 participants for the study. The instrument used for data collection from respondents was a self-designed open and closed-ended questionnaire. The study used descriptive statistics for data analysis and percentages were used.

The study revealed that workload was the major cause of occupational stress among staff of Koforidua Polytechnic. Also, majority of the respondents representing (83.9%) reported to have experienced some of the signs of stress and (86%) reported that occupational stress has affected their performance. Again, majority (i.e. 63.6%) of the respondents in the study revealed that they experience reduced productivity as a result of occupational stress. Again, respondents in the study revealed that members of staff in tough times receive minimum support from their supervisors.

The study again revealed that respondents adopted walking around and visiting their colleagues in their offices to discuss matters unrelated to work: this was a coping mechanism of stress which inversely affects productivity at the Polytechnic. Health-wise, some members of staff of the Polytechnic had developed chronic back pain, an effect of long sitting hours at work. The study further concluded that there is a negative relationship between job stress and job performance. Workers who scored high level of job stress had low job performance. All the factors contributing to job stress affected all the categories of staff of Koforidua Polytechnic.

The study further recommended that management commitment to employee-related issues such as paying attention to workload conflict, supervisor's recognition of outstanding output of staff and the introduction of proper stress management training programmes were perceived as significant steps which if embraced, were identified as

major factors that could contribute to stress reduction among staff and improve productivity and boost output of staff.

Furthermore, Suleman, Hussain, and Jumani (2018) conducted a study on the topic “occupational stress among secondary school heads: a gender based comparative study.” The goal of the study was to examine and compare the occupational stress among male and female secondary school heads in Khyber Pakhtunkhwa in Pakistan. The study had a population of 2108 who were heads of secondary schools. Out of this number, 402 were sample through multistage sampling technique with the representation of 260 males and 142 females which represented 19.1% of the total population. The study employed the quantitative and descriptive research design. The instrument for data collection was the Occupational Stress Index (OSI), which had reliability and Cronbach’s alpha coefficient of 0.937 and 0.90 respectively. The study used both descriptive and inferential statistic for data analysis. As a result, proper descriptive statistics that is mean, standard deviation and inferential statistics (independent samples t-test) were employed through SPSS.

The results of the study revealed that both male and female secondary school heads were found occupationally stressed with respect to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation, and unprofitability. Also, the study discovered that secondary school heads were unable to perform their duties effectively due to excessive workload. The respondents lamented that they were unable to complete their tasks to their satisfaction due to lack of time and work overload.

Again, the study revealed that school heads lamented that role conflict affects their ability to deliver up to expectation. The respondent indicated that supervisors frequently communicate to them contradictory information regarding their work and the officers interfere in their jurisdiction, and working methods coupled with insufficient facilities make their work very stressful. Due to this, it becomes difficult for them to implement the procedures and policies in place of those already in practice.

Further, the study revealed that heads of secondary schools in Pakistan feel that the source of their stress emanated from the total disregard of their suggestions and inputs on educational policies, working systems and conditions of service by authorities. More so, the study further revealed that secondary school heads feel that they work under risky and impoverished working conditions. The working conditions were unsatisfactory for their welfare and convenience.

However, the respondents were found to be satisfied with role ambiguity, peer group relations, responsibility for persons, powerlessness, intrinsic impoverishment and low status. The study revealed that comparatively, there was no significant difference between the overall occupational stress of male and female secondary school heads. Based on the findings, the study recommended that elementary and secondary education department should collaborate with policymakers to develop comprehensive strategies for stress reduction for secondary school heads so that they may perform their duties effectively.

Furthermore, the study stressed that trainings, seminars and workshops on stress reduction management should be arranged for secondary school heads. Secondary school heads should be taken into consideration while formulating educational

policies. Secondary school heads should also be provided with basic facilities and a special budget should be reserved to improve the working conditions. Again, secondary school heads should be granted handsome compensation and other incentives, and political interference in school should be banned.

More so, Yusuf, Olufunke and Valentine (2015) conducted a study into the causes and impact of stress on teachers' productivity as expressed by primary school teachers in Nigeria. The main objective of the study was to investigate the causes and impact of stress on teachers' productivity as expressed by primary school teachers in Osun State, Nigeria. The study was quantitative in nature; therefore, descriptive survey method was used as the design. The population of the study comprised all the primary school teachers in Osun State which was made up of 30 Local Government Areas. In all, a total of 300 primary school teachers were sampled using both cluster random sampling and stratified sampling techniques. The instrument used for the study was a self-design questionnaire called "Causes and Impact of Stress on Teachers' Productivity Questionnaire" (CISTPQ). Data collected were subjected to percentage analysis of variance and t-test analysis.

The results of the study revealed that majority of primary school teachers were stressed on the job and this has negatively impacted on their productivity. Also, the causes of stress among primary school teachers from the study emanated from lack of job satisfaction, delay in payment of salary and inadequate school facilities. The study discovered that stress had negative impacts on teachers' productivity: either lack of commitment to work, transfer their aggression to students or get distracted at work. The study recommended that government should improve teachers' conditions of service; teachers special salary scale should be implemented by government. Also,

adequate facilities should be provided in schools to enhance teaching and learning and school authorities should establish counselling units in schools to cater for both teachers and students.

Coping Strategies for Stress

To start with, Amponsah, Adasi, Mohammed, Ampadu and Okrah (2020) conducted a study on the topic stressors and coping strategies: The case of teachers at University of Ghana. The study examined the stressors that teachers of the University of Ghana usually encounter and the coping strategies that they frequently embrace. The study was grounded by the Transactional Model of Stress and Coping Theory. The research adopted random sampling technique to select 270 participants to answer a survey questionnaire with closed-ended and open-ended questions. The research design for the study was the survey design. The study used both descriptive and inferential statistics: frequencies, percentages, means and t-test.

The research adapted the Dental Environmental Stress (DES) questionnaire whereas coping strategies that might be utilised by teachers to reduce stress was measured using an adapted form of the brief cope. The study revealed that working to meet scholastic requirements, inadequate supply of power and water in halls, and changes in eating and sleeping habits were the major stressors experienced by teachers. Again, the research revealed that teachers adopt numerous approaches to deal with stress they go through: these include praying or meditating, watching TV or movies, going shopping, listening to music to take my mind off the condition and self-diverting actions as coping strategies. The study revealed that participants used more adaptive coping strategies than maladaptive and avoidance coping strategies.

Again, the research discovered that teachers are prayerful and solicit advice from lecturers or teaching assistants but deeply averse with substance abuse such as using tobacco or alcohol/drug to feel better compared with their non-resident counterparts. The study recommended the establishment of a counselling centre by the Department of Teacher Education to assign academic counsellors to learners and organise frequent stress management programmes for them.

Ahafo Region of Ghana; the research adopted the quantitative research approach. The research design adopted for the study was descriptive survey design. Population for the study was made up of teachers from both the private and government sector schools of SHS and JHS in the Techiman South Circuit of Techiman in Brong Ahafo Region of Ghana numbering one hundred and sixty (160). The study used the stratified and simple random sampling techniques to gather participants and 113 respondents were sampled for the study. The data collection instrument was a self-designed questionnaire. 88 of the respondents representing 78% of the sampled population answered and returned the questionnaire for analysis. The reliability of the questionnaire was 0.85 which was then compared to the baseline of Weiman Occupational Stress Scale that had a reliability of 0.90. The study adopted both descriptive and inferential statistics for the analysis. The study used frequencies, percentages, means, standard deviations and chi-square to compare variables.

The study revealed that teachers in general experience high degree of stress. Public school teachers experience high stress levels than their private school counterpart; therefore, the claim that private school teachers" work under high stress was refuted by the study as there are other many variables that poses stress to the public-school teachers. Also, the study discovered that female teachers were more stressed as

compared to their male colleagues. The study mentioned that inhuman treatment given to women such as sexual harassment, sexual jokes and innuendoes tend to irritate women, thereby causing more stress to them at work. Again, women were more stressed compared to their male counterpart due to the home-life activities that they have to combine with their secular jobs that they do at work.

The study further revealed that stress is high among Junior High School teacher than those of Senior High School teachers. The difference in stress could be ascribed to a number of factors that teachers face. The rate at which the BECE examination is competed among schools is a great source of stress to teachers at the Junior High School than their colleagues in the Senior High Schools. The study recommended that in order to deal with stress of teachers in the schools, the following should be taken into consideration: there must be awareness creation for teachers on operational workload of the teaching profession, teachers should support one another when they are in difficulty especially with teaching unfamiliar or challenging subjects, teachers must be given the opportunity to be part of the decision making process at the school level, teachers should be encouraged to engage in hobbies such as music, gardening, hiking and painting in order to reduce the stress that they go through. Supervisors and policy makers should also endeavour to create a supportive school environment for teachers in the school and there should be further research conducted in Ghana on occupational stress at the pre-tertiary level.

Secondly, Ansah-Hughes, Owusu-Darko and Acheampong (2017) conducted a study on the topic, “a comparative study of occupational stress level among private and public sector teachers in the Techiman South Circuit.” The main purpose of the study was to examine overall occupational stress, and find out the level of occupational

stress among private and public sector teachers in the Techiman South Circuit in the Brong

Asonaba and Yankyera (2015) conducted a study on the topic, “an investigation into how female teachers manage stress and teacher burnout: a case study of West Akim Municipality of Ghana.” The study sought to investigate how female teachers in Asamankese Circuit II in West Akim Municipality of Ghana Education Service manage stress and teacher burnout, and explore the causes, effects, and ways of improving work-related stress for better standard of education. The theories that grounded the study were the Person- Environment (PE) Fit theory and the transactional model of stress and burnout. The study adopted the qualitative research design and the focus was on the management of occupational stress among female teachers in Education Service in Ghana. The study used the phenomenological approach to collect information from respondents including causes, signs and symptoms and the effects of stress from their perspectives. The study used a non-probability sampling technique called purposive sampling to select twenty-five female teachers from eighteen Primary and Junior High Schools. The study employed descriptive cross-sectional design, particularly cross-sectional survey design.

The study again adopted a questionnaire from Telaprolu and George (2005) questionnaire to collect data from respondents with the reliability of 0.88 and internal consistency of 0.72 Cronbach alpha. The data collected were subjected to statistical analyses, frequencies and percentages, together with mean and standard deviation. The study revealed that the stress level of the female teachers was high. Work overload, quest to upgrade their professional status and interpersonal relationship were the main causes of stress of the female teachers. The study further revealed that majority

of the female teachers strongly agreed that stress made them perform below standard. The study again discovered that majority of the female teachers use social support to cope with their stress. The study recommended that government of Ghana should organize more training programmes on effective management of stressors by making use of different stress management strategies and providing effective guidance and counselling services. The government of Ghana should train more counsellors to serve at the Basic schools.

Thirdly, Nutsugah (2019) conducted a study on the topic, “experiences, psychological distress and coping among teachers of students with learning difficulties.” The study was aimed at investigating teachers’ experiences, psychological distress and coping strategies adopted in educating children with learning problems. The study adopted the mixed-method approach and the sequential explanatory mixed methods. One hundred and forty-seven participants were sampled from special and inclusive schools for the quantitative study. Participants responded to items on questionnaires measuring psychological distress and coping. The qualitative study involved one-on-one interviews with 10 teachers. The quantitative study revealed that teachers’ coping strategies were negatively related to psychological distress. Special school teachers experienced more anxiety than regular school teachers; however, there was no difference in their depression levels.

Additionally, gender had no influence on psychological distress among special school teachers and years of teaching did not influence teachers’ coping strategies. Thematic analysis of the qualitative data indicated that teachers had some knowledge about learning difficulties and identified students with difficulties based on observation. Challenges teachers faced impacted their health. Both problem-focused and emotion-

focused coping were used to deal with distress. Social support was found to be the main school coping resources available to teachers. These findings were discussed using the theory of learned helplessness, the transactional stress and coping model, relevant cultural factors as well as related studies. The implications of the study were discussed. The high number of special school teachers than regular school teachers was a major limitation with regard to recruitment.

