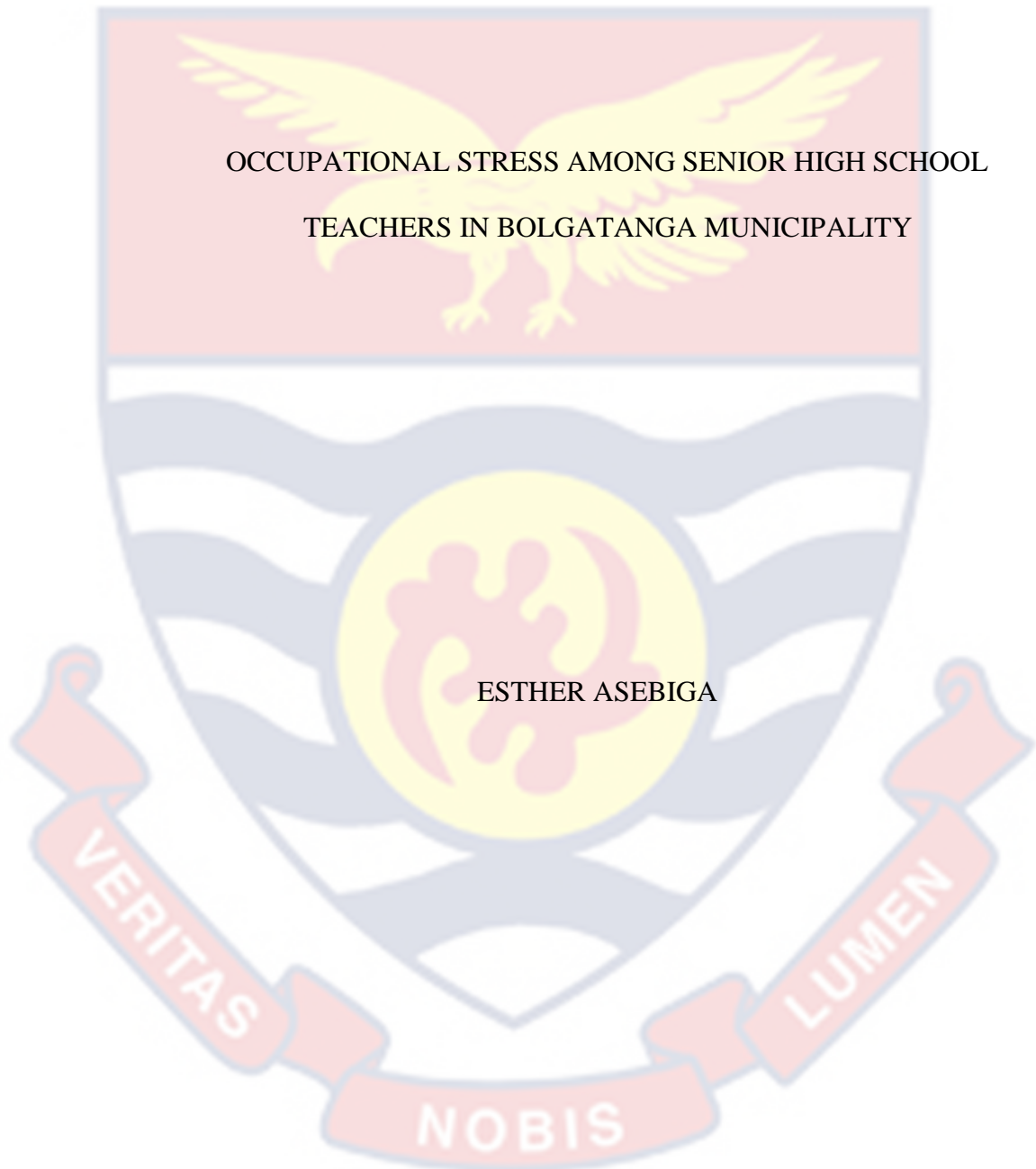UNIVERSITY OF CAPE COAST

OCCUPATIONAL STRESS AMONG SENIOR HIGH SCHOOL

TEACHERS IN BOLGATANGA MUNICIPALITY

ESTHER ASEBIGA

2022

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OCCUPATIONAL STRESS AMONG SENIOR HIGH SCHOOL

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BY

ESTHER ASEBIGA

Thesis submitted to the Department of Guidance and Counselling, Faculty of

Educational Foundations, College of Education Studies, University of Cape

Coast, in partial fulfillment of the requirements for award of Master of

Philosophy degree in Guidance and Counselling

SEPTEMBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in the university or elsewhere.

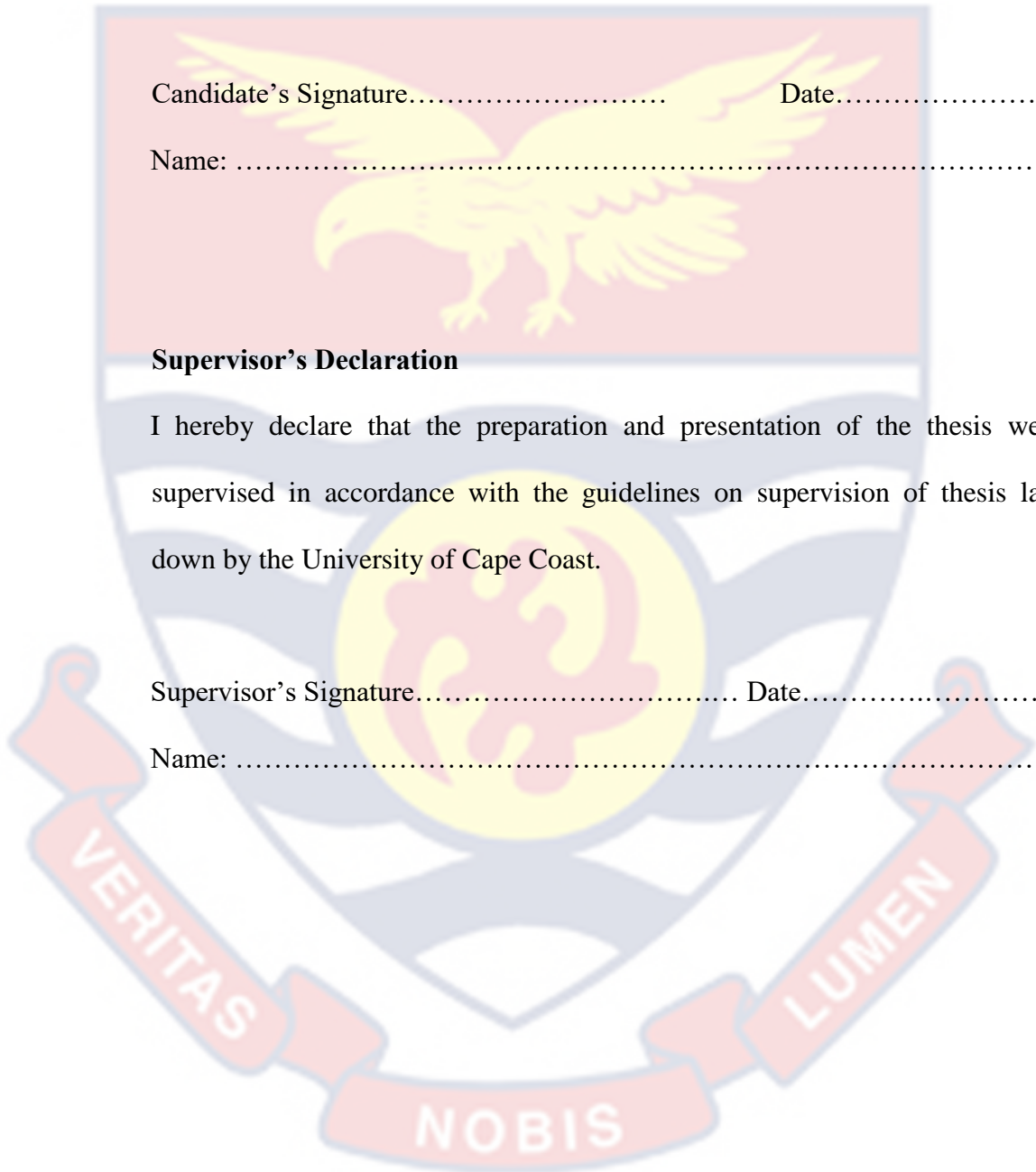Candidate's Signature………………………   Date……………………

Name: …………………………………………………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature………………………… Date……….…………

Name: …………………………………………………………………

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ABSTRACT

The purpose of this study was to investigate the causes, effects and, coping strategies of occupational stress among senior high school teachers in Bolgatanga Municipality in the Upper East Region of Ghana. A descriptive research design was adopted for this study. The sampling technique that was used to arrive at the sample size of 252 teachers from a population of 505 was stratified random sampling with equal proportion and simple random sampling. The stratified random sampling with equal proportion was use to select the teachers from the five senior high schools within the Municipality. Data were collected using questionnaire and analysed using descriptive and independent samples t-test. The study indicated stress among senior high school teachers in Bolgatanga Municipality. The study revealed that intrapersonal conflict, time management, school management relationship and student behaviour were the major common stressors among senior high school teachers in Bolgatanga Municipality. The study revealed that majority of senior high school teachers in the Bolgatanga Municipality said that they were experiencing more psychological impacts of stress than physical. The results showed that the majority of the respondents used relaxation, listening to music, and consultations with counsellors and imams as strategies to cope with stress positively. From the findings, it was recommended that authorities of the Ghana Education Service should set up vibrant Counselling Units in all senior high schools to assist teachers to manage stress at work place.

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ACKNOWLEDGEMENTS

My sincere appreciation goes to my supervisor, mentor, and father, Professor Godwin Awabil for his good guidance and counsel to me over this work. My appreciation also goes to the staff of St. Vincent College of Education who in one way or the other assisted me in this work, especially John Liyab who took time out of his busy schedule to always read every single word and effect appropriate corrections, Mr Liyab, you own this work. My deepest appreciation goes to my family, especially to my son Daniel Tawiah. I sincerely appreciate all that they did for me throughout my study period.
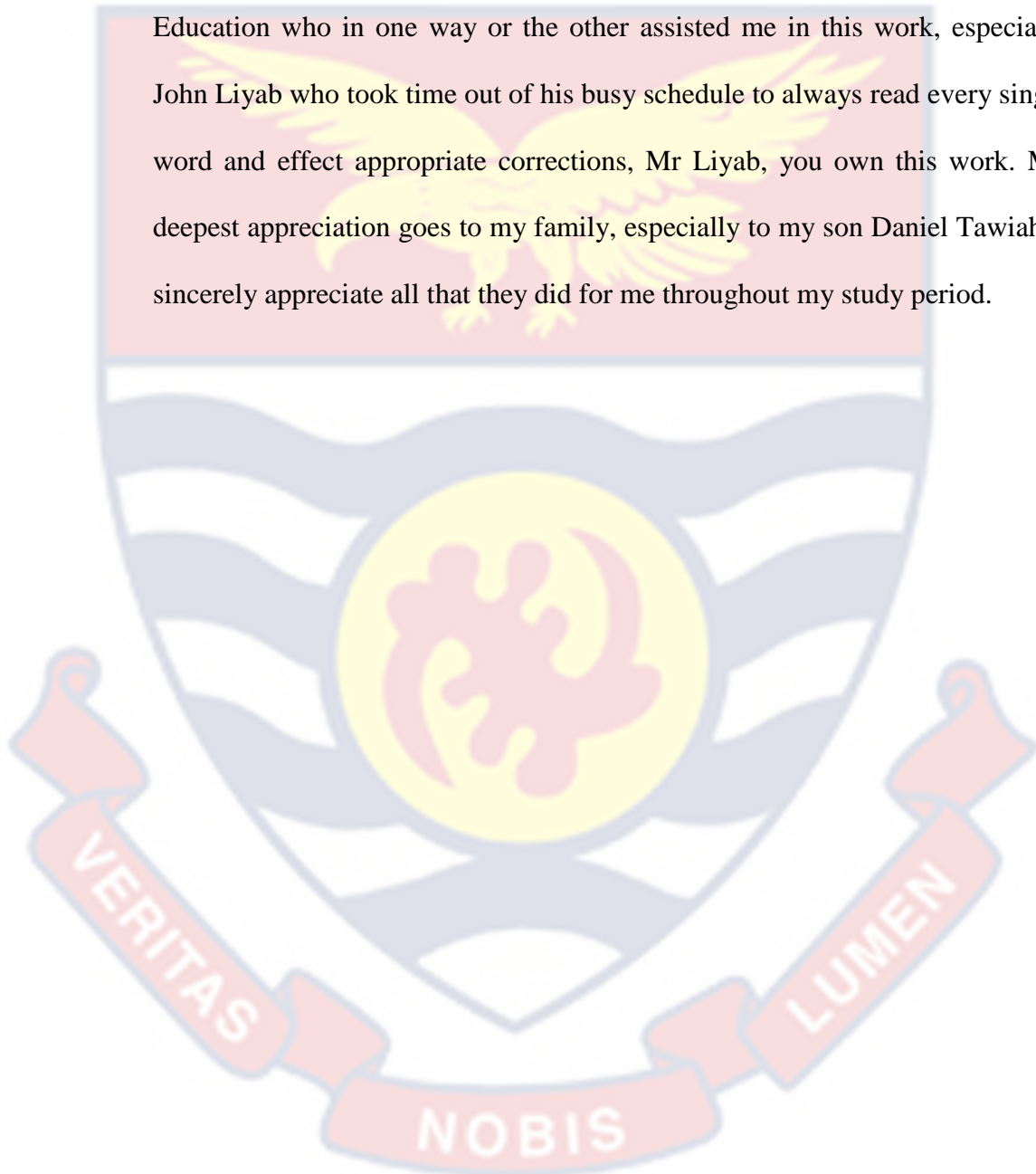
DEDICATION

To my husband Naani-Anu Macberth and children Naani-Anu Malachi and
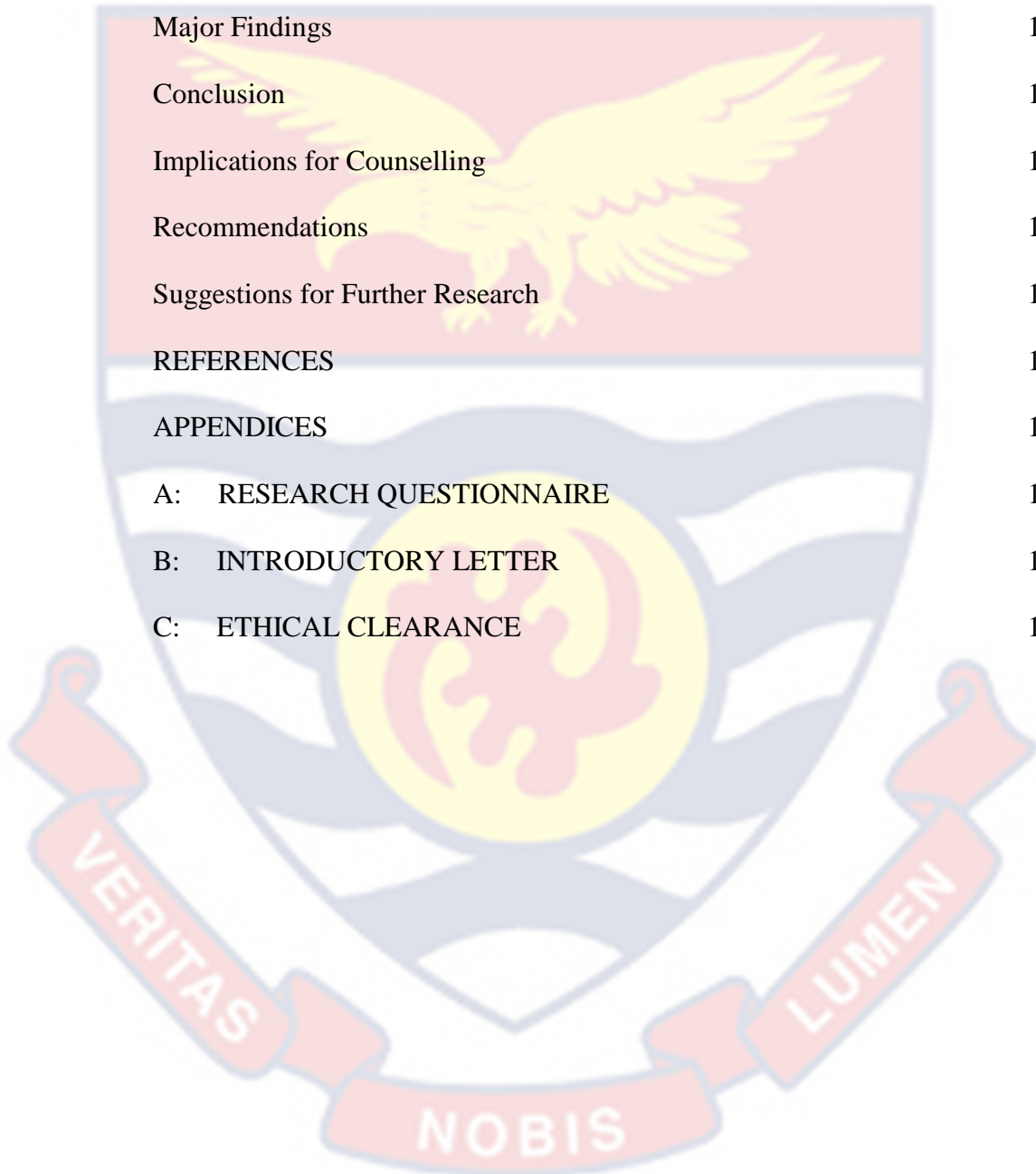
Naani-Anu Marciana

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CHAPTER ONE

INTRODUCTION

Generally, stress is a widespread phenomenon in every human endeavour. People have been subjected to a variety of stresses throughout human history, including but not limited to physiological stress, psychological stress, psychosocial stress, psycho-spiritual stress, and many more Schneiderman, et al (2005). According to the definition provided by Saranvanan and Muthulakshmi (2017), stress is defined as the general reaction of the body to any demand that is placed upon it.

According to Yikealo and Tareke (2018), stress is a necessary and unavoidable component of our day-to-day lives. This is due to the fact that, if we did not experience any kind of stress, we would be sedentary or indifferent beings living on the planet earth. As a result, stress is something that can be seen and experienced by everyone since it is related to any external event, whether it is enjoyable or dangerous, and it may have an effect on the regular functioning of human efficiency and productivity.

Background to the Study

The term "occupational stress" refers to any force that drives a mental or physical element beyond its range of stability, causing a strain on the person that may either be beneficial or detrimental. (Kendall, et al 2000). Those who are involved in education and academics regularly raise concerns about the stress that is associated with the teaching profession. The feelings of anger, frustration, anxiety, depression, and nervousness that are experienced

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by teachers as a direct result of their jobs are examples of the types of negative emotions that are included in the definition of the term "teacher stress" (Kyriacou, 2001). Kyriacou continued to claim that, teacher stress is best understood as originating from a mismatch between the pressures and expectations imposed on educators and their capacity to deal with such demands.

If working circumstances were the only factor at play, it would not be adequate to explain why certain teachers are under extreme amounts of stress. Instead, what is most important is how each teacher understands the expectations placed on him or her in connection to the resources that are at his or her disposal in order to satisfy those needs. It is said that beauty is in the eye of the beholder, and in the same way, stress is dependent on the teacher's unique view of his or her classroom stress. Stress can be the result of organizational demand or pressure on the individual, or it can be the result of the individual's psychological state at the time that he or she is discharging his or her professional duties. People's actions, particularly those of teachers, may be negatively impacted by stress brought on by their jobs, which can eventually lead to inefficiency on both the individual and the organizational level.

Lazarus and Folkman (1984), came to the conclusion that a person's response to stress is dependent on whether an event is seen as a challenge or a danger by the individual. They came to this conclusion through working together. The complexity of the human social, personal, and ecological environment, the multiple and simultaneous interactions of humans with the problems in their surroundings, and the variety of ways that people can

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express their stress are the primary contributors to the widespread presence and pervasiveness of stress in human communities (Khanka, 2008). In addition, there is no such thing as a life free of stress, hence the need to identify the possible causes, effects, and appropriate coping strategies to make life effective.

