

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF WORK RELATED STRESS ON MOTIVATIONAL
INCENTIVES AMONG SENIOR HIGH SCHOOL TEACHERS IN THE
KALEO-NADOWLI DISTRICT**



EUGENE KOJO BENYA

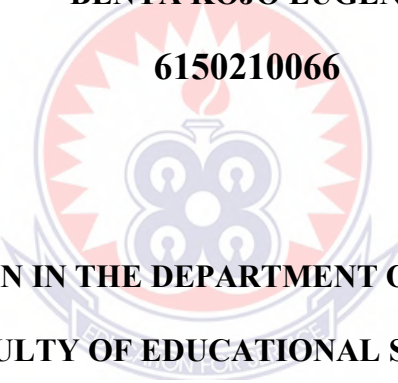
2017

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KALEO-NADOWLI DISTRICT**

BENYA KOJO EUGENE

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**A DISSERTATION IN THE DEPARTMENT OF PSYCHOLOGY AND
EDUCATION, FACULTY OF EDUCATIONAL STUDIES SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION,
WINNEBA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF A POST GRADUATE DIPLOMA IN EDUCATION**

NOVEMBER, 2017

DECLARATION

Candidate's Declaration

I, Benya Eugene Kojo, hereby declare that this dissertation, 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:

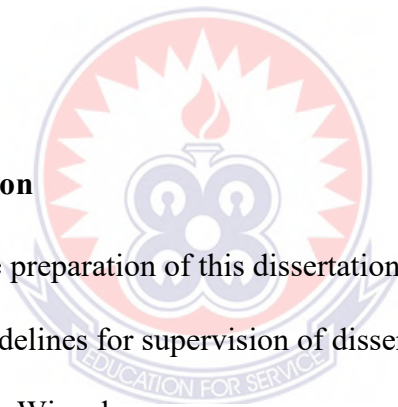
Supervisor's Declaration

I hereby declare that the preparation of this dissertation was supervised by me in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Name of supervisor: Dr. P.K.A. Bedu-Addo

Signature:

Date:



DEDICATION

To Jehovah Jireh who has always been my providence and sufficiency. To my mother Madam Olivia Torsu, who has been my constant consultant, advisor and encourager. To my beloved to be wife Miss Francisca Anaba whose unyielding support, love, fortitude and determination propelled me to pursue further studies, I say THANK you and God's GRACE be sufficient on you.



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Finally, special thanks to all my friends and family members for their invaluable support and encouragement.

I am grateful.

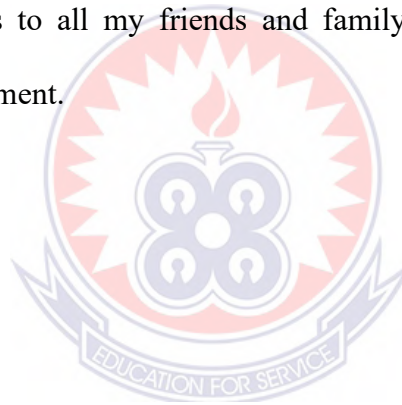


TABLE OF CONTENTS

Content	Pages
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Problem Statement	6
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.6 Hypothesis	9
1.7 Significance of the Study	9
1.8 Scope of the Study	10
1.9 Definition of Key Terms	11
1.10 Organization of the study	11
CHAPTER TWO: LITERATURE REVIEW	13
2.0 Introduction	13
2.1 Theoretical framework	13
2.2 Definition and concept of teachers stress	16
2.3 The Concept of Motivation	20
2.4 Motivation of Teachers and Performance	22

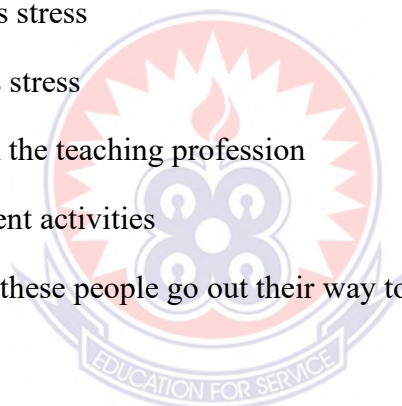
2.5 Impact on the performance of the work of the teacher when they are deriving the satisfaction they expect/Job satisfaction and performance.	26
2.6 Stress and Health	27
2.7 Stress management in the workplace	31
2.8 Gaps in research	33
2.9 Summary of chapter	34
CHAPTER THREE: METHODOLOGY	35
3.0 Introduction	35
3.1 Research Design	35
3.2. Research Method	36
3.3 Population	37
3.4 Sample Size and Sampling Techniques	38
3.5 Instrumentation	39
3.6 Pretesting of the Instrument	40
3.7 Validity of the Instruments'	40
3.8 Reliability of the Study	40
3.9 Data Collection Procedure	41
3.10 Data Analysis Technique	41
3.11 Ethical Considerations	42
3.12 Conclusion	42
CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF DATA	43
4.0 Introduction	43
4.1 Demographic Characteristics of Respondents	44
4.2 Analysis of Items	47
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	75
5.0 Introduction	75

5.1 Summary of the Study	75
5.2 Key Findings of the study	76
5.3 Conclusions	78
5.4 Recommendations	80
5.5 Suggestions for Further Research	81
REFERENCES	82
APPENDICES	86



LIST OF TABLES

Table	Page
3.1 Sample Size	38
4.1: Sex Distribution of Respondents	44
4.2: Age of Respondents	45
4.3: Teaching experience of Respondents	46
4.4: Highest Level of Education Attained (Teachers)	46
4.6: Measuring of teachers performance through their motivational	57
4.5: Motivational Incentives of teachers	47
4.7: Activities teachers are involved	61
4.8: Sources of teachers stress	63
4.9: Signals of teachers stress	66
4.10: Issues of stress in the teaching profession	67
4.11: Stress management activities	70
4.11: How much does these people go out their way to make things easier for teachers	74



LIST OF FIGURES

Figure	Pages
1: Motivational incentives available	52
2: Satisfaction of teacher's motivational incentives	54
3: Motivation available to teachers	55
4: Teachers awareness of work related stress	60
5: Teachers illness as a result of stress	69
6: Time teacher get to leave their job due to stress they go through	72
7: Minimizing teachers stress	73



ABSTRACT

The study aimed to assess work related stress on motivational incentives among Senior High School Teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana. The descriptive survey design was employed for this study. The researcher used questionnaire as the main instruments for data collection. The target population consisted of all the senior high school teachers, headmasters/headmistress, District Directors of Education at the Kaleo-Nadowli District. In all, 120 respondents were used for the study. Stratified random sampling strategy under the probability sampling technique and purposive sampling technique under the non-probability sampling technique was employed to select respondents for the study. Simple percentages, frequencies and regression were used for the analysis of the response. Findings showed that teachers teaching in senior high schools in the Kaleo-Nadowli District salary are not paid promptly to help minimize the work related stress they go through, teachers salary is not enough to cater for all their basic needs because of the work related stress, teachers are not able to save out of their salary for future use, there are no adequate allowances for teachers to improve their well-being due to their work related stress, some parents give teachers cash reward but are inadequate due to the work related stress of teachers. The study found out that found out that sports duty, invigilation duty, registers and records, admission campaigns, school health programmes, dining meal activities, entertainment activities and form master/class teacher activities are other activities teachers in senior high schools in Kaleo-Nadowli are involved in apart from teaching. The study also found out that teachers teaching in senior high schools in Kaleo-Nadowli District illness are caused mostly by the stress they go through causing health problems such as cancer, heart diseases and pressure just to mention. The study found out that sleeping, talking to neighbors and friends, self-relaxing, watching television, listening to music and doing more exercise are some of the stress management strategies to reduce stress among teachers teaching in senior high schools in Kaleo-Nadowli District. Based on the findings, it was recommended that Ghana Education Service must formulate policies and strategies to help teachers teaching in senior high schools specifically those in Kaleo-Nadowli District relieve and cope with their work-related health problems. The study also recommends that the teachers teaching in senior high schools in Kaleo-Nadowli District must be motivated intrinsically in the teaching profession to give of their best no matter the stress they go through.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This project was initiated to examine work related stress on motivational incentives among senior high school teachers in the Kaleo-Nadowli district. The chapter discussed the back ground to the project, the statement of the problem, the purpose of the project and the research questions that came out to be investigated. The delimitation of the project was considered and the organization of project was also considered as well.

1.1 Background to the Study

The most respected profession in the world is teaching. He is a model and is consciously imitated. According to Panda and Mohanty, (2003) the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance and style characteristic to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes or potential. Similarly a teacher's positive attitude towards teaching and higher level of aspiration towards the work is determined by how he or she perceives their working environment. It is universally recognized that teachers' work related stress level plays a key role in the learning and academic achievement of students (Panda and Mohanty, 2003).

The goal of education in developing countries like Ghana is to equip students with new skills, tacit knowledge, cultures, attitudes, behaviors and innovative ways of solving day to day problems in life (Rao and Kumar, 2004). Education is aimed at supplying the economy with human capital that can convert efficiently other resources into output of high value for quality life (UNESCO, 2010). To attain quality education for

sustainable development, the teacher as the core instiller of knowledge should be well motivated, healthy and satisfied with the job for excellent performance (KUPPET, 2015). Unfortunately, previous studies indicate that teachers are usually under work-related stress hence not able to achieve the expected high levels of performance leading to ineffective education and delays in national and global development (Kyriacou&Chien, 2004). Many researchers agree that job dissatisfaction caused by multiple factors (stressors) leads to teachers stress, ill health, poor performance and eventually high teacher turnover (Borg, 2010; Bowers et al., 2000; Kyriacou, 2001).

Work related stress among teachers refers to the negative adaptive reactions such as anxiety, anger, frustration or depression experienced by a teacher due to new, threatening or over demanding aspects of his/her work as a teacher which is beyond his/her abilities, resources, control or needs thus affecting his/her physical, emotional and/or behavioral health, performance and quality of life (Borg, 2010; Cummings & Worley, 2008; Kyriacou, 2001). Work and workplace is itself a stressful aspect and therefore various aspects are connected to stress. Almost all dimensions of the organization including physical environment, structure, roles, policies and relationships can cause stress (Ivancevich et al., 2010). Teacher's performance entails the effectiveness of the teacher based on motivation incentives he or she receives (TSC, 2008). Teaching is always marked as vital significant profession of the whole world as all the professions take their roots and nourishment from the said profession (Hanif, 2014).

Teaching profession has traditionally been regarded as low stress occupation but during the past two decades the situation is turn over (Olivier & Venter, 2003). Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide

revealed widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Before 1970's, teaching was considered as a noble profession. However, in the recent years, researches have proved that teaching profession is one of the stressful profession (Schultz & Steyn, 2007).

Research conducted in the United States of America (USA), United Kingdom (UK), New Zealand and Australia has identified several key causes of work stress commonly associated with teachers. These include inadequate salary, work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, changing job roles, inadequate recognition, inadequate management and participation in management decision making, inadequate resources and funding, inadequate policies and student indiscipline (Borg, 2010; Bowers et al., 2000; Kyriacou, 2001).

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Schultz & Steyn, 2007). Motivation guide people's actions and behaviours toward achievement of some goals (Armstrong, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Kyriacou, 2001). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Kyriacou, 2001). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others.

Performance of teachers mainly depends on a number of factors of which motivation incentives is not an exception (Kyriacou, 2001). The time teachers enter and exit the teaching field, their examination scores, years of experience, the level to which they

have advanced their academic degrees, and their teaching credentials do not show any bearing to or are either not related to the achievement of students and ratings of teacher effectiveness. Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually the world over. They demonstrate this fact that the skills of teachers have come down due to outdated preparation on the part of the teacher and lack of motivation incentives schemes by the management of the educational institutions.

Teaching according to Health and Safety Survey (2000) has been identified as one of the most stressful profession today. The reasons for this are quite similar to other stressful occupations in the world. Teaching comes out top in the survey accessing the stress level of various jobs by the Health and Safety Executive in 2000. The report further analyses the impact of demographical factors and types of jobs found that 41.5% of teachers reported themselves highly stressed while 58.5% come into low stress category while 36% of teachers felt the effect of stress all or most of the time. This indeed is an alarming state and visibly also the biggest reason for school teachers qualifying as very high percentage seeking professional help to fight back stress. The figures below from the teachers support line USA indicates that stress comes top out of the different reasons that cause distress to teachers.

- Stress, anxiety and depression 27%
- Conflict with managers and colleagues 14%
- Pressure or workload and excessive changes 9%
- Loss of confidence and performance anxiety 9%
- Relationship, marital and family problems 5%

(Health and Safety Executive Survey2000)

Teaching in a senior high school has now become very demanding and very stressful for teachers who have to meet deadlines to complete schedules and a lot of responsibilities to shoulder. Primarily the role and responsibility of a teacher in senior high school is multitasked in the present day system. This was altogether different a few years ago. With the ever changing teaching models, culture, execution in the structural lessons, assessing students based on or specific objectives derived from a set of curriculum and communicating with parents through reports and directly with phone calls.

A teacher has to take on his or her responsibilities in the following capacities.

- Lessons planning and teaching
- Accountability for students' performance
- Classroom management and discipline
- Supervisions
- Conducting and monitoring co-curricular activities

From the above mentioned points, it's clear that the highest percentage of jobs related stress that can wreck a professional teacher which discharging his or her duties. In relation to the teaching profession where teachers are viewed as dispensers of knowledge, they are increasingly perceived as facilitators of knowledge. They work in a constantly socially isolated environments surrounded by hostile views of sometimes threats of physical abuse. This has reflected greatly in both electronic and print media sometimes making headlines. A number of factors contribute to job stress such as role overload, isolation, extensive hours worked, toxic work environment, difficult relationships among co-workers and role ambiguity, harassment and lack of opportunities or motivation to advance in ones skill level (Ofoegbu & Nwandiani,

2006). Idris et al., (2011) reported that the implications of work related stress on academic work cannot be under estimated as it could lead to lowered productivity, dissatisfaction and poor physical health. Therefore, the present study seeks to examine work related stress on motivational incentives among senior high school teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana.

1.2 Problem Statement

The relevance of work related stress on motivational incentives among senior high teachers is very crucial to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinant of educational success and performance (Mamo 2011). The determinants of motivational incentives are very important as far as teachers are concerned. This is due to the fact that they have positive and negative influences on workers performance.

A lot of concerns have been raised by the public about the performance of students in the West African Secondary School Certificate Examination (WASSCE). Many teachers on the other hand, shifted the blame on the government for not making the teaching profession attractive. There is a common saying that, “when students fail, it is the fault of the teacher, but when students excel it is the doing of the students”. It is an undeniable fact that the Government of Ghana has made some interventions to curb the situation, but there is more room for improvement. Despite the intervening measures of government in education in the form of the implementation of the annual best teachers award programs, in-service workshops, teacher retention premium and professional

allowance, teachers seem not to be satisfied. This is evident in the numerous strike actions, absenteeism, lateness and general apathy on the part of the teachers.

For the last decade, the issue of stress among workers has become a primary topic in research. A recent view confirms that occupation stress is considered to be a factor that may affect organizational effectiveness through lowering employee performance, absenteeism, tardiness and turnover. Teaching in a senior high school is a challenging task. Constantly one is faced with professional work demands. For example teachers have to build a robust working environment such as working 5-6 days a week; extending the number of working hours beyond the normal eight-hour period designated for all workers in order to complete daily tasks, discharged of auxiliary duties among others compel senior high school teachers to work extra hard to achieve desirable results. Factors such as long hours at work and other auxiliary, pressure dealing with students are some principal sources of stress for teachers.

A search through literature however shows that although the last two decades have witnessed a proliferation of studies on stress among educational personnel (teachers) as well as effects of teacher motivation on education, little is known about the effects of stress level on motivational incentives on senior high school teachers. Every year the enrolment in our various senior high schools goes up and thus implies an increase in the demand of workload on the senior high school teacher with its related stress.