Fourthly, Joshua et al. (2015) conducted a study on the topic, “influence of job stress on job satisfaction among teachers in the university: analytical evidence from a public university in Ghana.” The study sought to identify the impact of role overload, role ambiguity, physical environment, supervisors support and co-workers support on job satisfaction among employees of a public university in Ghana. The study was a quantitative research and the cross-sectional survey design was adopted. The study was grounded by the Karasek Job Demand Control (JDC) Model. The study employed the convenience sampling technique to select 210 staff of the university. The study collected data using a self-developed questionnaire which was adapted from Job Stress Questionnaire (JSQ), and Job Descriptive Index (JDI). The result of the study revealed that role overload ($\beta = .17, p < .05$) and physical environment ($\beta = .13, p < .05$) contributed positive but insignificant effect on the variance in the job satisfaction.

Also, there was a negative but no significant relationship between job satisfaction and co-workers support ($\beta = -.01, p = n.s$). The findings of the study have created confusion in the literature since previous writers report that job related stress has significant negative relationship with job satisfaction (Beehr et al., 1976; Bemana et al., 2000; Ahsan et al., 2009). The finding of the study, again, concluded that the

overall effect size of the stressors in the variance of job satisfaction was virtually small [$R^2 \leq .08$, $F(5, 210) = 4.51$, $p = .001$] and that the job stressors only explained 8% of the variance in job satisfaction. The controversies surrounding the findings compared to the previous literature has necessitated the current study in order to actualize the authenticity of how teacher stress impact on the job performance of teachers in the Asikuma Odoben Brakwa District.

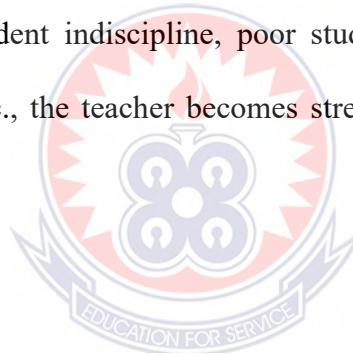
2.13 Summary of Reviewed Literature

From the above literature review, the concept of stress affects the individual's physical, emotional, and the psychological well-being as result of the imbalances that occur when one has difficulty in adapting to the changes that is happening in his or her environment or the workplace. Literature reiterates that the condition of stress differs from individual based on perception, resilience and available resources to the individual. The impact of stress on the teacher is enormous but it depends on the individual's social support, personality characteristics, and job satisfaction.

It was revealed through the literature reviewed that stress in the teaching fraternity can either be good or bad depending on how the individual perceive the situation. Stress is considered good in teaching when it allows the teacher to be creative, initiative, motivated, and productive. When teachers are not working under stress, they become warm and supportive, and provide students with a sense of connectedness with the school environment and the sense of security to explore new ideas and take risks which are fundamental to learning. However, stress becomes bad to the teacher when it renders the teacher incapacitated, less productive, confused, easily irritated, docile, predisposed to diseases, and unenthusiastic about the work. Teacher stress has a direct effect on the teacher's interest, motivation and classroom

performance. It is evident that persistent stress at the workplace could lead to diseases, burn-out and depression conditions which will in the long term affect the productivity levels of workers.

The link between teacher stress and performance has been well articulated in literature. When the teacher is provided with enabling environment devoid of stress, their level of performance is high. Also, job satisfaction has been linked to teacher performance even though stress may exist at the workplace. Literature emphasises that teachers who have high job satisfaction are able to work to expectation even when the stress level is high. However, when the teacher feels suffocated by stress due to high workload, unsupportive administrators and authorities, roles ambiguity and responsibilities, student indiscipline, poor students performance, poor support from colleague staff, etc., the teacher becomes stressed up and not able to perform optimally to expectation.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is devoted to the research methodology used in conducting the study. It explains the research design adopted: the population, sample and sampling procedure used. It also describes the instruments used for data collection, pre-testing of the instrument, validity and reliability of the instrument, the data collection procedure, the method of data analysis and ethical issues.

3.1 Research Approach

The research approach adopted for the study was the mixed methods approach. Mixed methods approach to research stems from the pragmatic worldview. The pragmatic perspective arises out of actions, situations, and consequences rather than antecedent conditions (as in post-positivism) (Creswell & Creswell, 2018). The principle underpinning pragmatism is that thought should lead to action, prediction and problem solving (Cohen, Manion & Morrison, 2018). Creswell and Creswell (2018) posit that pragmatism is not committed to any one system of philosophy and reality.

Pragmatism adopts a methodologically varied, pluralist approach to research, drawing on positivist, post-positivist and interpretive epistemologies based on the criteria of fitness for purpose and applicability, and regarding „reality“ as both objective and socially constructed (Johnson & Onwuegbuzie, 2004). This implies that in mixed methods research, inquirers could draw liberally from both quantitative and qualitative assumptions when they engage in their research.

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, incorporating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The main assumption of this form of research is that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone (Creswell & Creswell, 2018).

Additionally, Doyle et al. (2009) asserted that the rationale for conducting mixed methods research has been well articulated to be able to aid triangulation, complementarity, development, initiation, expansion, completeness, offsetting weaknesses. It again provide stronger inferences, answer different research questions, explanation of findings, illustration of data, hypotheses development and testing, instrument development and testing (Sale et al., 2002; Lohfeld, & Brazil, 2002; Creswell et al., 2003; Plano Clark, Gutman & Hanson, 2003; Bryman, 2006; & Creswell & Plano Clark, 2007).

Greene, Caracelli and Graham (1989) identified five rationales for conducting mixed methods research designs. These are triangulation, complementarity, development, initiation and expansion. Bryman (2006) in a later review of 232 social science mixed methods papers identified 16 reasons for conducting mixed methods studies. Many of the rationales identified in Bryman's (2006) analysis are similar to those identified by Greene et al. (1989) although somewhat more detailed in manner. The main rationales proposed for undertaking a mixed methods study are as follows: Triangulation: this allows for greater validity in a study by seeking corroboration between quantitative and qualitative data; Completeness: using a combination of research approaches

provides a complete and more comprehensive picture of the study phenomenon; Offsetting weaknesses and providing stronger inferences: many authors argue that utilising a mixed methods approach can allow for the limitations of each approach to be neutralised while strengths are built upon, thereby providing stronger and more accurate inferences (Bryman, 2006; & Creswell, et al., 2003).

Again, Creswell and Plano Clark (2007) argue that mixed methods research is helpful in answering different research questions. Mixed methods research helps answer the research questions that cannot be answered by either quantitative or qualitative methods alone and provides a greater repertoire of tools to meet the aims and objectives of a study.

Furthermore, Sale, Lohfeld and Brazil (2002) identified how a combination of research approaches is useful in areas such as teaching because of the complex nature of phenomena and the range of perspectives that are required. The reasons were as follows: (a) explanation of findings: mixed methods studies can use one research approach (i.e., quantitative or qualitative) to explain the data generated from a study using the other research approaches. This is particularly useful when unanticipated or unusual findings emerge. For example, findings from a quantitative survey can be followed up and explained by conducting interviews with a sample of those surveyed to gain an understanding of the findings obtained; (b) Illustration of data: using a qualitative research approach to illustrate quantitative findings can help paint a better picture of the phenomenon under investigation. Bryman (2006) suggests that this is akin to putting „meat on the bones“ of dry quantitative data; (c) Hypotheses development and testing: a qualitative phase of a study may be undertaken to develop hypotheses to be tested in a follow-up quantitative phase.

More so, Kettles, Creswell and Zhang (2011) highlighted some reasons for choosing mixed methods research: researcher's conduct mixed methods study when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions; when the researcher wants to provide an alternative perspective in a study; when the objectives and research questions seek an in-depth information to the study; and when the researcher has both quantitative and qualitative data and both types of data, together, provide a better understanding for the research problem than either type by itself.

The justification for the choice of the pragmatic paradigm is that, in using the pragmatic approach in research, methodological pluralism becomes the order of the day as this enables errors in single approaches to be recognised and corrected (Johnson et al., 2007 & Onwuegbuzie & Turner, 2007). It also enables meanings in data to be probed, corroborated and triangulated, rich data to be gathered and new modes of thinking to emerge where paradoxes between two individual data sources are found (Sechrest & Sidana, 1995).

3.2 Research Design

The research design considered for the study was explanatory sequential mixed method. Explanatory sequential research design is one in which the researcher first conducts quantitative research, analyses the results and then follow-up on the results to explain them in more detail with qualitative research data (Creswell & Creswell, 2018). The justification for the choice of this design (explanation sequential mixed method) was backed by the position of Dampson (2019) on the rationale for using the explanatory sequential mixed method: when the quantitative data and results will provide a general picture of the research problem; when analysis, specifically through

qualitative data collection, is needed to refine, extend, or explain the general picture and when the researcher places a priority on quantitative data collection and analysis.

With respect to the quantitative method under the explanatory sequential design, correlational research design was used to collect data. A correlational study describes the degree to which two or more quantitative variables are related (Crano, Brewer & Lac, 2015). Also, McCombes (2019) posited that correlational research design measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either positive or negative correlation. McCombes further stated two criteria for using correlational research design: (1) when the researcher wants to find out if there is a relationship between two variables, but does not expect to find a causal relationship between them, and (2) when the researcher thinks there is a causal relationship between two variables, but it is impractical or unethical to conduct experimental research that manipulates one of the variables. The researcher will use the correlational research design to find out the relationships that existed between the variables teacher stress and job performance.

Also, with respect to the qualitative data collection, phenomenological research design was adopted because it is a design of inquiry coming from philosophy and psychology which allows the researcher to describe the lived experiences of individuals about a phenomenon as described by participants in the study (Creswell & Creswell, 2018). The researcher used phenomenological research design to unearth the experience that teachers have with regard to the stress they go through in the execution of their duties and how the stress affects their job performance. In doing this study, one-on-one interviews were conducted to explore the experiences of teachers, their coping strategies and the resources available to them to help them cope

with the stress associated with their job. A one-on-one interview was used to obtain in-depth information about the individual experiences of teachers to further explain the quantitative data to be provided. Again, it gave each participant the time and opportunity to share his or her experiences without any interruptions or intimidation from others.

However, (Seifert & Hoffnung, 1994) noted some weakness of the explanatory sequential design. They revealed that there is difficulty of ensuring that the questions to be answered using the questionnaire and the interviews guide are clear because results can vary significantly depending on the exact wording of questions to be answered in both questionnaire and interview. Regardless of the difficulties and holdups of the explanatory sequential design, it was deemed appropriate for the study because of the potential it held for achieving the main purpose of the study.

3.3 Population

The target population of this study comprised regular teachers of all basic schools in the Asikuma Odoben Brakwa District who are on government payroll. The justification for selecting this population is because regular teachers are bonded by the conditions of service of the Ghana Education Service to accept posting to places where their services are highly needed. This will enable people to understand the experiences of teachers at the basic school with respect to stress and job performance in the Asikuma Odoben Brakwa District. The population of the study is estimated at 1, 210.

However, the accessible population for the study is made up of regular teachers in the junior high schools who have taught for at least three years. The researcher used junior high school teachers because they are responsible for handling pupils who are

at the terminal stage of their education at the basic school level. These teachers have a greater responsibility to prepare pupils from JHS 1 to 3 and ensure their success in the Basic Education Certificate Examination (B.E.C.E). This puts a lot of pressure on them to perform their duties, which makes them susceptible to stress. Also, teacher longevity is considered because these teachers have been in the locality for quite a long time to be able to know the nuances of the society and can give reliable information. The accessible population of the teachers is estimated at four hundred and two (402). The breakdown is shown in Table 1.