Occupational stress can also be described as a condition in which factors related to the worker's occupation interact with the worker to change (disrupt/enhance) his or her psychological or physiological condition, such that the person's mind and or body is forced to deviate from its normal way of functioning (Kendall, et al 2000). According to research carried out by Amponsah et al. (2020), the psychological sense of mental pressure and tension that is referred to as stress, when it is in its positive form, has the potential to promote bio-psychosocial health and facilitate performance. They went on to say that they believe that positive stress is a crucial role in invitation, adaptability, and reactivity to the world around them. However, a high level of stress can lead to a variety of biological, psychological, and social issues, as well as serious implications for humanity, such as anxiety and hypertension, to name just a few of the potential consequences.

Furthermore, negative emotions and sentiments such as depression, anguish, and sorrow might result in major psychological diseases and physical ailments such as heart disease and post-traumatic stress disorder (PTSD), or could potentially occur in stressful conditions when subjected to persistent stressors. In the same article, Rheinberg and Engeser (2018), highlighted the stressful circumstances that could lead to beneficial results such as encouragement and betterment in task performance just as endangering

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situations or distress could result in anxiety, depression, social dysfunction, and even suicidal situations. The authors emphasized that challenging situations could lead to positive outcomes just as threatening situations or distress could result in positive outcomes (Tang, Byrne & Qin, 2018).

Individuals are more likely to experience stress connected to their jobs when the requirements and expectations of their jobs are not a good fit with their skills and experience (Gebisa & Sintayehu, 2020). In today's contemporary Ghanaian culture, striking a healthy work-life balance is one of the most important challenges that individuals and families face. In contrast to the common perception that job and family are two separate aspects of one's life, the two are really intertwined to form the single most significant component of each person's existence. However, these two domains are closely related because economic stability and nation development have become an integral part of every individual's life irrespective of gender as a result people experience all kinds of stress day in and day out (Zarra-Nezhad et al., 2010).

The interactions between people and their environments that are seen as being taxing or as surpassing their resources and as putting an individual's wellbeing in jeopardy are at the root of the stress that people experience. In every organisation, there are some forms of stressful experiences among members and these stressors could be objects or events. Individuals of the human species react to various stresses in a variety of unique ways. When exposed to a stressor, a person will experience a variety of physiological (such as a racing heart rate and a rise in blood pressure) and psychological (including feelings of wrath and terror, to name just a few) manifestations of

stress reactions or responses (Julia,Catalina-Romero, Calvo-Bonacho & Benavides, 2013).

Because of the proven detrimental impacts that occupational stress has on employee performance, productivity, work happiness, and overall health, companies are very interested in the topic of occupational stress. It is one of the primary reasons why people are unhappy in their jobs, which may lead to absenteeism, work delays, quitting, and early retirement. Meanwhile, in every job sector, human resource is of great importance for organisational achievements which occur as a result of effective use of human resources and one of the necessities for maintaining human resources is to create job satisfaction (Voltmer et al., 2008). Stress at work may contribute to ill health, and prolonged exposure to stress at work has been associated to an increased risk of poor posture, depression, and job boredom. As a result, it is necessary to investigate the causes and consequences of occupational stress among educators (Stucky et al., 2009). Even though the workplace is a major source of stress, teachers are at risk of experiencing stress due to their jobs, and this is particularly true for teachers working in senior high schools (SHS's).

This is due to the fact that they are often confronted with a variety of sources of stress during educational sessions as well as after instructional periods within the context of the working environment. In the past, educational policy research has mostly concentrated on working circumstances, such as school administration, teacher autonomy, inadequate time management, undisciplined children, big class sizes, and collegiality with colleagues, as the primary driver of occupational health (Ladd, 2011). These teachers are under continual pressure to perform both during instructional

hours and beyond instructional hours in order to instill discipline in their pupils and pave the path for the kids' academic achievement in the school setting (Thomas & Shanafelt, 2006).

In addition, characteristics of the work environment that have been associated to high levels of occupational stress among teachers include student misbehaviour, challenges with resources and time, inadequate professional recognition, and bad relationships with school administration (Skolverket, 2016). The stress of the instructors has a detrimental effect on the environment of the school, which in turn leads to bad academic and behavioural difficulties among the pupils (KippsVaughn, 2013). He repeated what he had previously remarked, saying that regardless of the age, gender, or level of experience of the teacher, student behaviours and onerous workloads are often cited as primary causes of stress in the workplace. It is vital to explore the variables that contribute to stress in the teaching profession. However, it is as important to understand how teachers themselves deal with the stressors they experience.

Therefore, teacher stress is caused by the teacher's failure to manage with the present circumstances in which they find themselves. There are a number of undesirable environmental elements that may be found either within the educational institution (known as "internal factors") or outside the educational institution (known as "external factors") that teachers are subjected to (external factors). These factors hinder the regular, ordinary lives of teachers by adversely influencing their performance at work within the educational system of any nation; as a result, Ghanaian teachers suffer from this canker, more notably instructors in the Senior High Schools (SHS's),

which are the subject of this research. The success of educational institutions is largely reliant on the instructors who work inside such institutions. This is because teachers are responsible for educating students, who are considered to be the most valuable assets in any nation. Therefore, the performance of teachers should be the primary focus of all educational institutions. However, there are a number of factors that might limit teachers' performance, which would ultimately result in reduction in both individual and institutional levels of productivity (Panshuo & Paul, 2021).

It is generally accepted that teaching is a stressful profession. It is characterized by a wide variety of challenges, including but not limited to the following: tritative burdens, long hours, classroom management difficulties, poor time management strategies, and a lack of autonomy, to name just a few (Scholastic & the Gates Foundation, 2012). No matter the changing stress experienced by each working individual, there is a commonality of some kind of stress experienced by most teachers. Traditionally, within the professional career context, the teaching occupation is not appetizing due to poor conditions of service such as low salary remuneration and extra curriculum activities.

However, for economic growth and poverty reduction campaigns, teachers have to work under constant pressure to uplift the standard of education and nation development. The teacher combines responsibilities both at home and work, subjected to conflicts between their ability and the demands required from them which cause them to go through emotional, psychological, and physical stress in their attempt to meet the demands at work and other extra responsibilities as well. Apart from the significant

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impact stress subjects on the life of the individual and family, it negatively affects organizational outcomes such as violence in the workplace, increased rate of accidents, absenteeism and alcoholism (Mahdis et al., 2015).

The impact of stress and stress-related effects have caused great harm to most individuals and organizational output in all sectors of work. Therefore, the causes, effects and coping strategies ought to be investigated to seek solutions or appropriate managing or coping strategies to improve teachers' health and organizational sufficient work output. The study will specifically investigate the causes, effects and coping strategies of senior high school (SHS) teachers in the Bolgatanga Municipality in the Upper East Region.

Statement of the Problem

One of the occupations that are regarded as having the highest levels of stress in today's society is teaching (Surinder 2011). The modern way of living is fraught with difficulties. In regular life, every person comes across different circumstances. The job of a teacher requires a lot of mental and physical effort on a daily basis. In addition to his or her own personal and family responsibilities, a teacher must use a significant amount of energy doing the routine tasks required of them each day in the classroom. This pattern, which is considered to be regular for a teacher, causes a great deal of anxiety for the teacher. Labour is perceived more than ever before not as the source of endless happiness and fulfilment, but rather as a cause of stress, discontentment, and shame.

Researchers in the field of behavioural science have conducted extensive research on stress and its outcomes on the topic still requires

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attention, stress has emerged as an important topic not only in the academic community but also in our society. The fact that many scholars in the field of behavioural science have found that stress and its outcomes have a significant impact on people's lives. Teachers' stress is a major challenge, especially for SHS teachers with the current educational system of double tracking and achieving academic excellence. Therefore, combing academic work, extra-responsibilities or cocurricular activities possess stress to the teachers.

There has been a rise in the prevalence of stress and stress-related disorders like anxiety and depression among students, trainees, instructors, and certified doctors all over the world, which has garnered a lot of attention in the medical literature (Voltmer et al., 2011). Teaching was deemed to be the most stressful profession by the Health and Safety Executive after they conducted a study to compare it to other careers.

The possible causes of stress are varied and extremely individual. What you believe to be stressful is dependent on a variety of variables, including your personality, overall view on life, problem-solving ability, social network of support, and so on. The phenomenon of stress among teachers has been observed and experienced as an undesirable psycho-social condition globally (Nwimo & Onwunaka, 2015). This is a very frightening situation, and it is also clearly the primary reason why school teachers abandon their jobs at a very high proportion or seek the assistance of professionals in order to deal with the stress they experience. Stress, anxiety, and depression account for 27% of calls to the teacher's support line in the United States, while conflicts with managers or colleagues account for 14%, the pressure of workload and excessive changes accounts for 9%, loss of

confidence and performance anxiety accounts for 9%, and relationship, marital, and family problems account for 5%. These numbers indicate that job-related stress accounts for the highest percentage of calls, which has the potential to wreck a professional teacher personally while he or she is discharging his or her duties (Surinder 2011).

An investigation was carried out in Ghana with the purpose of determining the various sources of stress as well as the methods of dealing with these sources of stress. There was a total of three hundred fifty-five (355) teachers from five different areas that took part. According to the findings of the study, the most aggravating (stressful) aspects of the teachers' jobs were the inability to provide enough housing for their staff, the inability to provide free education to the instructors' own children, and the provision of inadequate pay. It was found that the coping mechanisms that were employed the most often by teachers were having confidence in God, taking time to think about the issue, and making the effort to fix the situation (Schroeder, et al., 2001).

Also, Owusu and Nkyi (2021) conducted research with the objective of determining the levels of occupational stress, burnout, job dissatisfaction, and plans to leave among SHS teachers in the Cape Coast Metropolis. All 520 of the educators working in Cape Coast Metropolis were included in the survey, thanks to the census approach. The results of the study indicated low to moderate levels of occupational stress, burnout, job dissatisfaction, and plans to leave one's current position among the teachers who participated in the research in the Central Region of Ghana.

It seems no research done in the Upper East Region so far on stress and the many methods that may be used to control it. Hence, the thrust of this

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study to investigate the causes, effects and coping strategies among SHS teachers in the Bolgatanga Municipality in the Upper East Region Ghana.

Purpose of the Study

The purpose of this research is to find out the causes, effects and coping strategies of occupational stress among SHS teachers in Bolgatanga Municipality in the Upper East Region of Ghana.

Objectives of the Study

The objectives of the study are to:

1. Examine the major causes of occupational stress among senior high school teachers in the Bolgatanga Municipality on the basis of gender

2. Examine the effects of occupational stress on the work output by senior high school teachers in the Bolgatanga Municipality on the basis of gender

3. Determine ways by which senior high school teachers in the Bolgatanga Municipality manage occupational stress within their work environment on the basis of gender

4. Examine the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age

5. Determine ways by which senior high school teachers in the Bolgatanga Municipality manage occupational stress within their work environment on the basis of age

6. Examine the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status

7. Determine ways by which senior high school teachers within the Bolgatanga Municipality manage occupational stress within their work environment on the basis of marital status

Research Questions

The study intends to answer the following research questions:

1. What are the major causes of occupational stress among senior high school teachers in Bolgatanga municipality on the basis of gender?

2. What are the effects of occupational stress on the work output on senior high school teachers in Bolgatanga municipality on the basis of gender?

3. How do senior high school teachers in Bolgatanga municipality manage occupational stress within their work environment on the basis of gender?

4. What are the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age?

5. How do senior high school teachers in the Bolgatanga Municipality manage occupational stress within their work environment on the basis of age?

6. What are the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status?

7. How do senior high school teachers within the Bolgatanga Municipality manage occupational stress within their work environment on the basis of marital status?

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Research Hypotheses

$H_0 1$: There is no statistically significant difference in the causes of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_A 1$: There is statistically significant difference in the causes of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_0 2$: There is no statistically significant difference in the effects of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_A 2$: There is statistically significant difference in the effects of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_0 3$: There is no statistically significant difference in the management of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_A 3$: There is statistically significant difference in the management of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_0 4$: There is no statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

$H_A 4$: There is statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

$H_0 5$: There is no statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

$H_A 5$: There is statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

$H_0 6$: There is no statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

$H_A 6$: There is statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

$H_0 7$: There is no statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

$H_A 7$: There is statistically significant difference between management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

Significance of the Study

This study aims at providing knowledge on the causes and effects of occupational stress among teachers in their academic achievements, extra responsibilities and extra-curricular activities. The findings of this study would offer educational employers, educational administrators and policymakers and implementers the opportunity to understand the stress

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teachers experience in combining extra responsibilities with teaching so that they can create an enabling environment for socio-economic development.

Also, the findings of this study would also provide information to counsellors and psychologists to enable them to educate students on career choices and job search to help handle stressful conditions positively along with good family life.

The findings from the study enable designers of educational curricula to identify the main sources of stress teachers encounter at the senior high school level and how they would be able to plan suitab**ly** or reduce stressors. The information would also be beneficial to the government whose interest is to seek the welfare of child development, teachers and other stakeholders in education, for example, non-governmental organisations (NGOs).

The information would also help teachers themselves to enhance their well-being as well as their professional development. Moreover, the findings of this study would assist teachers in the senior high schools to understand the most appropriate coping strategies that they can use before seeking professional assistance to overcome stress. It would also help future researchers who want to research these areas as a source of information.

Delimitations

The investigation was restricted to just senior high school teachers in the Bolgatanga Municipality. Basic school teachers in the same Municipality were not included in the study. The non-teaching staff and students, who are likely to suffer similar effects of stress were not included in the study. The scope of the research was restricted to the factors that produce occupational

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stress in senior high school teachers, as well as the methods used to manage stress.

Limitations

The descriptive research approach that was used in the study was one of its flaws since it only provided a picture of the present state of the phenomena that was being investigated. This was one of the limitations of the study. Again, the use of a questionnaire as an instrument of data collection has a series of challenges to the researcher because it could not obtain in-depth information from the respondents because it was only close ended, the researcher spends so much time in distributing and retrieving the questionnaire even though not all were retrieved some also returned the incomplete questionnaire. Moreover, the use of interviews in addition to the questionnaire would have encouraged respondents to provide accurate, honest answers rather than only filing the questionnaire.

Definition of Terms

Stress: Stress is when individual's capabilities are tested beyond what he/she used to dealing with.

Occupational stress: The term "occupational stress" refers to any force that drives a mental or physical element beyond its range of stability, causing a strain on the person that may either be beneficial or detrimental.

Teacher's stress: The term "teacher stress" refers to the unpleasant and bad feelings that teachers go through, such as anger, irritation, anxiety, despair, and nervousness, as a direct consequence of some part of their job as instructors.

Psychological stress: This refers to a connection with the environment that the individual considers to be important for his or her well-being and in which the demand surpasses the available resources for dealing with the need.

Physiological stress: This is described as any circumstance, either internal or external, that causes an organism to struggle to maintain its homeostasis. **Psychosocial stress**: This is the kind of stress that is a threat to human social status.

Psycho-spiritual stress: this is a crisis of values on one's core spiritual beliefs. **Stressor**: This involves pressures and demands that cause stress.

Coping: This is an array of conscious behaviours to deal with a stressful situation.

Managing: This constitutes ways of living with stress without causing damage to the human immune system

Emotional-focused strategy: This involves getting rid of negative emotions evoked by a stressor.

Problem-focused strategy: This is taking action and being proactive in dealing with the issue is being taken into consideration.

Organisation of the Study

The study would be organised into five chapters. Chapter one of this study dealt with the introduction of the study. It included the background to the study, statement of the problem, purpose of the study in broad terms research objectives or questions or hypothesis, significance of the study, delimitations, limitations, definition of terms and organisation of the study.

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Chapter Two concerns with the review of related literature is made up of theoretical framework, conceptual base of the study. Chapter Three takes into consideration the research design, study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis. Chapter Four primarily concentrate on the presentation and the analysis of the preliminary and the main data. Finally, Chapter Five would deal with the summary, conclusions and recommendations based on the findings of the study, then suggest areas for further studies.
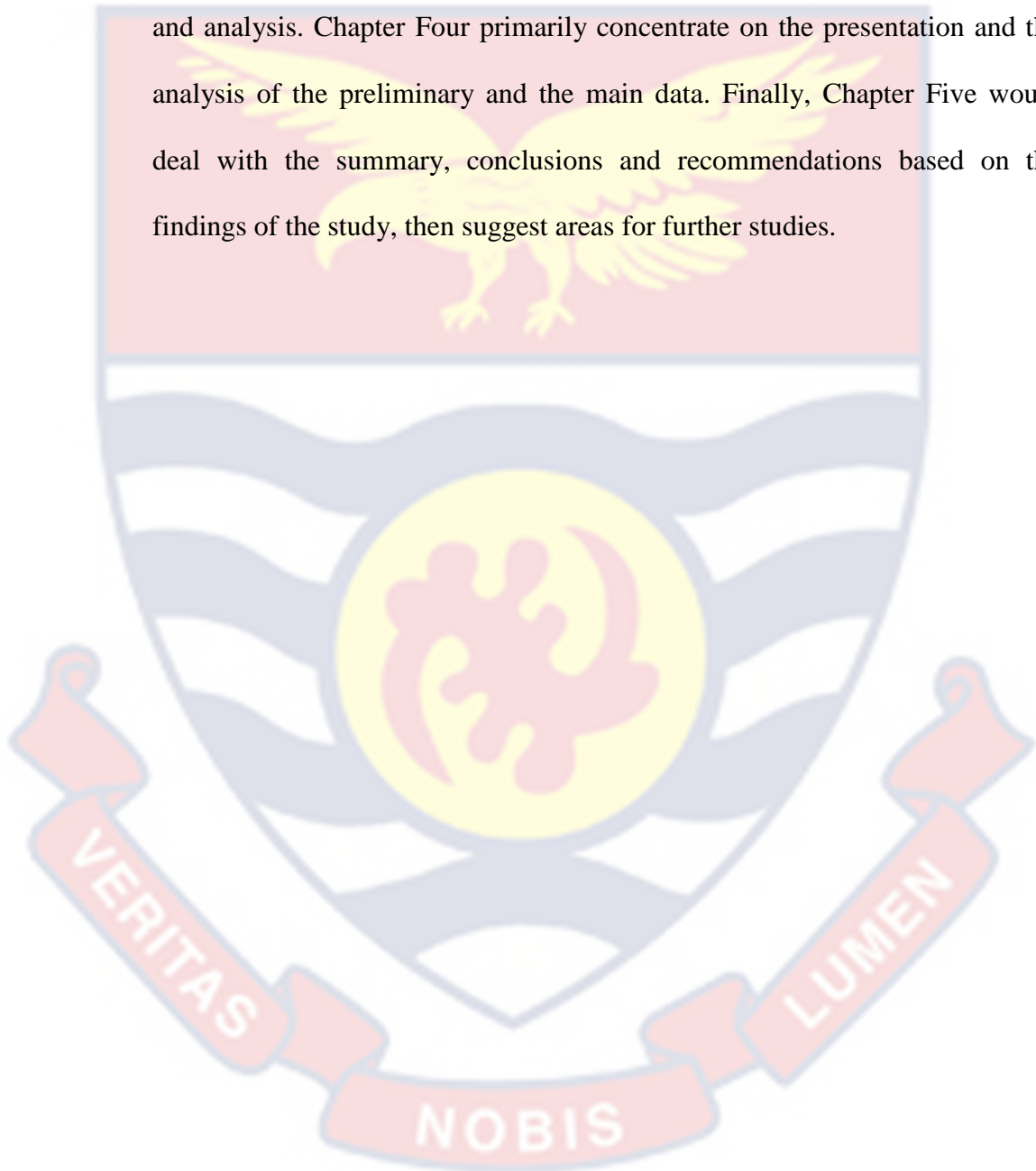
CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this research is to find out the causes, effects and coping strategies of occupational stress among senior high school teachers in Bolgatanga Municipality in the Upper East Region of Ghana.

This chapter focused on the literature review composed under the following subheadings: Theoretical Framework, Conceptual Framework, and Empirical Review.