Information on teacher motivational incentives and its effects on their stress level are scanty. Despite the extremely negative effects of occupational stress on the human body and work performance, many organizations, with senior high schools not being an exception, has not put in any concrete measures to address these stress-related conditions that affect teachers' performance. Furthermore, there has not been a conscious

establishment of a linkage between work related stresses on motivational incentives among senior high teachers at the Kaleo-Nadowli District. It is in the light of these problems that this research seeks to bring to the fore the examination of work related stress on motivational incentives among senior high school teacher's in the Kaleo-Nadowli District.

1.3 Purpose of the Study

The main purpose of this study is to assess work related stress on motivational incentives among Senior High School Teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana.

1.4 Objectives of the Study

The study will be guided by four research objectives.

1. Determine the relation between Senior High School Teacher's motivational incentives and their stress level in the Kaleo-Nadowli District.
2. To assess the effects of motivational incentives on the performance of Senior High School Teachers.
3. To examine the effects of stress on Senior High School Teachers in the performance of their job.
4. To evaluate management of Senior High Schools for controlling and reducing stress at work among Senior High School Teachers.

1.5 Research Questions

From the study's objectives, four research questions are to be verified.

1. To what extent does senior high school teachers who receive adequate motivational incentives will experience less stress than senior high school teachers who receive little motivational incentives in the Kaleo-Nadowli District?
2. In what ways does motivational incentives affect the performance of senior high school teachers?
3. To what extent does stress affect the performance of senior high school teachers in the Kalwo-Nadowli District job performance?
4. Are there any management strategies to prevent or reduce stress among senior high school teachers at Kaleo-Nadowli District?

1.6 Hypothesis

H1: There is no significant relationship between works related stress and motivational incentive among senior high school teachers in the Kaleo-Nadowli District.

HO: There is a significant relationship between work related stress and motivational incentive among senior high school teachers in the Kaleo-Nadowli District.

1.7 Significance of the Study

Work related stress relation on motivational incentives is important to healthy functioning of organizations as it seeks to increase the moral of workers to perform well. In Ghana, motivational incentives relations on work related stress among senior high school teachers is not being given the attention it deserves and so very little has been done as far as assessing work related stress influence on motivational incentives on job performance among senior high school teachers. It is in the light of this that this study is deemed important, as it will: create awareness among educational institutions

on the need to provide the needed motivational incentives to Senior High School Teachers due to the stress they go through their work.

Senior High School Teachers play a significant role in the educational enterprise, however most of these teachers are demotivated and stressed due to the demands of their work. The study would provide feedback, information and also serves as a reference documents for the District Directors of Education in Kaleo-Nadowli District, Head teachers, teachers, P.T.A and Non-governmental organization interested in education in the District. The study would also provide policy direction for MDE and GES as it relates to teacher motivation incentives and stress level effects. Again the study has the potential to stimulate, among scholars and students, an interest in the study of stress among teachers in Ghana.

1.8 Scope of the Study

The focus of this study is to assess work related stress on motivational incentives among Senior High School Teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana. The location for the study was confined to only government senior high schools in the Kaleo-Nadowli District in the Upper West Region of Ghana. The researcher is interested in determining the relation between Senior High School Teacher's motivational incentives and their stress level in the Kaleo-Nadowli District, assess the effects of stress in relation to teaching in senior high schools in Kaleo-Nadowli District, examine the effects of stress on workers in the performance of their job and evaluate Management competencies for controlling and reducing stress at work

1.9 Definition of Key Terms

The following definitions are important for the successful completion of the project.

The key words as defined below are within the context of the study.

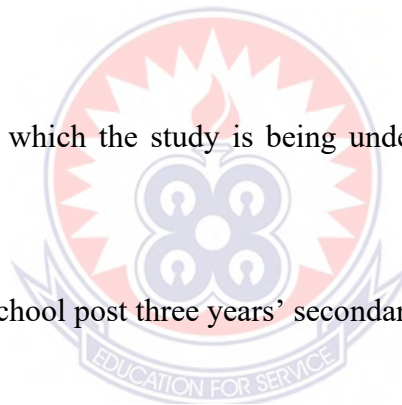
Motivation: The psychological process that defines behaviour, purposely to achieve a specific desired need. Motivation also refers to being neither intrinsically nor extrinsically motivated to perform an activity.

Incentives: Any reward or satisfaction that one gets as a result of being a teacher

Stress: Condition or feeling experienced when a person personal and social resources the individual is able to mobilize. Stress is the mind and body reaction in everyday demands.

District: The place in which the study is being undertaken (Kaleo-Nadowli) in the Upper West Region.

SHS: A Senior High School post three years' secondary education.



1.10 Organization of the study

In line with the purpose of this study, the research comprises five chapters. The first chapter sets the background of the study offering up what is to be studied, the statement of the problem of which the research is being undertaken, the purpose of the study, objectives of the study and research questions. It also includes the significance of the study, the delimitation of the study and operational definition of terms. Chapter two, however, looks at the review of related literature. In this chapter, the study is to look at

what others have written in relation to the topic. Chapter three presents the methodology of the study. This chapter describes the research design, the site and subject characteristics, the population, sampling, sample size and sampling technique. The other aspect of chapter three are the instrument for data collection, pre-testing of instrument, access, data collection procedure, data analysis, limitation of the study and ethical consideration. Chapter four deals with the presentation, analysis and discussion of results of the data. Finally, chapter five addresses the summary, findings, conclusions, recommendations and suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This literature review focuses on the theoretical and empirical study of work related stress on motivational incentives of senior high school teachers. The goal of the literature review is to summarize current related relevant research about motivation and stress. The following sub-topics are discussed under the review:

- Theoretical framework
- Definition and concept of teachers stress
- The concept of motivation
- Motivation of Teachers and Performance
- Impact on the performance of the work of the teacher when they are deriving the satisfaction they expect/Job satisfaction and performance.
- Effects of stress on senior high school teachers job performance (Stress and Health)
- Stress management in the workplace
- Gaps in research
- Summary of chapter

2.1 Theoretical framework

Theories help us to understand underlying process and on that basis, choose an effective course of action According to Stoner and Freeman (2000) theory is coherent group of assumption put forth to explain the relationship between two or more observable facts. Valid theories enable us to predict what will happen under certain situations. It is a truism that no matter the degree of the grasp of a principle, the history and theories of

any field help us to apply them to actual cases. The theories relevant in the study of occupational stress relation with motivational incentives and its effects on job performance of Senior High School Teachers include the followings;

2.1.1 The content (need) theories

Malik *et al* (2011), discussed the early theories of motivation which include Hierarchy needs theory, ERG theory, Herzberg Two Factor Theory and Acquired needs theory. Hierarchy of need identifies five levels of human needs: physiological, safety, social, ego, and self- actualizing. Lower level needs must be satisfied first before the next higher level need since this will motivate employees. The question is if Senior High School Teachers go through all the various stresses and are motivated will it affect their performance positively in delivery quality education.

2.1.2 ERG Theory

ERG theory, developed by Clayton Alderfer, is a modification of Maslow's hierarchy of needs. Alderfer proposed that basic human needs are grouped under three categories, Existence, Relatedness, and Growth. The number of years senior high school teachers stays in their teaching profession the more its needs keep on changing and this theory recognizes the multiple needs that may be driving teachers at a given point to understand their behaviour and management can properly motivate them.

("Business Management Articles", April 10,

2009, <<http://www.envisionsoftware.com/articles> /accessed date 15 June, 2017)

2.1.3 Herzberg Two Factor Theory

Herzberg, Mausner and Snyderman's (1959), two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be

satisfied and dissatisfied. They classified Hygiene Factors as dissatisfied and motivating factors as satisfied. The hygiene factors are institutions policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content. The motivating factors are those factors that make workers work harder and classified them as follows: achievements, recognition, work itself, responsibility and advancement. The Senior High School Teachers can assess it motivational packages and ensure that these motivate them to give out their best and packages that are not satisfied should be disengaged.

2.1.4 Acquired-Needs Theory of David McClelland's

Acquired Needs Theory is also known as the Three-Need Theory or Learned Need Theory. According to acquired-needs theory individuals acquire three types of needs as a result of their life experiences. These are need for achievement, need for affiliation and need for power. These reflect that teachers of second cycle institutions should be recognized and not motivated by money and as such motivated with the necessary power to carry out their teaching duty. There is the need to encourage good relationship among staff of Senior High School Teachers. All individuals possess a combination of these needs and the dominant needs are thought to drive employee behaviour (Heller, 2004).

2.1.5 Incentive theory of motivation

According to this view “people are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on

those incentives at the time” (Beernstein, 2011). The incentive theory suggests that people are motivated to do things because of external rewards. For example you might be motivated to go to work each day for the monetary reward for being paid.

2.1.6 Instinct theory of motivation

Instinct theory proposes that “organisms engage in certain behaviors because they lead to success in terms of natural selection. Instinct theory casts motivation as essentially intrinsic and biologically based. Migration and mating are examples of instinctually motivated behavior in animal” (Melucci, 2010). According to instinct theory, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this in the animal world is seasonal migration. These animals do not learn to do this; it is instead an inborn pattern of behavior.

2.2 Definition and concept of teachers stress

Teacher stress is often defined as the experience by a teacher of unpleasant emotions resulting from aspects of the work as a teacher (Collie, Shapka, & Perry, 2012; Kyriacou, 2001; Liu & Onwuegbuzie, 2012). This conceptualization of teacher stress has led researchers to explore aspects of the work situation that may be experienced as stressful. Such aspects are often termed stressors (Betoret, 2006) or job demands (Hakanen, Bakker, & Schaufeli, 2006). A number of potential stressors have been identified in empirical studies including student misbehavior or discipline problems, time pressure and workload, poor student motivation, large student diversity, conflicts with colleagues, lack of administrative support, and value conflicts (example, Betoret, 2009; Fernet, Guay, Senécal et al., 2012; Friedman, 1995; Hakanen et al., 2006; Klassen & Chiu, 2011; Kokkinos, 2007; Skaalvik & Skaalvik, 2009, 2011).

Several of these stressors were also found in two recent semi-structured interview studies. Shernoff, Mehta, Atkins et al. (2011) interviewed 14 urban US teachers and found nine main sources of stress, for instance: disruptive student behavior, excessive workload, student diversity, limited resources and support, school-level disorganization, and accountability policies. In an open ended interview of 34 Norwegian teachers and former teachers Skaalvik and Skaalvik (2015) found seven categories of stressors that was identified by more than half of the teachers: disruptive student behavior, workload and time pressure, student

diversity and working to adapt teaching to students' needs, lack of autonomy, lack of shared goals and values, problems and conflicts related to teamwork, and lack of status. Skaalvik and Skaalvik (2015) reported that teachers at different ages experienced the same stressors at school, but that senior teachers needed increasingly more time to recover from stress.

Teacher stress has in quantitative research been defined and indicated differently by different researchers. Some researchers define stress in terms of *perceived stressors* in the school environment, for instance disruptive student behavior, and measure stress by asking teachers about the sources of stress in the school environment (Collie, Shapka, & Perry, 2012; Gilbert et al., 2014; Klassen & Chiu, 2010, 2011; Klassen et al., 2013; Yoon, 2014).

In this study the researcher defined teacher stress as the experience of unpleasant emotions (which we term emotional stress) resulting from aspects of the work as a teacher (which the researcher term potential stressors). The approach is to measure work related stress on motivational incentives of Senior High School Teachers. This

approach allows us to examine whether work relative stress influence Senior High School Teachers motivational incentives.

With teacher stress getting increased attention, it is important to understand what stress and teacher stress are. With teacher stress getting increased attention, it is important to understand what stress and teacher stress are. According to Kyriacou (2000) teachers stress can be defined as “the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work 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). Teachers’ skills, motives, and perceptions of their work environment determine the amount of stress that may take place (Hepburn & Brown, 2000).

2.2.1 Level of teacher stress

Teachers all over the world are facing the problem of occupational stress, though extent of the problem varies. According to Kristensen (2005) about 10 to 40 percent of teachers are suffering under extreme stress or burnout, in European countries. Maslach (2001) argues for even higher stress level among teachers of Asian countries.

According to a cross sectional study by Kyriacou (2004), 26.3 percent teachers were found to be suffering from ‘very high’ or ‘extreme’ stress in Tiwan. In Pakistan 23.9% teachers were either ‘highly’ or ‘extremely’ stressed. In a cross sectional study reported from India using a Psycho Social Stress Scale, 42% of teachers showed high to very high level of stress.

2.2.2 Determinants of teacher stress

In a case control study reported from China, Wang (2001) compared occupational stress and strain in primary and secondary school teachers with that in non-teachers. Age was found to be an important determinant of occupational stress among teachers. Stress levels were found to be higher among male teachers. Senior high school teachers were found to be having significantly higher level of occupational stress. Overall, level of occupational stress in the teachers was significantly higher than that in the non-teacher group especially in relation to role overload and physical environment.

According to one cross sectional study reported from Taiwan, 26% of teachers reported that being a teacher was either 'very' or 'extremely' stressful while 48% found this 'moderately' stressful. No differences in stress levels were found based upon the sex or teaching experience. Changing education policy of the government, additional administrative work and students' misbehavior were found to be among most significant factors related to occupational stress. Reducing the teachers' workload was found to be most effective control strategy.

Using Teacher Stress Questionnaire, Paulse (2005) reported student behavior as most stressful for teachers, followed by support, the parents, personal competency, classroom and professional competency. Teachers having less experience were having higher level of stress. Administration was found to be least stressful. Anxiety, frustration and depression were found to be the most often reported symptoms. The study concluded that having the necessary support often reduces the impact of stressors.

Boyle (1995) found workload and student misbehavior as most important predictors of teachers stress. In a study among primary school teachers in UK, Chaplain (1995) found significant differences between male and female teachers and experienced and

inexperienced teachers. Men reported higher stress compared to women on pupil behavior and attitude. About two third of teachers were not satisfied with their job. Among all factors studied, teachers were least satisfied with facilities available at schools.

A study of 1000 student teachers Morton et al, (1997) and Lewis (1999) reported students behavior significantly associated with stress among teachers. Lewis (1999) also reported that concerned teachers were falling sick as a result of stress. Similarly, Axup (2008) et al found that student's behavior was significant cause of anxiety among teachers. Guthrie (2006) found that female teachers in Australia were having higher work related stress than their male counterparts. In a survey of rural and urban secondary teachers, Abel and Sewell (1999) found that urban school teachers experienced significantly more stress than rural school teachers in regarding poor working conditions and staff support. Travers & Cooper (1997) study found workload and income as significantly correlated with occupational stress among teachers.

2.3 The Concept of Motivation

Rajput (2011), contends that the word motivation is derived from a Latin word "Movere" which literally means "to move". They defined motivation as "the individual's desire to demonstrate the behaviour and reflects willingness to expend effort". Motivation can be divided into extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits, promotion and disciplinary action. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. Intrinsic motivation refers to internal factors such as job satisfaction, responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities

for development. Intrinsic motivators which are concerned with the quality of working life are likely to have a deeper and longer term effect.

Ifinedo (2003) demonstrates that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. All educational institutions are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how Senior High School Teachers can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the context within which they carry out that work. The aim is to develop motivation processes and a work environment that will help to ensure that teachers deliver results in accordance with the expectations of educational management.

This objective nature of motivation is also suggested by kreitner and Kinicki (2001 p.162) put forward that motivation represents “those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed”. In another term, a motivated person has the awareness of specific goals that must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nelet *al.*, 2001) Mullins (2006), indicates that, the study of motivation is concerned, basically, with why people behave in a certain way.