Table 1: Distribution of Estimated Target and Accessible Population under Study by Sex

Sex	Target population	Accessible population
Male	717	310
Female	493	92
Total	1,210	402

Source: Statistics Department DEO AOBD, (2020)

3.4 Sample and Sampling Technique

The sample selected for this study was two hundred and forty participants (240). The justification for the selection of this sample size was based on (Krejcie & Morgan, 1970) sample size selection table. According to them, a minimum sample size of 196 can be selected from population of 400 for a survey. Therefore, a sample size of 240 representing 59.7% out of 402 population was selected to increase the external validity of the study. The sampling procedures adopted for the study was the proportionate cluster and purposive sampling technique. The justification for using these sampling procedures was to enable the researcher to get a fair representation of

schools and teachers in different geographical locations within the district under study.

Since, the District Education Directorate is already divided into eight (8) circuits, the researcher classified the eight (8) circuits into eight clusters. All the eight clusters had thirteen (13) schools in each of them. Since the clusters have the same number of schools, the researcher proportionately selected six schools from each cluster for uniformity. The names of all the schools in each cluster were on cut-out sheets of paper and folded. They were then put into an urn and the researcher randomly picked a paper one after the other and placed them back until six schools were selected from each cluster. The first six (6) schools that were picked were used as sample schools. This was done in the entire clusters to pick a total number of forty-eight (48) schools. The schools that were selected are had at least five (5) teachers, who have been in the school for more than three years and so the teachers were purposively selected for the study. Table 2 shows the breakdown of the sample size and the respondents selected for the study.

Table 2: Distribution of Sampled Respondents

Circuits	Sampled Schools	Teachers sampled
Anhiwam	6	30
Asikuma A	6	30
Asikuma B	6	30
Brakwa	6	30
Jamra	6	30
Kokoso	6	30
Kuntanase	6	30
Odoben	6	30
Total	48	240

Source: Fieldwork data (2020)

For the qualitative data collection, convenient sampling method was used to select participants to be interviewed. The justification for choosing this method is due to limited resources (Kusi, 2012). Creswell and Poth (2018) asserted that in phenomenology study, a sample size ranging from 3–10 respondents can be selected to be interviewed in a survey study. Therefore, in this study, six (6) teachers were selected to be interviewed for the qualitative data. However, the actual sampled size was determined when saturation was reached during the interview process.

3.5 Research Instrument

The research instruments used for this study were questionnaire and semi-structured interview guide. Questionnaire was used to collect quantitative data while semi-structured interview guide was used to gather the qualitative data. The choice of a questionnaire was based on the assertion of (Osuala, 2001) that questionnaire is particularly advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to observe or interview every subject. Again, it is justifiable to use interview to solicit primary information from respondents because it helps to understand the subjects' world from their point of view, and uncover the meaning of their lived experiences (Brinkmann & Kvale, 2015) to teachers stress manifestation and how they manage their stress.

The questionnaire was adapted from two published instruments (Asonaba & Yankyera, 2015; & Fimian, 1988) that measure teacher stress in the teaching workplace. The questionnaire also included some items related to other causes of teacher stress and job performance as identified in the existing literature. Some of the questionnaire items were drawn from the Teacher Stress Inventory developed by Fimiam (1988). The teacher stress inventory developed by Fimiam (1988)

questionnaire contained Time management, Work-related stressors, Professional distress, Discipline and motivation, professional investment, Emotional Manifestations using a 5-point Likert system for scoring. The questionnaire has an overall internal consistency of 0.93. The second instrument is Ghana Education Service Stress Management Strategies (GESSMS) by (Asonaba & Yankyera, 2015). GESSMS analysed recreation, self-care, social support, rational of cognitive coping, and psychological effects of stress on the teacher. The items are measured using a 5-point Likert scale and have an overall alpha coefficient of 0.72.

The questionnaire for this study was organised into five sections. The questionnaire was made up of forty-three (43) items to which respondents (teachers) were asked to respond to. The first section, “A”, contains 4 items which was used to solicit information on the demographics of respondents. The second section, “B”, contains 14 items that was used to assess the causes of teacher stress. Again, the third section, “C”, which had seven (7) items, measured the relationship between teacher stress and job performance. The forth section, “D”, also contained 8 items that sought to examine the manifestation of stress among teachers. Finally, section “E” also contained 8 items that solicited information on the coping strategies adopted by the teachers to mitigate the stress that they go through.

The questionnaire for the study is a four-point Likert type of scale. All the items in the Likert type scale were close-ended. Closed-ended items were used because they generate a limited set of responses that can be coded easily in a database with some number or symbol that represents a response. Close-ended questions are easier and quicker for respondents to answer, the answers of different respondents are easier to compare, the response choices can clarify question meaning for respondents, there are

fewer irrelevant or confusing answer to questions, respondents are more likely to answer about sensitive topics and less articulate or less literate respondents are not at a disadvantage.

3.5.1 Interview

Creswell (2002) defined an interview as a form of data collection in which the researcher records answers supplied by the participants in the study. (Ary, 2002) also posited that an interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Semi-structured interview guide was used for the interview.

The justification for using semi-structured interview was that, according to DeJonckheere and Vaughn (2019), semi-structured interviews can be used to collect new, explanatory data related to a research topic, triangulate other data sources or validate findings through member checking (respondent feedback about research results) and in using a mixed methods approach, semi-structured interviews can also be used in a qualitative phase to explore new concepts to explain results from a quantitative phase of the study. The semi-structured was used to aid the researcher to ask follow-up questions during the interview sessions based on the responses by the sampled teacher for clarity (DeJonckheere & Vaughn, 2019). It also aids collection of extensive data and participation by all individuals sampled for the interview. Misconceptions and misunderstanding of respondents are revealed and corrected in the course of the interaction between the researcher and the interviewees (Creswell, 2002).

3.6 Validity and Reliability

Heale and Twycross (2015) noted that validity concerns the extent to which a concept is accurately measured in a quantitative study. Any instrument that is able to accurately measure any prescribed variable is considered a valid instrument for that variable. In order to ascertain the content validity of the instruments, expert opinions were sought from the supervisor and lecturers. This helped examine:

- (a) whether the items were related to the research questions
- (b) whether the items elicit the appropriate responses from the respondents
- (c) whether the vocabulary structure was appropriate
- (d) whether the items were properly arranged
- (e) if items fitted into sections they have been placed in
- (f) whether any of the items was ambiguous and misleading.

This consultation was done for both the questionnaire and the interview guide. Their inputs helped establish the validity of the items in the questionnaire and the interview guide.

Reliability refers to the stability or the internal consistency of an item in measuring certain concepts (Ghazali, 2016). It is defined as the extent to which test scores are free of measurement error (Muijs, 2011). In order to check for the reliability of the result of an instrument, the research instrument was pretested with the same group of participants on two different occasions and then checked the correlation between the two scores (Pallant, 2007). Since this study involves an instrument with one version and administered once only to all the participants, internal consistence reliability was a practical decision to measure reliability. Creswell (2002) asserted that internal consistence reliability is used when there is only one version of the instrument or

questionnaire involved, the questionnaire is administered once and each individual in the sample completes the questionnaire. Besides there are different ways of measuring internal consistency reliability: split-half reliability, alpha coefficient of reliability, Kuder-Richardson 20 and Kuder-Richardson 21. In this study, alpha coefficient of reliability or Cronbach alpha was used to measure the internal consistency of all the items. The questionnaire had an internal consistency of 0.82 Cronbach alpha. The justifications are that Cronbach alpha tests to see if multiple question Likert scale surveys are reliable. It is able to measure latent variables. Cronbach alpha is able to tell how closely related a set of test items are as a group (Glen, 2020).

3.6.1 Pre-testing of research instrument

The purpose of the pre-testing, according to Cohen, Manion and Morrison (2018), was to increase the validity and reliability of the questionnaire. Cohen, Manion and Morrison (2018) opine that pre-testing involves checking for clarity of items, instructions and layout as well as to gain feedback on the questionnaire. Additionally, pre-testing fosters the elimination of ambiguities or difficulties in wording.

The pre-testing was conducted in 20 basic schools in the Ajumako-Enyan-Essiam District. A total of 60 JHS teachers were involved in the study. Asikuma Odoben Brakwa District shares boarder boundaries with Ajumako-Enyan-Essiam District on the South, Brim South on the North, Assin South on the East and Agona East on the West. The justification for choosing of Ajumako-Enyan-Essiam District and the schools for the pre-test study were informed by the commonality that existed between the teachers in the two districts. The researcher got information from the Ajumako-Enyan-Essiam district office about teachers exhibiting habits similar to the teachers in Asikuma Odoben Brakwa District. Some of the teachers cut classes, absent

themselves from school, complain of resources to teach among others which make them predispose to stress. Moreover, Ajumako-Enyan-Essiam District is also used to pilot most government educational policies and programmes. It was envisaged that as a sister district with common culture, beliefs and traditional practices, it was prudent to conduct the pre-study in the Ajumako-Enyan-Essiam District.

3.7 Data Collection Procedures

An introductory letter was collected from the Department of Counselling Psychology of the University of Education, Winneba. With the introductory letter, permission was sought from the District Education Office and the head teachers for the selected teachers to be used for the study. A meeting was fixed with the selected teachers in the schools. The researcher visited each of the schools selected for the study to take data from respondents. The teachers in each school were assembled and the purpose of the study was explained.

Again, the respondents were assured of confidentiality on the responses. All the questionnaires were administered to the teacher - respondents and collected after a two days by the researcher at the school. The respondents were given a day or two to administer the questionnaire because of their work schedule.

On the interview data collection, the researcher collected the data from some of the respondents who took part in the questionnaire administration after analysing the questionnaire. The researcher identified respondents who scored high on the inventory to be interviewed since they were that ones that had shown symptoms of the stress and could help in giving further explanation to their experiences to the data provided. One-on-one interview was used. As a result, the researcher visited each of the respondents latter for the data collection. Again, the respondents were assured of

confidentiality and anonymity. Permission was sought from the participants to be recorded. The interview lasted for ten minutes on each respondent. The researcher interviewed 8 respondents; however, from the sixth respondent's, the researcher realised that saturation point had been reached since the respondents were giving similar responses as had been given previously. Therefore, 6 respondents were used for the qualitative study.

3.8 Data Analysis

The explanatory sequential mixed methods design was used in this study; therefore, data was analysed both quantitatively and qualitatively. Quantitative data was analysed using the Statistical Package for Social Sciences version 26 (SPSS V26). Descriptive statistics including frequencies, percent, means and standard deviations were used for analysing the valid responses on the questionnaire. Assumptions underlying the use of the independent samples t-test include the fact that the two groups are independent of each other and the dependent variable is measured at the interval or ratio level. Research questions 1, 3, and 4 were analysed using frequencies, percentages, mean and standard deviation. Research question 2 was analysed using the Pearson Product Moment Correlation (PPMC). The justification for using the (PPMCC) was that, according to Puth , Neuhauser, and Ruxton (2014) the PPMCC was effective to use in situation such as standard t test due to its ability to offer general reasonable performance, provides an alternative techniques to offer better control of type 1 error, and give easy-to-calculate methods for calculating confidence intervals.

The interview was analysed using thematic analysis. First, the recorded interviews were transcribed verbatim and transcripts were read and re-read to ensure familiarity with their content. The researcher then used the (Braun & Clarke, 2006) suggested six stages of thematic analysis to identify recurrent themes within the responses. These stages encompass data familiarization, initial generation of codes, searching of themes based on initial codes, reviewing of themes, defining and naming themes, and writing a report after a thorough process.

The first step included a familiarization process where the researcher immersed himself in the data by listening attentively to the audiotaped interviews in order to find meaning and patterns. Immediately after listening thoroughly to the audio, transcription was done. Initial codes were generated after the researcher had familiarized with the data, and this was done by writing notes and highlighting texts to identify patterns within the data. After codes were identified, a theme search based on initial codes was done and this involved organizing all codes into potential themes. Thus, codes were sorted into potential themes and all relevant codes were collated. The codes were analysed to determine which could become a main theme.