Theoretical framework

Transactional Theory

Selye's Theory

Lazarus's Theory

Conceptual Framework

Conceptual Review

The Concept Stress

Source of Stress

Causes of stress

Level of stress

Effects of stress

Managing and coping of stress

Empirical Review

Causes of occupational stress among senior high school teachers

Effects of occupational stress among senior high school teachers

Coping of occupational stress among senior high school teachers

Theoretical Framework

Theories that focus on the specific relationship between external demand (stressors) and bodily processes (stress) can be grouped into different categories; approaches to systematic stress based on physiology and approaches to psychological development within the field of cognitive psychology by Seley (1976).

Transactional Theory

The Transactional Theory of work-related stress is the transactional theory that is utilized the most often. This theory proposes that stress is the direct result of a transaction that takes place between a person and the environment in which they are placed. According to the most current theoretical model, the assessment of this exchange provides a causal route that may more accurately describe the nature of the underlying psychological and physiological processes underpinning the stress process and the perception of stress. This route may be more helpful in explaining why some persons are more vulnerable to stress's deleterious effects than others Lazarus et al (2001).

According to the Transactional Theory, the feeling of stress in the workplace is related with exposure to a specific situation that occurs in the workplace and an individual's evaluation of how difficult it is to cope with the event. Some researchers have focused their attention on stress as the stimulus in order to maintain consistency with the usage of the term "stress" as it is described in physics. Specifically, they have focused on stimulus

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characteristics that can be differentiated in a variety of ways from the stressors that prompted challenges to bodily homeostasis. It is thought that acute or restricted stresses, such as a single operation, aroused stress reactions more than persistent stressors, such as work pressure. One example of this would be a stress response resulting from undergoing surgery. Chronic stressors can also be classified as either lasting or sporadic. For example, being married to a spouse who is not supportive would be an example of an enduring chronic stressor, whereas having a sexual dysfunction would likely be an example of an intermittent chronic stressor. A chronic stressor is the reason for an encounter rather than the experience itself. Therefore, occupying a job without interest or when the job demand is more than the individual capability could be stressful. In view of these, most teachers are likely to experience stress based on factors such as lack of job interest or how the individual teacher responds to a stressful event.

The Transactional Theory of stress that was presented by Lazarus and Folkman (1984), has garnered a significant amount of attention over the course of the years. According to their point of view, the original stressor is not the most important factor in establishing a relationship between stress and illness; rather, it is the response of the person to the stressor that decides whether or not a cyclic stress reaction formed. Lazarus and Folkman suggested that three different types of cognitive appraisal occur in the process of determining the magnitude of the stress reaction. These three types of cognitive appraisal are the primary appraisal, the secondary appraisal, and the reappraisal. Lazarus and Folkman focused on the acute cognitive stress respond system. The degree to which a person perceives a stress as being

harmful (leading to the possibility of injury or sickness), threatening (producing worry, fear, or damage to selfe-steem), or difficult is the major emphasis of the evaluation (leading to potential gain or growth). A person will evaluate a stimulus to decide if it is unimportant or positively stressful. Only stimuli that are judged as stressful will evoke continuous stress reactions. The first assessment is thought to be accompanied by the secondary appraisal, which focuses on a person's determination of his or her resources to deal with stress (Lazarus & Folkman, 1984). Primary appraisal is seen as being attended by the secondary appraisal.

The last step in the procedure is called reappraisal, and it entails making any necessary adjustments to the initial appraisal as a direct consequence of the evaluation of coping resources that takes place during the secondary appraisal. Dillard (2019), and also suggested that not all transactional perspectives rely on cognitive appraisal, for instance, conducting seminal laboratory examinations of the stimulus characteristics of predictability and control on stress responses in rats. These types of studies are considered seminal in the field. He devised a series of complex experiments to demonstrate that rats that were given control and predictability over a stressful stimulus exhibited consistently smaller stress responses and less tissue damage than yoked control animals that did not have control or predictability over the stressful stimulus. Therefore, controllability and predictability represented contextual components of the laboratory experiment. These factors were shown to determine the magnitude of the stress response evoked by the stressors, which can be similar to the case of teachers in senior high schools when they come into contact with stressful

situations. The empirical basis for a transactional theory of stress that is generally known as the Defence-Defeat Model of stress is provided by the significance of maintaining control over and making accurate predictions about the stimulus that is affecting an organism's stress response (Henry & Stephens, 1977).

According to Rahe and Arthur (1978), a change in circumstances or an event in one's life may be seen as either a good or a bad experience depending on the cognitive and emotional variables involved. Although the focus of my research will be on the person's prior knowledge, academic workload, poor salary conditions, poor human relationships, students' misbehavior, extra-responsibilities, co-curricular activities, large class size, role ambiguities skill and competence, much of the emphasis will be placed on the working environment, support networks, personality, and life experience. However, the stress as stimulus model will not ignore important variables such as prior learning, environment, support networks, personality, and life experience.

In a nutshell, transactional theories of stress and coping center their attention on the cognitive and emotional components of a person's interactions with the environment, as well as the coping methods that individual either employs or does not use.

How theory relates to study

Transactional theory proposes that stress is the direct result of a transaction that takes place between a person and the environment in which they are placed. Lazarus (1986) and Folkman (1987), were of the opinion that this may entail straining their resources, inadequate money, inadequate supervision, a heavy academic burden, additional obligations, and bad

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interpersonal connections, all of which posed a danger to the individuals' well-being. Teachers in senior high school in Bolgatanga Municipality are exposed directly to their working environment and might be exposed to the associate dangers therefore the need to strategize coping techniques to manage stressful situations.

Selye's Theory of Stress

The endocrinologist Hans Selye is primarily responsible for the widespread dissemination of the stress theory in both the scientific community and the public media. In a number of experiments with animals, he found that a wide range of stimuli, including as heat, cold, poisonous compounds, and so on, when delivered strongly and for a sufficient amount of time, were capable of eliciting the same results (Selye, 1976).

The biological response of the human body to a stressful environment and the long-term effects of stress in the form of sickness or illness are the primary topics of discussion in this model of stress. According to this paradigm, naturally, people possess the ability (resource) to accept stress; but, if the stressful circumstance persists for a relatively extended length of time, then this defence is compromised. Chronic stress, for instance, may cause damage to the nerve cells that are found in tissues and organs. It is possible that thinking and memory will become impaired, along with an increased propensity for worry and sadness. People should pay careful attention to the kinds of stressful events that they put themselves through in life since the model makes it abundantly evident that nobody is immune to stress and that everyone should be in the same boat. It is therefore essential for people who want to live a healthy life to take some time out of their hectic schedules to

relax the body and the mind, or they should have some leisure time and also engage in moderate exercise so that the body can return to its normal state. If individuals want to have a healthy life, it is imperative that they do one of these two things. Because Selye has made it abundantly evident that stress has a tendency to influence both the human brain and the human body, individuals should not fall into the trap of believing that they are healthy if they experience stress but do not get a physical ailment as a result of it. It should not come as a surprise that a significant number of people in Ghana are losing their lives as a consequence of stress. The overproduction of the hormone cortisol may be harmful to both the cells and the muscle tissue they are found in. The hormone cortisol has been linked to a number of diseases and illnesses associated to stress, including cardiovascular problems, stroke, stomach ulcers, hypertension, and high blood sugar levels. Many professionals who study stress often refer to it as "the silent killer" in their discussions (Cohen, 2000).

In Ghana, several incidences of sudden deaths have been reported as a result of hypertension or heart attack which might have resulted from stress. WHO (2013), viewed stress as the number one killer disease in Ghana, hypertension which is mostly a stress causal condition is a silent killer. Another crucial aspect that is brought to light by this theory is the need of maintaining a routine schedule of medical examinations in order to diagnose and cure diseases at their earliest stages, before they progress to the point where they cause premature death. From Seyle's perspective and in view of this study, stress among teachers in the senior high schools could be a number

one killer disease if care is not taken, therefore the need for regular medical check-up whether health or unhealthy.

It is essential to first mirror on the various conceptions of stress and how the coping study has surfaced alongside distinct approaches to stress. Change is inherently stressful, so life events demand the same levels of adjustment across the population, and there is a common threshold of adjustment beyond which illness will result. In order to understand how people, learn to cope with stress, it is important to first understand how people learn to cope with stress (Selye, 1976).

Traditionally, stress has been seen not just as a reaction, but also as a stimulus and a transaction. The manner in which a person understands and interprets stress has a significant role in determining his or her reaction, adaption, or coping mechanisms. Selye was the first person to introduce the concept of stress as a response model. This model describes stress as a physiological response pattern and was captured within his general adaptation syndrome (GAS) model. In this model, he describes stress as a dependent variable and includes three different concepts:

a) Stress is a defensive mechanism.

b) Stress follows the three stages of alarm, resistance, and exhaustion.

c) If the stress is prolonged or severe, it could result in diseases of adaptation or even death.

Later on, Selye developed the theory that the stress reaction may have either beneficial or detrimental effects, depending on how one's thoughts were interpreted in relation to the physical symptoms or the physiological experience.

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Both eustress (positive) and distress (negative) are possible reactions to the same amount of stress (Selye, 1956).

Despite this, Selye believed that stress was always a construct or reaction that was based on the body's physiology. The response model of stress takes into account coping strategies as an integral part of the model itself. At both the alarm and the resistance phases, the GAS model incorporates the concept of adaptation or coping in some form or another. When presented with a negative stimulus, the alarm response activates the sympathetic nervous system in order to battle or escape the stressor. This is manifested in a number of physiological changes, including increases in heart rate, temperature, adrenaline, and glucose levels, amongst others. Selye (1976), made the observation that the body will react to any external biological cause of stress with a predictable biological pattern in an effort to restore the body's internal state of homeostasis. Your body's first hormonal reaction is known as the "fight or flight" stress response, and its primary function is to help you deal with stressful situations as fast as possible. Therefore, what Selye referred to as the General Adaptation Syndrome (GAS) describes the process by which the body works to preserve its equilibrium. This prepares the individual body to be able to accommodate the stressful situations in stages;

1. Alarm Stage: Your body's first response to stress is the recognition that there is a threat and the preparation to cope with the threat. In this stage, the primary stress hormones—cortisol, adrenaline, and noradrenaline—are allowed to be released in order to offer an immediate source of energy. It is possible for this energy to become

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dangerous if it is continually prevented from being utilised via physical exercise. An excess of adrenaline causes a spike in blood pressure, which may damage the blood vessels of the heart and brain, which increases the chance of having a heart attack or a stroke.

2. Resistance Stage: This second phase begins after the cause of the stress is probably resolved, at which point the body enters this phase. The restoration of equilibrium is initiated by homeostasis, which is followed by a restorative phase during which repair and replenishment take place. It's possible that your stress hormone levels may return to normal, but you may have less adaptive energy and fewer defences remaining. Your body will adjust to a stressful circumstance by making a constant effort in resistance, and it will stay in a state of arousal as long as the stressful condition exists. When you find yourself going through this process too often with little or no recovery, you may start to run into problems, and eventually, this will lead you into the last stage. Problems may start to appear when you realize that you are not able to recuperate.

3. Exhaustion Stage: At this point, the stressful situation has persisted for a considerable amount of time. Your body will no longer have the power to resist since its source of adaptation energy has been depleted. Overload is a common term for this condition, as is burnout, adrenal exhaustion, maladaptation, and dysfunction. It should come as no surprise that the stage of the general adaptation syndrome that is the most dangerous to your health is the one in which your stress levels increase and remain elevated after the adaptation process has been

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completed. Adaptive disorders, such as insomnia, mental illness, high blood pressure, and heart disease, may develop when the body's resistive response to a stressor triggers the body's "fight or flight" reaction to eliminate the stressor, restore homeostasis, or lessen the severity of the damage.

From Seyle's theory, it's have been observed that many peoples suffer from various degrees of stress without realizing it early which may result in sudden deaths.

How the theory relates to the study

According to Gebisa and Sintayehu's research, stress is a construct that can be conceptualized in many different ways and has been related with both good and bad impacts on people's especially teachers' well-being (Gebisa and Sintayehu, 2020). Senior high school teachers in the Bolgatanga Municipality might have encounter both positive and negative stressful effects in discharging their daily activities. Therefore, a coping model would be adapted for Senior high school teachers in the Bolgatanga Municipality who are confronted with negative stress experiences in order to avoid some adaptive diseases and sudden deaths as a result of unmanaged stress.

The Lazarus Theory (psychological stress)

The idea since its initial presentation as a thorough theory appraisal, Lazarus stress theory has experienced significant a number of significant revisions; the most recent version his theory now holds that "individuals' evaluation of the significance of what is happening for the well-being and coping, that is individual's efforts in thought and action to manage specific demands" (Lazarus, 1993).

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In the most recent iteration of Lazarus's theory of stress, which has undergone numerous crucial adjustments, stress is seen as a relational term that there is no agreed-upon definition of what constitutes stress in terms of either the external factors that may cause it or the subjective ways in which it may be experienced. In this perspective, stress is not an internal state but rather the result of a dynamic interaction between a person and their surroundings. When a person's coping capabilities are taxed to their limits due to pressures imposed by their environment, this is known as psychological stress (Lazarus & Folkman, 1986). Within the individual, the concept highlights the primary mediators of the environment-person transaction: cognitive assessment and coping.

One of the most important aspects of comprehending stress-related transactions is the cognitive appraisal, which provides a window into emotional response and expansion with regard to stress processes (Lazarus, 1966). The core assumption here is that the importance and ultimate consequence of an event have a direct impact on the emotional processes that result from it. It also explains why different people might experience the same environmental cues to generate emotions to varying degrees and for various amounts of time (Lazarus, 1991).

It is often believed that a certain set of evaluations is responsible for the onset, maintenance, and final resolution of the ensuing state of stress. In turn, a variety of individual and contextual variables influence these assessments. Personal aspects are mostly determined by a person's motivations, values, and expectations in general. Predictability, controllability,

and imminence of potentially stressful situations are all relevant situational aspects or criteria to consider (Lazarus, 1993).

Lazarus's stress theory is part of a larger emotional theory that differentiates between a primary assessment and a secondary evaluation, which are discussed in detail in his book on emotions and adaptations. The two types of assessment depend on distinct sets of data: primary appraisal looks at whether or not an event is important to the person's well-being, while secondary appraisal considers available strategies for dealing with the event (Lazarus, 1991).

Goal relevance describes the extent to which an encounter refers to issues about which the individual cares, goal congruence defines the extent to which an episode progresses in accordance with personal goals, and the type of ego-involvement designates aspects of personal commitment such as self-esteem, moral values, ego-ideal, or ego-identity (Lazarus, 1996). Secondary appraisal components are also differentiated; blame or credit results from an individual's assessment of who is to blame for an event, coping potential (Lazarus means a person's evaluation of prospects) generates certain behavioural or cognitive operations that will positively influence a personally relevant encounter, and future expectations refers to an individual's assessment of the cause of the encounter with respect to goal congruence or future expectations (Lazarus, 1996).

The three main types of stress—harm, threat, and challenge—result from distinct patterns of primary and secondary assessment. Damage is the emotional pain or financial loss that has already occurred. The challenge is the tough or stressful circumstance that the person must overcome, whereas the

danger is the fear of potential damage (Lazarus & Folkman, 1986). These many forms of mental strain are wrapped in distinct emotional responses that show how closely the study of stress and emotions are related. According to Lazarus (1993), there are a total of 15 distinct feelings that humans experience. Only four are favourable, whereas the other nine are all negative (anger, fear, anxiety, guilt, humiliation, sorrow, envy, jealousy, and disgust), (happiness, pride, relief, and love). Hope and compassion are two other emotions, and they too are ambivalent. Anxiety, for instance, is based on the following pattern of primary and secondary appraisals: there must be some goal relevance to the encounter, and when the goal incongruence is large, that is, personal aims are thwarted, the anxiety response is triggered.

Last but not least, egocentric behaviour prioritizes the safety of one's own sense of meaning or ego-identity above any other considerations. On a deeper level, we see how certain stress or emotional response assessment patterns might be represented as fundamental relationship motifs. Anxiety-inducing topics include, among other things, facing down the unknown and potential dangers to one's own existence. However, at the heart of relief's central relationship motifs is a frustratingly inconsistent state of affairs with respect to the individual's goals (Lazarus, 1991).

How the theory relates to the study

Travers and Cooper (1997), discovered that workload and long working hours were more of an issue for English teachers than for their French counterparts. They discovered that stress levels have the potential to negatively impact teachers' wellbeing and institutional productivity therefore, Senior high school teachers in the Bolgatanga Municipality ought to assess

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their level of stress and the specific copy strategies to adapt in managing stressful conditions.

Coping Theories

Two distinct aspects of coping may be utilized to categorize these theories: issue orientation and affect orientation. Taking initiative to address the issue at hand is an example of problem-focused coping. One possible response is to amass information, consult with others, or take direct action to affect a change. Emotion-focused coping, on the other hand, involves recognizing when a circumstance is beyond one's control and accepting that it is best to ignore it while shifting one's attention to internal emotional states (which can be controlled). Meditating and talking to a buddy about one's problems are two good examples (Lazarus & Folkman, 1984). In the past, discussions about stress and coping mechanisms tended to Centre on the body's reaction to pressure. The capacity of a person to maintain their internal balance, known as homeostasis, is threatened by stress. The stress-and-coping model has played a crucial role in the study of stress for a number of reasons.

The model first emphasizes the need of investigating how individuals manage their emotions and adapt to stressful situations in the context of the actual world. As a second point, the model emphasizes the idea that individuals are ultimately responsible for reducing their own stress levels. "It's not whether or not a person has coping abilities that matters. Individuals' perceptions of their own coping abilities are what really matter (Ray, 2004). The purpose of this study is to examine the connections between an individual's coping strategies and outcome variables like coping effectiveness (as reported by the individual or measured objectively), emotional reactions

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(during and after coping), and adaptation success (as measured by the individual). Since stress is inevitable, this study aims to build the groundwork for a universally applicable modification program to boost coping efficiency. Freud (1936), developed a standard set of defence mechanisms that cantered on the key constructions techniques that focused on micro analysis of particular coping strategies. Despite the many different types of defence mechanisms that Freud identified, he ultimately reduced them to two: repression and intellectualization (Freud, 1936). Repression-sensitization is a trait-oriented personality component that corresponds to these fundamental defences (Erikson, 1966).

One more macro analytic state approach is the one given by Lazarus and Folkman (1984), which distinguishes between two fundamental roles of emotion-focused coping. Lazarus (1991), classifies a wide variety of coping mechanisms into eight distinct categories: direct action, avoidance, denial, avoidance, avoidance, positive reappraisal, and problem resolution with a focus on the positive. In contrast to the macro analytic, trait-oriented method that is primarily concerned with developing multi-dimensional intervention, the coping measurement is that these categories are only weakly tied to the two main coping functions.

Trait-Oriented Coping Theories

Over the last three decades, there has been a significant expansion in the amount of research conducted on the methods by which a person might deal with stressful conditions. Numerous trait-oriented methods in this research have created two constructs that are fundamental to an understanding of how cognitive responses are influenced by stress. Cognitive avoidance

refs to diverting one's attention away from information that is associated to stress, whereas vigilance refers to the orientation toward unpleasant parts of an interaction (single & Cohen, 1986).

Repression-sensitization

The repression-sensitization concept was developed by Erickson in 1966, and it categorizes several dispositional coping mechanisms into a single dimension. A person who is closer to one pole of the dimension (repressors) has a tendency, when faced with a stressful contact, to reject or downplay the presence of stress, fail to communicate sensations of stress, and avoid thinking about the negative implications of this meeting. Sensitizers, on the other hand, are those who respond to stress-related signals by increasing their information search, ruminating, and compulsive worrying.

The Model of Coping Modes

Individual variations in attention orientation and emotional-behavioural control under stressful conditions are addressed by the model of coping modes (MCM), which was developed by psychologists (Krohne, 1996). The MCM expands on a monitoring blunting idea that is mostly descriptive (the repression-sensitization method), which connects the aspects of vigilance and cognitive avoidance to an explanatory cognitive-emotional base. It operates on the presumption that the majority of stressful encounters, and particularly those that provoke feelings of anxiety, are distinguished by two primary characteristics, namely the existence of unpleasant stimuli and a high degree of ambiguity.