According to Colquitt, Lepine, and Wesson, (2009: 178) Motivation is defined as a set of energetic forces that originates both within outside an employee, initiates work-related effort, and determines its direction intensity, and persistence. According Siagian Sondra P. (2004: 138), points out that, motivation is the driving force that resulted in one member of the organization want and are willing to exert, in the form of expertise or skill, effort and time to organize various activities which they are responsible and

fulfill its obligations, in order to achieve the goals and objectives of the organization that has been predetermined.

McShane/VonGlinow (2008: 134) describes motivation refers to the forces within a person that affect the direction intensity, and persistence of voluntary behavior. Motivated employees are willing to exert a particular level of effort (intensity) for a certain amount of time (persistence) toward a particular goal (direction) .Motivation is one of the four essential drivers of individual behavior and performance and, consequently are an integral component of employee engagement. It is a portrait that Motivation refers to the strength in the people who influence the direction, intensity, and persistence behavior of employees. Furthermore, the definition of teacher work motivation is the willingness and strength both internally and externally in any action or activity directed and diligently in order to achieve the teacher job satisfaction and organizational goals that have been set, with the dimensions and indicators: tenacity, the level of presence, responsibility, achievement, and encouragement to achieve the goals of teachers in the works.

2.4 Motivation of Teachers and Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public Senior High School systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction and poor incentives. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded by political interference.

Information about motivational incentives on work related stress of Senior High School Teachers in Ghana is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda. However, the study did not specifically look at the variables of work related stress at work hence the relevance of this study in regard to the influence of motivational incentives on teachers work related stress.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers.

Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004:43). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation,

reported levels of morale have generally been quite high. Despite the reported morale, this study investigated whether motivational incentives of Senior High School Teachers increase their morale to perform.

Another study in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching 'although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004).

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in SSA are usually considerably younger than secondary school teachers.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak

due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income.

The achievements of teachers and educational institutions are independent process linked by employee work motivation. Individuals motivates themselves to satisfy their personal goals, therefore they invest and direct their efforts for the achievements of institutions objectives to meet with their personal goals also. It means that institutions goals are directly proportional to the personal goals of individuals.

Senior High School Teacher's motivation is also a major issue for the Ministry of Education. Teachers' motivation, their enthusiastic and energetic behaviour towards task fulfillment play key role in delivering quality education. According to Petcharak (2002), one of the functions of human resource manager is related to ensure employees workplace motivation. The human resource manager's function should be to assist the general manager in keeping the employees satisfied with their jobs. Another goal in educational institution is the goal for the Human Resource Manager is to develop motivated teachers and encourage their morale regarding their respective works. The employee work morale, such as supervisors, peers and work environment can be defined in a sense that the employee has the feeling and be conscious about all aspects of the job. The performance is poor if the employee is not satisfied and happy. Workplace dissatisfaction often leads teacher's poor performance

2.5 Impact on the performance of the work of the teacher when they are deriving the satisfaction they expect/Job satisfaction and performance.

Job satisfaction lead to higher productivity, organizational responsibility, physical and mental health, so a person will work with better mood and will learn more skills and finally promotion in his performance (Coomber and Barriball, 2007). There are many reasons that show job satisfaction is the result of job performance and awards have significant role in that. Internal awards are because of job results (feeling of success) and external ones because of gratitude from job (income and salary). These awards will satisfy employees, specifically workers.

There are three theories: performance lead to satisfaction, satisfaction lead to performance, award is a medium between satisfaction and performance. The first two theories are not supported strongly, but the third is. Awards not only promote the performance but also effect on job satisfaction. Stirs and Porter (1991), states that: “the higher motivation and more positive attitude toward job, the higher performance he will have, vice versa.”

Job satisfaction is one criterion for establishing the health of an organization; rendering effective services largely depends on the human source and job satisfaction experienced by employees will affect the quality of service they render. The impact of other variables on efficiency, such as infrastructures and internal relationships, should also be recognized. Job satisfaction has been defined as a positive emotional state resulting from the pleasure a worker derives from the job and as the affective and cognitive attitudes held by an employee about various aspects of their work (Spector, 1997). In the labor market there is demand of highly skilled, trained and qualified employees. The output and productivity of an organization is measured in terms the performance

of its workforce (Currall et al, 2005). It was found that better performance of the workforce is the result of level of job satisfaction. The high performer demands attractive packages from the employers and thus it becomes a predicament for the human resource experts to retain the performer.

2.6 Stress and Health

2.6.1 Effects of Occupational Stress and the Immune System

Given the intricacies of the human body and the rapid advance of scientific knowledge, we might consider ourselves dependent on highly trained medical specialists to contend with illness. Actually our bodies cope with most diseases on their own, through the functioning of the immune system. The immune system is the body's system of defense against disease. It combats disease in a number of ways (Jiang & Chess, 2006).

Your body is constantly engaged in search-and-destroy missions against invading microbes, even as you're reading this page. Millions of white blood cells, or *leukocytes*, are the immune system's foot soldiers in this microscopic warfare. Leukocytes systematically envelop and kill pathogens such as bacteria, viruses, and fungi, worn-out body cells, and cells that have become cancerous. Leukocytes recognize invading pathogens by their surface fragments, called *antigens*, literally *antibody generators*. Some leukocytes produce *antibodies*, specialized proteins that lock into position on an antigen, marking them for destruction by specialized lymphocytes that act like commandos on a search-and-destroy mission (Greenwood, 2006).

A weakened immune system increases our susceptibility to many illnesses, including the common cold and the flu, and may increase the risk of developing chronic diseases, including cancer. Psychological stressors can dampen the response of the immune system, especially when the stress is intense or prolonged (Segerstrom & Miller, 2004).

Even relatively brief periods of stress, such as final exam time, can weaken the immune system, although these effects are more limited than those associated with chronic or prolonged stress.

2.6.2 Effects Work Stress on Cardiovascular Disease

Your cardiovascular system, the network that connects your heart and blood vessels, is your highway of life. Unfortunately, there are accidents along this highway in the form of cardiovascular disease (CVD, or heart and artery disease). CVD is the leading cause of death in the United States, claiming about 1 million lives annually and accounting for about 4 in 10 deaths, most often as the result of heart attacks or strokes (Hendi, 2001). Coronary heart disease (CHD) is the major form of cardiovascular disease, accounting for about 700,000 deaths annually, mostly from heart attacks. CVD is the leading cause of death for both men and women, claiming even more women's lives than breast cancer. In coronary heart disease, the flow of blood to the heart is insufficient to meet the heart's needs.

The underlying disease process in CHD is called arteriosclerosis, or hardening of the arteries, a condition in which artery walls become thicker, harder, and less elastic, which makes it more difficult for blood to flow freely. The major underlying cause of arteriosclerosis is atherosclerosis, a process involving the buildup of fatty deposits along artery walls that leads to the formation of artery-clogging plaque. If a blood clot should form in an artery narrowed by plaque, it may nearly or completely block the flow of blood to the heart. The result is a heart attack (also called a Stress, a life-threatening event in which heart tissue dies due to a lack of oxygen-rich blood. When a blood clot blocks the supply of blood in an artery serving the brain, a stroke can occur,

leading to death of brain tissue that can result in loss of function controlled by that part of the brain, coma, or even death.

Frequent emotional distress in the form of anger, anxiety, and depression can have damaging effects on the cardiovascular system (Orth-Gomér et al., 2000). Researchers highlight the toxic effects of chronic anger on the heart. Evidence indicates that episodes of acute anger can actually trigger heart attacks and sudden cardiac death in some people with established heart disease (Clay, 2001). Anxiety and anger may also compromise the cardiovascular system by increasing blood levels of cholesterol, the fatty substance that clogs arteries and increases the risk of heart attacks (Tepas, 2001).

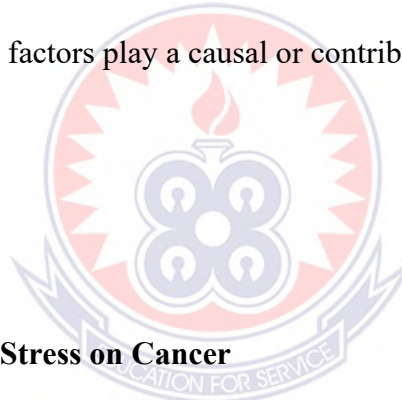
2.6.3 Effects of Work Stress on Headaches

Headaches are symptoms of many medical disorders. When they occur in the absence of other symptoms, however, they may be classified as stress-related. By far the most frequent kind of headache is the tension headache. Stress can lead to persistent contractions of the muscles of the scalp, face, neck, and shoulders, giving rise to periodic or chronic tension headaches. Such headaches develop gradually and are generally characterized by dull, steady pain on both sides of the head and feelings of pressure or tightness. Most other headaches, including the severe migraine headache, appear to involve changes in the blood flow to the brain (Mark 2005).

Migraine headaches affect more than 28 million Americans. Typical migraines last for hours or days. They may occur as often as daily or as seldom as every other month. They are characterized by piercing or throbbing sensations on one side of the head only or centered behind an eye. They can be so intense that they seem intolerable. Sufferers may experience an aura, or cluster of warning sensations that precedes the attack. Aurals are typified by perceptual distortions, such as flashing lights, bizarre images, or blind

spots. Coping with the misery of brutal migraine attacks can take its toll, impairing the quality of life and leading to disturbances of sleep, mood, and thinking processes.

The underlying causes of headaches remain unclear and subject to continued study. One factor contributing to tension headaches may be increased sensitivity of the neural pathways that send pain signals to the brain from the face and head (Holroyd, 2002). Migraines headaches may involve an underlying central nervous system disorder involving nerves and blood vessels in the brain. The neurotransmitter serotonin is also implicated. Falling levels of serotonin may cause blood vessels in the brain to contract (narrow) and then dilate (expand). This stretching stimulates sensitized nerve endings that give rise to the throbbing, piercing psychosomatic pertaining to a physical disorder in which psychological factors play a causal or contributing role.



2.6.4 Effects of Work Stress on Cancer

The word cancer is arguably the most feared word in the English language, and rightly so: One of every four deaths in the United States is caused by cancer. Cancer involves the development of aberrant, or mutant, cells that form growths (tumors) that spread to healthy tissue. Cancerous cells can take root anywhere - the blood, the bones, lungs, digestive tract, and reproductive organs. When it is not contained early, cancer may metastasize, or establish colonies throughout the body, leading to death. There are many causes of cancer, including genetic factors, exposure to cancer causing chemicals, and even exposure to some viruses (Greenberg, 2006). Psychological factors, such as exposure to stress, may affect the immune system. So it stands to reason that exposure to stress might increase a person's risk of developing cancer. However, evidence

linking stress to cancer is inconclusive and requires further study (Delahanty & Baum, 2001; Dougall & Baum, 2001).

2.7 Stress management in the workplace

Several studies have examined the effectiveness of stress management programs and found them to help reduce symptoms associated with stress (Bernier & Gaston, 2000). Kagan, and Watson (1995) implemented a psychoeducational stress management program on emergency medical service workers over a three year period that include nine and 16 month follow ups. This rather extensive investigation demonstrated the positive effect of the program across a variety of domains to include measures of emotional health such as depression, anxiety, strain, depersonalization, and a sense of accomplishment as well as at least one measure of behavioral outcome: the number of commendation letters from customers doubled following the training.

Hammond (2000) also conducted a review of such programs (for sports performance) and found several common mechanisms across the programs evaluated. The results of his review indicate that programs that include the following concepts tend to be the most effective at improving performance and reducing anxiety: goal-setting, positive thinking, situation restructuring, relaxation, focused attention, and imagery and mental rehearsal. Other researchers have examined various components within these programs as mechanism for stress reduction.

Hammond (2000) found that intellectualization statements resulted in positive coping. Specifically, these investigators showed that being exposed to statements that encouraged emotional detachment and analytical observation of explicit industrial accidents on videotape (i.e., table saw injury) lowered levels of physiological arousal in subjects and enhanced their recall of events. Shipley and Baranski (2002)

investigated the effect of a visualization strategy (visuo-motor behavior rehearsal) on stressful police scenarios. Visuo-moto behavior rehearsal, like many other visualization techniques, requires individuals to imagine in vivid detail the perfect performance of some act, prior to engaging in the act. .

Other researchers argue that visualization provides a relaxed setting in which to practice and problem solving performance prior to the actual event. This may reduce both the novelty of the situation and anxiety or stress otherwise associated with the performance. Caldwell (1997) determined that pilots were able to improve restfulness and restore their sleep patterns after using a self-administered relaxation therapy. He and his colleague have also shown that various pharmacological interventions, central nervous system stimulants can be incorporated into stress management procedures to improve performance, mood ratings, and physiologic measures alertness (Caldwell, 2001; Caldwell & Gilreath, 2002).

Dutke and Stober (2001) determined that the adverse effect of stress on performance was ameliorated to some degree after individual motivation improved (motivation instruction was provided). Dutke and Stober (2001) found that individuals high in constructive thinking (solution-focused problem solving attitudes) tended to be less physiologically aroused by stress (performing calculation and visual tracking task with threats to self-esteem) and more positive emotionally and cognitively than those low in constructive thinking who were also exposed to stress.

These authors concluded that the majority of stress one experiences is self-produced. Matthews (2001) has suggested that neuroscience has taught us at least two important things about the relationship between mental resources and information processing. First, biologic agents such as drugs, hormones, neurotransmitters, and processes such

as circadian rhythms clearly affect performance. Second, psycho physiological measures have provided information about performance and the human stress response. However, he also outlined several shortcomings with biological models. For example, debate continues as to the identification of specific neural systems implicated in the mediation of stress among teachers.

2.8 Gaps in research

Several studies have been done on teachers work stress and performance (Betonio, 2015; Borg & Falzon, 2010; Dizon, 2011; Fimian, 2004; Kyriacou, 2001). Previous researches into teacher's stress though substantial, have notable gaps. Most of the research is based on the western countries context and little have been researched and publicly documented on effects of work-related stress on senior high school teacher's motivational incentives in Kaleo-Nadowli District of the Upper West Region of Ghana. The limitations of using the existing international research base to plan stress-management in public senior high schools in Kaleo-Nadowli District are compounded by the fact that studies may not generalize well across different education systems and cultures in different countries. Whilst research has demonstrated leadership, economic pressure, policy changes, working conditions and work-family conflict as stressors in the teaching profession, little have been done into the motivational incentives relation to stress of senior high school teachers.

There are limited studies done on factors causing stress among teachers (Ngeno, 2008; Nyambongi, 2013; Koech, 2014) have not related and analyzed the effects of the stress on teacher's motivational incentives in details. The effects of work-related stress on public senior high school teacher's performance in Kaleo-Nadowli District, therefore remains a grey area. This study sought to fill the existing research gaps by finding out

the effects of work-related stress on senior high school teachers motivational incentives in the Kaleo-Nadowli District.

2.9 Summary of chapter

From the studies, the researcher has identified stress as a factor that affect senior high school teachers' level of job satisfaction in public schools. The literature suggested that stress level of teachers is having a relationship with motivational incentives. The literature revealed that the stress affects the performance of teachers (stress and heath) general work motivation of workers is a great factor that influences the level of job satisfaction among senior high school teachers in public schools.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses research design, method location of the study, target population, sample size and sampling techniques, research instruments, data collection procedures and analysis. It also describes the ethical concern.

3.1 Research Design

The research is a descriptive survey through which views and opinions were sampled from parents, teachers and students. Avoke (2005) views descriptive survey as a design that portrays accurately the characteristic of particular individual situations or groups. In other words, the descriptive survey is a research method that is non-experimental and deals with the relating among non-manipulated variable. A descriptive survey also provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaire or structured interviews for data collection, with the intent of generalizing from a sample to a population (Babbie, 1990 as cited by Creswell, 2009).

The descriptive survey was considered the most appropriate design for conducting this research because information gathered from the descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analyzing and interpreting conditions that exist. The descriptive survey was again considered the most appropriate design for conducting this study because it is the one that deals with things as they currently are (Creswell, 2003).