The fourth stage involved the review of themes where codes were reviewed to find out if they formed a coherent pattern. Again, the various themes were checked to find out how relevant they were in relation to the codes and the entire data. As part of this stage, a thematic map of the analysis was generated and checked to ascertain whether it represents the meaning provided in the data. The next stage involved the definition and naming of themes which implied explaining what each theme was about and directing each theme to the aspect of data it captured. The aim was to identify the essence of what each theme was talking about. Finally, after themes had been

identified, a report was written when there was a full set of well-established themes. This report captured the findings of the study in relation to the research questions the study sought to answer.

3.9 Ethical Issues

Research ethics refers to the correct rules of conduct necessary when carrying out research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them (Seidman, 2006). Also, Kusi (2012) stated that in educational research, ethics are the issues that are related to how the researchers conduct themselves or their practices and the consequences of these on the participants in the research. It also spells out that participants have the right to withdraw even after consent has been given. This is in line with (Cohen et al., 2000). Judkins-Cohn, Kielwasser-Withrow, Owen and Ward (2014) who stated that informed consent arises from the participant's right to freedom. Researchers have moral responsibility to protect participants from harm. The primary responsibility for the conduct of ethical research lies with the researcher.

Researchers have a responsibility to ensure as far as possible that the physical, social and psychological well-being of the research participants are not detrimentally affected by the research. Research relationships should be characterized, whenever possible, by mutual respect and trust (Wagner, Roessner, Bobb, Klein, Boyack, Keyton & Börner, 2011). In this study, an application was submitted to my department for introductory letter to open up access to the appropriate JHS teachers considered for the study after the setting have been decided. Consent was sought from all the participants. Participants were asked to make a choice to be part of the study after some explanations pertaining to the study were given.

Punch (2008) is of the opinion that researchers should be mindful of ethical issues especially in social science research because it is concerned with data about people. Consideration for moral issues and respect for participants is essential in social science research. Hence, in this research several ethical issues were taken into consideration. The research addressed all ethical concerns which include informed consent, anonymity and confidentiality.

The participants were made aware that their participation was voluntary, and that they were free to decline or accept to engage in the research. Anonymity of study respondents was also highly taken into consideration in the present study. (Oliver, 2010) pointed out that anonymity is a vital issue in research ethics because it gives the participants the opportunity to have their identity concealed. In this study, fictional names were used for identification purposes which could not be traced to the participants. In order not to unnecessarily invade the privacy of participants, I made prior visits to schools before the data collection to seek their consent. Neither names nor any identifiable information from respondents was taken as a way of ensuring the ethical principle of anonymity. This was to prevent possible victimization of respondents where certain responses may be viewed as unpalatable to other stakeholders.

On the issue of confidentiality, efforts were made to maintain confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondents' names was recorded in the study. Most importantly on the ethical issues of the study, pieces of information that was cited from earlier studies on teacher stress and job performance to support the review of

related literature were duly acknowledged through both citation and referencing in order to avoid academic dishonesty, otherwise known as plagiarism.



CHAPTER FOUR

RESULTS AND FINDINGS

4.0 Introduction

The purpose of the study was to explore the influence of teacher stress on job performance among basic school teachers in the Asikuma Odoben Brakwa District. Explanatory sequential mixed method was considered for the study.

With the quantitative aspect of the study, survey was used in soliciting for the responses of teachers at the various schools in Asikuma Odoben Brakwa District. The data were analysed according to the research questions. Socio demographic variables, research questions one, three, and four were analysed with frequencies, percentages, standard deviation and mean. Research question two was tested with Pearson Moment correlation. The sample size for the quantitative aspect of the study was 237. One hundred and fifty-nine were males whereas 78 were females.

Qualitative aspect of the study presents the analysis of the interview data. The analysis helps to further explain the findings of the quantitative study. The information in this section is aimed at answering questions that were set after the quantitative result of the study. Code identities given to teachers and some words and phrases are in bold type for emphasis and attention. Also, verbatim responses are in italics and single quotation marks.

4.1 Socio-Demographic Information

This section of the chapter presents the analysis of the background data of the respondents in both quantitative and qualitative data. The background data for the quantitative aspect of the study include sex, professional qualification and years

taught as teacher. The background data for qualitative study include six interviewees. Three of the interviewees were male and three were females.

Table 3: Distribution of Respondents by Sex

	Frequency	Percent
Female	78	32.9
Male	159	67.1
Total	237	100.0

Source: Field Survey, Anakwa (2020)

Data from Table 3 show that 159 (67.1%) were males whereas 78 (32.9%) were females. It can, therefore, be concluded that majority of respondents involved in the study were males, suggesting that the district is male dominated.

Table 4: Distribution of Respondents by Educational Qualification

	Frequency	Percent
Diploma	76	32.1
1st Degree	145	61.2
2 nd Degree	16	6.8
Total	237	100.0

Source: Field Survey, Anakwa (2020)

Information from Table 4 reveals that 145 (61.2%) of the participants are first degree holders, 76 (32.1%) are diplomats whilst the rest 16 (6.8%) hold Master's degree in different or education related programmes. It is concluded that the teachers selected for this study meet the minimum requirement of Diploma.

Table 5: Distribution of Respondents by Years of Teaching Experience

	Frequency	Percent
0-3 years	21	8.9
4-6 years	81	34.2
7-10 years	82	34.6
11 years+	53	22.4
Total	237	100.0

Source: Field Survey, Anakwa (2020)

Information from Table 5 shows that 82 (34.6%) have taught for 7-10 years, 81 (34.2%) have taught for 4-6 years, 53 (22.4%) have also taught for 11 years and above and 21 (8.9 %) have taught for 0-3 years. Therefore, it can be concluded that majority of the respondents used for the study have been teaching for 7-10 years.



4.2 Summary of the Coding Process used in generating the Themes

Meaning Unit	Condensed Meaning Unit. Description Close to the Text	Condensed Meaning Unit. Interpretation of the Underlying Meaning	Sub-theme	Theme
In my perspective, stress encompasses anything that becomes a hindrance to my work, creating disruptions and impeding my ability to work smoothly.	Stress, for me, refers to anything that disrupts the smooth flow of my work. It's those things that act as hindrances, preventing me from working effectively	This individual views stress not merely as a mental state but as a tangible impact on their workflow, emphasizing the hindrances that hinder the smooth functioning of their work activities.	Influence on work performance and productivity	<i>Workplace hindrances and stress</i>
Anything that becomes a hindrance to my work and prevents me from being able to work effectively is what I consider as stress	Any factor that hinders my work and prevents me from working effectively is what I identify as stress.	The individual views stress through the lens of functionality and effectiveness, focusing on the tangible disruptions that interfere with their ability to perform tasks efficiently.	Tangible disruptions in work efficiency	<i>Functional Impacts of Stress</i>
To me, I see that teaching professionals operating from their homes frequently face stress, especially in navigating interactions with their closest family members. The challenges of balancing professional responsibilities with domestic roles can create a source of strain, impacting the overall well-being of educators in a home-based work environment.	Educators working from home often encounter stress, particularly in their interactions with the most significant members of their families.	It implies that the challenges of remote work for educators extend beyond professional responsibilities and spill into the personal domain	Causes of stress	<i>Stressors</i>
In fact, the constant pressure and workload are affecting my ability to	The constant juggling of student challenges and tight deadlines has become	The educator expresses the cumulative impact of handling both student challenges and tight	Influence of stress on occupational performance	<i>Effects of Stress on Occupational Performance</i>

<p>concentrate and plan lessons effectively. Similarly, Dealing with student challenges and meeting deadlines take a toll on my emotional well-being, impacting how I engage in the classroom. Stress has made it harder to stay positive and enthusiastic about teaching, affecting my overall job satisfaction.</p>	<p>emotionally taxing, diminishing my ability to wholeheartedly engage in the classroom. The weight of stress has cast a shadow over my positivity and enthusiasm for teaching, significantly impacting my overall job satisfaction.</p>	<p>deadlines, describing the experience as emotionally taxing.</p>	<p>Expression of stress</p>	<p><i>Visible Effects of Stress</i></p>
<p>The strain is deep, particularly evident in the persistent tension gripping my shoulders, accompanied by unwelcome companions-frequent headaches. These physical manifestations serve as clear indicators of the profound stress I bear. Beyond the bodily toll, my sleep patterns have undergone noticeable alterations, and even my appetite has waned, all tangible signs pointing to the weight of stress. I attribute these shifts to the demanding juggle of teaching and administrative duties, where the physical toll paints a vivid</p>	<p>The individual communicates a vivid account of the physical toll that stress has taken on them. The mention of intense tension in the shoulders and persistent headaches serves as tangible evidence of the bodily effects of stress. The statement further reveals the broader impact on overall well-being, as changes in sleep patterns and appetite emerge as clear indicators of the stressors faced in the dual roles of teaching and administrative responsibilities</p>	<p>The tension is intense in my shoulders and the headaches have become a regular companion-clear signs of the physical manifestation of stress. I've noticed changes in my sleep patterns and appetite, physical manifestations that I attribute to the stress of managing both teaching and administrative responsibilities</p>	<p>Expression of stress</p>	<p><i>Visible Effects of Stress</i></p>

<p>picture of the challenges faced in managing these professional responsibilities</p>	<p>This individual has discovered comfort and peace through the intentional practice of mindfulness. By weaving short breaks into their daily routine, they carve out moments for self-reflection and rejuvenation. These intentional pauses act as powerful and positive coping mechanisms, offering a sanctuary for mental renewal</p>	<p>This individual has deliberately adopted mindfulness practices and integrated short breaks into their daily routine as a means of cultivating comfort and tranquility. The act of consciously creating moments for self-reflection and rejuvenation is portrayed as intentional and purposeful.</p>	<p>Effective coping approaches</p>	<p><i>Positive Adaptive Mechanism</i></p>
<p>I've found solace in practicing mindfulness and incorporating short breaks during the day. These moments of reflection and rejuvenation serve as my positive coping mechanisms, allowing me to navigate stress with resilience and maintain a healthy balance between my teaching and personal well-being</p>	<p>This individual has observed a growing dependence on caffeine and late-night work sessions. While these tactics offer a brief surge in energy, the overall impact on well-being is less than favorable.</p>	<p>This individual has become increasingly reliant on caffeine intake and engaging in late-night work sessions. Despite providing a short-term boost in energy, these coping tactics are not contributing favorably to their overall well-being.</p>	<p>Ineffective coping approaches</p>	<p><i>Negative Adaptive Mechanism</i></p>

Source: Adapted from Bedu-Addo (2010).

4.3 Analysis of Research Questions

Research Question One: What are the causes of stress among basic school teachers in the Asikuma Odoben Brakwa District?

Research question one sought to provide answer to the causes of stress among school teachers. Research question one was answered descriptively using mean and standard deviation. On the questionnaire, 14 items (4-17) were used to elicit responses from participants. The items about the causes of stress are rated on a four-point, Likert-type scale with Very Often as 4 and Not at All as 1. The highest mean on four-point, Likert-type scale is 4 and the lowest mean is 1. The cut-off point for comparison is the average of the two extreme scores on four-point, Likert-type scale. The cut-off point for comparison is 2.5. Thus, all factors relating to causes of stress that obtains a mean of 2.5 and above are considered as high. Factors relating to causes that fall below 2.5 mean are considered as low. Causes of stress are shown on Table 6 in a descending order.