Arousal from a stressful occurrence will drive the propensity to cognitively avoid and further analyse the signals associated to the unpleasant

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encounter, while uncertainty will activate watchful tendencies in the individual (Krohne, 1996). The theory that an individual's habitual preference for avoidant or vigilant coping strategies reflects individual variations in the sensitivity to emotional arousal or uncertainty provides a conceptual connection between these two methods of coping and personality. It is recommended that those who are particularly prone to situations of stress-induced emotional arousal make cognitive avoidance a habit in their daily lives. When a person uses avoidant techniques, their primary objective is to protect themselves from experiencing a heightened state of arousal (arousal-motivated coping behaviour). People who are particularly vulnerable to the unpredictability inherent in the majority of stressful circumstances are expected to routinely engage in watchful problem-solving strategies. Therefore, the use of watchful methods is in accordance with a strategy that is meant to minimize the likelihood of unplanned occurrences of unpleasant occurrences (uncertainty-motivated coping behaviour) by Krohne (1996). In this approach, there are four different coping modes that may be defined: a) sensitizers are those who have a high coping level based on attentiveness but a low coping level based on cognitive avoidance. They are particularly concerned with lowering uncertainty by focusing their attention towards information that is important to stress, whereas repressors are those who have the opposite pattern of sensitizers. They reduce the amount of arousal they feel by avoiding information that is unpleasant. Individuals that fall into this group are considered non-defensive since their scores are low along both dimensions. Rather than regularly adopting watchful or avoidant coping techniques, they choose to behave instrumentally in most circumstances.

Individuals who display high scores on both dimensions are said to as high anxious. They are able to adjust flexibly to the demands of stressful encounters. They use both vigilance and avoidance as coping techniques in order to lessen both the subjective uncertainty and the emotional arousal that is caused by stressful interactions. This enables them to engage in the effective coping behaviour that is described in Krohne (1996).

Despite this, there is a wide range of approaches to stress management, each of which is founded on a different set of conceptual underpinnings and philosophical tenets. The ability to deal with stress, whether it be a character trait, a state-based process, an innate quality or aptitude, or a taught skill or capacity, has to be deployed by employees, particularly instructors, in order to enhance productivity. According to the research that's been done on the topic, concepts associated with coping include things like optimism, thriving, hardiness, a locus of control, and self-efficacy. These are all qualities and capabilities that can influence the coping strategies an individual chooses to use when confronted with a stressor. Confidence is only one of the many components that contribute to a healthy feeling of self-efficacy. Self-efficacy is one, and it's sometimes mistaken with self-confidence, but in reality, confidence is just one of the many components that contribute to a healthy sense of self-efficacy.

According to Bandura (1997), self-efficacy is defined as the strength of one's belief in one's own ability to complete tasks and reach goals. Self-confidence in overcoming every obstacle in life, including stress, is one of the benefits of having high self-efficacy, which would help a teacher maintain good health and increase their level of productivity. An example of a stress

coping model is one that was developed by Ficková (2002). This model postulates that the experience of stress, coping, and the development of negative outcomes can occur at different points in the process of occupational stress and coping, and that these experiences can be triggered by both psychological and behavioral coping factors. In addition to this, the model describes how immediate results and outcomes that occur after two to three weeks are engaged in the process of dealing with stress. Additionally, it indicates a clear connection between the initial appraisal of the stressor and the primary stress results, as well as a direct connection between the primary stress outcomes and the secondary stress outcomes. This concept lends credence to the idea that a person's emotional state influences the coping method that they choose to use Walingar (2008).
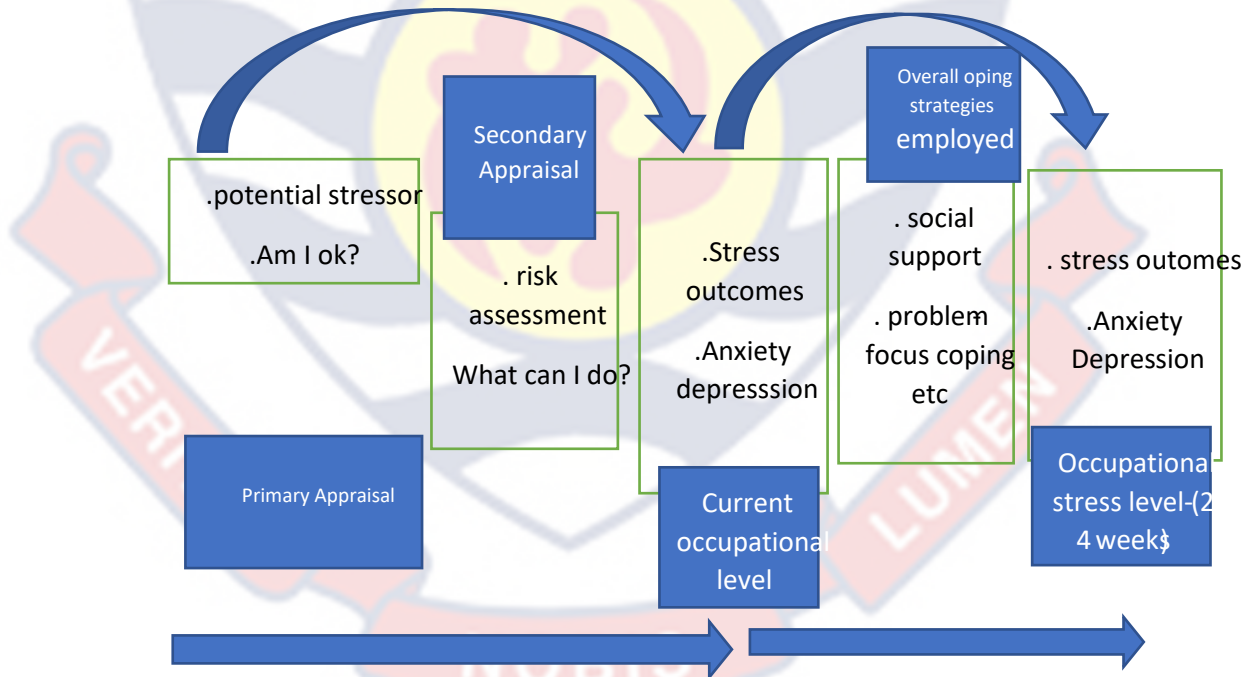
Figure 1: Stress coping Model by Walingar

Finally, the model may serve as a guide for understanding health and well-being among teachers and their job characteristics, how ongoing external

stressors are perceived, the availability of coping resources, and how teachers may cognitively appraise themselves and their job environment (Lazarus & Folkman, 1984).

How the theory relates to the study

According to (Ray, 2004), Individuals' perceptions of their own coping abilities are what really matters than others. Therefore, senior high school teachers in the Bolgatanga Municipality ought to take initiative to address issues at hand that needs argent attention and also learn to recognise when a circumstance is beyond one's control to seek for assistance. The theory sought to create the awareness in senior high school teachers in Bolgatanga Municipal to choose the right coping model during stressful circumstance to curbed sudden deaths.

Conceptual Review

The Concept Stress

The term "stress" may be interpreted in a number of different ways, such as an agent, condition, scenario, or variable that disrupts the "normal" functioning of an individual's job and life. When we are forced to take on more responsibilities than we are used to, we may experience the feeling of stress. The emotional state known as stress is brought on by our responses to various stimuli in our environment. It is the process by which the body responds to a challenge and gets itself ready to deal with a difficult circumstance by increasing its concentration, strength, stamina, and heightened awareness. The majority of the time, our bodies put themselves in danger as a response to stressful events. It does this by stimulating the production of hormones in our bodies, which in turn quickens our heart rate,

our breathing, and gives us a surge of energy Kamini (2016). An effort is made to conduct a critical examination of the relevant research literature from previous work that is relevant to this topic. There are a few different theoretical approaches that have been developed for the purpose of investigating and comprehending stress and diseases associated to stress. According to this stance, there are three distinct schools of thought: reaction theories, stimulus theories, and interaction theories. Given the difference that was noted previously between stress as a stimulus and stress as a reaction, this approach is a helpful method to present the many ideas and accompanying studies since it allows for easy comparison between the two types of stress (Seley, 1976).

Occupational stress is becoming more widespread in the teaching profession, mostly as a result of the increased complexity of teaching jobs and the increased economic pressures placed on teachers. One of the most significant causes of unhappiness among educators is the fact that their places of employment do not adequately address their personal and professional requirements. In respect to the career of teaching, in which instructors are traditionally seen as those who disseminate knowledge, they are increasingly seen as those who facilitate or oversee the dissemination of information. Teachers work in environments that are constantly socially isolated, where they are surrounded by hostile views and sometimes face the threat of being physically abused, and at the same time they are under a constant fear and threat of accountability for each and every action of both themselves and that of the students, which is sufficient cause for stress for an individual. One of the occupations that are regarded as having the highest levels of stress in

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today's society is teaching (Surinder, 2011). An unpleasant emotional experience that is linked to feelings of anger, anxiety, tension, and frustration and is associated with specific environmental triggers and has suffered from considerable heterogeneity in methods and conceptual definitions. Stress has been generically defined as an unpleasant emotional experience associated with feelings of anger, anxiety, tension, and frustration (Lazarus & Folkman, 1991). The model of occupational stress that is considered to be the most prevalent one postulates that the circumstances under which work-related stress arises are those in which job demands are thought to be excessive but control, autonomy, and decision making are low (Guglielmi & Tatrow, 1998). A theoretically and conceptually unique notion, burnout is described as the byproduct of continuous stress, in which people feel emotional, physical, and attitudinal depletion. The term "burnout" was coined by psychologists in the 1960s (Maslach & Goldberg, 1998).

According to Selye (1978), the definition of stress encompasses any incident or internal drive that has the potential to disrupt the balance of the organism. According to the hypothesis of Akhlaq, Amjad, Mehmood, Hussan, and Malik (2010), stress is a psycho-physiological process that arises from the interaction of the individual with the environment. This interaction results in disturbances to the physiological, psychological, and social systems, with the specific nature of these disturbances depending on the characteristics of the individual and the psychological processes they go through.

Causes of Stress

The possible causes of stress are varied and extremely individual. What you believe to be stressful is dependent on a variety of variables, including

your personality, overall view on life, problem-solving ability, social network of support, and so on.. The phenomenon of stress among teachers has been observed and experienced as an undesirable psycho-social condition globally (Nwimo & Onwunaka, 2015). As a result, some authors have argued that stress comes about as a result of environmental factors and the behaviours created in organizational structures and policies (Amason, Allen, & Holmes, 1999). Similarly, Luthans (1994), reveals that these factors could include boredom, technological change, an excessive workload, job security, ergonomics, and management issues. Stress, according to Lazarus and Folkman (1984), is the result of interactions between a person and their environment that are too demanding or too novel for them to cope with effectively. Environmental and individual traits may contribute to teacher stress. Poor working circumstances, a lack of resources, severe workloads, and student behaviour are all major environmental issues that bring forth stress on teacher.

Moreso, gender, age, personality, and the ability to cope are examples of individual traits that determines ones stress level (Guglielmi & Tatrow, 1998). Teachers today have more deadlines to meet as well as more duties to undertake, making teaching more stressful. These responsibilities include but are not limited to developing and delivering lessons, holding students accountable for their work in the classroom, enforcing rules and regulations, supervising others, and coordinating and overseeing extracurricular activities. The term "teacher stress" refers to the uncomfortable and unfavorable emotions, such as rage, irritation, concern, despair, and uneasiness, that are experienced by teachers as a direct consequence of some aspect of their

professional responsibilities as educators (Kyriacou, 2001). Anxiety, impatience, agitation, dread, and aggravation are all examples of stress, along with mental pain, nervous disruption, inability to cope, frustration, and discontent (Laughlin, 1984).

There are two different types of stress that might influence teachers. Task-based stress refers to the problems that are associated with a variety of particular actions that instructors must conduct in order to fulfill their job responsibilities. These tasks might include dealing with students who are being disruptive in the classroom. The term "role-based stress" refers to the misalignment, on the part of instructors, between the expectations they have of their function and the real work-related tasks that are necessary for them to fulfill their position (Pettegrew & Wolf, 1982). It might be anything as simple as a lack of necessary resources to carry out the task properly. According to research, teaching comes with a lot of pressure. Travers and Cooper (1997), discovered that workload and long working hours were more of an issue for English teachers than for their French counterparts. These authors surveyed British teachers across all educational sectors, they discovered that heavy workload, low status, and low pay significant sources of stress in the teaching profession.

Since classroom discipline was also a significant source of stress, teachers estimated that they experienced a significant amount of stress as a result of their inability to punish children in the manner in which they desired. In addition, the findings suggest that the most common cause of stress is the unreasonable expectations that have been put out by school authorities and parents, followed by an excessive amount of paperwork and the school

administration (Sprenger, 2011). After doing research on the factors that cause stress for teachers, Morton et al. (1997), found that assessment concerns were the most prevalent source of anxiety, with classroom management coming in second place.

In addition, teachers experience stress when they struggle to handle various aspects of their interactions with students (Hepburn & Brown, 2001) or when they are confronted with conditions that are excessively demanding, time-consuming, or interfere with instruction (Blasé, 1986). Both of these factors can lead to a buildup of tension in the classroom. Examples of first-order stressors on the teaching profession include student apathy, disruption or indiscipline, poor student attendance, high student to teacher ratios (large classes), paperwork, prep work, irresponsible colleagues, obtrusive supervisors, a lack of effective leadership such as assistant principals or principals, and parents who appear to be unsupportive. Students that create a disruptive environment in the classroom create a risky and uncommon combination of conditions, which may lead to stress and burnout for certain instructors (Crudup, 2020). Disruptive student behaviour is the leading source of stress for teachers and a significant threat to classroom management and teachers' sense of effectiveness, according to studies (Dicke et al., 2014). Teacher burnout is often attributed to dealing with disruptive students and disciplinary difficulties (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018).

Daily Causes of Stress

Physical factors might play a role in triggering the stress response in certain people. Unsafe neighbourhoods, pollution, noise (such as from sirens

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or a barking dog next door), and unpleasant living circumstances are all examples of environmental stresses. Individuals living in high-crime or war-torn zones may be under constant duress. Relational and familial tensions - issues with close friends, love partners, and members of one's own family may add up to a significant amount of everyday tension. Stress levels might soar as a result of marital strife, dysfunctional relationships, defiant adolescents, or the responsibility of caring for a chronically sick family member or a kid with special needs (Casarella, 2020).

Anxieties at work - Work may be a constant source of tension in today's achievement-oriented culture. Job unhappiness, an overbearing workload, inadequate compensation, office politics, and confrontations with your supervisor or co-workers may all contribute to an already stressful work environment. Factors external to you, such as your social life, might add unnecessary pressure. Daily quality of life is negatively impacted by a number of factors, including but not limited to: poverty, financial stress, racial and sexual discrimination or harassment, unemployment, solitude, and a lack of social support (Casarella, 2020).

Internal Cause of Stresses

To be sure, many sources of stress come from the outside world. You may also experience stress as a result of factors within your control. Uncertainty or anxieties, pessimism, self-criticism, unrealistic expectations or beliefs, perfectionism, poor self-esteem, excessive or unexpressed anger, a lack of assertiveness, and so on are all examples of internal sources of stress (Gebisa & Sintavehu, 2020).

Types of stressors

The term "stressor" refers to the sources of these pressures and obligations. Typically, when we think of stress, we think of something unpleasant, like a demanding job or a tense romantic relationship. Although, a stressor may be anything that calls for change, whether for the better or for the worst. Successes like getting married and being promoted are included. Whether a situation improves or worsens, stress may occur from having to make a significant change in our routine that tests our ability to multitask and adapt (Gebisa & Sintavehu, 2020). Below are some examples of stressors.

Positive Stressors	Negative Stressors
Getting married Traffic	jam while on your way to work
Being in a lovely relationship	Being in a rocky relationship
Receiving a promotion	Receiving letter of dismissal
First time traveling to oversees	Chronic illness or injury

Level of Stress

The dynamic of the classroom is altered when students engage in disruptive conduct, drawing the teacher's focus away from the curriculum. According to Parsonson (2012), teaching comes with a lot of pressure. Wang and Zhang (2007) created a questionnaire to measure the levels of occupational stress experienced by 500 secondary and elementary school teachers in the Tacheng municipality of Xinjiang. They discovered that teachers at both secondary and primary levels experienced significant occupational stress, which had a negative impact on their health and productivity. Teachers' health suffered more from workplace stress than their productivity. Teaching stress varied greatly by school and by years of

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experience, and it also differed significantly by gender. They determined that secondary and primary school teachers experience high levels of occupational stress, which negatively impacts their health and productivity. However, poor teaching results in students not doing as well academically, leading to lower national output.

Saravanan and MuthuLakshmi (2018), conducted a study to compare the levels of occupational stress experienced by public and private secondary school teachers from a variety of geographical and socioeconomic backgrounds. The study included responses from 60 public school teachers and 60 private school teachers selected at random. Based on the results, it seems that private school educators experience less stress in the workplace than their public-school counterparts. The study found that public secondary school teachers were more likely to feel stressed than their private school counterparts; however, the authors failed to offer any methods for dealing with this issue, therefore I want to address this in my own research.

High levels of stress among educators have been linked to ill effects across the board. High levels of stress have been linked to a number of negative health outcomes for educators, including increased depressive symptoms (Melchior et al., 2007), job burnout (Chang, 2009), an increased risk for coronary heart disease (Kivimäki et al., 2006), and lower job satisfaction (Flanagan & Flanagan 2002).

Again, Kennie and Babyak (2019), carried out research with the intention of determining the extent to which the level of spirituality was able to predict the amount of occupational stress among 105 middle school teachers. The purpose of the research was to precisely investigate the

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relationship between spirituality, as defined by the Daily Spiritual Experience Scale, and occupational stress, as measured by the Teacher Stress Inventory. They employed a method called simple linear regression, and the findings suggested that teachers' spirituality ratings strongly predicted time-management stress as well as stress linked to work among middle school teachers in Northeast Texas. The findings of their research, the level of stress experienced by teachers has been steadily rising over the years.

Teachers in Government and Aided High Schools from a variety of cultural backgrounds were surveyed by Jeyaraj (2013), to assess their exposure to occupational stress. There were 185 teachers from aided schools and 120 from government schools who took part in the research, and at the conclusion of it, it was found that the aided school instructors had much higher levels of occupational stress. According to the results, the stress levels of Aided school instructors were much higher than those of Government school teachers, and the research failed to capture the impact of teachers' high stress levels or their coping mechanisms. The purpose of this research is to help high school teachers in the Upper East Region deal with stress by identifying its sources, analysing its consequences, and providing solutions.

Approximately 20-25% of the teaching workforce worldwide reports significant levels of stress, a figure that is strikingly consistent with other studies. Twenty-five percent of British and Italian educators (Travers & Cooper, 1996; Zurlo, Pes, & Capasso, 2013); twenty-two to twenty-four percent of Malaysian and German educators (Moy et al., 2014; Unterbrink et al., 2007); twenty-five to twenty-six percent of American educators (Garrick et al., 2014; U.S. (Lambert, et al. 2015).

Some pressure however, is essential to achieving really remarkable results. Some of the most productive individuals are those that are able to channel their anxiety into original ideas and solutions (Krüger, 1993). And it's suggested that those whose stress at work is just right actually end up doing better (Steers, 1981). Furthermore, a favourable understanding of one's role(s) and a modest amount of stress may have a motivating impact (Hargrove, Quick, Nelson & Quick, 2011). According to these claims, realizing stress homeostasis is necessary for maintaining a healthy work-life balance, because stress is an inherent element of the human condition. Since stress can't be reduced to its negative aspects; rather, some degree of stress is really beneficial because it helps drive performance.