Descriptive survey design also helped achieved the goal of the study, which was to assess work related stress on motivational incentives among senior high school teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana. According to Ary, Jacobs and Rezavieh (2002), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively. Most surveys are based on samples of a specified target population – the group of persons whose interest is expressed. They are designed to provide a ‘snapshot of how things are at a specific time’ There is no attempt to control conditions or manipulate variables (Kelley, Clark, and Brown &Sitzia 2003).

Polit and Hunger (1995) as cited by Joseph (2009) the view that descriptive survey predominantly aims at describing, observing and documenting aspects of a situation as it naturally occurs rather than explaining it. To him, the design had an advantage of producing a good amount of responses from a wide range of people. A descriptive survey involves asking some set of questions to a large number of people either by mail, telephone or in person. At the same time, it provides a more accurate picture of events and seeks to explain people’s perception and behavior on the basis of data gathered at a point in time.

3.2. Research Method

A mixed method approach was adopted for this study, involving both qualitative and quantitative data collection methods. Quantitative data was collected using questionnaires. These tools captured the required data on the relation between senior high school teacher’s motivational incentives and their stress level, effects of motivation incentives on the performance of senior high school teachers, effects of stress on senior high school teachers in the performance of their job and to evaluate

how management of senior high schools for control stress at work among senior high school teachers. Qualitative data was captured using Key Informants Interview (KII) guides with key stakeholders at the school levels. Specific key stakeholders were asked questions that are relevant to this study.

The mixed method approach was used for this study because it can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach (Johnson & Onwuegbuzie, 2004). This is because mixed-methods can also provide stronger evidence for a study's conclusions through convergence and corroboration of findings (Johnson & Onwuegbuzie, 2004). The researcher used a concurrent mixed methods design in the current study. In a concurrent approach, two or more data collection instruments are administered within the same time frame. The researcher collected both forms of data (questionnaire and interview) at the same time during the study, and then integrated these data into the interpretation of the overall results (Creswell, 2003).

The purpose of using a mixed method design was to use both the responses obtained from the questionnaire and those from the interviews to provide a comprehensive analysis of the research questions asked. A secondary reason was the possibility of using the results from one instrument to confirm or corroborate findings from the other (Creswell, 2003).

3.3 Population

The target population consisted of all the senior high school teachers, headmasters/headmistress, District Directors of Education at the Kaleo-Nadowli District. There are two senior high schools in the Kaleo-Nadowli District and each school has a teacher population of about 80. The teachers were the targeted population

because the research topic is about work related stress and motivational incentives of teachers as they are likely to have an idea about the study and could provide useful information concerning the study.

Table 3.1 Sample Size

	Kaleo- Sec Tech School	Queen of Peace SHS
Population	80	80
Sampled	60	60

Source: Field Survey, 2017

3.4 Sample Size and Sampling Techniques

Kusi (2012) explains that ‘it is imperative for you to determine an aspect of population to be involved in your study’. A study may entail a large population unlike others with small population. In such situation, a portion of the entire population may be selected for study and this is what is termed as sample.

Stratified simple random sampling was used in selecting the teachers for this study.

According to (<https://www.britannica.com>, 6th April, 2016), it is variation of simple random sampling in which the population is partitioned into relatively homogeneous group called strata and a simple random sampling is used to select from each stratum.

(Kombo, 2006), argued that a representative sample of 10% and above is enough for providing the required information in large population. The teachers were put into two (2) strata’s thus Kaleo- Sec Tech and Nadowli SHS, simple random sample technique was then used to sixty (60) teachers from each school. All the teachers were given equal chance to pick from a folded pieces of papers on which ‘‘YES or NO’’, was written and those who selected ‘‘YES’’ were taken to represent the teachers.

Here all heads of the school were considered because they been in teaching field before and have experienced a lot of stress and motivational incentives in a different way and could provide useful information concerning the study hence purposive sampling was used to select all the two heads of each school. In all hundred (120) respondents were selected for sixty (60) teachers from Kaleo Sec Tech and sixty (60) teachers from Queen of Peace SHS. This sample size was chosen for the researcher to be able to manage them and also to avoid superficial perspective on the side of the researcher.

3.5 Instrumentation

The researcher used questionnaire in collecting data for the research. A questionnaire is a research instrument consisting of series of questions for the purpose of a survey or statistical study. The structured questionnaire type was used. Kusi (2012) explains that a structured questionnaire is a data collection instrument which contains predetermined standard questions or items meant to collect numerical data that can be subject to statistical analyses. He explains that the questions are close ended and answers outlined, which gives respondents the opportunity to respond to sample questionnaire questions

The questionnaire used for this study was both close ended and open ended questions with options like (Strongly agree, Agree, Disagree and Strongly Disagree). It was divided into five sections which are as follows: Section A: Personal data and Section B: provides questions on the effects of motivational incentives on the performance of senior high school teachers, Section C on the relation between senior high school teacher's motivational incentives and their stress level, Section D: on the effects of stress on senior high school teachers in the performance of their job, Section E: on the management of senior high schools for controlling and reducing stress at work among

senior high school teachers. Questionnaires required less time and money compared to other methods like focus group discussions (Hollway& Jefferson, 2000).

3.6 Pretesting of the Instrument

A pilot study was conducted in Nadowli Roman Catholic JHS at Kaleo-Nadowli District which has the same socio- demographic as that of Kaleo Sec Tech and Nadowli SHS. The questionnaires were administered to ten (10) teachers. The pilot study was done to improve the reliability of instrument. Changes were made to questions deemed inappropriate after the pilot study.

3.7 Validity of the Instruments'

A research instrument is said to be valid when it measures what it is supposed to measure. Face validity is in relation to the misunderstanding and misinterpretation of the question. This was checked by way employing pretesting method.

Content validity on the other on other hand refers to the capacity of the instrument to prove adequate coverage of a topic. Adequate preparation of the instrument under guidance of the supervisor, expert opinion and pre-testing of the question helped established the content validity.

3.8 Reliability of the Study

Reliability has to do with an instrument consistently producing the same result every time it is used. The test retest method was used to test for the reliability of the instrument. The questionnaires were administered to teachers of Jirapa SHS at Kaleo-Nadowli District which has the same socio- demographic as that of Kalwo Sec Tech and Nadowli SHS. The same questionnaires were administered to them after two weeks. A correlation coefficient of 0.8 alpha levels was obtained which is considered reliable.

3.9 Data Collection Procedure

The researcher obtained an introductory letter from the Department of Psychology and Education, University of Education stating the purpose and objectives of the study and the cooperation of the research participants. The introductory letter was copied to the Kaleo-Nadowli Educational Directorate and the Heads of Kaleo Sec Tech and Nadowli SHS to seek their approval and access to the school. The Heads of the school conveyed a meeting with teachers to inform them about the purpose of the research and their cooperation. The participants were told of the purpose, time, venue and how to answer the questionnaires. They were also assured of their confidentiality and anonymity. The researcher self-administered the questionnaires to sixty (120), however all heads of the two schools were purposively selected because of the nature of the research.

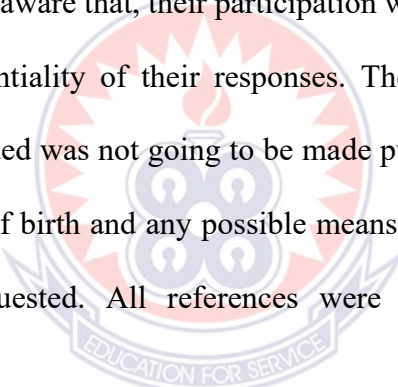
3.10 Data Analysis Technique

The data collected would be analyzed using appropriate descriptive statistics which allows the researcher to use numerical values to represent scores in the samples. According to Borg and Gall (1983) descriptive statistics not only allows the researcher to use numbers but also provides the researcher with the data that allow for inferences on the population and directions for answering the research questions. The returned questionnaires would be scored and coded for the analysis and answering of the research question. An item-by-item analysis of data would be conducted using the statistical product and service solution (SPSS). The percentage of the total sample responding to each question would be given. The data would be presented according to the responses and the view of the respondents. Numerical scores will be assigned to them to deduce possible relationship in responses of the respondents and then frequency list drawn. The two outside categories would be combined in the analysis.

For instance, the researcher will combine ‘strongly agree’ and agree and also ‘strongly disagree and disagree’ to project a unique response. This combination according to Best and Khan (1995) is possible when using Likert-type scale to report percentages. The scores assigned to the responses would be analyzed using frequency count. These would allow the researcher to access data and interpret results for statistical analysis provided using simple percentages, regression and frequencies.

3.11 Ethical Considerations

Consent was obtained from each school head before administering the questionnaires to the teachers. Informed verbal consent was also obtained from the teachers as well. Participants were made aware that, their participation was voluntary. Participants were assured of the confidentiality of their responses. They were made aware that, the information they provided was not going to be made public, and none of respondents’ name, addresses, date of birth and any possible means by which their identity will be made public was requested. All references were duly acknowledged to avoid plagiarism.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, surrounded by a wreath. Below the wreath, the motto "EDUCATION FOR SERVICE" is inscribed in a banner. The entire emblem is set against a light blue background.

3.12 Conclusion

The chapter described the research methodology that was used to gather data for the study. The chapter started with a description of the study design. The target population was also identified. Sampling techniques and procedures were discussed as well as well as instrumentation and methods of data collection. Also, methods of data analysis and ethical consideration were clearly outlined.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

The purpose of the study was to assess work related stress on motivational incentives among senior high school teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana. The respondents of the study were teachers and headteachers, The chapter is based on data collected from one hundred and twenty (120) teachers including two headteachers of the two selected senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana.

The data was analyzed using the Statistical Package for Social Scientist to come up with frequency distributions. This was done through the use of structured questionnaire in the data collection process. In analyzing the results of the data collected through the study, the researcher has divided this chapter into the following sub-divisions:

- i. Biographical data
- ii. Relation between senior high school teacher's motivational incentives and their stress level
- iii. The effects of motivation incentives on the performance of senior high school teachers
- iv. The effects of stress on senior high school teachers in the performance of their job
- v. Management of senior high schools ways of controlling and reducing stress at work among senior high school teachers

4.1 Demographic Characteristics of Respondents

One item of the questionnaire gathered data on the respondents gender which is presented in the table below.

Table 4.1: Sex Distribution of Respondents

Sex	(F)	(%)
Male	90	75.0
Female	30	25.0
Total	120	100

Source: Field Survey (2017)

The sex distribution of respondents show that majority of respondents were males as males represented are 90 (75.0%) and 30 (25.0%) were females. The implication is that, male teachers outnumbered female teachers teaching in the two selected senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana. This finding is in disagreement with Anamuah Mensah (2007) who reveal that, most female teachers are in teaching in urban areas of Ghana. The findings of this study is also in disagreement with a study by Avotri et al (1999) who asserted that it could be partly due to female teachers joining their husbands who work in urban areas hence avoid working in rural areas.

Another aspect of the questionnaire gathered data on the age distribution of respondents and this is what Table 4.2 presents.

Table 4.2: Age of Respondents

Age Range	(F)	(%)
18-23yrs	-	-
24-29yrs	2	1.67%
30-34yrs	8	6.67%
41-45yrs	70	58.33
46-50yrs	40	33.33
51-55yrs	-	-
56-60	-	-
Total	120	100

Source: Field Survey (2017)

The results from table 4.2 shows that majority of respondents were between the age group 41-45 representing 70 (58.33%), followed by those between the age group of 46-50 representing 40 (33.33%), followed by those between the age group 30-34 representing 8 (6.67%), followed by those between the age group 24-29 representing 2 (1.67%). The implication is that, majority of the teachers teaching in senior high schools in Kaleo-Nadowli District of the Upper West Region of Ghana were older form 30 years.

Another aspect of the questionnaire gathered data on the teaching experience of respondents and this is what Table 4.3 presents.

Table 4.3: Teaching experience of Respondents

Range of Years	Teaching experience (F)	(%)
1 month - 2yrs	-	-
2yrs - 3yrs	2	1.67
4yrs - 5yrs	8	6.67
Above 5yrs	110	91.67
Total	120	100%

Source: Field Survey (2017)

From table 4.3, the most opted number of years of teaching experience was above 5 years. Majority of the teachers 110 (91.67%) had teaching experiences above five years, 8 (6.67%) for 4-5 years and 2 (1.67%) for the 2-3 years of teaching. It can be assumed that, all the respondents (teachers and headteachers) in the two selected senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana have adequate work experience and can provide reliable information for the study.

Table 4.4: Highest Level of Education Attained (Teachers)

Response	(F)	(%)
Diploma	-	-
First Degree	115	95.83
Masters	5	4.17
Total	120	100.0

Source: Field Survey (2017)

Table 4.4 shows that majority of the respondent 115 (95.83%) had a first degree with the remaining 5 (4.16%) having a master degree. A deduction from the above is that majority of the respondents are having degree teaching at senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana.

4.2 Analysis of Items

The analyses of the items are based on the four research questions which are as follows:

1. To what extent does senior high school teachers who receive adequate motivational incentives experience less stress than senior high school teachers who receive little motivational incentives in the Kakeo-Nadowli District?
2. In what ways does motivational incentives affect the performance of senior high school teachers?
3. To what extent does stress affect the performance of senior high school teachers in the Kalwo-Nadowli District job performance?
4. Are there any management strategies to reduce stress among senior high school teachers at Kaleo-Nadowli District?

4.2.1 Research Question 1: To what extent does senior high school teachers who receive adequate motivational incentives experience less stress than senior high school teachers who receive little motivational incentives in the Kakeo-Nadowli District?

One aspect of the questionnaire gathered data on how teachers who receive adequate motivational incentives experience less stress than teachers who receive little motivational incentives and the relevant data are presented below.

Table 4.5: Motivational Incentives of teachers

Statement	Agreed	Uncertain	Disagreed	F	%
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1. My salary is paid promptly due to the work related stress I go through	-	-	120 (100.0%)	120	100
2. My salary is enough to cater for all my basic needs because of the work related stress	-	-	120 (100.0%)	120	100
3. I am able to save out of my salary for future use	20 (16.67%)	-	100 (83.33%)	120	100
4. There are adequate allowances for teachers to improve well-being due to their work related stress	-	-	120 (100.0%)	120	100
5. Allowances paid by the P. T. A of the school boost my effort to teach efficiently due to the work related stress in the teaching profession	10 (8.33%)	-	110 (91.67%)	120	100
6. It is possible to get advance payment from the school in case I have a financial problem due to the stressful nature of the job.	20 (16.67%)	-	100 (83.33%)	120	100
7. Some parents give me cash reward to teachers due to the work related stress	20 (16.67%)	-	100 (83.33%)	120	100
8. Extra classes allowance boost my effort to teach efficiently	5 (4.16%)	-	115 (95.83%)	120	100
9. Teachers motivation fee paid by parents improves my dedication towards teaching	3 (2.5%)	-	117 (97.5%)	120	100

Source: Field Survey (2017)

Table 4.5 reveals senior high teachers motivational incentives they receive. From the table all the respondents 120 (100%) disagreed that salary is paid promptly due to the work related stress they go through. The implication of this result means that senior high teachers teaching at Kaleo-Nadowli District salary is not paid on their work related stress.

In addition all the respondents 120 (100%) disagreed that their salary is enough to cater for all their basic needs because of the work related stress. The implication of this result means that senior high school teachers at Kaleo-Nadowli District salary are not paid on their work related stress. Also majority of the respondents 100 (83.33%) disagreed that

they are able to save out of their salary for future use while 20 (16.67%) agreed that they are able to save out of their salary for future use. The implication of this result means that senior high school teachers in Kaleo-Nadowli District are not able to save out from their salary for future use.