Table 6: Causes of Stress by Respondents

Statement	Mean	Std. Deviation
Lack of resources to implement some of the policies and programmes is a stress to me.	3.18	.81
Inadequate or poorly defined discipline policies to control pupil's indiscipline make my work stressful.	2.92	.89
I feel stressed when my authority is rejected by pupils.	2.92	.94
Increase in workload as result of the policies and programmes causes stress to me.	2.88	.86
I feel stressed with the frequent changes in the educational policies and programmes in the district.	2.84	.91
My class size is too big and causes me stress.	2.69	1.07
I have to take work home to complete it due to inadequate time in the school.	2.60	.97
I get too little support from the teachers with whom I work with.	2.48	1.04
I lack opportunities for professional development due to my job policies.	2.46	.99
My personal opinions are not sufficiently aired in my school.	2.39	.98
I am not emotionally/intellectually stimulated on the job.	2.38	1.09
I have difficulty organizing my time in order to complete task.	2.28	.93
My headteacher/ supervisor make demands of me that I cannot meet.	2.17	1.07
I feel my headteacher/ supervisor does not approve of the job I do.	2.10	1.13
Valid N (list wise)		

Information from Table 6 shows that “Lack of resources to implement some of the policies and programmes is a stress to me” had the highest (mean = 3.18, Standard Deviation = .81); on the other hand, “I feel my head teacher/ supervisor does not approve of the job I do” had the lowest (mean = 2.10, Standard Deviation = 1.13). From Table 6, it can be seen that there were several factors that cause stress to teachers; however, “Lack of resources to implement some of the policies and programmes is a stress to me” was the major cause of stress to teachers. From Table 6, majority (mean = 3.18, Standard Deviation = .81) of the respondents were of the view that they lack resources and materials that could be used to aid their teaching and learning. At the school, resources such as curriculum, syllabus, textbooks etc. are major factors that could ease teaching and learning if they are readily available. However, when these essential resources are unavailable, it puts a lot of strain on the teacher in his or her preparation and delivery. This result is in agreement to the study of Naylor (2001) who mentioned that lack of resources makes teachers’ work more difficult and may increase their workload and stress levels. From Table 6, the following factors were also considered as higher means which implies that respondents often consider these factors as sources of stress. These include; “Inadequate or poorly defined discipline policies to control pupil’s indiscipline make my work stressful” (with the mean = 2.92, Standard Deviation = .89). This implies that majority of the respondents felt that there was no disciplinary policy directing them on how to discipline pupils when they show indiscipline behaviours.

This situation could be true because in 2017 the Ghana Education Service brought a policy that prohibits teachers from using corporal punishment to punish pupils (Ghana Education Service Council, 2017). The teacher experiences stress when he/she does not know what to do when the child exhibits indiscipline behaviour and as a result

feels frustrated. Also, “I feel stressed when my authority is rejected by pupils” (with the mean = 2.92, Standard Deviation = .92) is another cause of stress from Table 6. This result also highlights the point that teachers feel stress when their pupils disregard them in the course of executing their duties. They become worried and disturbed anytime this occurs. The result again is in congruent with Hastings and Bham (2003) whose study revealed that students’ disrespectful behaviour, inattentiveness, and antisocial behaviour are source of stress to teachers. Again, “Increase in workload as a result of the policies and programmes causes stress to me” (with the mean = 2.88, Standard Deviation = .86) was considered as a source of stress. The respondents mentioned that workload was a common source of stress to them. The result is in agreement with the study of Aquino (2008) which stated that teachers in the course of instruction engage in activities like standing long hours to teach, marking, writing, monitoring students with varied abilities, class control, coordinating co-curriculum activities, etc. which makes their work difficult and causes stress. Furthermore, “I feel stressed with the frequent changes in the educational policies and programmes in the district” (with a mean = 2.84, Standard Deviation = .91) was a cause of stress. The result is congruent with the Nnuro (2012), Asonaba and Yankyera (2015), Kusi et al., (2018), and Kokoroko and Sabda (2019) who maintained that there is high stress on Ghanaian teachers due to poor nature of the teaching work and policies.

Also, the respondents felt that the frequent changes in the educational policies and programmes do put a lot of pressure on them as teachers. The frequent change in the educational policies and programmes compelled the teacher to consistently change their approach to work and delivery, which in the long term makes their work stressful. More so, “My class size is too big and causes me stress” as a statement

(which had a mean = 2.69, Standard Deviation = 1.07) was another cause of stress to respondents. From Table 6, it could be inferred that participants were more concerned about the large number of pupils that they have to teach. During instructional periods, teachers would have to engage pupils in numerous activities such as class control, mark exercises, group work, monitor pupils' behaviour, etc. but since the class size is large, it puts a lot of pressure on them and makes them stress up. This finding is in agreement with the assertion of Sprenger (2011) that large class size is one of the first order sources of stress to the teacher couple with other factors. Lastly, "I have to take work home to complete it due to inadequate time in the school" as a statement (with a mean = 2.60, Standard Deviation = .97) was a cause of stress. This implies that teachers do not get enough time during their work in the school and as a result they take their work home to complete them before the next day's activity. This means that the sampled teachers do not have enough rest even after the day's work from school. Consequently, the teachers have to send work home to complete. This could imply that the sampled teachers do not even get enough time to spend with their family members and other significant others.

Therefore, from the above discussion, it can be said that in order of importance the following factors were found to be causes of stress among the sampled teachers at Asikuma Odoben Brakwa District:

- i. Lack of resources,
- ii. Poorly defined discipline policy,
- iii. Students disrespecting teachers' authority,
- iv. Increase in workload,
- v. Frequent changes in the educational policies and programmes,
- vi. Large class size, and

vii. Taking work home due to inadequate time.

From the quantitative result, all the causes of stress are school related. However, the qualitative aspect of the study added other causes of stress that were home related, school related and due to poor condition of service. With the home related factors, three teachers out of six expressed their views as follows:

Teachers at home also experience stress especially when it comes to relating with the most relevant members of the family. (Participant 3)

Maybe my husband or the children might disturb me in the house to the extent that if I do not control it and I can bring it to school. (Participant 4)

Sometimes the co-tenants in the house could pose as a challenge to you and you may be annoyed and when it is brought to the school the teacher could transfer this anger to the pupils and consequently affect his job performance. (Participant 6)

Thus, the home related factors were relating with the most relevant members, husband/children disturbing a female teacher and co-tenants causing problems for teachers at home. It can, therefore, be inferred that teachers' stress may be linked also to events occurring at home.

Further, result of the qualitative study revealed some school factors that cause stress.

Two teachers were of the view that school factors that cause stress were as follows:

When a child is indisciplined, it will be difficult for the teacher to have a good relationship with him or her. This will affect the child's academic performance and cause a bit of stress for the teacher. (Participant 1)

Educational policy like inclusive education put a lot of stress on the teacher as the teacher must put in extra effort to make sure that he or she tries to meet the learning needs of all children especially those with special educational needs. When it happens like that the teacher becomes stressed up after instruction all the time. This is because; the teacher must constantly repeat things for the special child several times.

*The workload put a lot of pressure on teachers. When a teacher is given an **unfamiliar subject** to teach and **other extra-curricular activities** to handle put a lot of pressure on them. At the JHS, teachers are made to do subject teaching. The situation where the teacher is given an unfamiliar subject, he or she must prepare adequately before coming to class this put a lot of stress on the teacher. On the extra-curricular activities, teachers are assigned other responsibilities for example club madam, sport madam, etc. as the teacher combined these functions to teaching, the stress become more and unbearable for him or her. ‘ (Participant 5)*

The comments bolded indicate that child indiscipline, inclusive education, workloads, unfamiliar subject and other extracurricular activities were the perceived causes of stress for teachers. It can, therefore, be said that child indiscipline, inclusive education, unfamiliar subject and other extracurricular activities were additional findings of causes of stress. However, these causes are linked to the school factors. These findings either than the inclusive education and the unfamiliar subject are buttressed by the study of Gold & Roth (2013) and Van Dick & Wagner (2001) who opine that teacher stress was as a result of student’s indiscipline, instruction, and variety of specific task that the teacher must perform in the course of their teaching role.

Again, poor condition of service was revealed to be additional cause of stress among teachers. A teacher’s view is as follows:

*„**Poor mobile connectivity, poor road network and poor accommodation** ... cause stress for teachers at the villages“ (Participant 4)*

From the response of the participant, it can be inferred that teachers who are posted to villages where there is poor network connectivity, poor road network and poor accommodation find it difficult to cope with such environment, hence causes them stress. This view could be true because most of the teachers posted to these villages are not familiar to such environment and therefore find it difficult to acclimatise themselves to the area. The findings are in agreement with the study of Suleman, et al.

(2018) who asserted that secondary teachers become stressed because they feel they work under risky and impoverished working conditions which are unsatisfactory to their welfare and convenience.

Research Question Two: How does stress manifest itself among basic school teachers in the Asikuma Odoben Brakwa District?

Research question three was answered descriptively using mean and standard deviation. Research question three sought to provide answer to stress manifestation among teachers. On the questionnaire, 9 items (25-33) were used to elicit responses from the respondents. The items about the manifestation of stress are rated on a four-point, Likert-type with a scale Very Often as 4 and Not at All as 1. The highest mean on four-point, Likert-type scale is 4 and the lowest mean is 1. The cut-off point for comparison is the average of the two extreme scores on four-point, Likert-type scale. The cut-off point for comparison is 2.5. Thus, all factors relating to manifestation of stress that obtain a mean of 2.5 and above are considered as high (participants often view the factors as manifestation of stress). Factors relating to manifestation of stress that fall below 2.5 mean are considered as low (participants sometimes or do not view the factors as manifestation of stress). The manifestations of stress are shown on Table 10 in a descending order.

Table 7: Manifestation of Stress

	Mean	Std. Deviation
I experience headaches when stressed up.	2.72	.98
I become angry or frustrated.	2.63	1.03
I sleep more than usual when stressed at work.	2.60	1.00
I feel anxious under stress.	2.53	1.02
I feel tensed at the end of school everyday.	2.51	.94
I experience rapid or shallow breath under stress.	2.34	1.07
I become tired in a very short time on the job.	2.32	1.04
I procrastinate work to be done.	2.29	1.05
I experience increased blood pressure under stress.	2.29	1.17
Valid N (list wise)		

Rated on a four-point, Likert-type scale where 4= Very Often and 1= Not at All

Table 10 reveals that “I experience headaches when stressed up” had the highest (Mean= 2.72, Standard Deviation = 0.98), which means that the statement was the experience that teachers often manifest when they are confronted with stress whereas “I experience increased blood pressure under stress” had the lowest (Mean = 2.29, Standard Deviation = 1.17), which also means the teachers do not or sometimes experience this statement when confronted with stress. From Table 10, it can be observed that majority of the respondents (with the Mean= 2.72, Standard Deviation = 0.98) agreed that “I experience headaches when stressed up” was the most manifestation of stress among teachers. This could be implied that the sampled teachers usually have headaches and other somatic conditions whenever they are stressed up. Headaches may affect teachers by not being able to teach due to the excruciating pain that they go through. The implication of having headaches as a result of stress may lead to the abuse of painkillers.

The findings are consistent with (Tsai et al., 2006) and (Kusi et al., 2018) who revealed that teachers, when they are stressed out, manifest both emotional and physiological symptoms. They highlighted that physiologically stress manifests in teachers through fatigue symptoms such as headaches, physical exhaustion and physical weakness. Another statement that the respondents often considered high manifestation of stress is “I sleep more than usual when stressed at work” (which had a Mean= 2.63, Standard Deviation = 1.03). The result implies that the sampled teachers mostly sleep at work at the expense of instructional periods. The findings could mean that when the teacher experience stress and are perplexed about the condition, they become exhausted, which results in sleeping during contact hours. This result is in agreement with the study of Watts & Robertson (2011), Sprenger (2011) and Tsai et al., (2006) who maintained that teachers exhibit signs of tiredness, fatigue, mental exhaustion, and sleep when they are confronted with stress at the work place.