According to the findings of the report entitled the Scale of occupational Stress: further analysis of the impact of demographic factors and type of job, which was published in the year 2000, 41.5% of teachers reported that they were "highly stressed," while 58.5% of teachers fell into the category of "low stress," and 36% of teachers felt the effects of stress all or most of the time. Teachers experienced high levels of stress due to their jobs, teachers' levels of physical activity, social support, and toughness were all significant predictors of teachers' stress levels on the job by Walinas and Hampus (2017). Based on the literature review, it is clear that high teacher stress levels have the potential to negatively impact teachers' performance. As a result, there is a pressing need to investigate the root cause of the teachers' stressful situations and find solutions to alleviate it for those working in the field of secondary education in the Bolgatanga Municipality, where my research is focused.

Effect of Stress on the Human Body

Depression, sleeplessness, infectious, autoimmune, and coronary artery disease; and at least some (virally driven) malignancies may be affected by the way stress regulates the immune and inflammatory systems. Teachers' physical health, mental health, personal relationships, job performance, and pupils' academic underachievement and emotional well-being may all be negatively impacted by the stress of the classroom. As a first point, educators' physical well-being was often mentioned as a source of concern. Common complaints included headaches, stomach-aches, inability to sleep, issues with eating properly, and extreme fatigue. Second, in terms of their mental health and the quality of their personal and professional relationships, many educators battle anxiety, stress, depression, hypertension, high blood pressure, rapid breathing, insomnia, a lack of tolerance for children and a strained relationship with their own parents. Third, it's possible that students' performance may suffer since instructors will be less focused on their job throughout preparation, delivery, and evaluation phases. Fourth, stress may cause instructors to become emotionally distant, apprehensive, irritated, and melancholy; one teacher said, "Stress puts me in a nasty mood most of the time, and I am shouting at pupils all day."

The effect of acute stress on the memory and concentration of teachers could result decrease their working memory capacity under stress. Working memories appears to be less available for storing and rehearsing information and less useful when performing competition or order attention-demand task. This effect may be due to focusing on well-learned knowledge. Focusing on well- known knowledge to the exclusion of less on less well known would

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lead to using less of long-term memory. When stress builds up over time and isn't dealt with, it may lead to a variety of negative health outcomes, including but not limited to: depression, high blood pressure, irregular heartbeat, heart attack, upset stomach, weight gain/loss, etc (Casarella, 2020).

Managing and Coping with Stress

Stress cannot be removed entirely, but it can be controlled, and doing so may have a significant positive impact on health. There are various ways in managing stress. There are two major strategies that stress management can be grouped into and these are; a) Remove the causes of stress
b) Deal with the symptoms of stress

The problem-solving technique proposed by Richard Lazarus in his 1984 book Stress and Coping Theories may be used in the process of eradicating the factors that contribute to one's experience of stress as a method of managing that state of being.

When it comes to dealing with the symptoms of stress as a managing strategy, one can use the following strategies to help reduce the symptoms of stress: physical strategies, emotional strategies, behavioural strategies, thought patterns, and spiritual or philosophical strategies for effective relaxation and coping. Palmer (1997), developed a very similar stress model to guide health professionals in the selection of appropriate stress intervention. Physical, emotional, behavioural, and thought pattern strategies can all help reduce the symptoms of stress.

On the other hand, copying has a close connection to the idea of cognitive evaluation and, as a result, to the stress-relevant person-environment exchanges. Managing the stress that comes with one's line of work is fast

becoming into one of the most pressing concerns facing educational institutions. It has been shown that stress has a negative financial impact not only on the people who are affected by it but also on the institutions in which they are employed (Cooper & Marshal, 1978). The ability to cope with stressful situations is seen as a stabilizing feature that may assist people in maintaining their level of psychosocial adaption during times of high stress (Lazarus & Folkman, 1984). However, in order for a person to appropriately apply the coping techniques, they need to have a complete grasp of the personal and environmental settings in which stress occurs. Folkman and Lazarus (1998), describe coping as the cognitive and behavioural attempts undertaken to master, tolerate, or lessen the demands that come from both the outside and the inside as well as the conflicts that arise between them. This definition contains the following implication: (a) Coping actions are not classified according to their effects, such as reality-distorting, but rather according to certain characteristics of the coping process, (b) This process encompasses behavioural as well as cognitive reactions in the individual, and (c) In most cases, coping consists of various single acts organized sequentially, forming a coping episode. In this way, coping is often characterized by the simultaneous occurrence of a variety of action sequences and the connectivity of coping events. (d) The way in which various aspects of a stressful situation are addressed by coping strategies allows for easy categorization of these strategies.

Again, Lazarus and Folkman (1984), provide an approach to the definition of coping patterns "in terms of the functions coping methods serve, for example, to avoid, to face, or to analyse" (p. 178). They argue that this

technique would make it possible to examine the element of coping that deals with problem-solving as well as the function that deals with controlling emotions. They propose an approach to the identification of coping patterns that involves the observation of several coping strategies used in a range of different coping circumstances. Newton and Keenan (1985), also describe five strategies for coping with stress related to work. These include talking with others (superiors, colleagues), taking direct action (an orientation toward problem-solving), taking preparatory actions (problem appraisal, getting information, seeking a solution), withdrawing and avoiding situations, and expressing feelings of helplessness and resentment. They may either make an effort to alter the person-environment facts that are contributing to the adverse emotional state, or they can alter their evaluation of the circumstance (emotion-focused coping).

Wainwright and Calnan (2002), proposed a method for dealing with work-related stress that consisted of recognizing the source of the stress in the reactions of the person and seeing the solution as therapeutic intervention. Cahill, Landsbergis, and Schnall (1995), noted that it is essential for people to have personal coping techniques available to them in the event that they are confronted with the unavoidable occurrence of stress. In addition, Kagan, Kagan, and Watson (1995), and Cooley and Yovanoff (1996), proposed physiological coping techniques as a defence mechanism against stress. The authors recommended the following course of action: (1) The electrical assessment of mind-body activities (such as muscular tension, intestinal activity, blood flow, respiration, and heartbeat) and the development of strategies to modulate such functions is referred to as biofeedback. (2) Muscle

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relaxation, also known as self-regulation and gradual body relaxation, is a technique that puts a person in an exceptionally relaxed condition. (3) Aerobic activity is any activity that elevates the level of one's heart rate, such as running, swimming, or cycling. Examples of aerobic activity include these sports. Teachers at senior high schools in the Upper East Region may find relief from the stress of their jobs by participating in one or more of these activities.

Five phases are involved in the process of stress and coping, according to the multimodal–transactional paradigm.

In Stage 1, a person may consider a stressor to be coming from either an external source or from inside their own bodies in the form of physiological sensations. This may be an external or an interior stressor.

In Stage 2, the person evaluates how well they can cope with the source of stress in their life. The individual will next determine whether or not they have the resources necessary to deal with the situation. Stress is likely to be experienced by the person if they have the perception that they are unable to cope, which increases the likelihood that stress responses will be engaged. The social and cultural ideas and attitudes that decide the significance of an incident all play a role in the evaluation of a person's ability to cope with adversity. One such misconception is the idea that every single target date and time must be met. When people reach the point where they believe they are unable to manage, they **go on to stage 3.** Physiological, emotional, sensory, imaginal, cognitive, and interpersonal shifts, as well as behavioural and sensory alterations, are some of the changes that take place during this stage of the stress response.

In Stage 4, the participants do an evaluation of how successful the coping mechanisms they have used have been. If they have the perception that they have been successful, then they will return to their previous level of equilibrium. If people have the mindset that they are unable to deal with the circumstances at hand, then this perceived failure compounds the issues that are already there and creates an extra burden.

Stage 5, pertains to the ongoing process as well as the effects for the long run. If a person employs strategies that both change the environment and lower their stress levels, then they will be able to achieve balance once again. However, if the difficulties continue, the individual's health may, at some point, be badly impacted.

Again, using Lazarus and Folkman (1984), we may say that coping is the process by which people adapt to various forms of psychological stress and danger. In order to deal with the stresses of daily life, people engage in coping behaviours and/or cognitive processes. This concept emphasizes the process of coping rather than its final effect, and it suggests that the individual is making deliberate attempts as opposed to relying on automatic or unconscious behaviour. Micro-level demands and hazards, such interpersonal issues, are often highlighted in the coping literature. The avoidance of negative emotional and behavioural states, such as social isolation and helplessness, may be another goal of dealing with societal dangers (Lazarus & Folkman, 1984).

To what extent a person's mental health and level of social participation are affected by the ways in which he or she responds to the pressures of society is a topic of debate (Zomeren, Spears & Leach, 2010).

The most well-known coping theory was developed by Lazarus and Folkman (1984), who distinguished between (1) emotion-focused strategies, where the goal is to get rid of negative emotions evoked by a stressor, such as avoidance, distancing, and denial-like strategies; and (2) problem-focused strategies, where one focuses on ways to solve the problem, such as searching for information about what one can do. It has been shown that problem-focused coping is beneficial to mental health when dealing with everyday stresses (Lazarus & Folkman, 1984), whereas emotion-focused coping is counterproductive, at least in the long term.

Studies have shown that the environment in which coping strategies are utilized determines whether they are constructive or not, and that even denial may be helpful if used temporarily. When someone close to you dies unexpectedly, for instance (Lazarus, 1999). Humans' responses to occupational stress and hazards vary based on factors such as job circumstances, work surroundings, interpersonal interactions, etc., despite their shared similarities.

A teacher's perceived stressor at School 'A' may be different from that of a teacher at School 'B'. Based on a review of these factors, Frydenberg (2008), has identified three primary worries: a) accomplishments and future plans, including work performance in school, interpersonal relations with colleagues, superiors, students, and parents; b) societal problems, including environmental risks, norms, values, taboos, etc. Consequently, instructors in the Bolgatanga Municipal in the upper east area apply both problem-focused and emotion-focused coping strategies.

In conclusion, the cognitive and emotional components of an individual's interactions with the environment and the coping techniques he or she utilizes or lacks are the primary foci of transactional theories of stress and coping.

Empirical Review

Stress, in its broadest sense, is a medical condition that may lead to a variety of issues in people's day-to-day lives. When things that person values are endangered, they experience stress (Lazarus & Folkman, 1987). For educators, stress may take on a variety of forms, depending on context, interplay with other factors at play in a given school, the teacher's personal strengths and weaknesses, and the degree to which those areas are supported by the administration. Excessive stress has been linked to a variety of health issues in the long run (Chan, 1998). An individual's best and highest performance have both been compromised due to stress. Stress, especially harmful stress, is thought to lower productivity and general happiness. Stress causes a person's heart rate to rise, breathing to quicken or stop altogether, muscles to tense up in preparation for fight or flight, blood to be redirected to the brain and major muscles, the release of stress hormones like cortisol and adrenaline, the slowing or stopping of digestion, the brain to become more reactive and less reflective, perspiration to rise, and the immune system to weaken (Guglielmi and Tatrow, 1998). Researchers in the area of behavioural science have studied stress and its effects extensively and have determined that it warrants additional study.

Causes of stress among senior high school teachers

Stress resulting from academic work among lecturers and students in Ghanaian higher institutions greatly affects their health and academic output. The study aimed at identifying the sources and causes of academic stress in the higher institutions in Ghana while suggesting effective stress coping mechanisms. A total of 478 sampled respondents in three higher institutions in Ghana were involved in the study. This included 74 lecturers and 404 students in three higher institutions in Ghana. The findings of the study revealed that lack of planning of work schedule, unnecessary delays of work while striving to meet deadlines or procrastination, poor eating, sleeping and exercise habits as well as unrealistic academic goals were the main causes of academic stress Adom et al (2022).

Also, Taher Mohammed (2018), conducted research in Libyan schools in Turkey to determine the causes of teachers' stress in the classroom. The results of a cross-sectional study conducted with a sample size of 103 educators found that those whose profession included training teachers had a moderate amount of stress. The nature of the employment was the primary cause of occupational stress, whereas compensation and benefits were a secondary factor.

Amponsah et al. (2020) conducted research to investigate the sources of stress that education students at the University of Ghana regularly experience and the coping mechanisms that they frequently use in response to those sources of stress. Both open-ended and closed-ended questions were given to 270 undergraduate students who were in their third year of study during the 2018-2019 school year. These students were selected using a

random selection approach. The findings of the study showed that "trying to achieve scholastic requirements," "inadequate supply of electricity and water in the halls," and "changes in eating and sleeping habits" were three of the most significant sources of stress that teacher education students face. In addition, students used a variety of coping mechanisms, such as praying, meditating, and engaging in activities that diverted their attention from the stressful situation. Learners also utilized adaptive coping strategies more often than maladaptive coping strategies and avoidance coping strategies combined. In the Greater Accra area as a whole, it was shown that resident students experience higher levels of stress than non-resident students do.

Effects of stress Among Senior High School Teachers

Based on new research linking stress to 90% of doctor visits, the World Health Organization (2008), has declared that stress is a global pandemic. According to Mahdis et al. (2015), workers experience stress on the job when the demands and pressures of their position are out of line with their skills and personality. Recent years have seen a rise in the number of academics from the US, UK, and Africa, among others. where several studies have been conducted to gain in-depth knowledge of teacher's stress, their consequences or effects on the individual, organization and the nation at large and their managing strategies (Xu ,1998).

Hinneh et al (2018), conducted a study to explored the effects of occupational stress on the female lecturers at the University of Education, Winneba (Winneba Campus) and strategies they use to manage the stress they experience. Using a census sampling frame, 51 female lecturers at the University responded to a structured questionnaire at the quantitative phase of

the study, while 10 of them (5 with administrative roles and 5 without administrative roles) were purposively selected and interviewed for the qualitative phase. The study revealed that the female lecturers sometimes experience health-related problems including headaches, back pains, and sleepless nights owing to stress. Among others, the study concluded that these health-related problems could lead to a deterioration of passion and drive on the part of the lecturers for work, which ultimately would affect productivity. Therefore, it was recommended that the lecturers should be encouraged by the management of the University to visit the health facility at the campus on regular basis for check-ups and support to manage the stress.

Again, Ofosuhene (2018), conducted a study to examine the issue of job stress and its effect on some 'human components' of HRD (general health, wellbeing, capabilities and cognitive capacity). A Target population comprised staff of the College of Distance Education, University of Cape Coast. The census approach was used to include all the 223 staff at the College in the study. Data collection was done and presented using frequencies and percentages. A single sample t-test, Pearson's product moment coefficient, the Chi-Square test of independence, a simple linear regression and a Principal Component Analysis. The findings suggested that, job stress inversely affect all the components of HRD. The study also discovered that CoDE's staff employ disengagement, active, acceptance coping and problem-solving approaches in combating job stress. However, no formal stress management strategies were identified. The study recommended that CoDE's mode of operation should be enhanced with emerging technologies, the Regional Centers should be adequately resourced to handle

some of the activities of the College, and there should be periodic health screening for all staff to identify those who may be at risk and to assist them.

Also, Siu Oi-Ling (1995), conducted a study in Hong Kong and was rated as the most stressful workplace in the world based on a survey of 5,000 workers from 16 countries, 300 of whom were based in Hong Kong. In the context of education, four Hong Kong school teachers committed suicide in the span of six weeks between November and December 1994 as a consequence of job stress and the economic crisis.

Coping of Stress Among Senior High School Teachers

Education is so crucial to a country's progress, it's imperative that teachers be enabled to maximize their effectiveness in the classroom. In order to improve students' academic outcomes, it is crucial to examine the factors that contribute to senior high school teachers' stress and the ways in which they manage it.

Asonaba and Yankyera (2015), conducted a study in Ghana Education Service at Asamankese to investigate on how female teachers manage stress and teacher burnout, and explore the causes, effects, and ways of improving work-related stress for better standard of education. The study was conducted with qualitative research approaches executed through questionnaires. Twenty-five female teachers were selected from eighteen Primary and Junior High Schools through purposive sampling technique. The study revealed that the stress level of the female teachers was high. Work over-load and interpersonal relationship were the main causes of stress of the female teachers. It was recommended that the government of Ghana should organize more training programmes on effective management of stressors by making

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use of different stress management strategies and providing effective guidance and counselling services. The government of Ghana should train more counsellors to serve at the Basic schools.

Again, Issakah et al conducted a study to find out perceived stress and coping mechanisms among teachers in special schools in the northern part of Ghana. Teachers in three special schools formed the population of the study. The proportionate simple random sampling was used to select 60 teachers for the study. The data obtained were analysed in SPSS using frequency distribution tables and percentages as well as means and standard deviations. Also, independent t-test, one-way analysis of variance, and Pearson correlation coefficient were run to determine the relationship between some demographic factors and the variables investigated. The teachers' responses showed that leaving the stressful event, seeking administrative support, and a sense of efficacy were some coping strategies adopted. It was concluded that several factors cause stress among special educators with physical, psychological and behavioural effects, hence there is a need for effective coping strategies to make them stay safe and healthy. It was recommended that social support systems should be made an integral part of the teachers' job to make them cope adaptively to stressful situations.

Again, Siu Oi-Ling (1995), reviewed policy studies on the occurrence, origins, and consequences of occupational stress among school teachers in different countries and in Hong Kong. Findings from studies examining how educators manage stress were also discussed. Several legislative adjustments are suggested in the report that may help alleviate stress for Hong Kong's educators. In particular, the Education Commission's studies on teacher stress

were reviewed, and the lingering questions and concerns that they raised were explored. The research found that expanding educational psychology services in Hong Kong is needed to reduce teacher stress as a direct result of the qualitative costs and benefits analysis conducted.

Bindu and Sudheeshkumar (2006) looked at 500 Indian primary school teachers' levels of work satisfaction and their ability to deal with stress. According to the results, there is a relationship between work happiness and stress coping abilities, and instructors who establish a supportive organizational atmosphere, enhance task design, decrease conflict, and get coaching are happier and better suited to cope with stress.

It was revealed that teachers with a better degree of self-efficacy have less stress than those who think they are less successful in classroom management and discipline (Skaalvik & Skaalvik, 2007). Lack of administratively authorized control and supervisory power may contribute to teachers' feelings of ineptitude in classroom management and discipline. Researching the factors that lead to causes of occupational stress, effects and coping strategies among secondary school teachers in Upper East Region Ghana would require a full academic year.

Conceptual Framework

The conceptual framework of the research is to aid the understanding of the various components of the study. The focused components or variables of this study comprises; the influences of stressors on SHS teachers in relation to their job.

Figure 2 depicts the framework of how the various components or variables come to play in dealing with occupational stress among SHS teachers in the Bolgatanga Municipality of the Upper East Region.
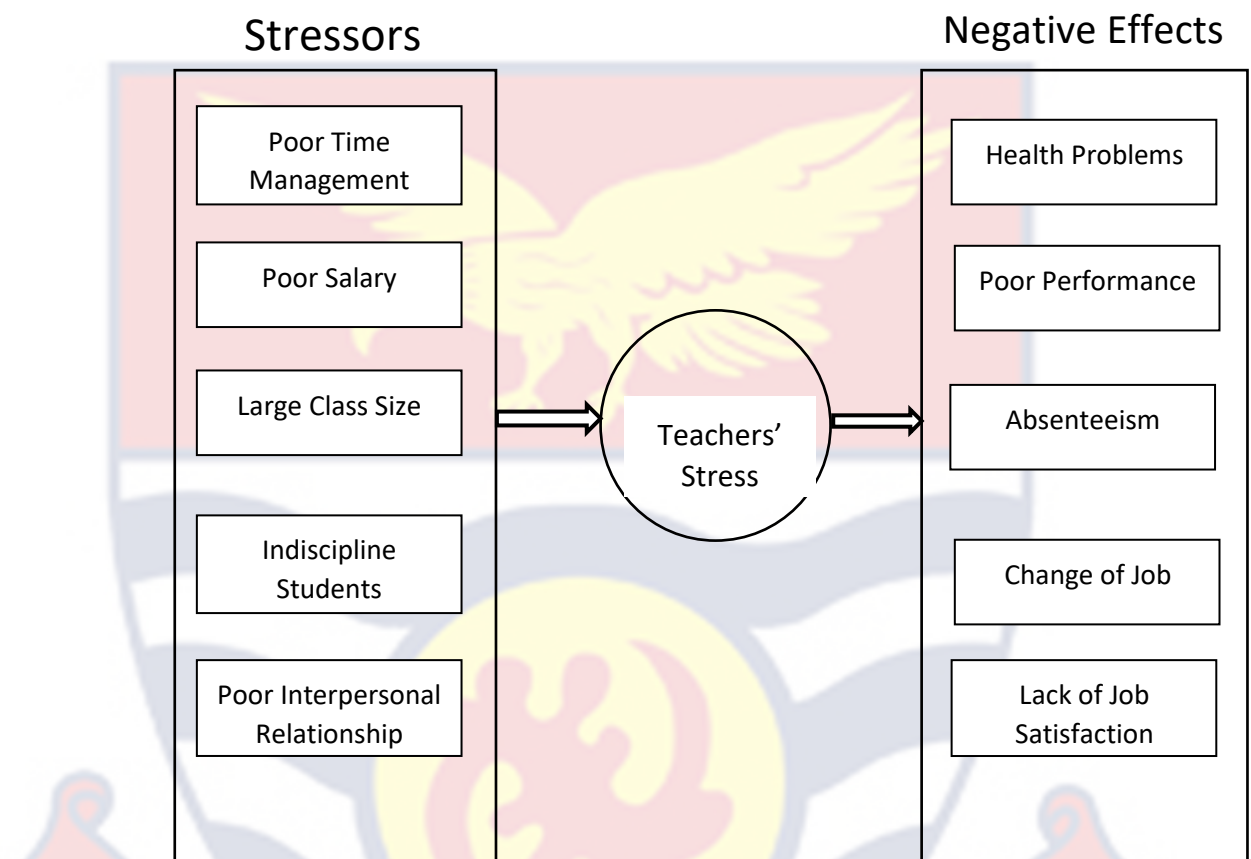
Figure 2: Conceptual Frame Work

Chapter Summary

The chapter summary dealt with the literature review of the research. It covered the theoretical review, conceptual review, and the empirical review.