Moreover, all the respondents 120 (100%) disagree that there are adequate allowances for teachers to improve their well-being due to their work related stress. The implication of this result means that teachers teaching in senior high schools in Kaleo-Nadowli District do not get any allowance for the stress they go through.

Majority of the respondents 110 (91.67%) disagreed that allowances paid by the P. T. A of their school boost their effort to teach efficiently due to the work related stress in the teaching profession while 10 (8.33%) agreed that allowances paid by the P. T. A of the school boost my effort to teach efficiently due to the work related stress in the teaching profession. The implication of this result means that some teachers receive more allowances in senior high schools in Kaleo-Nadowli District than others. Deducing from this result one can also say that teachers in senior high schools in Kaleo-Nadowli District allowances paid by the P.T.A of the school does not boost their effort to teach efficiently. This therefore means that teachers do not receive adequate allowances from their P.T.A.

Again, majority of the respondents 110 (83.33%) disagreed that it is possible to get advance payment from the school in case they have a financial problem due to the stressful nature of the job while 10 (8.33%) agreed that it is possible to get advance payment from the school in case they have a financial problem due to the stressful nature of the job. The implication of this result means getting at advance payment from

the senior high schools in Kaleo-Nadowli is very difficult and if teachers may even get is not enough to solve their financial problems.

Moreover, majority of the respondents 100 (83.33%) disagreed that some parents give them cash reward to teachers due to the work related stress while 20 (8.33%) agreed that some parents give them cash reward to teachers due to the work related stress. The implication of this result means that some teachers get cash reward from some parent's while others do not. Also the cash reward received from parents by teachers is not based on their work related stress.

Also majority of the respondents 115 (95.83%) disagreed that extra classes allowance boost their effort to teach efficiently while 5 (5.17%) agreed that extra classes allowance boost their effort to teach efficiently. The implication of this result means that teachers teaching in senior high schools in Kaleo-Nadowli District extra classes allowance do not boost their effort to teach efficiently.

In addition, majority of the teachers 117 (97.5%) disagreed that teachers motivation fee paid by parents improves their dedication towards teaching while 3 (2.5%) agreed that teachers motivation fee paid by parents improves my dedication towards teaching. The implication of this result means that parent's motivation paid to teachers in senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana do not improve the dedication of teachers in their work.

The general implications of the above results mean that teachers all over the world are facing the problem of occupational stress, though extent of the problem varies. According to Kristensen (2005) about 10 to 40 percent of teachers are suffering under extreme stress. Maslach (2001) argues for some teachers even experience higher stress level than others.

According to a cross sectional study by Kyriacou (2004), 26.3 percent teachers were found to be suffering from ‘very high’ or ‘extreme’ stress in Tiwan. In Pakistan 23.9% teachers were either ‘highly’ or ‘extremely’ stressed. In a cross sectional study reported from India using a Psycho Social Stress Scale, 42% of teachers showed high to very high level of stress. Result from table 4.5 disagrees a study by Wang (2001) who asserted that occupational stress of secondary school teachers is an important determinant of their motivational incentives.

Paulse (2005) teachers’ salaries are paid promptly due to the work related stress they go through. According to the author teachers having less experience were having higher level of stress. The study concluded that having the necessary support often reduces the impact of stressors.

The result of this study also disagrees with a study by Boyle (1995) who posited that teachers salary is enough to cater for all thier basic needs because of their work related stress they go through. The result of this study also disagrees with the findings of a study by Chaplain (1995) who asserted that there is a significant relationship between teachers stress and their motivational incentives.

The result of this study also disagrees with a study by Lewis (1999) who posited that there are adequate allowances for teachers to improve well-being due to their work related stress and allowances paid by the P. T. A boost teacher’s effort to teach efficiently due to the work related stress in the teaching profession.

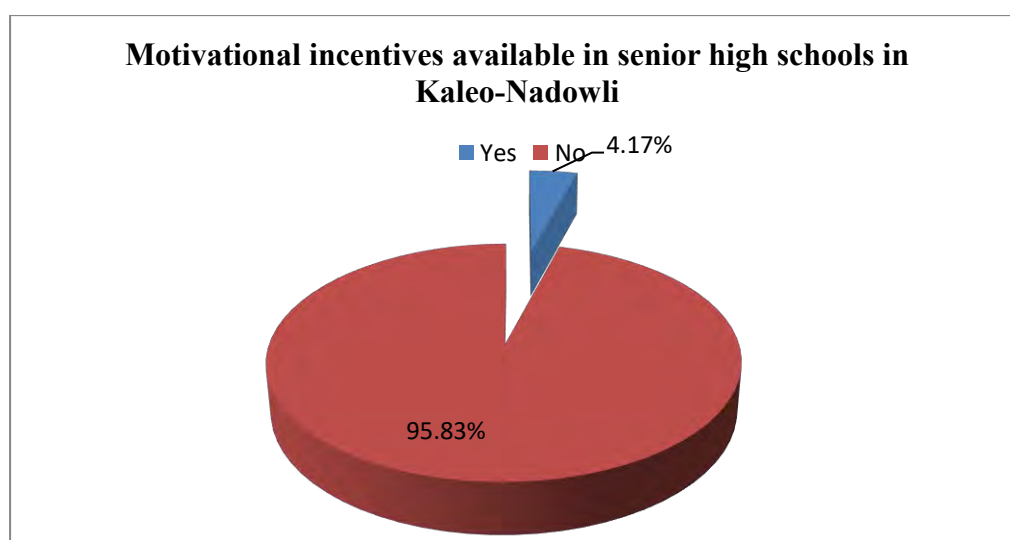
The result of this study agrees with a study by Guthrie (2006) who asserted that is not possible to get advance payment by teachers in their respective schools in Africa in case they have a financial problem due to the stressful nature of the job. The result of this study also disagrees with a study by Travers and Cooper (1997) who posited that is

possible to get advance payment by teachers from their school in case they have a financial problems.

4.2.2 Research Question 2: In what ways does motivational incentives affect the performance of senior high school teachers?

One aspect of the questionnaire gathered data on the effects of motivational incentives on teacher's performance and the relevant data are presented below.

Figure 1: Motivational incentives available



Source: Field Survey (2017)

From figure 1, majority of the respondents 115 out of 120 representing (95.83%) indicated that there are no enough motivational incentives available for senior high school teachers in Kaleo-Nadowli District whiles 5 out of 120 representing (4.17%) indicated that there is enough motivational incentives available for teachers teaching in senior high schools in Kaleo-Nadowli District. The implication of this result means that even though teachers teaching in senior high schools in Kaleo-Nadowli District are given motivational incentives but they are not enough to boost their performance in teaching.

The above result is consistent with a study by Ifinedo (2003) who asserted that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. This objective nature of motivation is also suggested by kreitner and Kinicki (2001 p.162) put forward that motivation represents “those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed”. Put differently, a motivated person has the awareness of specific goals that must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nelet *al.*, 2001) Mullins (2006), indicates that, the study of motivation is concerned, basically, with why people behave in a certain way.

One aspect of the questionnaire also gathered data the on how teachers are satisfied with the motivational incentives given to them and this is what figure 2 presents.

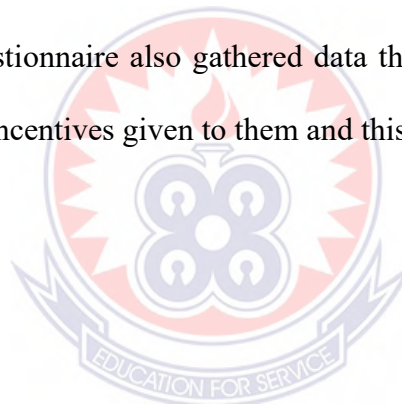
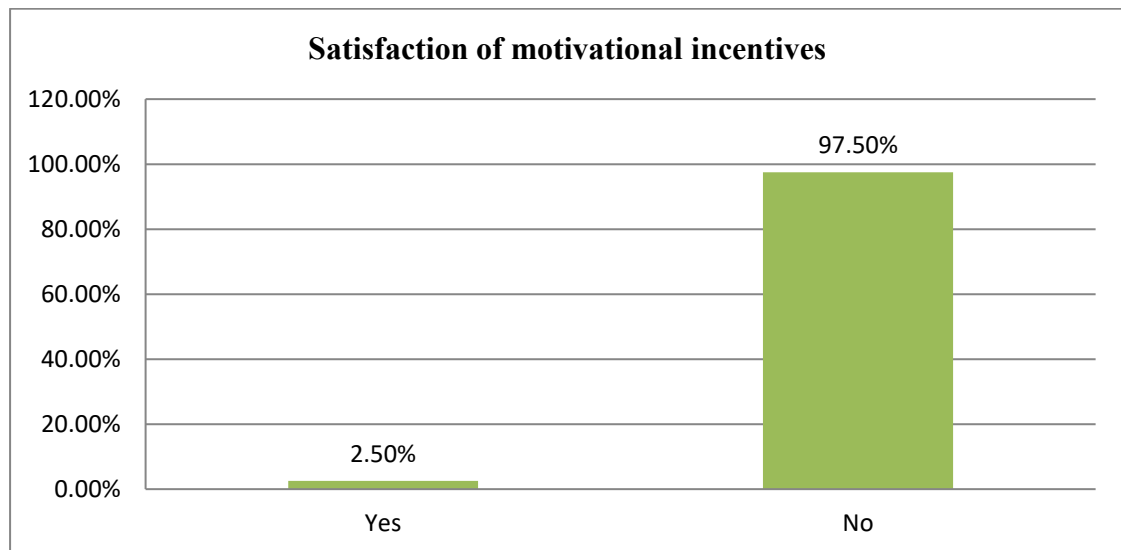


Figure 2: Satisfaction of teacher's motivational incentives

Source: Field Survey (2017)

From figure 2, majority of the respondents 117 out of 120 representing (97.50%) indicated that they are not satisfied with their motivational incentives while 3 out of 120 representing (2.50%) indicated that they are satisfied with their motivational incentives. The implication of this result means that teachers teaching in senior high schools in Kaleo-Nadowli District are not satisfied with their motivational incentives given to them.

This result is consistent with a study by Bennell (2004) who asserted that teacher motivation is a colossal problem, which is seriously compounded by political interference.

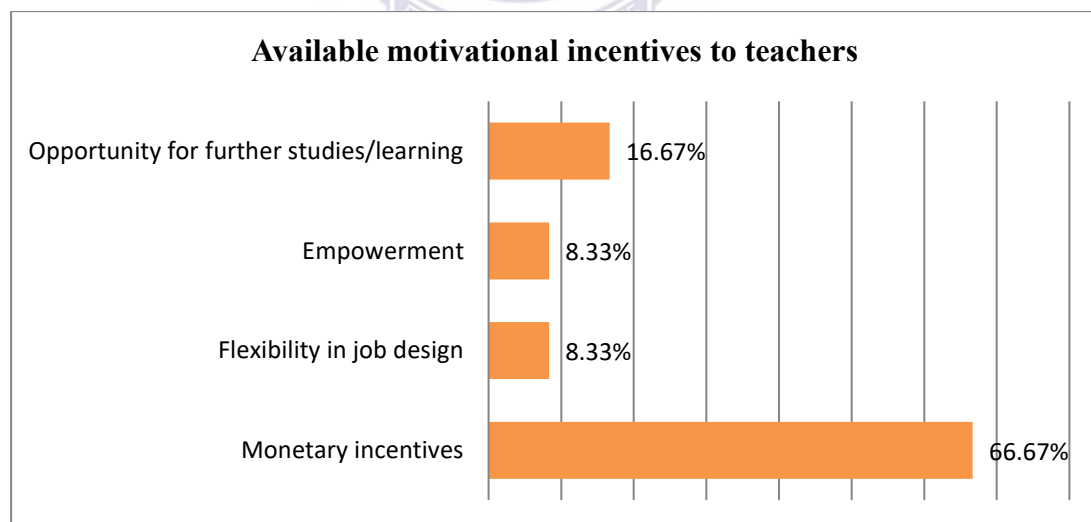
According to McShane and VonGlinow (2008) information about motivational incentives on work related stress of senior high school teachers is not well documented yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Nambassa (2003) investigated the impact of classroom

supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda. The study found out that motivation teachers received is inadequate to boost their performance in the teaching profession.

Analoui (2000) also asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. World Bank (2004) further added that teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking due to inadequate motivational incentives. The result of this study also disagrees with a study by Acheampong (2003) who asserted that teacher's morale is reasonably high in senior high schools in Ghana.

One aspect of the questionnaire also gathered data on the motivational incentives available for teachers in the teaching profession and this is what figure 3 presents.

Figure 3: Motivation available to teachers



Source: Field Survey (2017)

From figure 3, majority of the respondents 80 out of 120 representing (66.67%) indicated that monetary incentives is available for teachers, 20 out of 120 representing

(16.67%) also indicated that opportunity for further studies is a motivational incentives available for teachers while 10 out of 120 respectively each representing (8.33%) indicated that empowerment and flexibility in the teaching profession is also a motivational incentives to teachers. The implication of this result means that monetary incentives, opportunity for further studies, empowerment and flexibility in job design in the teaching profession are some of the motivational incentives available to teachers.

In addition the respondents also expressed that Compensation/Pay, Promotion, Relationship with co-workers, Relationship with headteacher, School Management recognition, Safety at the workplace, and Training and development are some of the motivational factors that are available to teachers in the teaching profession. This confirms to a study by Lai (2011) who asserted that an efficient compensation system results in organizational growth and expansion and exhibits a positive relationship between employee satisfaction and performance. Pay is highly considered as the most important determinant of job motivation relative to the other factors in order to attract and retain expert labour force (Frye, 2004). Also Taylor and Vest's (1992) asserted that pay affects the motivation level of employees.

The result in figure 3 is in consistent with a study by Teseema and Soeters's (2006) who posited that higher motivation level and better performance of teacher is attached to good promotional practices According to Jex (2002) workplace relationships are unique interpersonal relationships with important implications for the individuals in those relationships, and the organizations in which the relationships exist and develop. This finding is quite consistent with Schermerhorn et al. (2005) who posited that promotion; pay and relationship with co-workers are the major motivational factors that influence teacher's attitude towards work.

Roelen et al. (2008) also posited that monetary incentives, empowerment, opportunity for further training/studies are motivational incentives available for teachers in the teaching profession. Moynihan and Pandey's (2007) posited that flexibility in job is a motivational incentives to employees who are more satisfied and committed to the work. This can be achieved through effective cordial relationship between headteachers and their workers.

One aspect of the questionnaire also gathered data on measuring the performance of teachers in their work due to the stress level they go through in their work and this is what table 4.6 presents.

Table 4.6: Measuring of teachers performance through their motivational incentives

Item	Very Low	Somewhat Low	Low	High	Very High	Total %
1. What is the quality of your performance with respect to motivation as a teacher?	60 (50.0%)	40 (33.33%)	20 (16.67%)	-	-	120 (100% 0)
2. What is the quality of your overall productivity in view of how you're being motivated?	80 (66.67%)	20 (16.67%)	20 (16.67%)	-	-	120 (100% 0)
3. What is the quality of your performance compared with other teachers in terms of motivation in your school?	60 (50.0%)	60 (50.0%)	-	-	-	120 (100% 0)

Source: Field Survey (2017)

Results from the table 4.6 shows the performance of teachers due to the motivational incentives they receive in the teaching profession. From the table majority of the respondents 60 (50%) indicated that the quality of their performance with respect to

motivation as a teacher is very low, followed by 40 (33.33%) who indicated that the quality of their performance with respect to motivation as a teacher is somewhat low, followed by 20 (16.67%) who indicated that the quality of their performance with respect to motivation as a teacher is low. The implication of this result means that the quality of their performance with respect to motivation to teachers in senior high schools in Kaleo-Nadowli is extremely low.