Also, the statement “I feel anxious under stress” (which had the Mean= 2.53, Standard Deviation = 1.02) was often considered high manifestation to stress by teachers. The implication of this result is that the sampled teachers at Asikuma Odoben District often experience anxiety due to the stress that their work poses to them. The result is congruent with the study of Almokhtar et al., (2019) who revealed that anxiety is associated with restlessness, feeling keyed up or on edge, being easily fatigued, difficulty in concentrating or mind going blank, irritability, muscle tension, and irritability. If teacher stress persists for long within the work place in the district, a lot of teachers may lose interest in the profession. This may in the long run affect the work performance of the teachers and the students. Lastly, the statement “I feel tensed at the end of school every day” also had Mean= 2.51, Standard Deviation = .94. The

implication of this finding reveals that the sampled teachers are often overwhelmed by the work that they do in the district every day. This could be that the affected teachers would be worried, angry, and panic each day that they go to school. When the situation prolonged, teachers will feel reluctant to go to school, hence increasing absenteeism in the district. The finding buttressed Kotwas et al. (2017) who opines that some of the emotional response to stress on people when not resolved include fear, worry, panic, guilt, anger, depression, despair, impatience, etc.

In addition, the qualitative result further helped to explain that stress can be manifested psychologically or emotionally and physically. With the psychological or emotional manifestation of stress, four teachers responded as:

*Teachers show **frustration** like I mentioned earlier on. ‘ (Participant 1).*

*...When the pupils call on you at the time that you feel tired you try to vent your anger and **frustration** on them in order to throw them off and have your piece of mind. ‘ (Participant 5)*

*I become **anxious** when I am stress. I become **disturbed** and do not know what to do. ‘ (Participant 2).*

*–I feel lazy, you become careless and **nothing matters** to you. I relax and sleep especially during the week end”. (Participant 6).*

It can be concluded that psychological or emotional manifestation of stress were frustration, anxiousness, being disturbed and nothing mattering to the teacher. Comments from participants 1, 2, 5 and 6 indicate that teachers’ way of manifesting stress is psychological or emotional. When teachers are frustrated, it may result in anger towards anybody around them. This means that students may be the bearers of the teachers’ frustration. A frustrated teacher may also quit or give up their job. In some cases, it may lead to loss of self-esteem. Anxiousness may also imply that teachers may be restless and nervous. This may affect them concentrating or thinking about anything other than the present worry. They will be ultimately disturbed. Being

frustrated, anxious, disturbed and nothing mattering to the teacher can be concluded to be relating to psychological/emotional manifestation of stress of teachers. This result again agrees with the study of Kotwas et al. (2017) who maintained that stress has the capacity to affect people physiologically, cognitively, emotionally and behaviourally. On the emotional response to stress on people, he added that stress, when it builds up in a person, has the potency to make the individual display symptoms like fear, worry, panic, guilt, anger, depression, despair, impatience, hopelessness, disengagement, etc.

Again, five of the teachers were of the view that their manifestation of stress was physical. Their physical manifestations of stress were absenteeism, headache, joint pains, feverishness, sore throat, loss of appetite, staying away from work, not teaching, taking permission frequently, procrastinating and being lazy/careless.

Teachers' responses can be seen below:

—Absenteeism. The environment that you are going to work, there are a lot of issues there, so you will not be encouraged to come to school... ' (Participant 1)

—Just as I was saying earlier, I visited the hospital yesterday with a symptom of malaria. After a thorough examination the Doctor concluded that it was not malaria but rather it was stress. I was having headache, joint pains, feverish, sore throat and loss of appetite.' (Participant 3)

'Teacher stays away from work, go to class but do not teach and take permissions frequently.' (Participant 4)

—The teacher under stress keeps procrastinating the job that he or she is supposed to do. Also, teachers also put-up anger tantrums when they are stressed up or tired. Example when the pupils call on you at the time that you feel tired you try to vent your anger and frustration on them in order to throw them off and have your piece of mind.' (Participant 5)

—I feel lazy, you become careless and nothing matters to you. I relax and sleep especially during the week end.' (Participant 6)

Comments from the five teachers indicate that when teachers are stressed, they may show signs that are physical. Absenteeism as a physical manifestation of stress may imply that students' performance may be impacted significantly in a negative way. If teachers are not able to come to school consistently due to the stress they go through, students may not be able to score on a standardised test.

Research Question Two: What is the relationship between teacher stress and the job performance of basic school teachers in the Asikuma Odoben Brakwa District?

Research question two sought to find out the relationship between teacher stress and their job performance. The relationship between stress and job performance was answered using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. On the questionnaire, 7 items (18-24) were used to elicit responses from the respondents. This is shown in Table 8.

Table 8: Pearson Correlation Matrix between Stress and Job Performance

		Stress	Job performance
Stress	Pearson Correlation	1	-.336**
	Sig. (2-tailed)		.000
	N	236	235
Job performance	Pearson Correlation	-.336**	1
	Sig. (2-tailed)	.000	
	N	235	236

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

Information from Table 8 shows the correlation coefficient to be negative (–.336), indicating a negative correlation between stress and job performance. This means that the more stressed teachers are, the less their job performance. There is also a medium correlation between the two variables (–.336), suggesting moderate correlation between stress and job performance. A correlation of $r = -.34$ when squared and

multiplied by 100 indicates 11.56 percent shared variance between the two variables. This means that stress helps to explain nearly 11.56 percent of the variance in respondents' scores on the job performance.

In other words, teachers stress had 11.56 percent effect on their job performance. It can, therefore, be implied that there was a moderate, negative correlation between the two variables [$r = -.34$, $n = 236$, $p < .0005$], with the more teachers were stress, the less their performance on their job. This finding is buttressed by the study of Baraza, Simatwa and Gogo (2016) who opined that either low stress or high stress levels on teachers have the capacity to lead to low productivity. They encouraged managers and school administrators to devise strategies to maintain the stress level of teachers at a moderate level in order to improve performance.

In addition, the qualitative result further explored the ways stress affect teachers' performance. Qualitative result shows that teachers' stress affects their job performance through teaching problem, preparation problems, and lack of performance. Additionally, teachers revealed there are relationship between teachers stress and their job performance. These include low output, loss of concentration, low quality of job performance, and work postponement. Teachers' verbatim responses have been grouped and presented below.

*Yes, one day a boy disrespected me in class and that actually disturbed me that day. I was **not able to teach** again. (Participant 1).*

*Stress affects the performance of the teacher. I currently have headache, as a result I will **not be able** to go to class **to teach**.' (Participant 3)*

*Again, as the JHS teachers are expected to give out notes for pupils to copy but when the teacher is stressed he or she is **not able to do that** so most of the times teachers **do not teach**. (Participant 6)*

Participant 1, 3 and 6 comments imply that stress affects teachers by impairing their ability to teach. It can, therefore, be concluded that stress affects teachers' job performance by impairing their teaching prowess. This finding is in agreement with the study of Mayer (2001) who mentioned that teacher stress thwart their efficacy to perform their instructional role.

A teacher is of the view that stress leads to preparation problems. Participant 2 said, *„stress sometimes **do not help me prepare well** before going to class.’* The same participant added, *„When you are stress up you **cannot revise** you note before going to class.’* From the comments of participant 2, it can be, logically, said that one of the ways stress affects teachers is preparation problems. Before a teacher goes to teach, he or she must prepare in advance before instruction. That is, he or she must prepare his lesson note, read around the lesson to be taught, rehearse on the methodology and gather the necessary teaching and learning resources. However, when stress sets in, the teacher will not be able to perform these essential duties prior to instruction which could consequently affect performance.

Also, another teacher is of the view that stress leads to lack of performance. The teacher said:

*„Stress affects the performance of the teacher. I currently have headache, as a result I will not be able to go to class to teach. Even if I should go I will **not be able to perform** as expected of me because my delivery and output of work will go down. If this situation should continue for some time it will affect my job performance greatly’.*
(Participant 3)

From the comment of participant 3, it can be realised that stress does affect teachers by not helping them to perform. The inference is that, when the teacher is stressed, he or she becomes overwhelmed by the situation and as a result is not able to find any alternative to ameliorate the challenge that the individual is going through. The

assertion is congruent with Sprenger (2011) who maintained that teachers who are overwhelmed by stress lack the enthusiasm for cultivating positive relationships with their students and as a result, they become less involved, less tolerant, less caring and above all less productive.

Again, participant 3 revealed that stress leads to low output. The participant initially has revealed that stress makes the teacher unable to perform. He further added that, *‘...output of work will go down’*. Hence, it can be said that stress does affect job performance of teachers by reducing output of work.

A teacher is of the view that stress makes him lose focus. He said:

*‘...as I was in the village and was not getting my needs met, it really disturbed me and as a result of that I was **not focusing** on teaching the children.’ (Participant 5).*

The comments from participant 5 shows that stress in a way can affect the concentration level of teachers. This implies that the teacher is not able to give full attention to the work that he or she is obliged to perform due to the stressed conditions that he or she finds himself or herself. The teacher spends greater part of his attention on fulfilling his needs at the expense of the instructional task. If this is not dealt with, it may both implicate the teacher and students’ academic performance. This is congruent to the results of Hepburn and Brown (2001) and Ukonu et al. (2019) who opined that stress leads to symptoms such as fatigue, increased illness and inability to concentrate.

Further, participant 6 is of the view that stress leads to low quality performance. Participant said: *‘When you are stressed you will **not be able to give out your best** when it comes to the execution of your tasks.’ (Participant 6).* The comments from participant 6 may imply that low quality of work will be done since teachers are

unable to give out their maximum best. The finding reveals that stress affects the capacity of the teacher to perform optimally. This finding is in agreement with the study of Ukonu, et al. (2019) who asserted that, apart from low concentration, stress affects teacher's productivity level to be low.

Participant 6 stated that stress leads to work postponement. Participant said that „Stress makes teachers *procrastinate* their duties.’ (Participant 6). The implication of this result is that work will not be done on time and hence output will be affected.

Research Question Four: How do basic school teachers in the Asikuma Odoben Brakwa District cope with stress?

Research question four was answered descriptively using mean and standard deviation. This research question sought to provide answers to coping with stress among teachers. On the questionnaire, 9 items (34-42) were used to elicit responses from the respondents. The items about the coping mechanism are rated on a four-point, Likert-type scale with Very Often as 4 and Not at All as 1. The highest mean on four-point, Likert-type scale is 4 and the lowest mean is 1. The cut-off point for comparison is the average of the two extreme scores on four-point, Likert-type scale. The cut-off point for comparison is 2.5. Thus, all factors relating to coping with stress that obtain a mean of 2.5 and above are considered as high (which means participants often use these coping mechanisms). Factors that fall below 2.5 mean are considered as low (which means participants do not or sometimes practice these as coping mechanisms). The coping strategies are shown on Table 9 in a descending order.

Table 9: Coping Strategies Used by Teachers

	Mean	Std. Deviation
I talk to my friends for support.	2.73	2.86
I practice relaxation exercises when stressed.	2.50	.86
I talk to my superiors for advice.	2.38	1.05
I withdraw from people when I am under stress.	2.12	.95
I take days off from work when feeling stressed.	2.11	1.07
I attend stress management programmes to reduce stress.	1.91	1.04
I seek professional help from a counsellor.	1.89	.99
I take in tranquilizers (or drugs) to relax when stressed.	1.78	1.02
I drink alcoholic beverage when feeling stressed.	1.72	1.06
Valid N (listwise)		

Rated on a four-point, Likert-type scale where 4= Very Often and 1= Not at All

Table 9 reveals the coping strategies of teachers against stress. It was observed that the statement “I talk to my friends for support” had the highest (Mean = 2.73, Standard Deviation = 2.86). On the other hand, “I drink alcoholic beverage when feeling stressed” had the lowest (Mean = 1.72, Standard Deviation = 1.06). From Table 9, the statement “I talk to my friends for support” (with the Mean = 2.73, Standard Deviation = 2.86) suggests that the sampled teachers within the district often use the friends as a source of support in times of stress. They fall on their colleagues and family members and share their worries, fears, anxieties and anything that is bordering them with these significant individuals. This means that having quality of friends to talk to when stressed will bring a healthy psychological resilience. This implies that teachers who are supported by friends when they are stressed up do that in order to receive advice, discuss feelings, get emotional support, get sympathy and understanding, and to talk about their feelings.