From the past research, it has revealed that most teachers speak of being under stress, they are often referred to everyday aggravation such as role ambiguity, large class size, student misbehaviour, change of job, job involvement, resource constraints, limited time, busy schedules, workloads, etc considered the most commonly causes of stress from the literature review. Many elements, such as your working environment, attitude, perspective,

problem-solving skills, and social support network, may contribute to your stress levels, making it difficult to generalize about what causes stress. Some psychologists have suggested that the stress of daily 'hassles' may raise the likelihood of health issues, poor performance at work or home, absenteeism leading to low productivity, and an increase in work-life conflict. Stress alleviation strategies are explored to help managers see the value of investing in stress management programs that really make a difference for their staff and the organization as a whole. In the idea of stress and coping, it is postulated that when a person believes he or she lacks the resources to deal with a danger, the perceived lack of control, and not necessarily worry, becomes the new challenge and focus point. For whatever reason, if the individual perceives a loss of control to be dangerous or troublesome, this may lead to an overemphasis on accumulating more resources for dealing with the threat (control-focused coping) at the expense of addressing the unique dangers posed by the task. By contrast, if the individual concedes that he or she has no say over the situation and accepts the lack of resources as a starting fact, then attention may shift to the challenges posed by this danger and strategies for overcoming them can be considered (problem-focused coping). If you're having trouble keeping your mind on the task at hand, control-focused coping may be a more universal explanation for that. To sum up, stress is an integral part of life, but it can be controlled for the sake of both the person and the long-term viability of any given institution or organization.

CHAPTER THREE

RESEARCH METHODS

Introduction

This study examined the causes, effects and coping strategies of occupational stress among senior high school teachers in Bolgatanga Municipality. This chapter covered the research h design, study area, population, sampling procedure, data collection instruments, data collection procedures, data processing and analysis.

Research Design

A descriptive survey design was adopted for the study. A research design is a basic plan that guides the data collection and analysis phases of the research project. It provides the framework that specifies the type of information to be collected, its sources and the collection procedure (Creswell, 2014). A descriptive survey design was selected because, it provides a quantitative description of trends, attitudes and opinions of a population or tests for associations among variables of a population, by studying a sample of that population (Creswell & Creswell, 2017). The researcher's choice for a descriptive survey emanates from the fact that it permits the researcher to search and examine situations. Also, the researcher could ask the same set of questions often in the form of written questionnaires to a large number of respondents (Fraenkel & Wallen, 2000). Again, this design was appropriate because the researcher was interested in describing aspects of the population by selecting unbiased sample of individuals who will complete the data

collected from techniques such as interviews and questionnaires (Kuranchie, 2021). It allows data to be organised and presented in a systematic manner to support in making inferences about the characteristics, attitudes, values and behaviours of the study population.

Similarly, descriptive design ensures data gathered is useful in determining the status of the subject in the real sense (Gay, 1992). This design describes and documents parts of a phenomenon as they naturally occur. In other words, it helps to depict an accurate profile of a situation or event and people. The design further, borders on conditions or relationships that exist such as determining practices, aptitudes and opinions that are held, processes that are existing or trends that are going or developing (Best & Khan, 1998). This design is chosen because it describes the characteristics of a population or phenomenon being studied. It aims at describing accurately the characteristics of the population for specific variables and is also concerned with conditions that exist, processes that are ongoing, effects that are evident or trends that are developing. It is basically concerned with the present although it is often considered past events and influences as they are related to current conditions. It is used for frequencies, averages, and other statistical calculations. Therefore, the descriptive survey design was used by the researcher to investigate the causes, effects and coping strategies of occupational stress among senior high school teachers in the Bolgatanga municipality.

Study Area

The area of the study is Bolgatanga in the Upper East Region of Ghana. Historically this part of the nation used to be the Upper Region (Upper

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East and Upper West), which was carved out of what used to be the Northern Region on 1st July, 1960. From 1902 the old Northern Territory was a British protectorate until 1960 when it was separated into the Northern and Upper Regions. The Upper Region was later apportioned into Upper East and Upper West in 1983 during the PNDC rule. The process actually started in 1980 when what eventually became Upper West was run on an experimental base as a semi-autonomous region with Wa as the administrative centre, even though the Upper

Regional Minister at Bolgatanga exercised overall responsibility.

Location and the Total land Area

The Upper East region of Ghana is found in the north-eastern part of the country, between the longitudes of 00 and 10 west and 100 30" and 110 north. It shares a boundary with Burkina Faso to the north, the Republic of Togo to the east, Sissala in the Upper West to the west, West Mamprusi in Northern Region to the south. The land is relatively flat few hills to the east and southeast of the region. The overall land area is about 8,842 square kilometres, which corresponds to approximately 2.7 percent of the total land area of the country.

Climate

There is one rainy season that lasts from May/June to September/October and is defined by this environment. During this time period, the mean annual rainfall is somewhere between 800 and 1,100 millimetres. Both the location and the length of the rain showers are unpredictable. From November to the middle of February, there is an extended period of dry season that is typified by the chilly, dry, and dusty

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harmattan winds. Temperatures during this time period may drop to as low as 14 degrees Celsius during the night, but they could reach far beyond 35 degrees Celsius during the day. However, there is virtually little humidity in the air, which makes the daily maximum temperature seem less oppressive. The "Meningitis Belt" of Africa encompasses the whole area. It is also inside the onchocerciasis zone, but since the disease has been brought under control and enormous swaths of land that had been abandoned for cultivation have been deemed fit for habitation and now used for agriculture.

Political and Administrative Structure

Political authority in the area is at Bolgatanga. The Regional Coordinating Council, led by the Regional Minister, is the primary governing body at the regional level. The Regional Co-ordinating Council also includes District Assembly delegates, Regional Heads of decentralized ministries, and Regional House of Chiefs members. Builsa, Kassena-Nankana, Bongo, Bolgatanga, Bawku West, and Bawku East are the six districts under regional administration. The President nominates a Chief Executive for each district, who must then be confirmed by a two-thirds vote of the members of the Municipal/District Assembly present and voting. When it comes to making plans, allocating funds, and carrying them out, each district operates independently. Talensi-Nabdam, cut from Bolgatanga, has its capital at Tongo, and Garu-Tempane, carved from Bawku East, has its capital at Garu, both having their own Area/Town Councils/Unit Committees and specific responsibilities. Mobilizing local resources is made easier by strong traditional leadership and active Youth Development Associations. There are now twelve (12) parliamentary seats within the area. To name a few: Builsa South,

Navrongo Central, Chiana-Paga, Bongo, Bolgatanga, Sandema, Talensi, Nabdam, Zebilla, Binduri, Bawku Central, Garu-Tempane, and Sandema.

Educational Facilities

Education in the Upper East region have both public and privet sectors ranging from the basic level to the second cycle institutions. According to the 2019 schools' registration provided by the Ghana Education Service, there are 449 elementary schools, 177 junior high schools, and 31 SHS's, all of which are public and fall into categories A, B, and C for the purpose of student academic performance.

Population

For the purposes of this research, the population of interest consisted of all of the teachers in senior high schools within the Bolgatanga Municipality in the Upper East Region of Ghana. However, the accessible population would be teachers in Bolgatanga Senior High School (130), Bolgatana Girls Senior High School (92), Bolga Sherigu Community Senior High School (60), Zamse Senior High and Technical School (110), and Bolgatanga Technical Institute (113). They were selected because they constitute the main focus of the study. Table 1 throws light on the target population.

Table 1- The distribution of the target population of the study

SN	Name of SHS	Males	Females	Total No Teachers
1	Bolgatanga Senior High School	72	58	130
2	Bolgatanga Girls Senior High Senior	45	47	92
3	Zamse Secondary and Technical Senior High School	61	49	110
4	Bolga -Sirigu Community Senior High School	33	27	60
5	Bolgatanga Technical Institute	58	55	113
	Total	269	236	505

Source: Field survey, 2022

Sampling Procedure

The sample size for the study was 252 out of a population of 505 teachers from the five Senior High Schools within the Bolgatanga Municipality. The sample size comprises 126 male teachers and 126 female teachers. This study sample size of 252 respondents constitutes 50% of the target population of this study which is a fair and a good representation for making a generalisation of the study findings. According to the chart that Krejcie and Morgan (1970) developed for the determination of sample size for research studies, the appropriate sample size for a population of 500 should be 217, while the appropriate sample size for a population of 550 should be 226. Therefore, considering that there are 505 people in the population, a suitable sample size would be 252.

A stratified random sampling with equal proportions was the method of sampling that was used in the process of determining the size of the sample to be employed. The stratified random sampling with equal proportion was used to select the teachers. This procedure was used because of similar characteristics among the respondents who were distributed in strata (schools). To arrive at this, first of all, a proportion of 50% of the population was used in each of the school for both males and females. This 50% was used to calculate the number of teachers to be selected in each school. Then simple random sampling of the lottery technique was used to select the teachers for the study. Table 2 gives a quick visual impression about the stratified sampling procedure.

Table 2- Total number of respondents from each school under study.

SN	Name of Senior High Senior Schools	M	F	Total number of Teachers	Proportion of sampled population (50%)	Sampled population
1	Bolgatanga Senior High School	72	58	130	50/100x130	65
2	Bolgatanga Girls Senoir High School	45	47	92	50/100x92	46
3	Zamse Secondary and Technical Senior High School	61	49	110	50/100x110	55
4	Bolga -Sirigu	33	27	60	50/100x60	30
5	Bolgatanga Technical	58	55	113	50/100x113	57
	Total	26	236	**505**		**252**

Source: Field survey, 2022

Data Collection Instrument

In order to conduct out this research, the primary method of data gathering that was used was a questionnaire. According to Amedahe (2002), the questionnaire is utilized extensively for the collecting of data in any type of study in the school context. This is particularly true in situations where the respondents are mostly literate. Because of this, when the questionnaire is developed appropriately, it can be a very good instrument for obtaining information from respondents on practice. The questionnaire was modified from the instruments of Wilson (1980), who established a stress profile for teachers with 36 questions for his own study, A reliability test, using Spearman's Rho yielded a correlation co- efficient of + 0.68. Based on this, Wilson concluded that the test was reliable (Wilson, 1980). Again, a correlation of 0 .50 between the pre -test scores of the profile and cumulative scores on the Strait-Trait Anxiety lndex, "it appears that the instrument has sufficient construct reliability to warrant its use for the measurement of stress among teachers". Investigating the construct validity, the internal consistency and predictive validity was valid because it was able to discriminate high from

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low stressful situations. Their study focused the sources and levels of stress of teachers and challenging needs students and measuring occupational stress in teachers respectively. The stress profile for teachers by Wilson, which was measured on a Likert-type scale. The researcher was able to determine the most common occupational stressors and stress reduction strategies associated to teachers in the Bolgatanga Municipality in the Upper East Region Ghana. The questionnaire was made up of close- ended questions. The questionnaire comprised of four sections: A, B, C and D which were constructed for the data collection. Section A focused on bio-data, section B on the causes of occupational stress among the teachers, while C focused on the effects of stress on the teachers work output and section D looked at how teachers managed their stress.

Validity, Reliability and Pre-testing of Instruments

Validity

Validity reflects the extent to which an instrument accurately measures what it was meant to measure. The content validity of the questionnaire was ascertained by my supervisor who is an expert in the field of counselling in consultation with other specialists from the Department of Guidance and Counselling.

Reliability

Reliability implies that an instrument's scores are steady, unchanging and consistent (Creswell, 2012). The reliability of the questionnaire was determined by ascertaining the internal consistency of the instrument. This was established using the Cronbach Co-efficient Alpha and the overall reliability co-efficient obtained was 0.920. The reliability of the various

sections of the questionnaire were also established. For Section B, the reliability coefficient was 0.893. For Section C, the reliability co-efficient was 0.908 while that of Section D was 0.834.

Pilot test

The pilot test, which involves a small-scale trial run of all procedures intended for use in the main analysis, is a significant element in the data collection process (Monette, Sullivan & DeJong, 2002). The effectiveness of the research may be greatly enhanced by first administering a pilot version of the questionnaire that will be used in the main study. The purpose of the pilot study was to provide feedback on how to reword, clarify, and eliminate any ambiguities in the questionnaire's wording. Although the instruments were evaluated using Cronbach's alpha, a reliability co-efficient of 0.893. According to Monette et al suggested that more than 30 participants for pilot testing is considered adequate therefore the researcher used 50 participants from Yendi Senior High School in the Northern Region Ghana.

The researcher choice of Yendi Senior High School was because teachers there have similar characteristics since teacher's stress is a phenomenon across the country. The pilot testing helped to ensure their dependability of the instrument.

Data Collection Procedure

Ethical clearance was obtained from the College of Education Studies Review Board of the University of Cape Coast. An introductory letter was collected from the Department of Guidance and Counselling of the University of Cape Coast introducing the researcher to the Regional Director of Education Bolgatanga to help get permission to be able to collect the data

from the senior high schools in the Bolgatanga Municipality. After the Regional Director was appropriately informed, the various headmasters of the senior high schools within the Municipality were duly informed by the Regional Director. The various headmasters then informed each departmental heads in the schools and their support solicited, to enable the researcher carryout the research successfully. A period of four weeks was used in collecting the data. The researcher received the support from teachers in each school during the questionnaire administering. The purpose of the study was described to them and an opportunity given for the respondents to ask questions and seek clarification. They were also informed that they might withdraw from the research at any moment, regardless of whether or not they had previously provided their permission. Respondents' identities were kept concealed at all times to protect their privacy. After been briefed on the survey's format, the chosen teachers were given copies to fill out and return the same day to prevent respondents from losing their questionnaires. The data was gathered successfully from the five senior high schools within the Bolgatanga Municipality over the course of the four weeks period.

Date Processing and Analysis

Descriptive and quantitative survey methodologies were used for data analysis in this study. When the questionnaires were finally filled out, they were double-checked to ensure accuracy and consistency. In order to reduce the likelihood of human mistake, a carefully crafted data input page was created. In order to guarantee the reliability of the results, the data were coded, cleaned, and sorted into respondent groups. Double-entering the data helped catch errors and ensure they were fixed wherever they were required to be. A

computer application called Statistical Package for the Social Sciences (SPSS) version 22 was used to input the final data for analysis. Data was summarized and structured using frequencies, percentages, and tables for descriptive analyses, which were then used to characterize the features of the sample population. The t-test and one-way analysis of variance were used to examine the hypotheses. Specifically, Percentages were used in answering the research questions and independent samples t-test was used for hypotheses 1,2,3,6,7 and the One-way ANOVA was used for hypotheses 4 and 5.
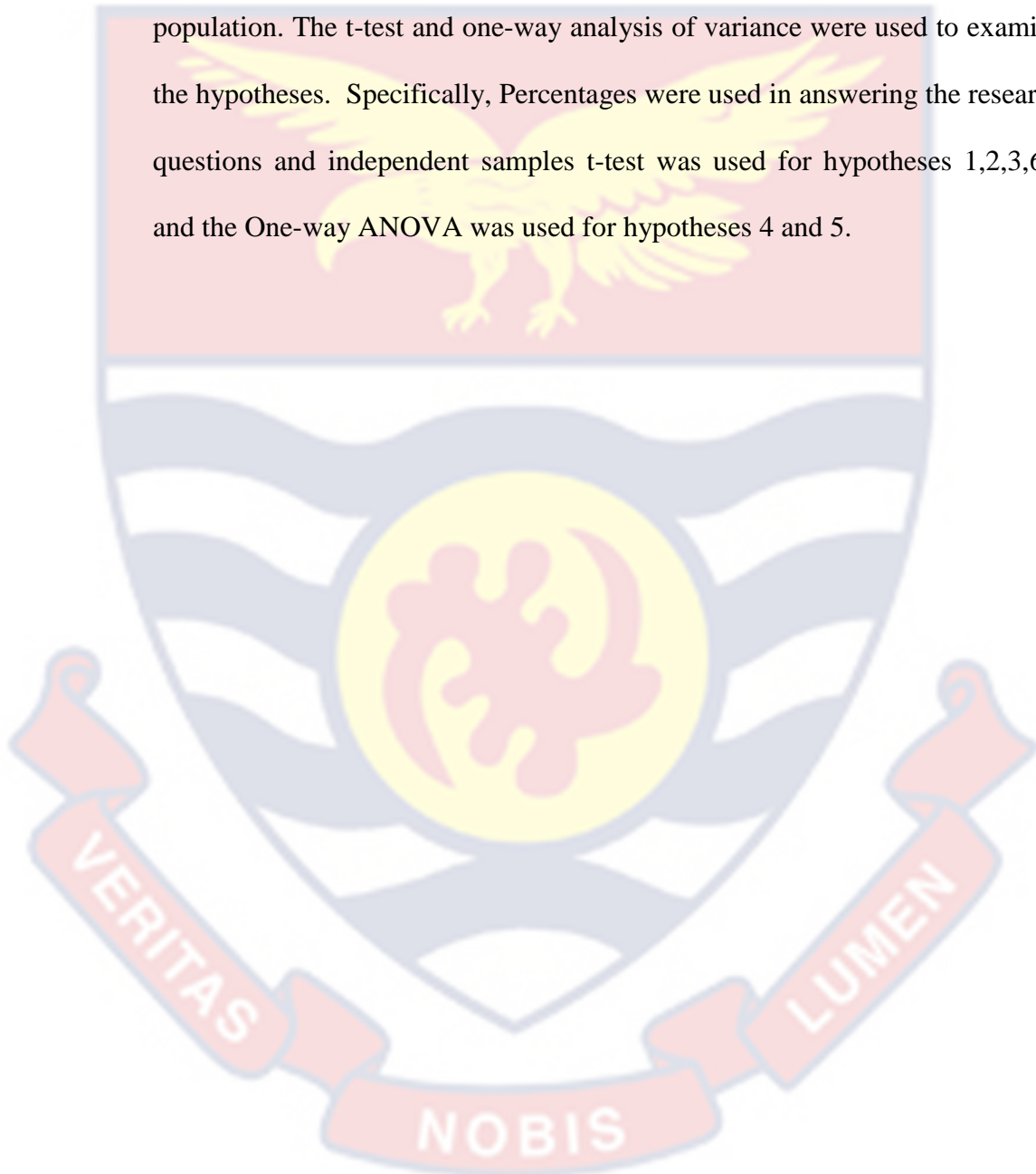
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of the study was to investigate the causes, effects and coping strategies of occupational stress among Senior High School teachers in Bolgatanga Municipality in the Upper East Region of Ghana. This chapter presents the results and discussion of the causes, effects and coping strategies of occupational stress among Senior High School teachers in the Bolgatanga Municipality.