In addition majority of the respondents 80 (66.67%) indicated that the quality of their overall productivity in view of how they are being motivated is very low, followed by 20 (16.67%) each who indicated that the quality of their overall productivity in view of how they are being motivated is somewhat low and low. The implication of this result means that the quality of their overall productivity in view of how they are being motivated is extremely low.

Moreover 60 (50%) of the respondents indicated that the quality of their performance compared with other teachers in terms of motivation in senior high schools in Kaleo-Nadowli is very low while 60 (50%) of the respondents indicated that the quality of their performance compared with other teachers in terms of motivation in senior high schools in Kaleo-Nadowli District is somewhat low. The implication of this result means that the quality of teachers performance in senior high schools in Kaleo-Nadowli District as compared with other teachers in terms of motivation is extremely low.

The result from the table above is consistent with a study by Bennell, Bulwani and Musikanga (2003) who asserted teacher morale also varied noticeably across schools in the same locations. Ryan and Deci (2000) posited that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid

expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income.

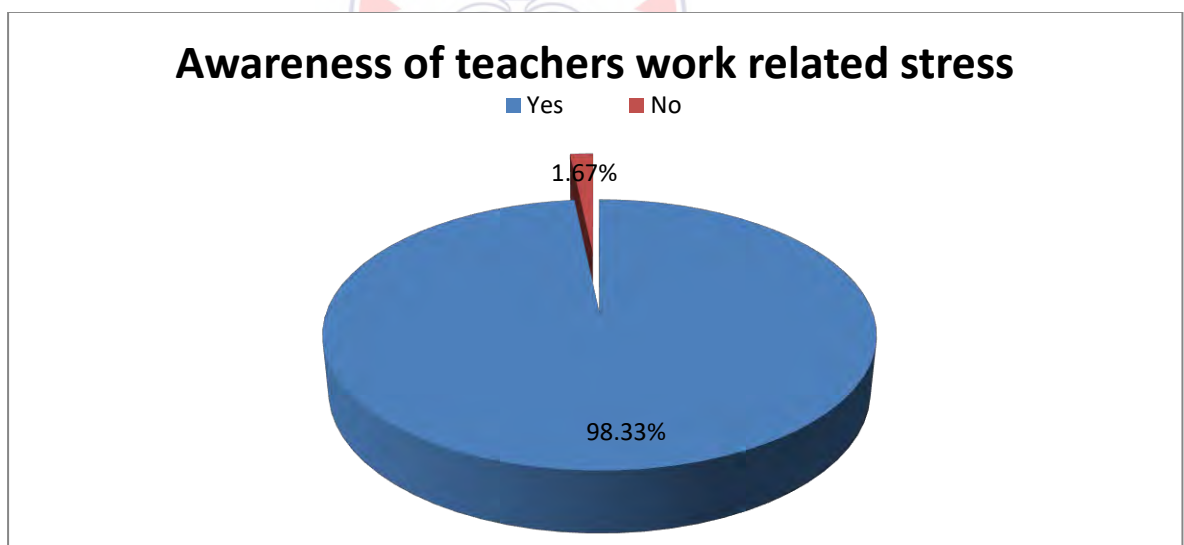
The achievements of teachers and educational institutions are independent process linked by employee work motivation. Individuals motivates themselves to satisfy their personal goals, therefore they invest and direct their efforts for the achievements of institutions objectives to meet with their personal goals also. Senior high school teacher's motivation is also a major issue for the Ministry of Education. Teacher's motivation, their enthusiastic and energetic behaviour towards task fulfillment play key role in delivering quality education. According to Petcharak (2002), one of the functions of human resource manager is related to ensure employees workplace motivation. The human resource manager's function should be to assist the general manager in keeping the employees satisfied with their jobs. Another goal in educational institution is the goal for the Human Resource Manager is to develop motivated teachers and encourage their morale regarding their respective works.

According to Coomber and Barriball (2007) the quality of teachers overall productivity in view of how they are being motivated is extremely low in Africa. The authors further added that the quality of teachers' performance in some senior high schools as compared with other teachers is very low. Stirr and Porter (1991) asserted that: the higher motivation and more positive attitude toward job the higher performance of workers.

4.2.3 Research Question 3: To what extent does stress affect the performance of senior high school teachers in the Kalwo-Nadowli District job performance?

One aspect of the questionnaire gathered data on the effects of stress on teachers' job performance and the results are presented below.

Figure 4: Teachers awareness of work related stress



Source: Field Survey (2017)

From figure 4 above, majority of the respondents 118 out of 120 representing (98.3%) indicated that they are aware of teachers work related stress whiles 2 out of 120 representing (1.67%) indicated that they are not aware of teachers work related stress. The implication of this result means work related stress is real among teachers teaching

in senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana. This is why Durosaro in Bada and Falana (2012), asserted that employees all over the world go through some form of stress that may either affect their performance in the work place.

One aspect of the questionnaire gathered data on activities teachers undertake apart from their normal duties and this is what table 4.7 presents.

Table 4.7: Activities teachers are involved

Item	Not at all	Uncertain	Less Extent	Some Extent	Great Extent	Total %
Exam duty	20 (16.67%)	-	60 (50.0%)	20 (16.67%)	20 (16.67%)	120 100%
Sports duty	100 (83.33%)	-	20 (16.67%)	-	--	120 100%
Invigilator duty	100 (83.33%)	-	20 (16.67%)	--		120 100%
Registers and records	110 (91.67%)	-	-	-	10 (8.33%)	120 100%
Admission campaign	115 (95.83%)	-	-	5 (4.16%)	-	120 100%
School health programme	100 (83.33%)	-	10 (8.33%)	10 (8.33%)	-	120 100%
Dining/meal activities	110 (91.67%)	-	-	5 (4.16%)	5 (4.16%)	120 100%
Entertainment activities	115 (95.83%)	-	-	-	5 (4.16%)	120 100%
Class/form master activities	100 (83.33%)	-	-		20 (16.67%)	120 100%

Source: Field Survey (2017)

Results from table 4.7 shows activities teachers undertake apart from their normal duties. From the table majority of the respondents 60 (50%) indicated that they undertake exam duty to a less extent whiles 20 (16.67%) indicated that exam duty is not at all undertaken by them. Also 20 (16.67%) of the respondents indicated exam duty is somewhat and great extent undertaken.

In addition, majority of the respondents 100 (83.33%) indicated that sports duty is not at all undertaken whiles 20 (16.67%) indicated that sports duty is less extent undertaken.

Again, majority of the respondents 100 (83.33%) indicated that invigilation activities is not at all undertaken by them while 20 (16.67%) indicated that invigilation activities is less extent undertaken by them.

Furthermore, majority of the respondents 110 (91.67%) of the respondents indicated that registers and records are not at all undertaken by them while 10 (8.33%) of the respondents indicated that registers and records is great extent undertaken by them. Moreover, majority of the respondents 115 out of 120 representing (95.83%) indicated that admission campaigns is not at all undertaken by them while 5 out of 120 representing (4.16%) indicated that admission campaigns is somewhat undertaken. Also majority of the respondents 100 (83.33%) indicated that school health programme is not at all undertaken while 10 (8.33%) respectively each indicated that school health programme is less extent and somewhat extent undertaken by them.

Again, majority of the respondents 110 (91.67%) of the respondents indicated that dining/meal activities is undertaken by them while 5 (4.16%) respectively each indicated that dining/meal activities is somewhat extent and great extent undertaken by them.

In addition, majority of the respondents 115 out of 120 representing (95.83%) indicated that entertainment activities is not undertaken by them while 5 out of 120 representing (4.16%) indicated that entertainment activities is great extent undertaken by them. Also majority of the respondents 100 (83.33%) indicated that class/form master activities are not at all undertaken by them while 20 (16.67%) indicated that class/form master activities is great extent undertaken by them.

The implications of all the above result means that exam duty, sports duty, invigilator duty, registers and records, admission campaign, school health programme, dinning/meal activities, entertainment activities and class/form master activities are

activities that are undertaken by senior high school teachers in Kaleo-Nadowli District but not in greater extent undertaken.

One aspect of the questionnaire gathered data on the sources of stress among senior high school teachers in Kaleo-Nadowli District and the relevant data is what table 4.8 presents.

Table 4.8: Sources of teachers stress

Statement	Agreed	Uncertain	Disagreed	F	%
Heavy Workload and time gives me stress	120 (100.0%)	-	-	120	100
Pressure normally gives me stress	120 (100.0%)	-	-	120	100
Station of contact hours gives me stress	90 (75.0%)	-	30 (25.0%)	120	100
External school review by circuit supervisors normally gives me stress	80 (66.67%)	20 (16.67%)	20 (16.67%)	120	100
Pursuing further education gives me stress	100 (83.33%)	-	20 (16.67%)	120	100
Managing students' behaviour and learning gives me stress	120 (100.0%)	-	-	120	100
Career instability due to related issues of cutting class and surplus teacher gives me stress	60 (50.0%)	-	60 (50.0%)	120	100
School management normally gives me stress	80 (83.33%)	20 (16.67%)	20 (16.67%)	120	100
Implementation of Language proficiency Requirement gives me stress	60 (50.0%)	-	60 (50.0%)	120	100
Guidance and discipline work gives me stress	120 (100.0%)	-	-	120	100
Getting along and working relationships with colleagues gives me stress	100 (83.33%)	-	20 (16.67%)	120	100
Salary cut gives me stress	120 (100.0%)	-	-	120	100

Source: Field Survey (2017)

Table 4.8 reveals the sources of stress teachers go through. From the table all the respondents 120 (100%) agreed that heavy workload and time gives them stress. Also all the respondents 20 (100%) agreed that pressure normally gives them stress. In

addition majority of the respondents 90 (75.0%) agreed that station of contact hours gives them stress while 30 (25%) disagreed that station of contact hours gives them stress.

Also majority of the respondents 80 (66.67%) agreed that external school review by circuit supervisors normally gives them stress, 20 (16.67%) were uncertain about the statement that external school review by circuit supervisors normally gives them stress while 20 (16.67%) disagreed that external school review by circuit supervisors normally gives them stress.

Moreover majority of the respondents 100 (83.33%) agreed that pursuing further education gives them stress while 20 (16.67%) disagreed that pursuing further education gives them stress. Again all the respondents 120 (100%) agreed that managing students' behaviour and learning gives them stress. Also 60 (50%) of the respondents agreed that career instability due to related issues of cutting class and surplus teacher gives them stress while 60 (50%) of the respondents disagreed that career instability due to related issues of cutting class and surplus teacher gives them stress.

Majority of the respondents 80 (66.67%) of the respondents agreed that school management normally gives them stress, 20 (16.67%) of the respondents were uncertain about the statement that school management normally gives them stress while 20 (16.67%) of the respondents disagreed that school management normally gives them stress. Also 60 (50%) of the respondents agreed that implementation of language proficiency requirement gives them stress while 60 (50%) disagreed that implementation of language proficiency requirement gives them stress.

Moreover all the respondents 120 (100%) respectively agreed that guidance and discipline work gives them stress and also salary cut gives them stress. In addition majority of the respondents 100 (83.33%) agreed that getting along and working relationships with colleagues gives them stress while 20 (16.67%) of the respondents disagreed that getting along and working relationships with colleagues gives them stress. The implications of the above result means that teachers teaching in senior high schools in the Kaleo-Nadowli District go through several sources of stress which includes heavy workload, pressure, more hours in teaching, external supervision of school, managing students behavior, guidance and discipline work, getting along and working relationship with colleagues and salary cuts.

This is why Ekundayo and Kolawole (2013) asserted that untreated stressor, unchecked stress can grow to unprecedented dimensions. In many instances, teachers and school would want to “pretend” or take it for granted that all is well with them. The authors further added that when a teacher or a school head gets too overburdened with office or school work and does not care to check his condition of health, he is driving himself towards the ultimate consequences of stress. Stress can develop to ultimate levels of high blood pressure, high headache (migraine), heart disease, impairment of the immune system and death. The authors added that teachers all over the world go through stress in their workplace.

The work of Gorman (2007) buttressed this conditions when it found that excessive stress does a lot of harm to the immune system and can as well reduce an individual's life span. In fact, in the words of Edlin and Golanty (2007), prolonged stress affects the whole person. Jiang and Chess (2006) also asserted that due to the workload of teachers they go through a lot of stress which affect their health negatively.

One aspect of the questionnaire also gathered data on the signals of stress and this is what table 4.9 presents.

Table 4.9: Signals of teachers stress

Stress	Frequency	Total (%)
Feeling anxious, irritable or depressed	30	25.0%
Apathy, Loss of interest in work	30	25.0%
Problems sleeping, Fatigue	30	25.0%
Trouble concentrating	30	25.0%
Total	120	100%

Source: Field Survey (2017)

From table 4.9 30 (25%) of the respondents each indicated that feeling anxious, irritable or depressed, apathy, Loss of interest in work, problems sleeping, Fatigue and trouble concentrating are stress they go through in the teaching profession. This is why Tepas, (2001) asserted that teachers and headteachers are symptoms of many medical disorders. When they occur in the absence of other symptoms, however, they may be classified as stress-related. By far the most frequent kind of headache is the tension headache. Stress can lead to persistent contractions of the muscles of the scalp, face, neck, and shoulders, giving rise to periodic or chronic tension headaches.

A study by Mark (200%) shows that teachers develop gradually and are generally characterized by dull, steady pain on both sides of the head and feelings of pressure or tightness. Most other teachers, including the severe migraine headache, appear to involve changes in the blood flow to the brain

According to Holroyd (2002) frequent stress in the form of anger, anxiety, and depression can have damaging effects on the cardiovascular system and teachers are faced with these stress. Researchers such as Orth-Gomér et al., (2000) highlight the

effects of stress on teachers which can cause chronic anger on the heart. Evidence indicates that episodes of acute anger can actually trigger heart attacks and sudden cardiac death in some people with established heart disease (Clay, 2001). Anxiety and anger may also compromise the cardiovascular system by increasing blood levels of cholesterol, the fatty substance that clogs arteries and increases the risk of heart attacks

One aspect of the questionnaires also gathered data from respondents on issues of stress in the teaching profession and this is what table 4.10 presents.

Table 4.10: Issues of stress in the teaching profession

Statement	Agreed	Uncertain	Disagreed	F	%
1. Have you ever experienced any of the signs of work related stress?	120 (100.0%)	-	-	120	100
2. Does work related stress have any effect on your performance?	120 (100.0%)	-	-	120	100
3. Do you think your work can affect your health?	120 (100.0%)	-	-	120	100
4. Do you know that work related stress can cause cardiovascular diseases such as hypertension?	120 (100.0%)	-	-	120	100
5. Did you know that exposure to stressors for a long time can cause chronic health problems such as immune system dysfunction?	120 (100.0%)	-	-	120	100
6. Do you know that persons going through stress may resort to substance and alcohol abuse?	120 (100.0%)	-	-	120	100

Source: Field Survey (2017)

Table 4.10 reveals issues of stress teachers go through in the teaching profession. From the table all the respondents agreed that they have ever experienced any of the signs of work related stress, work related stress have effect on their performance, work related stress affect their health, work related stress cause cardiovascular diseases such as hypertension, they know that exposure to stressors for a long time can cause chronic

health problems such as immune system dysfunction and lastly they know that that persons going through stress may resort to substance and alcohol abuse.