The finding is consistent with the study done by Graber, Turner and Madill (2016), Watts and Robertson (2011) and Schonfeld (2001) who contend that friends support was one of the strategies that teachers could employ to ameliorate the stress they go through. Also, the statement “I practice relaxation exercises when stressed” had the Mean = 2.5, Standard Deviation = .86. The current result also revealed that relaxation exercise is one of the coping strategies that the sampled teachers employ to reduce stress. It could be elaborated that teachers in the district do relaxation exercises that are available to them in order to reduce the stress they go through apart from talking to friends. This result is consistent with a study done by Kyriacou (2001) and Gulwadi (2006), who revealed that relaxation techniques are used in reducing stress. From Table 11, it can be summarised that only two coping strategies were used most by teachers when stressed up. These were talking to a friend for support and practicing relaxation exercises.

In addition to the quantitative information, the qualitative results further explored two other ways of coping with stress. Five of the teachers out of six were of the view that when they are stressed, they rest. Here are the views of the participants:

*When I come across anything that posse stress to me, I stop whatever that I am doing and come and sit down and **relax**.* ‘ **(Participant 1)**

*...For I when I am stress, I take a **rest**.* ‘ **(Participant 2)**

*...I didn't know earlier that I was going through stress but next time I will **relax**.* ‘ **(Participant 3)**

I find myself in a cool place and rest. ‘ **(Participant 4)**

*I feel lazy when am under stress, I **relax** and when the stress level becomes too must I take medicine to calm me down for the next day.* ‘ **(Participant 6)**

From the comment of the teachers, it can be said that they do take rest when they are stressed. The implication of resting is that their body and mind will be rejuvenated. Their mood would be regulated after some long hours of sleep or relaxing which could help them to calm down and be poised for the next day school activities. In addition to rest, a teacher mentioned that she takes in medicine when the stress heightens in order to sleep. Here is her comment:

*...I relax and when the stress level becomes too must I take **medicine** to calm me down for the next day.* **(Participant 6).**

The statement implies that some teachers, when they are overwhelmed by job stress and have exhausted their coping skills, adopt drug abuse. The situation, when the stress continues for long, could make the teacher abuse drugs. The finding is supported by the study of Amponsah et al. (2020) who revealed that a lot of teachers who go through stress, apart from praying and seeking advice from their lecturers, also abuse drug to reduce the stress they go through.

Lastly, the qualitative result again added that apart from relaxation and medicine use, recreational strategies and social support were suggested as coping strategies. Three out of six teachers were of the view that other coping strategies employed were through recreational activities. The teachers revealed that when they are stressed, they employ recreational strategies like sleep, having proper leisure time, play game, listening to music and looking at creation and wonders. The teachers' responses are seen below:

„Having enough sleep, and having proper leisure time. **(Participant 3)**

*„I will **play games** and sleep.* **(Participant 4)**

When it happens like that, you excuse yourself and seat at a quiet place, listen to music, and go for a work to release pressure by looking creation and its wonders. ‘ (Participant 5)

It can, therefore, be observed from the comment of participants 3, 4 and 5 that they engage in recreational activities as their other coping strategies to stress. The finding again could imply that respondents engage in activities that are their hobbies or interest to relieve them of the stress they go through. The finding is supported by the studies of Odorkor and Frimpong (2020), Amposah et al. (2020), and Ansah-Hughes et al. (2017), who maintain that teachers should engage in hobbies such as games, music, painting, etc. to reduce the stress that they go through.

With the social support, a teacher was of the view that the other way she copes with stress was by chatting with friends. Her view was that *‘Chatting with colleague teachers can help free the mind if you have an issue.* ‘ (Participant 5). Therefore, the comment from participant 5 is indicative of the fact that chatting with friends is a strategy for coping with stress. The finding has added to the earlier quantitative statement “I talk to my friends for support” which had the highest (Mean = 2.73, Standard Deviation = 2.86) as the main coping strategy used by sampled teachers within the district.

4.4 Chapter Summary

In this chapter, quantitative and qualitative results of the study were reported and discussed. The quantitative aspect of the study revealed significant differences between or among variables. These differences range from significant to non-significant ones. It was revealed in the quantitative aspect of the study that male and female teachers do not use the same coping strategies when it comes to dealing with stress.

Also, it was found that males and females have similar causes of stress. In addition, it was revealed that lack of resources, poorly defined discipline policy, students disrespecting teachers' authority, increase in workload, frequent changes in the educational policies and programmes, large class size and taking work home due to inadequate time are the causes of stress among teachers. In addition, the qualitative aspect of the study revealed stress as a hindrance and uncomfortable feelings. It also revealed other determinants of stress to be related to home factors, school factors and poor condition of service.

There was a moderate, negative correlation between the two variables (stress and job performance), with the more teachers were stress, the less their performance on their job. The study further showed that the manifestation of stress among teachers was psychological or emotional and physical. They were headaches, frustration or anger, over sleeping, anxiousness and muscle tension.

The current study showed that stress affects teachers' job performance through teaching problem, preparation problem, and lack of performance. Additionally, teachers revealed effects of stress on job performance as low output, loss of concentration, low quality of job performance, and work postponement.

Lastly, the study revealed that teachers cope with stress by talking to friends for support, relaxation, engaging in recreational activities and medicine use.

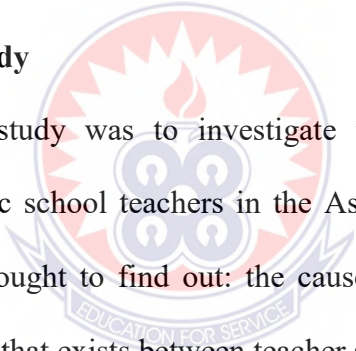
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary, conclusion and recommendations based on the findings. It summarizes the research methods employed in collecting data in order to obtain the findings to address the research questions formulated on teacher stress and job performance; the case of Asikuma Odoben Brakwa District. Based on the findings, conclusions were reached which enable recommendations to be made to appropriate authorities in order to improve the practice and policy. Also, suggestions are made for further research.

5.1 Summary of the Study

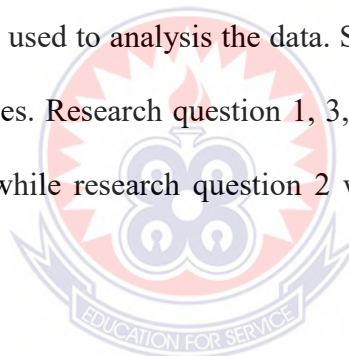


The main aim of the study was to investigate the influence of stress on job performance among basic school teachers in the Asikuma Odoben Brakwa District. Specifically, the study sought to find out: the causes of stress among basic school teachers, the relationship that exists between teacher stress and the job performance of basic school teachers, how stress manifests itself among basic school teachers, and how basic school teachers in the Asikuma Odoben Brakwa District cope with stress. In order to address the problem at hand and achieve the purpose of the study, the following research questions were formulated.

1. What are the causes of stress among basic school teachers in the Asikuma Odoben Brakwa District?
2. How does stress manifest itself among basic school teachers in the Asikuma Odoben Brakwa District?

3. What is the relationship between teacher stress and the job performance of basic school teachers in the Asikuma Odoben Brakwa District?
4. How do basic school teachers in the Asikuma Odoben Brakwa District cope with stress?

In addition, the study employed the explanatory sequential research design situated in the mixed methods research paradigm. Stratified and proportionate sampling procedures were used to sample 237 respondents to collect qualitative data and a convenient sampling technique was also used to select 6 participants to solicit responses to the qualitative data. Questionnaire and semi-structured interview were used to solicit response from the sampled teachers. Again, both descriptive and inferential statistics were used to analysis the data. Socio-demographic variables were analysed using frequencies. Research question 1, 3, and 4 were analysed using mean and standard deviation while research question 2 was tested with Pearson product-moment correlation.



5.2 Key Findings

The following are the key findings that emerged from the study.

- i. The study revealed that the causes of stress among basic school teachers were lack of resources, poorly defined discipline policy, students disrespecting teachers' authority, increase in workload, frequent changes in the educational policies and programmes. The rest are large class size, taking work home due to inadequate time, child indiscipline, inclusive education, unfamiliar subject and other extracurricular activities, poor mobile connectivity, poor road network and poor accommodation.

- ii. The current study showed that stress affects teachers' job performance. It was obvious that stress affects teachers' performance in teaching and preparation problems, loss of concentration, work postponement and low quality of job performance.
- iii. The study found out that there is a moderate negative correlation between teacher stress and job performance. That is, the more teachers become stressed, the lesser their performance on the job.
- iv. The study showed that manifestations of stress among teachers were psychological, emotional and physical. The psychological/emotional manifestations of stress revealed by the current study included frustration, unusual sleeping, anxiety, disturbed, feeling of emptiness and feeling tensed. Again, the physical manifestation of stress included headaches, absenteeism, joint pains, feverish, sore throat, loss of appetite, withdrawing from work, frequent permission, procrastination, being careless and lazy.
- v. The coping mechanisms employed by teachers when stressed were talking to friends, take medicine, engaging in recreational activities, and practicing relaxation exercises.
- vi. The study established that male and female teachers do not have similar causes of stress.
- vii. Male and female teachers do not use the same coping strategies when it comes to dealing with stress.

5.3 Conclusions

The study explored the influence of teacher stress on job performance among basic school teachers in the Asikuma Odoben Brakwa District. In addition, the study explored the causes of stress, the relationship between teacher stress and their job, the manifestation of stress and coping mechanism of stress. Based on the findings of the study, the following conclusions have been made.

Firstly, it can be concluded from the study that the causes of teacher stress can be grouped into school related, home related and conditions of service. This implies that, the causes of stress to teachers are multifaceted and numerous. It can however be said that teachers go through physical, social and psychological difficulties as causes of stress and these affect their overall mental wellbeing.

Secondly, the study also concluded that negative effects of stress manifest among teachers in psychological, emotional and physical terms. This implies that, these manifestations exhibits negative signs such as frustration and anger. Teachers putting up these behaviours stress is not good for their job performance and mental health.

Thirdly, it can also be concluded that stress influenced teachers' performance negatively. This means that the more teachers are stressed negatively, the less they performed on their job. Anything that put negative stress on a teacher is injurious to the performance of the teacher. The implication is that, undue stress on the teacher has a very precarious effect on the job that he or she is doing. A lot of responsibilities shouldered by the teacher stands to suffer the effects when negatively stressed especially the pupils who are direct beneficiaries of the teachers' actions.

Lastly, the support avenues available for teachers to cope with stress were both psychosocial and pharmacological. However, the excessive use of drugs to minimize the stress of teachers is harmful to the teacher health.

5.4 Recommendations

The following recommendations are made based on the findings of the research for policy and practice:

1. Firstly, since the study revealed that numerous avenues in which the stress that the teacher can come from that is school related, home related and conditions of service as a result, Ghana Education Service should see to the enhancement of the conditions of service of teachers. Teachers should be provided with the resources to aid their job. Also, the living conditions of teachers especially those posted to villages should be improved by the employer. Teachers should be provided with social amenities that will make their work comfortable and satisfactory. Authorities should provide teachers in villages with bungalows, good mobile connectivity, potable water and electricity to enhance the living standard of the teacher. When these conditions are met it will lessening the negative pressure that the teacher faces in trying to do his or her job and go a long way to reduce the level of stress they go through in trying to render their services.
2. Secondly, since the study revealed that stress negatively affects teachers' job performance, the District Education Directorate and for that matter Ghana Education Service through the Guidance and Counselling unit should organise seminars and training for teachers on stress and stress management strategies to help teachers to build resilience in times of stress. This will help reduce the impact of stress on the life of the teachers within the district.