The researcher used a descriptive survey design. Percentages were used to analysed research question 1, 2 and 3, independent samples t-test was used to analysed hypothesis 1, 2 3, 6, and 7, and the one-way ANOVA were used to analyse hypothesis 4and 5 of the respondents. In all, 252 questionnaires were distributed for statistical examination. Two hundred and forty-one (241) completed questionnaires utilized in the study, giving a return rate of 94%. The questionnaires were sectioned into four components to facilitate understanding. Respondents' personal details were collected in Section A (for a full list, see Appendix A). The findings of the primary data were presented in Sections B, C, and D (see Appendix A). The analysed data results shown and discussed.

Demographic data of respondents

In order to provide a fair overview of the phenomenon of stress investigation the demographic dynamics of the research respondents in the

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study area, such as the age, sex, marital status, educational levels, teaching experience and class sizes were considered so as to support in understanding how respondents' demographic characteristics or traits played out in the causes of stress, effects of stress and the coping strategies among the teachers in the Bolgatanga educational municipality.

Age of respondents

As shown in Table 3, out of the total number of respondents 59 of them representing 24.5% were in the age grouping between 20 – 30 years. Then also, the ages of 31-40 which constituted the majority of the respondents were 62.7%. While, those who were aged between 41-50 (12%) and finally, those between the ages of (51-60) represented only 0.8% of the respondents of the study.

Table 3 -Age of Respondents

Age of respondents		
Age	Frequency	Percentage (%)
20 – 30	59	24.5
31 – 40	151	62.7
41 – 50	29	12.0
51 – 60	2	0.8
Total	241	100.0

Source: Field survey, 2022

Sex of respondents

The sex composition of respondents for the study was 50.2% for the male respondents and 49.8% for the female respondents as shown in Table 4.

Table 4 -Sex of Respondents

Sex	Frequency	Percent
Male	121	50.2
Female	120	49.8
Total	241	100.0

Source: Field survey, 2022

Marital status of respondents

Out of the 241 respondents, 47 of them representing 19.5% indicated that they were single, whereas the majority of them, thus 194 respondents constituting 80.5% were married. This is seen in Table 5.

Table 5- Marital status of Respondents

Marital status	Frequency	Percent
Single	47	19.5
Married	194	80.5
Total	241	100.0

Source: Field survey, 2022

Level of education of respondents

From the study it is shown that out of the entire number of respondents 137 which constitute the majority of them and representing (56.8%) had attained a first degree in various programmes, while 104 of the respondents, representing (43.2%) were master's degree holders.

Table 6- Level of education of Respondents

Education	Frequency	Percent
First Degree	137	56.8
Master's Degree	104	43.2
Total	241	100.0

Source: Field survey, 2022

Respondents' teaching experience

When respondents were asked about their duration of teaching 83 of them representing 34.4% said between 0-4 years. However, 109 of the respondents representing 45.2% indicated that they have been teaching for 1119 years. Then three of the respondents representing 1.2% said that they have taught for over 20 years. This description in found in Table 7.

Table 7- Teaching Experience of respondents

Years of teaching	Frequency	Percent
0 - 4	83	34.4
5 - 10	109	45.2
11 - 19	46	19.1
20 and above	3	1.2
Total	241	100.0

Source: Field survey, 2022

Class sizes of respondents

Respondents were asked to defined the number of students in various classrooms they teach ranging from 45-50 in a class 182 respondents representing 75.5%. Moreover, 55 respondents representing 22.8% were teaching class size ranging 51-60. However, three respondents representing 1.2% were also teaching the range, 61-70. Then 1 respondent representing 0.4% was teaching the range 70 and above. This information is clearly shown in Table 8 below.

Table 8 - Class Size of respondents

Class size	Frequency	Percent
45 – 50	182	75.5
51 – 60	55	22.8
61 – 70	3	1.2
70 and above	1	.4
Total	241	100.0

Source: Field survey, 2022

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Analysis Of Main Data

Research Question One: What are the major Causes of Occupational stress among senior high school teachers in Bolgatanga Municipality?

This research question sought to find out the major causes of occupational stress among Senior High School teachers in the Bolgatanga Municipality. As a result, questions were structured for respondents to express their opinions based on a series of assertions rated from 5 to 1, as shown in table 9.

Students' behaviour

Table 9 showed that majority of the respondents agreed with the construct that students' behaviour is a contributory factor to teachers' stress as they discharged their professional responsibilities in their daily routine. From table 9, most teachers agreed that, students who constantly talk in class and having to tell students the same thing over and over highly caused stress to them with a percentage of 77.6. whiles teachers finding it difficult to control their class is the least student behaviour that caused stress to them with a percentage of 49.3.

Table 9- Students' behaviour

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The teaching period students entering and leaving my class throughout.	18 (7.5%)	28 (11.6%)	15(6.2%)	152(63.1%)	28(11.6%)
2	I have difficulty controlling my class.	41(17.0%)	64(26.6%)	17(7.1%)	103(42.7%)	16(6.6%)

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3	I become angry when my students do not do what I ask them to do.	16(6.6%)	36(14.9%)	16(6.6%)	137(56.8%)	36(14.9%)
4	Dealing with inappropriate placement of students in my classes.	11(4.6%)	25(10.4%)	25(10.4%)	135(56.0%)	45(18.7%)
5	Dealing with students with learning disabilities that are placed in my classes.	12(5.0%)	42(17.4%)	15(6.2%)	134(55.6%)	38(15.8%)
6	Having students in my class/classes who talk constantly.	9(3.7%)	28(11.6%)	17(7.1%)	131(54.4%)	56(23.2%)
7	Having to tell students	9(3.7%)	28(11.6%)	17(7.1%)	131(54.4%)	56(23.2%)
8	Feeling my students do not adequate respond to my teaching	11(4.6%)	42(17.4%)	10(4.1%)	134(55.6%)	44(18.3%)

Source: Field survey, 2022

Teacher/school management relationship

From table 10, responses from respondents indicated that teacher-school management relationship causes teachers' stress. "Feeling I never catch up with my work and there is constant pressure of being accountable to work is stressful" was most stressful with a percentage of 74.7. The least causes of stress that respondents agreed to was "I feel my headteacher does not approve of the work I do" with a percentage of 34.1.

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Table 10- Teacher/school Management Relationship

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	Feeling I never catch up with my work an there is constant pressure of being "accountable" to work is stressful.	13(5.4%)	33(13.7)	15(6.2%)	142(58.9%)	38(15.8%)
10	Feeling there is lack of administrative support from the school authorities.	12(5.0%)	40(16.6%)	18(7.5%)	113(46.9%)	58(24.1%)
11	Feeling my opinions are not valued by my headteacher.	20(6.6%)	55(22.8%)	16(6.6^)	90.37.3%)	64(26.6%)
12	I feel my headteacher does not approve of the work I do.	20(8.3%)	87(36.1%)	52(21.6%)		

Source: Field survey, 2022

Teacher/Teacher relationship

In response to item 13 and 16, more than half of the respondents representing 57.7% and 54.8% agreed that they grow impatient when others take too long to complete tasks and that they feel isolated at work respectively. Working in a school where there is an atmosphere of conflict among teachers and the feeling that there is competition among teachers in the school rather than a team spirit of cooperation causes stress among the professionals, according to items 14 and 15 as seen in Table 11.

Table 11- Teacher/Teacher Relationship

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	I become impatient if others do things too slowly.	26(10.8%)	56(23.2%)	20(8.3%)	105(43.6%)	34(14.1%)
14	Working in a school where there is an atmosphere of conflict among teachers.	21(8.7%)	46(18.7%)	23(9.5%)	94(39.0%)	58(24.1%)
15	Feeling there is competition among teachers in my school rather than a team spirit of cooperation.	23(9.5%)	36(14.9%)	15(6.2%)	93(38.6%)	74(30.7%)
16	I feel isolated at work.	38(15.8%)	50(20.7%)	21(8.7%)	79(32.8%)	53(22.0%)

Source: Field survey, 2022

Intrapersonal conflicts

Moreover, Items 18 and 19 showed that 80.9% of the respondents agreed that intrapersonal conflict is a source of stress among Senior High School teachers in the Bolgatanga Municipality. Also, items 17 and 20 indicated that 70% of the respondents agreed to the same construct as source of stress as showed below.

Table 12- Intrapersonal Relationship

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17	Feeling my salary does not commensurate to my duties and responsibilities.	22(9.1%)	31(12.9%)	13(5.4%)	86(35.7%)	88(36.9%)
18	Feeling my job does not provide the financial security I need.	12(5.0%)	25(10.4%)	9(3.7%)	102(42.3%)	93(38.6%)
19	Spending time and money outside of classroom organizing materials and other daily necessities for my students.	11(4.6%)	20(8.3%)	17(7.1%)	123(51.0%)	70(29.0%)
20	Teaching is stressful to me.	24(10.0%)	27(11.2%)	14(5.8%)	110(45.6%)	66(27.4%)

Source: Field survey, 2022

Time management

From table 13, majority of the respondents agreed that time management factors causes stress to the teacher. Most of the respondents agreed that, they easily over-commit themselves at work with too many duties and responsibilities and they often take work home highly stress them with a percentage of 75.9. Besides, 71.8% of the respondents agreed that wasting of time was a source of stress to them, 63.9% of the respondents agreed that inadequate time to prepare for their lesson posed stress to them and 59.4% of the respondents agreed that, "think about unrelated matters during instructional hours" was equally stressful. Whiles 48.1% agreed that, they experience difficulty in organizing their time in order to complete task was least stressful. On the average, the respondents agreed that, improper time management generated stress among senior high school teachers in the Bolgatanga Municipality as showed in Table 13 below.

Table 13 -Time Management

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21	I easily over-commit myself at work with too many duties and responsibilities. I often take work home.	21(8.7%)	24(10.0%)	13(5.4%)	134(55.6%)	49(20.3%)
22	I think about unrelated matter during instructional hours.	31(12.9%)	50(20.7%)	17(7.1%)	112(46.5%)	31(12.9%)
23	I feel uncomfortable wasting time.	21(8.7%)	33(13.7%)	14(5.8%)	128(53.1%)	45(18.7%)
24	There is little time to prepare for my lessons/responsibilities	16(6.6%)	53(22.0%)	18(7.5%)	119(49.4%)	35(14.5%)
25	I have difficult organizing my time in order to complete task.	34(14.1%)	78(32.4%)	13(5.4%)	96(39.8%)	20(8.3%)

Source: Field survey, 2022

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Research question two: What are the effects of occupational stress on the work output of Senior High School teachers in Bolgatanga Municipality?

This question sought to find out the effects of occupational stress on the work output of senior high school teachers in the Bolgatanga Municipality. There was a follow-up question on the effects of occupational stress on teachers, and Table 14 showed that, 60% of the teachers agreed to items 1, 5, 7, 8, 10 and 11 under the construct "Physical effects of stress on teachers." Also, 50% of respondents disagreed that they responded to stress with stomach ache on items 2 and 12. In general, it can be said that majority of senior high school teachers in the Bolgatanga Municipality suffered stress-related physically as showed in Table 14.

Table 14 -Physical effects of stress on teachers

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I experience frequent headache due to inadequate rest at work and at home.	27(11.2%)	55(22.8%)	12(5.0%)	103(42.7%)	44(18.3%)
2	I respond to stress with stomach pain.	35(14.5%)	94(39.0%)	30(12.4%)	57(23.7%)	25(10.4%)
3	I feel physically exhausted much of the time.	18(7.5%)	36(14.9%)	13(5.4%)	133(55.2%)	41(17.0%)
4	I sleep less when stress up.	11(4.6%)	22(9.1%)	19(7.9%)	146(60.6%)	43(17.8%)
5	I keep procrastinating under stressful condition.	17(7.1%)	48(19.9%)	22(9.1%)	117(48.5%)	37(15.4%)
6	I easily become physically weak when feel stressed.	12(5.0%)	38(15.8%)	15(6.2%)	143(59.3%)	33(13.7%)
7	I lose appetite for food when stress up.	16(6.6%)	39(16.2%)	23(9.5%)	121(50.2%)	42(17.4%)
8	I become fatigue in short time.	15(6.2%)	48(19.9%)	25(10.4%)	134(55.6%)	19(7.9%)
9	I do not have edge for sex when I feel stressed.	16(6.6%)	57(23.7%)	33(13.7%)	113(46.9%)	22(9.1%)
10	I experienced rapid heartbeat under stressful situation.	16(6.6%)	56(23.2%)	19(7.9%)	127(52.7%)	23(9.5%)
11	I become impatient when stress up.	19(7.9%)	58(24.1%)	14(5.8%)	121(50.2%)	29(12.0%)
12	I sleep more than usual.	29(12.0%)	109(45.2%)	16(6.6%)	69(28.6%)	18(7.5%)

Source: Field survey, 2022

More so, items 14, 15, and 16 revealed that the majority of respondents 70% agreed to have experienced psychological effects of stress. Item 13, 17, 18, and 24 recorded 60% of the respondents agreed with the same construct. In addition, items 19, 20, 21, and 23 revealed that 50% of respondents agreed that stress had psychological consequences, whereas item 22 showed 48.5% of respondents disagreeing that feeling vulnerable has no effect on their psychological mood. The majority of senior high school teachers in the Bolgatanga Municipality said that they were experiencing psychological impacts of stress in one way or the other, as showed in Table 15.
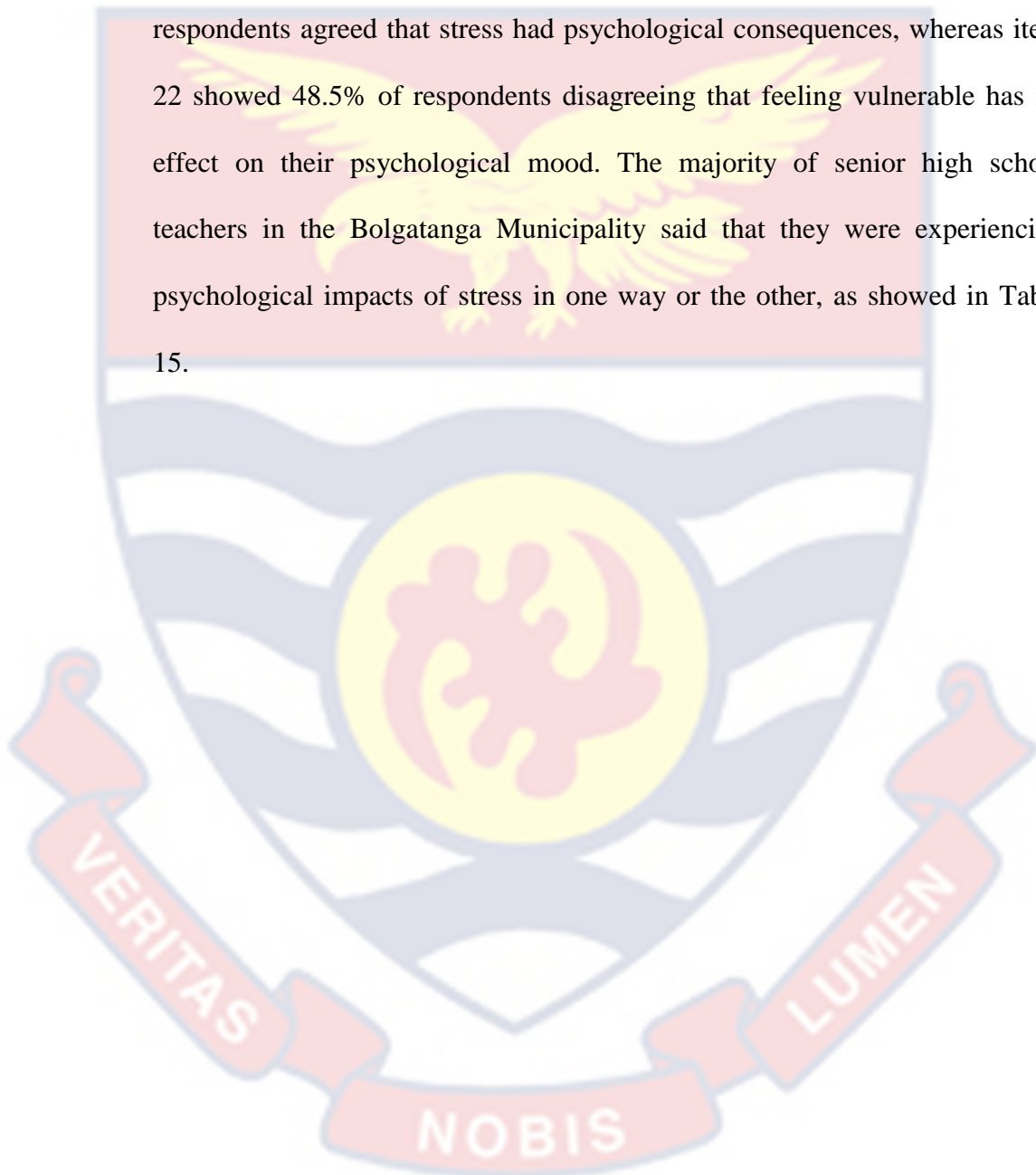
Table 15 -Psychological effects of stress on teachers

Item	Responses I feel frustrated having to	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	monitor student's behaviour	17(7.1%)	55(22.8%)	10(4.1%)	123(51.0%)	36(14.9%)
14	I feel frustrated because some students would have done better is they tried.	5(2.1%)	29(12.0%)	21(8.7%)	136(56.4%)	50(20.7%)
15	I feel frustrated attempting to teach students who are poorly motivated.	15(6.2%)	37(15.4%)	15(6.2%)	142(58.9%)	32(13.3%)
16	I feel depressed when my authority is rejected by students/school authorities.	13(5.4%)	35(14.5%)	13(5.4%)	128(53.1%)	52(21.6%)
17	I feel depressed because my personal opinions are not sufficiently aired.	14(5.8%)	46(19.1%)	25(10.4%)	115(47.7%)	41(17.0%)
18	I lack control over decisions made about classroom/school matters.	20(8.3%)	58(24.1%)	18(7.5%)	111(46.1%)	34(14.1%)
19	I am not emotionally/intellectually stimulated on the job.	22(9.1%)	61(25.3%)	20(8.3%)	102(42.3%)	36(14.9%)
20	I feel frustrated because I lack opportunities for professional improvement/development.	29(12.0%)	59(24.5%)	17(7.1%)	95(39.4%)	41(17.0%)
21	I respond to stress by feeling insecure.	25(10.4%)	79(32.8%)	20(8.3%)	87(36.1%)	30(12.4%)
22	I respond to stress by feeling vulnerable.	28(11.6%)	89(36.9%)	26(1.8%)	74(30.7%)	24(10.0%)
23	I feel anxious most often.	30(12.4%)	55(22.8%)	19(7.9%)	92(38.2%)	45(18.7%)
24	I often forget about important issues when I am working under constant pressure.	30(12.4%)	55(22.8%)	9(3.7%)	107(44.4%)	4.16.6%)

Source: Field survey, 2022

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Research question three: How do Senior High School teachers in Bolgatanga Municipality manage occupational stress within their work environment?

This research question sought to determine how senior high school teachers in the Bolgatanga Municipality manage occupational stress within their work environment. After investigating the causes and effects of stress among senior high school teachers in the Bolgatanga Municipality, the researcher went on to investigate how these professionals dealt with the stress impact on their everyday tasks. As a result, according to the data in table 16, 81.8% of respondents said that they relaxed whenever they were stressed up as a technique of coping with stress at work.

In addition, 69.3% of respondents said they listened to music when they felt stressed. The table shows that 65.6% of respondents stated that they sought advice from their pastors or imams to help them cope with difficult situations. In challenging situations, 60.6% of the respondents consulted their counsellors, according to the data. When their routine check-up was due, the majority of the respondents 59.8% confirmed that they went to the health facility.

While, 59.4% of the respondents agreed that they exercised their body to relieve themselves, 57.6% of them agreed that they watched television to ease tension to ease stress. Whereas 65.9% of the respondents disagreed to eating more often as a way of coping with stress and 56% of the respondents disagreed to often use over-the counter medical drugs to reduce tension. Again 55.2% disagreed to alcoholic drinking to relieve stress in them 4 and 51.4% of the respondents disagreed to sleeping often as a way of coping with

stress. 46% of respondents agreed to consult friends anytime they felt stressed

meanwhile 46% disagreed to the same item as a way of coping with stress.