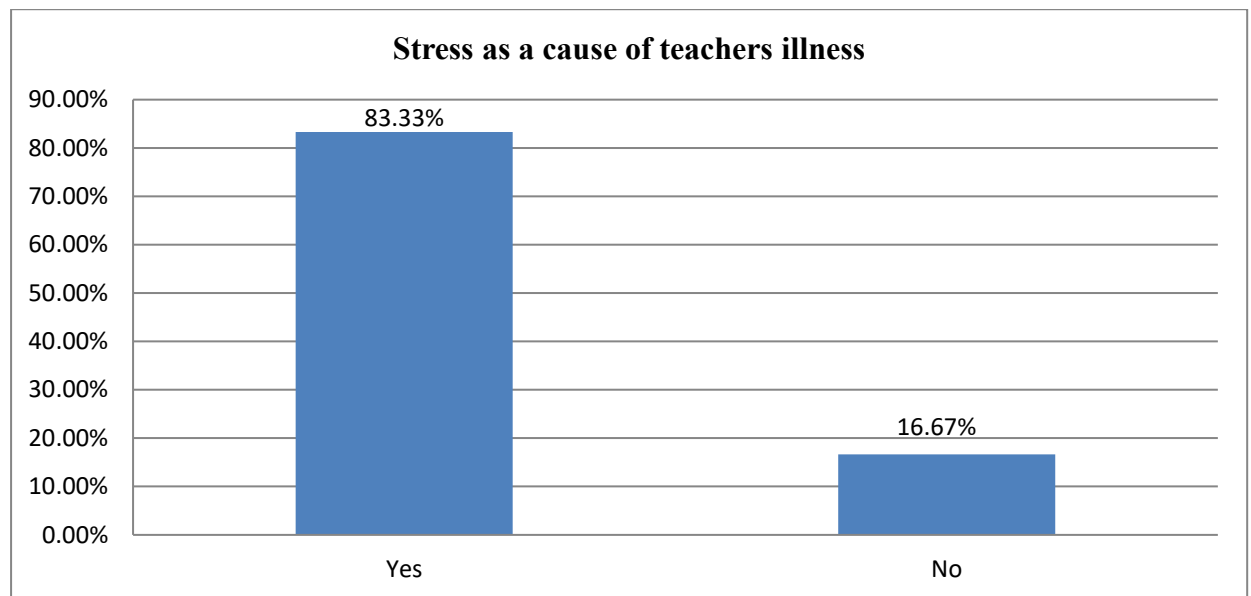
According to Oboegbulem and Ogbonnaya (2004), stress results when the teacher's working or living condition makes demand beyond its capacity to handle physically or emotionally. The authors held that stress results where there is obstacle in the path of goal achievement, conflicting demands, uncertain role prescription (role conflict or role ambiguity) and over demanding work conditions. In simple terms, sources of stress for the teacher can be seen from within the institution (institutional sources) and from outside the institution (outside institutional sources). Institutional sources of stress are fewer rewards, work overload, overpopulated students, tight institutional policies, and poor relationship with boss and colleagues and poor opportunity for career progression (Forlin, 2001; Boyd, Lewin & Sager, 2009). Outside institutional sources of stress are demanding parents, tight governmental rules regarding the education sector, ever changing educational policies and reforms, and downsizing (Kyriacou, 2001; Winefield, Boyd, Saebel & Pignata, 2008).

One aspect of the questionnaire also gathered data on the effects of stress on teachers. All the respondents expressed that absenteeism; reduced performance and low morale are some of the effects of stress on them. The respondents further expressed that due to the stress they go through they experienced headache, back pain, insomnia and fatigue which is detrimental to their health. This is why Alberti (2005) and Jarvis (2005) has enumerated the following as the signs and symptoms of stress: tension, faster heartbeat, anxiety, fear, need to urinate frequently, pale face, need for more sleep, headache, insomnia, sweaty hands and feet, high blood pressure, heart disease, backache, impaired

vision, poor problem solving, reduced work performance, stomach disorder, tense muscles, and impaired decision making.

One aspect of the questionnaire also gathered data on the past illness of teachers whether it is caused by the stress they go through and this is what figure 5 presents

Figure 5: Teachers illness as a result of stress



Source: Field Survey (2017)

From figure 5, majority of the respondents 100 (83.33%) indicated that the cause of their illness is stress while 20 (16.67%) of the respondents indicated that the cause of their sickness is not stress. The implication of this result means that most of the teachers teaching in senior high schools in Kaleo-Nadowli District sickness are caused by the stress they go through in the teaching profession.

4.2.4 Research Question 4: To evaluate management of senior high schools for controlling and reducing stress at work among senior high school teachers?

One aspect of the questionnaire gathered data on the ways of managing and reducing stress at work among senior high school teachers and the relevant data are presented below.

Table 4.11: Stress management activities

Factors	Not at All	Uncertain	Less Extent	Some Extent	Great Extent	Total
1 Sleeping			-	-	120- (100.0%)	120 (100%)
2. Talking to neighbors and friends	20 (16.67%)		-	100 (83.33%)	-	120 (100%)
3. Self-relaxing	-	-	-	-	120 (100.0%)	120 (100%)
4. Watching TV	-	-	-	100 (83.33%)	20 (16.67%)	120 (100%)
5. Listening to music	-	-	-	100 (83.33%)	20 (16.67%)	120 (100%)
6. Doing more exercises/sports	-	-	-	60 (50.0%)	60 (50.0%)	120 (100%)

Source: Field Survey (2017)

Results from table 4.11 reveals stress management activities by teachers. From the table all the respondents 120 (100%) indicated that sleeping is some extent a stress management activity.

Also majority of the respondents 100 (83.33%) indicated that talking to neighbors and friends is some extent a stress management activity whiles 20 (16.67%) of the respondents indicated that taking to neighbors and friends is not at all a stress management activity.

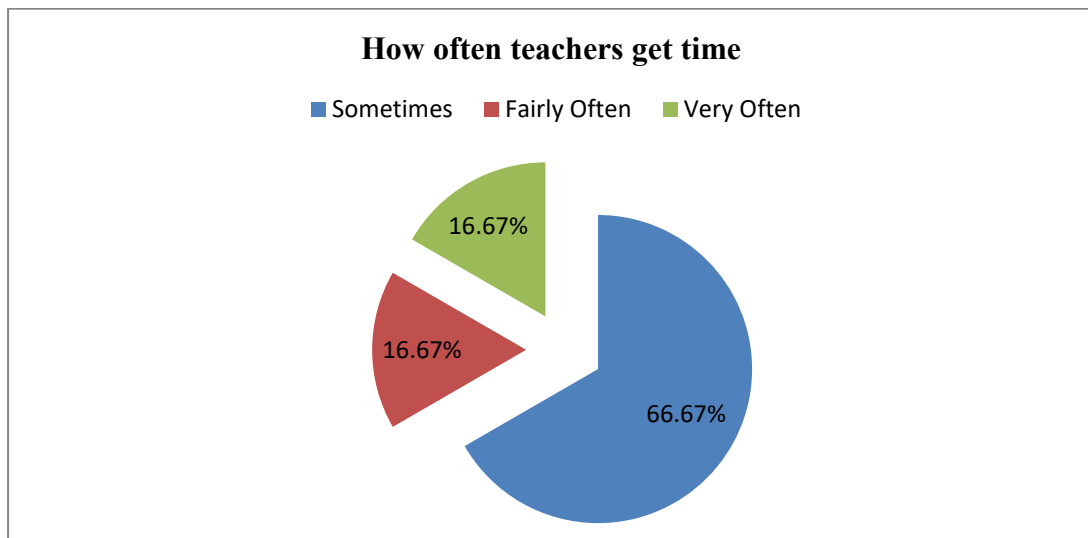
In addition all the respondents 120 (100%) indicated that self-relaxing is a great extent stress management activity. Also majority of the respondent 120 (100%) indicated that watching Television is some extent a stress management activity whiles 20 (16.67%) indicated that watching television is a great extent stress management activity.

Again majority of the respondents 100 (83.33%) indicated that listening to music is some extent a stress management activity while 20 (16.67%) indicated that listening to music is great extent stress management activity. Moreover, 60 (50%) of the respondents indicated that doing more exercises/sports is some extent a stress management activity while 60 (50%) also indicated that doing more exercises/sports is great extent a stress management activity. The implication of the above result means that stress management activities are available for teachers whenever they go through stress.

Several studies have examined the effectiveness of stress management programs and found them to help reduce symptoms associated with stress (Bernier & Gaston, 2000). Kagan, and Watson (1995) implemented a psycho educational stress management program on emergency medical service workers over a three year period that include nine and 16 month follow ups. This rather extensive investigation demonstrated the positive effect of the program across a variety of domains to include measures of emotional health such as depression, anxiety, strain, depersonalization, and a sense of accomplishment as well as at least one measure of behavioral outcome: the number of commendation letters from customers doubled following the training.

According to Hammond (2000) programs like watching of television, listening to music tend to be the most effective in stress management. Hammond (2000) found out that that sleeping could be a positive coping of stress by teachers.

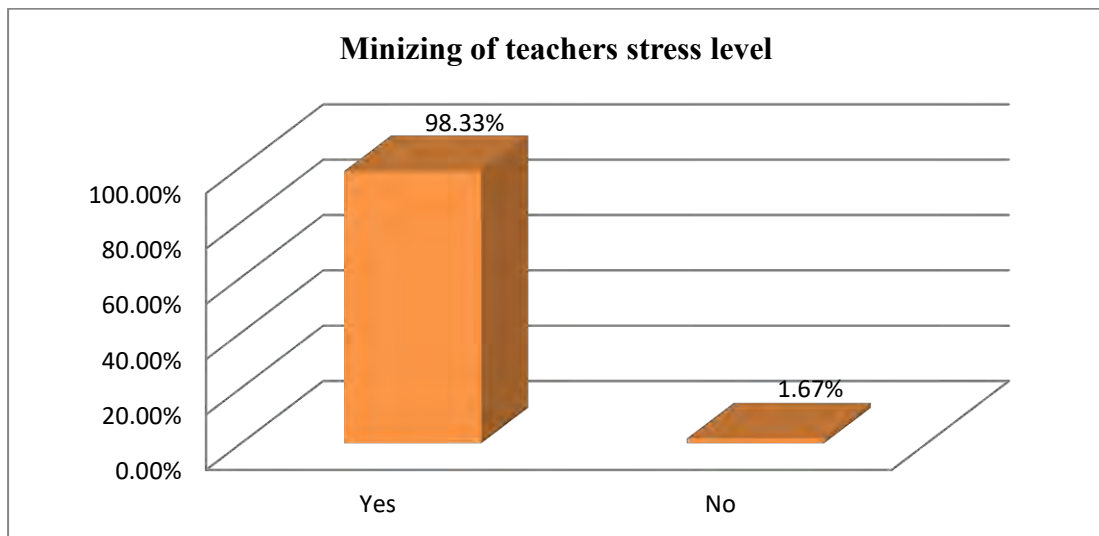
One aspect of the questionnaire also gathered data on how teachers get free time on their job and this is what figure 6 presents

Figure 6: Time teacher get to leave their job due to stress they go through

Source: Field Survey (2017)

From figure 6, majority of the respondents 80 (66.67%) of the respondents indicated that they sometimes get free time to leave their job when stressed while 20 (16.67%) each indicated that they fairly often and very often get free time. The implication of this result means that teachers teaching in senior high schools in Kaleo-Nadowli District get time to leave their job when they are stressed up. This is why Matthews (2001) suggested that stressors must have enough time to rest so that it may not affect their health conditions.

One aspect of the questionnaire also gathered data on how stress among senior high school teachers can be minimized and this is what figure 7 presents.

Figure 7: Minimizing teachers stress

Source: Field Survey (2017)

Figure 7 reveals how stress of senior high school teachers can be minimized. From the figure, majority of the respondents 118 out of 120 representing (98.33%) indicated that stress among teachers can be minimized while 2 out of 120 representing (1.67%) indicated that stress among teachers cannot be minimized. The respondents further expressed that stress among teachers can be reduced through stress management training, management development, organizational development and work redesign. The implication of this result means stress can be reduced or minimized.

One aspect of the questionnaire gathered data on how people in the various departments of senior high schools make things easier for teachers and this is what table 4.12 presents.

Table 4.12: How much does these people go out their way to make things easier for teachers

	Not at All	Uncertain	Less Extent	Some Extent	Great Extent	Total
Headmaster/headmistress	120- (100.0%)	-	-	-	-	120 (100%)
School management	20 (16.67%)	-	100 (83.33%)	-	-	120 (100%)
People you work with	-	-	-	120 (100.0%)	-	120 (100%)
Your spouse, friends and relatives	-	-	-	120 (100.0%)	-	120 (100%)

Source: Field Survey (2017)

Table 4.12 reveals how much things are easier for teachers. From the table all the respondents 120 (100%) indicated that headmasters/headmistress not at all make things easier for them in school. Also majority of the respondents 100 (83.33%) indicated that school management less extent make things easier for them while 20 (16.67%) indicated that school management not at all make things easier for them.

In addition, all the respondents 120 (100%) indicated that people they work with to some extent make things easier for them. Also all the respondents 120 (100%) indicated that their spouse, friends and relatives some extent make things easier for them. The implication of this results means that no matter the stress teachers teaching in senior high schools in Kaleo-Nadowli District go through there are opportunities or things that make things easier for them at times to overcome their stress level. This is why Dougall and Baum (2001) asserted that the reason that exposure to stress might be minimized is very high since some person's risk of developing it can be reduced through certain activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the research findings, conclusions, recommendations, suggestions and the way forward based on the findings. It is the final chapter which provides a brief overview of the study and shows how the research questions and objectives set out in chapter one have been answered. It also discusses the recommendations for practice and new areas for further research.

5.1 Summary of the Study

The purpose of the study was to assess work related stress on motivational incentives among senior high school teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana.

Four research questions were set out to guide the study:

1. To what extent does senior high school teachers who receive adequate motivational incentives experience less stress than senior high school teachers who receive little motivational incentives in the Kaleo-Nadowli District?
2. In what ways does motivational incentives affect the performance of senior high school teachers?
3. To what extent does stress affect the performance of senior high school teachers in the Kaleo-Nadowli District job performance?
4. Are there any management strategies to reduce stress among senior high school teachers at Kaleo-Nadowli District?

5.2 Key Findings of the study

A descriptive survey was employed for the study. A questionnaire was used to gather data from the teachers and headmasters in the two selected senior high school in the Kaleo-Nadowli District of the Upper West Region of Ghana through stratified and purposive random sampling. The collected data was analyzed in simple percentages and figures.

The first research question was to determine the relation between senior high school teacher's motivational incentives and their stress level in the Kaleo-Nadowli District. The study found out that teachers salary is not paid promptly to help minimize the work related stress they go through, teachers salary is not enough to cater for all their basic needs because of the work related stress, teachers are not able to save out of their salary for future use.

It also emerged from the study there are no adequate allowances for teachers to improve their well-being due to their work related stress. The study also found out that allowances paid by the P. T. A of the school to teachers does not boost their effort to teach efficiently due to the work related stress in the teaching profession. The study found out that some parents give teachers cash reward but are inadequate due to the work related stress of teachers. The study found out that extra classes allowance does not boost the effort of teachers to teach efficiently in senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana. The study further found out that is not possible to get advance payment from the school in case teachers have a financial problem due to the stressful nature of the job.

The second research question was to assess the effects of motivation incentives on the performance of senior high school teachers. The study found that motivational

incentives are given to senior high school teachers in Kaleo-Nadowli District but they are insufficient to boost the performance of the teachers. The study found out that compensation/pay, promotion, relationship with co-workers, relationship with school headteacher and management, nature of work, safety at the workplace, training and development are some of the motivational incentives available for senior high school teachers. The study also found out that teachers teaching in senior high schools in Kaleo-Nadowli District are not satisfied with the motivational incentives given to them.

The study also found out that the quality of teacher's performance with respect to the motivation they receive in senior high schools in Kaleo-Nadowli District is very low. The study also found out that the overall productivity due to the motivation of teachers in the teaching profession in Kaleo-Nadowli District is very low. The study also found out that the quality of teachers in senior high schools in Kaleo-Nadowli performance compared to other teachers in terms of motivational incentives is very low.