3. Thirdly, since the study found out that there is a moderate negative correlation between teacher stress and job performance, the researcher recommends that the Ministry of Education, Non-governmental organizations, Counsellors, Community workers, and Psychologist who have the interest of the teacher and pupils at heart should come on board to provide psychosocial counselling services to teachers going through stress within the school environment. The provision of timely stress management counseling for teachers will help them to appreciate the influence stress in their lives and coping strategies to adopt.
4. Lastly, since there are many strategies employed to deal with stress of teachers, counsellors should be engaged by Ministry of Education and Ghana Education Service to explore further into these strategies and base on it to offer therapeutic support for stressed teachers.

5.5 Implications for Counselling

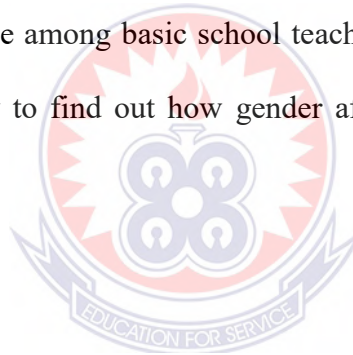
Counselling is a helping process involving individuals with problems hence seeking solutions to those problems. Oforjindu (2011) sees counselling as a personalized dialogue between the counsellor and the counselee during which the client seeks expert's assistance from the counsellor regarding the resolution of his problem. The role of a counsellor in a school cannot be overemphasized. Part of the duty of a counsellor in a school setting is to help the students, the teachers and any other person in the school community.

Findings indicated that teachers do not resort to consulting counsellors to assist them when stressed up. There is therefore urgent need for the counsellor to intensify effort in creating awareness on the need and importance of guidance and counselling on stress management among teachers which could be done through teachers' forum.

From the study, the causes of stress are numerous and categorised into school related, home related and conditions of service. The manifestations were also crucial affecting the behaviour. Also, counsellors have to intensify group counselling where valid, adequate and reliable information on stress management could be given to teachers. In addition, the guidance counsellors, psychologists and other experts need to intensify group guidance programmes to educate teachers on stress management. Such group programmes may include symposium, seminars and workshops.

5.6 Suggestions for Further Research

This study could be replicated. It could cover all teachers in various schools in the Central Region of Ghana. This will help bring out data about influence of teacher stress on job performance among basic school teachers comprehensively. Also, there could be a further study to find out how gender affects the way teacher cope with stress.



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APPENDICES

Questionnaire for Teachers

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF COUNSELLING PSYCHOLOGY

TOPIC: TEACHER STRESS AND JOB PERFORMANCE: THE CASE OF BASIC SCHOOLS IN THE ASIKUMA ODOBEN BRAKWA DISTRICT

Dear Respondents,

This questionnaire has been designed to solicit information for a research work being undertaken on the above topic. Teachers at the selected JHS have been selected as a unit for analysis. You have been selected to participate in this study. Your participation in this study is completely voluntary, which means that you could decide not to participate or withdraw at any time. Please note that all your responses will be treated with the utmost confidentiality. I hope to take less than 45 minutes of your precious time in answering this questionnaire. Please respond to the questionnaire by filling appropriately.

The information you provide would be used purely for academic purposes and inform practice. This study seeks to solicit information on how teacher stress affects the job performance of teachers in the Asikuma Odoben Brakwa district. I look forward to your participation and appreciate support in this important exercise, if you have any other issues concerning this exercise or counselling on this study you can contact Mr. Anakwa Abdul Rahman on 0246457309/ 0205540140. Thank you very much.

Consent to participate in research

I understand that any information I will share will remain confidential and that when the result of the study are published or discussed in conference, my identity as a respondent would not be revealed. By agreeing to continue with this survey, I submit responses to the researcher in question, my consent is given to participate in this study.

I consent to participate in this study [] YES [] NO

Section A: Background Information

Directions: Please tick (✓) the box corresponding to your choice or write the requested information concerning each statement.

1. What is your sex? Female [] Male []
2. What is your highest level of professional qualification?
 Diploma [] Degree [] Masters [] others (please specify)

3. How long have you thought as a teacher in the district?
 0-3 years [] 4-6 years [] 7-10 years [] 11years+ []

INSTRUCTIONS: Please read the following statements and measure each of them by ticking [✓] the appropriate cell that best expresses your response with respect to the themes of the various sections.

SECTION B: CAUSES OF STRESS AMONG JUNIOR HIGH SCHOOL TEACHERS

Key: 1= Not At All, 2= Sometimes, 3= Often, 4= Very Often

S/N	Statement	1	2	3	4
4	Inadequate or poorly defined discipline policies to control pupil's indiscipline make my work stressful.				
5	I fell stressed when my authority is rejected by pupils.				
6	My class size is too big and causes me stress				
7	I have to take work home to complete it due to inadequate time in the school.				
8	I have difficulty organizing my time in order to complete task				
9	My personal opinions are not sufficiently aired in my school				
10	I lack opportunities for professional development due to my organizational policies				
11	I am not emotionally/intellectually stimulated on the job.				
12	I feel stressed with the frequent changes in the educational policies and programmes in the district.				

13	Increase in workload as result of the policies and programmes causes stress to me.				
14	Lack of resources to implement some of the policies and programmes is a stress to me.				
15	My headteacher/ supervisor make demands of me that I cannot meet.				
16	I feel my headteacher/ supervisor does not approve of the job I do.				
17	I get too little support from the teachers with whom I work.				

SECTION C: RELATIONSHIP BETWEEN TEACHER STRESS AND JOB PERFORMANCE

Key: 1= Not At All, 2= Sometimes, 3= Often, 4= Very Often

S/N	Statement	1	2	3	4
18	I feel my level of stress interferes with my job performance as a teacher.				
19	I feel stressed with the frequent changes in tasks in my work as teacher and this affect my job performance.				
20	I feel stressed with the numerous policies and directives in my work and it affect my job performance.				
21	I feel stressed as result of the role ambiguity from my headteacher and it affects my job performance.				
22	I feel stressed with too much workload in my job and this affects my job performance.				
23	Harassment at the work place is a source of stress and this affects my job performance.				
24	Lack of support from colleague workers is a stressor that affects my job performance.				

SECTION D: MANIFESTATION OF STRESS AMONG TEACHERS

Key: 1= Not At All, 2= Sometimes, 3= Often, 4= Very Often

S/N	Statement	1	2	3	4
25	I experience headaches when stressed up.				
26	I sleep more than usual when stressed at work.				
27	I procrastinate work to be done when stressed up				
28	I become tired in a very short time on the job when stressed up				
29	I feel tensed at the end school everyday due to the stress at work				
30	I become angry or frustrated when stressed up				
31	I feel anxious under stress				
32	I experience increased blood pressure under stress				
33	I experience rapid or shallow breathing under stress				

SECTION E: COPING STRATEGIES USED BY TEACHERS TO MANAGE STRESS

Key: 1= Not At All, 2= Sometimes, 3= Often, 4= Very Often

S/N	Statement	1	2	3	4
34	I take in tranquilizers (or drugs) to relax when stressed				
35	I drink alcoholic beverage when feeling stressed				
36	I withdraw from people when I am under stress				
37	I take days off from work when feeling stressed.				
38	I practice relaxation exercises when stressed				
39	I attend stress management programmes to reduce stress				
40	I seek professional help from a counsellor when under stress				
41	I talk to my friends for support when under stress				
42	I talk to my superiors for advice when stressed.				

APPENDIX B

Sample of Interview Questions for Teachers

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF COUNSELLING PSYCHOLOGY

TOPIC: **TEACHER STRESS AND JOB PERFORMANCE: THE CASE OF BASIC SCHOOLS IN THE ASIKUMA ODOBEN BRAKWA DISTRICT**

Dear Respondents,

This questionnaire has been designed to solicit information for a research work being undertaken on the above topic. Teachers at the selected JHS have been selected as a unit for analysis. You have been selected to participate in this study. Your participation in this study is completely voluntary, which means that you could decide not to participate or withdraw at any time. Please note that all your responses will be treated with the utmost confidentiality. I hope to take less than 15 minutes of your precious time in responding to these questions.

The information you provide would be used purely for academic purposes and inform practice. This study seeks to solicit information on how teacher stress affects the job performance of teachers in the Asikuma Odoben Brakwa district. I look forward to your participation and appreciate support in this important exercise, if you have any other issues concerning this exercise or counselling on this study you can contact Mr. Anakwa Abdul Rahman on 0246457309/ 0205540140. Thank you very much.

Consent to participate in research

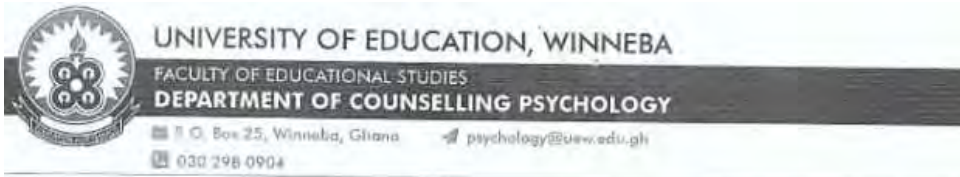
I understand that any information I will share will remain confidential and that when the result of the study are published or discussed in conference, my identity as a respondent would not be revealed. By agreeing to continue with this survey, I submit responses to the researcher in question, my consent is given to participate in this study.

I consent to participate in this study [] YES [] NO

1. Interviewer: What is your sex?
2. Briefly describe exactly how stress means to you as a teacher? Do you think truly that teachers go through stress a result of their job?
3. What other determinants do you perceive to be the causes of stress to teachers?
4. Quantitative results of the study revealed that stress in the job affects teachers job performance negatively. How does stress affect your job performance as a teacher? Can you give an instance stress in your job affected your job performance?
5. It is revealed by the current study that headache and anxiousness were the manifestation of stress among teachers. How does stress manifest in you as a teacher?
6. Males and females teachers cope differently with stress as revealed by the current quantitative study. How do you handle stress as a teacher when you encounter one?
7. Apart from talking to friends and practicing relaxation exercises, what other coping methods do you adopt to deal with the stress that you go through as a teacher?

APPENDIX C

Introductory Letter



TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: ANAKWA ABDUL RAHMAN

I write to introduce to you the bearer of this letter who is a student in the Department of Counselling Psychology of the University of Education, Winneba. He is pursuing a 2-Year Postgraduate Programme leading to the award of a Master of Education Degree in Counselling Psychology.

As part of the requirements of the programme, he is conducting a research titled:
TEACHER STRESS AND JOB PERFORMANCE: THE CASE OF BASIC SCHOOLS IN THE ASIKUMA ODOBEN BRAKWA DISTRICT

He needs to gather information on this subject to enable him obtain authentic data to be analysed for the said research and he has chosen to do so in your institution.

I would be grateful if he is given the needed assistance to enable him conduct this important academic exercise. Thank you.

Yours faithfully,

Peter Eshun, PhD

Ag. Head of Department




APPENDIX D

Letter of Introduction from GES

GHANA EDUCATION SERVICE

In case of reply the Number and date of this Letter should be -----
My Ref: GES/AOB. 26/SF.5/11
Your Ref:


Republic of Ghana

DISTRICT EDUCATION OFFICE
ASIKUMA-ODOBEN-BRAKWA
P. O. BOX 29
BREMAM ASIKUMA
2nd November, 2020

INTRODUCTORY LETTER
MR. ANAKWA ABDUL RAHMAN – STAFF ID: 557260


The District Directorate of Education wish to introduce the bearer of this note, Mr. Anakwa Abdul Rahman to undertake a study in the schools within Asikuma-Odoben-Brakwa district on the topic '**Teacher stress and job performance: the case of basic schools.**

He will solicit information from teachers.

The Directorate wish all teachers concern to give him the necessary attention.

We count on your usual co-operation.

Thank you.


ROBERT KWAMINA ASOMANING
DISTRICT DIRECTOR OF EDUCATION
ASIKUMA-ODOBEN-BRAKWA

DISTRICT DIRECTOR
GHANA EDUCATION SERVICE
ASIKUMA ODOBEN BRAKWA