The third research question was to examine the effects of stress on senior high school teachers in the performance of their job. The study found out that found out that sports duty, invigilation duty, registers and records, admission campaigns, school health programmes, dining meal activities, entertainment activities and form master/class teacher activities are other activities teachers in senior high schools in Kaleo-Nadowli are involved in apart from teaching.

The study also found out that heavy workload, pressure, more working hours, school supervision by eternal supervisors, pursuing for further studies/training, guidance and disciplinary issues, salary cut and school management activities are some of the sources of stress teachers in senior high schools in Kaleo-Nadowli District go through which affect their teaching

The study found out that teachers in senior high schools in Kaleo-Nadowli have experienced so many signs of work related stress. The study also found out the work related stress affect teachers negatively. The study also found out that teachers teaching in senior high schools in Kaleo-Nadowli District illness are caused mostly by the stress they go through causing health problems such as cancer, heart diseases and pressure just to mention

The fourth research question was to evaluate management of senior high schools for controlling and reducing stress at work among senior high school teachers. The study found out that sleeping, talking to neighbors and friends, self-relaxing, watching television, listening to music and doing more exercise are some of the stress management strategies to reduce stress among teachers teaching in senior high schools in Kaleo-Nadowli District.

5.3 Conclusions

The present study has provided comprehensive information about work related stress among the senior high school teachers in the Kaleo-Nadowli District of the Upper West Region of Ghana. Based on the findings of the study, the following conclusions could be drawn.

Work related stress in the workplace is becoming a major concern for all teachers, headmasters and government, owing to the health problems and safety legislations requiring employers to practice, duty of care by providing teachers with safe working environments which also cover the psychological well-being of their staff. The reduction of work related stress will induce the teachers to provide efficient and effective service thereby boosting their performance in the teaching profession.

The study concludes that there are no adequate allowances for teachers in senior high schools in the Kaleo-Nadowli District to improve their well-being due to their work related stress. The study also concludes that extra classes allowance does not boost the effort of teachers to teach efficiently in senior high schools in the Kaleo-Nadowli District of the Upper West Region of Ghana

The study further concludes that that teachers teaching in senior high schools in the Kaleo-Nadowli District salary is not paid promptly to help minimize the work related stress they go through. The study also concludes that teacher's salary is not enough to cater for all their basic needs because of the work related stress and as such they are not able to save out of their salary for future use. The study also concludes that allowances paid by the P. T. A of the school to teachers does not boost their effort to teach efficiently since is inadequate. The study concludes that it is not possible to get advance payment from senior high schools in the Kaleo-Nadowli District in case teachers have a financial problem due to the stressful nature of the job.

The study concludes that motivational incentives are given to senior high school teachers in Kaleo-Nadowli District but they are insufficient to boost their performance. The also concludes that compensation/pay, promotion, relationship with co-workers, relationship with school headteacher and management, nature of work, safety at the workplace, training and development are some of the motivational incentives available for senior high school teachers.

The study concludes that sports duty, invigilation duty, registers and records, admission campaigns, school health programmes, dining meal activities, entertainment activities and form master/class teacher activities are other activities teachers in senior high schools in Kaleo-Nadowli are involved in apart from teaching. The study also concludes

that heavy workload, pressure, more working hours, school supervision by eternal supervisors, pursuing for further studies/training, guidance and disciplinary issues, salary cut and school management activities are some of the sources of stress teachers in senior high schools in Kaleo-Nadowli District go through which affect their teaching.

The study finally concludes that through regular exercise, eating a healthy diet as stress depletes vital nutrients, getting adequate rest, using tea and lunch break to read, listening to music, watching television, delegating responsibility wherever possible, taking time out to laugh by telling someone a joke, avoiding caffeine and sugar, taking time to do things that bring enjoyment and pleasure, making the good work environment, keep a journal that monitors dates and times of stress to detect re-occurring patterns and to help you discover changes you may need to make are some of the measures and strategies to reduce stress among senior high school teachers.

5.4 Recommendations

From the findings and conclusions of this study, the researcher strongly recommends that the salaries of teachers should be paid promptly to help minimize the work related stress they go through, teachers pay structure must be looked at again by policy makers.

Ancillary, P.T.A allowances popularly referred to as P.T.A levy should be a uniform amount across all senior high schools and from which teachers can get advance payment from the school in case teachers have a financial problem due to the stressful nature of the job.

The findings of this research could serve as a useful reference for the government and related organizations such as the Ghana Education Service when formulating the

policies and strategies to help the teachers teaching in senior high schools specifically those in Kaleo-Nadowli District relieve and cope with their work-related health problems.

Moreover, with the information of common sources of teacher stress found in this research for reference, the government could be more considerate of the teachers while establishing new education policies or educational reforms. Finally, this research study is believed to be able to enlighten other researchers to conduct further in-depth studies to investigate the work related health problems of the teachers due to the stress they go through.

5.5 Suggestions for Further Research

The researcher conducted the study in only the two senior high schools in Kaleo-Nadowli District of the Upper West Region of Ghana.

It is being suggested that a similar study be carried out in all Senior High Schools in the Upper West Region so that a comprehensive research document would be presented. Again, a follow up survey should be conducted bi-annually to check work related stress on motivational incentives among senior high school teachers.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

Dear Sir/Madam,

I am currently conducting research on: **INFLUENCE OF WORK RELATED STRESS ON MOTIVATIONAL INCENTIVES AMONG SENIOR HIGH SCHOOL TEACHERS IN THE KALEO-NADOWLI DISTRICT.** I will be very grateful if you can spare your precious time to respond to this questionnaire in order to contribute to this important process. Your identity and answers will be treated with greatest confidentiality and so I urge you to feel free to express your views. Please answer all questions. If some questions are not clear feel free to ask for clarification.

Thank you.

Instructions: please tick (✓) where appropriate and also write your responses in the spaces provided. Your identity will not be disclosed so please do not write your name. Please try to be as honest as possible.

Ranking

1=Strongly Disagree (SD)

2=Disagree (D)

3=Uncertain

4= Agree (A)

5= Strongly Agree (SA)

SECTION A:

PERSONAL INFORMATION

1. Sex: Male
 - A. Male []
 - B. Female []

2. Age
 - A. 18-23 []
 - B. 24-29 []
 - C. 30-35 []
 - D. 36-40 []
 - E. 41-45 []
 - F. 46-50 []
 - G. 51-55 []
 - H. 56-60 []

3. Your highest qualification
 - A. MPhil []
 - B. MA/MED []
 - C. First Degree []
 - D. HND []
 - E. DBS []
 - F. Others (Specify).....

4. How long have you served in the school?
 - A. 1 month - 2yrs []
 - B. 2yrs - 3yrs []
 - C. 4yrs - 5yrs []
 - D. Above 5yrs []



SECTION B**RELATION BETWEEN SENIOR HIGH SCHOOL TEACHER'S
MOTIVATIONAL INCENTIVES AND THEIR STRESS LEVEL**

This section shows the relation between motivational incentives and teachers stress level.

The following shows the relation between motivational incentives and teachers stress level. Please read each item below carefully and rate the degree of your agreement by ticking (✓) the appropriate answer.

Ranking:

A=Strongly Disagree (SD)

B=Disagree (D)

C=Uncertain

D= Agree (A)

E= Strongly Agree (SA)

Motivational incentives	SD	D	U	A	SA
1. My salary is paid promptly due to the work related stress I go through					
2. My salary is enough to cater for all my basic needs because of the work related stress					
3. I am able to save out of my salary for future use					
4. There are adequate allowances for teachers to improve well-being due to their work related stress					
5. Allowances paid by the P. T. A of the school boost my effort to teach efficiently due to the work related stress in the teaching profession					
6. It is possible to get advance payment from the school in case I have a financial problem due to the stressful nature of the job.					
7. Some parents give me cash reward to teachers due to the work related stress					
8. Extra classes allowance boost my effort to teach efficiently					
9. Teachers motivation fee paid by parents improves my dedication towards teaching					

10. What is the relation between teachers' motivational incentives and their stress level?

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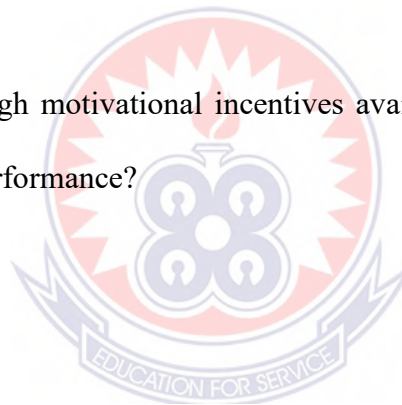
SECTION C:

**EFFECTS OF MOTIVATION INCENTIVES ON THE PERFORMANCE OF
SENIOR HIGH SCHOOL TEACHERS**

Instruction: Please kindly tick (✓) where appropriate in the spaces provided. Your identity will not be disclosed so please do not write your name. Please try to be as honest as possible

4. Are there enough motivational incentives available in your organization that could enhance your performance?

- a. Yes []
- b. No []



5. Are you satisfied with the motivational incentives you receive as a teacher?

- a. Yes []
- b. No []

6. What are some of the motivational incentives available in the teaching profession?

- a. Monetary incentives
- b. Flexibility in job design
- c. Empowerment
- d. Opportunity for further studies/ learning

e. Others (specify).....

7. The following are statements measuring the performance of teachers. Rank the quality of your performance using the scale

Ranking

A = Very Low

B = Somehow Low

C = Low

D= High

E= Very High

Statement	A	B	C	D	D
8. What is the quality of your performance with respect to motivation as a teacher?					
9. What is the quality of your overall productivity in view of how you're being motivated?					
10. What is the quality of your performance compared with other teachers in terms of motivation in your school?					
11. Does motivation affect the quality of your overall productivity compared with other teachers in your school?					

12. Do you agree that motivation serves as a factor to measure employee performance?

a. Yes []

b. No []

13. Mention some of the factors that motivate you in your work.

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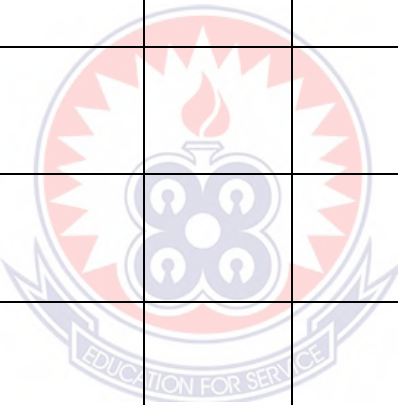
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14. If you are to rank the factors, you have put down, which one will come first, second, third et cetera?

Factors	1st	2nd	3rd	4th	5th



SECTION D:

EFFECTS OF STRESS ON SENIOR HIGH SCHOOL TEACHERS JOB

SATISFACTION

Instruction: Please kindly tick (✓) where appropriate in the spaces provided. Your identity will not be disclosed so please do not write your name. Please try to be as honest as possible

1. Have you heard about work related stress?
 - a. Yes []
 - b. No []

2. What are the other activities you are involved, in addition to teaching? (Please tick in the respective fields)

Ranking:

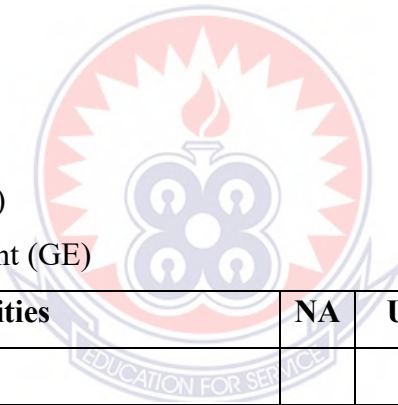
A=Not at all (NA)

B=Uncertain (U)

C=To less extent (LE)

D= To some extent (SE)

E= To a very great extent (GE)



Activities	NA	U	LE	SE	GE
Exam duty					
Sports duty					
Invigilator duty					
Registers and records					
Admission campaign					
School health programme					
Dining/meal activities					
Entertainment activities					
Class/form master activities					

3. The following are source of stress among senior high school teachers, to what extent do you agree or degree

Ranking:

A=Strongly Disagree (SD)

B=Disagree (D)

C=Uncertain

D= Agree (A)

E= Strongly Agree (SA)

Sources of stress	SD	D	U	A	SA
Heavy Workload and time gives me stress					
Pressure normally gives me stress					
Station of contact hours gives me stress					
External school review by circuit supervisors normally gives me stress					
Pursuing further education gives me stress					
Managing students' behaviour and learning gives me stress					
Career instability due to related issues of cutting class and surplus teacher gives me stress					
School management normally gives me stress					
Implementation of Language proficiency Requirement gives me stress					
Guidance and discipline work gives me stress					
Getting along and working relationships with colleagues gives me stress					
Salary cut gives me stress					

4. What do you think are the signals of stress? You can provide multiple answers.

a. Feeling anxious, irritable or depressed []

- b. Apathy, Loss of interest in work []
- c. Problems sleeping, Fatigue []
- d. Trouble concentrating []
- e. Other (specify)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
5. Have you ever experienced any of the signs of work related stress?					
6. Does work related stress have any effect on your performance?					
7. Do you think your work can affect your health?					
8. Do you know that work related stress can cause cardiovascular diseases such as hypertension?					
9. Did you know that exposure to stressors for a long time can cause chronic health problems such as immune system dysfunction?					
10. Do you know that persons going through stress may resort to substance and alcohol abuse?					

11. If you answered strongly agree or agree to question 6, what effects did it have on you?

- a. Absenteeism []
- b. Reduced performance []

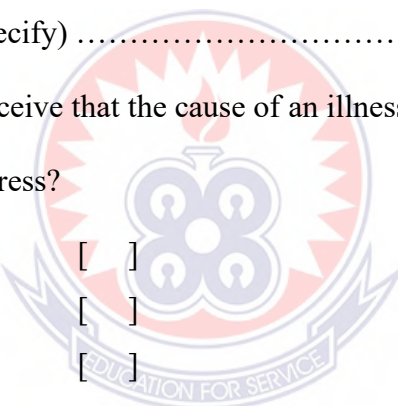
- c. Low morale []
- d. Poor work relations []
- e. Other (specify)

15. If you answered strongly agree or agree to question 7, how does your work affect your health?

- a. Headaches []
- b. Back Pain []
- c. Insomnia []
- d. Fatigue []
- e. Other (specify)

13. How do you perceive that the cause of an illness in the past could be as a result of work related stress?

- a. Very high []
- b. High []
- c. Average []
- d. Low []
- e. Very Low []



14. To what extent do you think work related stress has had any effect on your performance as a teacher?

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SECTION E

CONTROLLING AND REDUCING STRESS AMONG SENIOR HIGH SCHOOL TEACHERS

To what extent do you use the following as stress management activities or technique?

Ranking:

A= Not at all (NA)

B= Uncertain (U)

C= To a less extent (LE)

D= To some extent (SE)

E= To a very great extent (GE)

Stress management activities	NA	U	LE	SE	GE
1. Sleeping					
2. Talking to neighbors and friends					
3. Self-relaxing					
4. Watching TV					
5. Listening to music					
6. Doing more exercises/sports					

7. How much influence do you have over the order in which you perform tasks at work?

- a. Very Much []
- b. Some-What []
- c. A little []
- d. Not At All []
- e. Don't Know []

8. How often does your job leave you with little time to get things done?

- a. Rarely []
- b. Occasionally []
- c. Sometimes []
- d. Fairly Often []
- e. Very Often []

9. Do you think work related stress among senior high school teacher can be minimized?

a. Yes []

b. No []

10. If you answered yes to the above, how?

a. Work Redesign []

b. Stress Management Training []

c. Management Development []

d. Organisational Development []

e. Early detection []

11. In what way(s) do you think work related stress among senior high school teacher could be minimized?

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How much does each of these people go out of their way to do things to make your work life easier for you?

	Very Much	Some - What	A Little	Not At All	Don't Have Any Such Person
Headmaster/headmistress					
School management					
People you work with					

Your spouse, friends and relatives					
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