Table 16 -Coping strategies of stress among teachers

Item	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I often drink alcohol before I can relax after my daily activities.	74(30.7%)	59(24.5%)	13(5.4%)	64(26.6%)	31(12.9%)
2	I consult friends anytime I feel stressed.	48(19.9%)	63(26.1%)	19(7.9%)	83(34.4%)	28(11.6%)
3	I often use over the counter drugs to reduce tension	63(26.1%)	72(29.9%)	14(5.8%)	71(29.5%)	21(8.7%)
4	I watch television to ease tension.	32(13.3%)	55(22.8%)	15(6.2%)	90(37.3%)	49(20.3%)
5	I do physical exercise anytime I feel depressed.	24(10.0%)	59(24.5%)	15(6.2%)	104(43.2%)	39(16.2%)
6	I often sleep when I feel stressed.	30(12.4%)	94(39.0%)	19(7.9%)	82(34.0%)	16(6.6%)
7	I eat more often when I am stressed up.	43(17.8%)	116(48.1%)	17(7.1%)	55(22.8%)	10(4.2%)
8	I often visit the health facility for check-up	25(10.4%)	51(21.2%)	21(8.7%)	125(51.9%)	19(7.9%)
9	I listen to music anytime I feel stress up.	22(9.1%)	40(16.6%)	12(5.0%)	133(55.2%)	34(14.1%)
10	I consult my counsellor in difficult situation.	31(12.9%)	49(20.3%)	15(6.2%)	105(43.6%)	41(17.0%)
11	I consult my pastor or imam during stressful situation.	29(12.0%)	42(17.4%)	12(5.0%)	120(49.8%)	38(15.8%)
12	I try to relax anytime I am stress up.	12(2.0%)	21(8.7%)	11(4.6%)	138(57.3%)	59(24.5%)

Source: Field survey, 2022

Research hypothesis one

$H_0 1$:There is no significant difference in the causes of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.

$H_A 1$: There is significant difference in the causes of occupational stress of teachers in the senior high schools within the Bolgatanga Municipality on the basis of gender.   This hypothesis sought to find out whether or not there is a significant difference in the causes of occupational stress of male teachers and female teachers using the independent samples t-test for the analysis. Table 17 shows the results from the independent samples t-test for finding the significant difference in the causes of occupational stress of female teachers and male teachers.

Table 17- Results from the independent samples t-test for significant difference in the causes of occupational stress of female and male teachers

Item	Sex	N	Mean	SD.	T.	Df	Sig
Causes of Stress	Female	120	3.5611	0.611	0.67307	1.646	0.101
	Male	121	3.4105	0.74591			

Source: Fieldwork (2022)

From Table 17, the mean and standard deviation of causes of stress for females and males are (M = 3.5611, SD = .67307) and male (M = 3.4105, SD = .74591). Comparing the means, it appears the factors that cause stress among teachers are more prevalence in females than in males since the mean for the females is greater than that of the males. Considering the variation in the causes of stress among these two groups of people, the variation in causes of stress is greater in males than in females. This means that although the prevalence in the causes of stress among male teachers is not as great as that in female teachers though, the prevalence is higher in some male teachers and

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lower in some female teachers. Coupling their means with their standard deviation, it suggests that the prevalence of the causes of stress in female teachers do not differ much in male teachers indicating that indeed female teachers are easily stressed by the factors; teacher-management relationship, time management and students' behaviour were responsible for causing stress among senior high school teachers in the Bolgatanga Municipality.

Comparing the causes of stress between male teachers and female teachers suggests that, the causes of stress is more prevalence in female teachers than in male teachers. This difference needs to be tested to check whether or not it is statistically significant. Subjecting this difference to the independent samples t-test, the difference is not significant (t = 1.646, p = .101) since the p-value for the test is greater than acceptable threshold (.050). This means that the difference observed in the causes of stress between female and male teachers is not statistically significant and thus, the prevalence in causes of stress is the same for both male and female teachers

Research hypothesis two

$H_0 2$: There is no statistically significant difference in the effects of occupational stress of teachers in the senior high school within the Bolgatanga Municipality on the basis of gender.

$H_A 2$: There is statistically significant difference in the effects of occupational stress of teachers in the senior high school within the Bolgatanga Municipality on the basis of gender.

This hypothesis sought to test for the statistically significant difference in the effect of occupational stress of female and male teachers in the Bolgatanga

Municipality. Table 18 showed the results of the independent samples t-test for statistically significant difference in effect of stress.

Table 18-The independent samples t-test for statistically significant difference in effect of occupational stress of teachers in the Bolgatanga Municipality on basis of gender.

Item	Sex	N	Mean	SD.	T.	Df	Sig
Causes of Stress	Female	120	3.5029	0.67799	1.515	239	0.131
	Male	121	3.3681	0.74591			

Source: Fieldwork (2022)

A careful examination of Table 18 reveals that the mean score on the effect of occupational stress is higher in female teachers (M = 3.5029, SD = .67799) than male teachers (M = 3.3681, SD = .70347). Again, the variation in responses in female teachers is also lesser than that in male teachers. This suggests that the effect of stress in female teachers does not differ so much. Subjecting the difference in effect of stress in male and female teachers to the independent samples t-test, the results revealed that the difference in effect of stress on male and female teachers is not statistically significant (t = 1. 515, p = .131) since the p-value is greater than .050. This result means that male and female teachers were equally affected by stress.

Research hypothesis three

$H_0 3$: There is no statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of gender.

$H_A 3$: There is statistically significant difference in the management of stress of senior high school teachers within the Bolgatanga Municipality on the basis of gender. Research hypothesis three sought to test for the statistically significant difference in the stress coping strategies teachers employ to manage stress on the basis of gender. Table 19 showed the results for the

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independent samples t-test for difference in coping strategies of senior high school teachers in the Bolgatanga Municipality on the basis of gender.

Table 19- The independent samples t-test for statistically significant difference in coping strategies occupational stress coping strategies of senior high school teachers in the Bolgatanga Municipality on the basis of gender.

Item	Sex	N	Mean	SD.	T.	Df	Sig
Causes of Stress	Female	120	3.2842	0.76210	0.219	239	0.829
	Male	121	3.2620	0.8061			

Source: Fieldwork (2022)

From Table 19, Female teachers (M = 3.2842) mostly employ the coping strategies to manage stress than male teacher (M = 3.2620, SD = .80610). This means that in stressful situation, female teachers are more likely to manage stress with the found stress coping strategies – intrinsic and extrinsic – to manage stress than male teachers. However, the test for statistically significant difference in the deployment of stress managing strategies reveals that the difference is not statistically significant (t = 0.219, p = .829). This means that both female and male teachers manage stress in the same way.

Research hypothesis four

$H_0 4$: There is no statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

$H_A 4$: There is statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age. This hypothesis sought to test for the statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age. Hence, the one-way

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ANOVA was used to test the statistically significant differences since the independent variables under study were put into four groups (20-30, 31-40, 41-50 and 51-60). Table 20 shows the results of the one-way ANOVA test for the significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

Table 20- One-way ANOVA for statistically significant difference in effect of occupational stress of senior high school teachers on the basis of age.

Comparing Effect and Age Effect	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.880	3	.293	.696	.556
Within Groups	99.943	237	.422		
Total	100.823	240			

Source: Field survey, 2022

From table 20 the mean square for the four age groupings (20-30, 3140, 41-50 and 51-60) was 0.293 and within the age groups was 0.422. Comparing the statistically significant value (0. 556) with the p-values of 0.05, we failed to reject the null hypothesis. Thus, there is no statistically significant difference between the effects of occupational stress of senior high school teachers in the Bolgatanga Municipality on the basis of age.

Research hypothesis five

$H_0 5$: There is no statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on basis of age.

$H_A 5$: There is statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age.

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This hypothesis sought to test for the statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of age. In this hypothesis testing, the one-way ANOVA was used to conduct the test of statistically significant differences because the independent variables under study were into four groups (20-30, 31-40, 41-50 and 51-60). Table 21 shows the results of the one-way ANOVA for significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the of age.

Table 21- The one-way ANOVA for statistically significant difference in managing of occupational stress of senior high school teachers in the Bolgatanga Municipality on the basis of age.

Stress Management and Age
Management of Stress

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.583	3	.528	1.017	.386
Within Groups	122.972	237	.519		
Total	124.555	240			

Source: Field survey, 2022

From Table 21 the mean square between the four age groups (20-30, 3140, 41-50 and 51-60) was 0.528 and within the age groups was 0.519.

Comparing the significant value (0. 386) with the p-values of 0.05, we fail to reject the null hypothesis. Thus, there is no statistically significant difference between management of occupational stress of SHS teachers within the Bolgatanga Municipality on the basis of age.

Research hypothesis six

$H_0 6$: There is no statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

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H_A6: There is statistically significant difference in the effects of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

This hypothesis seeks to test for the significant difference in the effect of stress among married and single teachers in the Bolgatanga Municipality. Table 22 shows the results of the independent samples t-test for statistically significant difference on the effects of stress.

Table 22- *The independent samples t-test for significant difference on the effects of occupational stress.*

Item	Marital Status	Number	Mean	SD	T	Df	Sig
Effects	Single	47	3.3918	0.72047	0.249	64.175	0.805
	Married	194	3.3634	0.63129			

Source: Field survey, 2022

From Table 22 the mean and standard deviation of management of stress among the single and married teachers were; single (M= 3.3918, SD = .72047) and married (M = 3.3634, SD = .63129). Comparing the means, it appears there are differences though not much between the effects of the single teachers and the married teachers. Considering the variation in the level of effects of stress between these two groups of people, the variation in the level of effects of stress is greater in the single teachers than in the married ones. This difference needs to be tested to check whether or not it is statistically significant. Subjecting this difference to the independent samples t-test, the difference was not statistically significant (t = 0.249, p = 0.805) since the p-value for the test is greater than acceptable threshold (.050). This means that the difference observed in the level of effects of stress among single and married teachers was not statistically significant and thus, the

prevalence in effects of occupational stress was the same for both single and married teachers within the Bolgatanga Municipality.

Research hypothesis seven

$H_0 7$: There is no statistically significant difference in the management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

$H_A 7$: There is statistically significant difference between management of occupational stress of senior high school teachers within the Bolgatanga Municipality on the basis of marital status.

This hypothesis sought to find out whether or not there is statistically significant difference between management of occupational stress of married and single teachers of senior high school teachers within the Bolgatanga Municipality.

Table 23- Results from the independent sample t- test for statistically significant difference in the management of occupational stress of senior high school teachers of Bolgatanga Municipality on the basis of marital status.

Item	Marital Status	Number	Mean	SD	T	Df	Sig
Strategies to Manage	Single	47	3.2340	0.85137	1.042	61.187	0.302
	Married	194	3.0949	0.68470 stress			

Source: Field survey, 2022

From Table 23 the mean and standard deviation of management of occupational stress on the basis of marital status were; single (M= 3.2340, SD = .85137) and married (M = 3.0949, SD = .68470). Comparing the means, it appears the single teachers were able to manage their stress than that of the married teachers. Considering the variation in the level of occupational stress

management between these two groups of people, the variation in the level of stress management is greater in the single teachers than the married ones.

Comparing the level of occupational stress management between single teachers and married teachers suggests that stress is managed well among single teachers than in married teachers. This difference needs to be tested to check whether or not it is statistically significant. Subjecting this difference to the independent samples t-test, the difference is not statistically significant (t = 1.042, p = 0.302) since the p-value for the test was greater than acceptable threshold (.050). This means that the difference observed in the level of stress management among single and married teachers was not statistically significant and thus, the prevalence in stress management is the same for both single and married teachers within the Bolgatanga Municipality.

Discussion

Causes of occupational stress among teachers

The findings of this study revealed that senior high school teachers in the Bolgatanga Municipality experienced occupational stress due to a variety of factors. To begin with, the analysis indicated that student behaviour caused stress among senior high school teachers. Due to excessive class numbers and inappropriate placement of students in programmes of study, the majority of respondents, accounting for 74.7 percent were unable to effectively manage their classrooms. This finding is in conformity with Morton et al. (1997), who found that classroom management was the second most common source of anxiety concerns among teachers in their study.

Furthermore, respondents agreed that, some students' disruptive behaviour such as chatting excessively in class and the manner in which

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students enters and exits classrooms during instructional sessions causes stress to the teacher which conformed with Sprenger (2011), who found that classroom discipline was also a significant cause of stress. As a result, teachers' perceptions of stress from not being able to discipline pupils in the way they desired was stressful in their career.

During an investigation into teacher and school management relationships among senior high school teachers in the Bolgatanga Municipality, it was discovered that some of the respondents felt they could never catch up with their workload and that caused them constant job stress. They also thought there was lack of administrative support from school officials, with 64.2 percent of respondents believing that head teachers did not value their input in supporting their work. Guglielmi and Tatrow (1998) discovered that today's teachers have more deadlines to meet as well as more responsibilities to fulfil, making teaching more stressful.

In this study, an investigation of the teacher-teacher interaction indicated that when task time limits are not fulfilled, some teachers became irritated with one another, whiles others felt and became isolated within their work environment, resulting into stress. Again, Respondents agreed that, 57.7 percent of teachers became impatient when co-workers took too long to accomplish given tasks resulting to stress and 54.8 percent felt alienated at work for the same cause. According to some authors, stress is caused by environmental elements as well as the behaviours that are formed by organisational structures and policies (Amason, Allen, & Holmes, 1999).

Intrapersonal conflicts within the teaching profession have also surfaced as a source of stress among teachers in the Bolgatanga Municipality,

according to the results, 80.9 percent of respondents felt that intrapersonal conflict was a source of stress among senior high school teachers. Workplace boredom, technological advances, excessive workload and management style appeared to be the root causes of occupational stress among teachers. According to Kyriacou's (2001), Teacher's stress is characterised by unpleasant, negative feelings such as frustration experienced, therefore they need some coping strategies to manage their stressful situations.

The study also revealed that time management was a source of stress to the teachers. Most of the respondents agreed that they easily over-committed themselves at work with too many obligations and responsibilities and that they frequently took work home as a result accounting to 75.9%, which highly caused stress among Senior High School teachers in the study area. Furthermore, 71.8 percent of respondents felt uncomfortable wasting time was a source of stress to them, and 63.9 percent respondents agreed that, not having enough time to prepare for their lesson was a source of stress. These findings, supported Daniel's (2020) idea that unfavourable conditions such as COVID-19 have disturbed teacher routines and added new obligations and technology to teachers' already overworked workdays in areas where they are already overburdened with responsibilities.

Effects of stress on teachers

Another objective of this study was to determine the effects of stress on teachers. The findings revealed that, senior high school teachers in the Bolgatanga Municipality were faced with both physical and psychological effects of stress as a result of their work.

Physical effects of stress on teachers

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The study revealed that senior high school teachers experienced physical effects of stress in their daily activities. Respondents agreed that, they had frequent headaches as a result of insufficient rest from work accounted to 61%. Most respondents agreed to lost of appetite for food during stressful conditions as the highest physical effects of 67.6% and most respondents disagreed to sleeping more than usual during stressful condition as a physical effect of stress.

The study revealed that teachers experienced physical stress when they are getting enough sleep, procrastination of work schedule, physical body weakness and lack of sexual desire. These symptoms of stress from the respondents implied that teachers' job satisfaction was compromised with stress which subsequently affected them negatively in their work and family duties or obligations and could result in feelings and manifestations of absenteeism, tiredness, poor classroom management, and workplace negligence. The effects of the teachers' stress physically have been found to affect the learning environment and, as a result, teachers' inability to achieve their lesson objectives. "Research also shows that prolonged levels of stress increase the chances of heart disease, brought about by a combination of behavioral and physiological reactions to stress" (Medibank, 2008). This supports the findings in this study that occupational stress could result in so many physical effects if not manage properly.

Psychological effects of stress on teachers

The study revealed that stress affects the psychological domain of the senior high school teachers in the Bolgatanga Municipality. Teachers manifested in its psychological form by frustrating teachers' ability to monitor

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students' behaviour, while others expressed frustration because some students could have performed better if the teachers had taught them to the best of their ability. Respondents agreed that, when their authority or power was rejected by either students or management, they felt dissatisfied and dejected. These disclosures of teacher on the effects have an impact on both the teacher and the learner's output. Consequently, teachers are unable to develop students and are unable to find comfort in their working environment. Psychological effects of stress are very common in organizations and other institutions such as the Ghana Education Service and take the form of depression, anxiety and nervousness. "When a person's psychological balance is affected and he continues working, there may be an observable decline in his performance given the state of his psychological health" (Brun, 2006). Relating the findings of this study to Brun study it is confirmed that stress had psychological effects on teachers.

Coping strategies of stress among teachers

Another objective of this study was to find out how respondents dealt with the effects of stress on their work as teachers in the Bolgatanga Municipality. The study revealed that teachers used various strategies in managing stress in their work environment, 81.8 percent of respondents showed in table 8 agreed that, they just relaxed their body and mind whenever they were stressed as a strategy of coping with occupational stress.

Furthermore, 69.3% of respondents agreed they played and listened to various types of music to help them relax and de-stress whenever they were stressed up, while others watched television to relax and de-stress. Similarly, 65.6 percent of teachers sought to advice from their pastors or imams to help

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them deal with challenging situations. These findings are in line with those who argue that a supportive corporate atmosphere, less conflict, and advice and counselling were techniques to deal with stress (Bindu &Sudheeshkumar, 2006). In addition, several respondents indicated they sought advice from counsellors in difficult and stressful situations. Some of the people who responded stated they went to the doctor for routine examinations. While some of the respondents agreed that they exercised their bodies to relieve stress.

Testing of research hypotheses

In this study, seven hypotheses were generated and tested with an independent samples t-test and one-way ANOVA for finding the statistically significant difference in the causes, effects and the coping strategies of occupational stress of senior high school teachers of Bolgatanga Municipality on the basis of gender.

From Table 17, the difference is no statistically significant (t = 1.646, p = .101) since the p-value for the test is greater than the acceptable threshold (.050). This means that the null hypothesis was accepted that there is no statistically significant difference observed in the causes of occupational stress of senior high school teachers of Bolgatanga Municipality on the basis of gender. Thus, the prevalence in causes of occupational stress is the same for both male and female teachers.

Hypothesis two sought to test for the statistically significant difference in the effect of occupational stress senior high school teachers of Bolgatanga Municipality on the basis of gender. The effects of occupational stress in male and female teachers were tested using the independent samples t-test, the

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results revealed that the difference in effect of stress in male and female teachers was not statistically significant (t = 1. 515, p = .131) since the p-value was greater than .050 as shown in Table 18. This result means that male and female teachers were equally affected by stress.

The third hypothesis of the study, tested for statistically significant difference in the deployment of stress managing strategies. The test revealed that the difference is not statistically significant (t = .219, p = .829). This means that both female and male teachers manage stress in the same way.

Hypothesis four of the study, tested for statistically significant difference of effects of stress on teachers among senior high school in the Bolgatanga Municipality on the basis of age. A one-way ANOVA was used to test for the statistically significant differences since the independent variables under study were put into four groups (20-30, 31-40, 41-50 and 51-60). Comparing the significant value (0. 556) with the p-values of 0.05, the null hypothesis failed to be rejected. Thus, there was no significant difference in the effects of stress based on age in the senior high school teachers within the Bolgatanga Municipality.

A fifth hypothesis was generated in the study. This hypothesis sought to test for the statistically significant difference in the management of stress among senior high school teachers on the basis of age in the Bolgatanga Municipality. For this inquiry, the one-way ANOVA was used to conduct the test for statistically significant differences because the independent variables under the study were put into four groups (20-30, 31-40, 41-50 and 51-60). Comparing the significant value (0. 386) with the p-values of 0.05, the null hypothesis failed to be rejected. Thus, there is no statistically significant

difference in the management of stress of senior high school teachers on the basis of age in the Bolgatanga Municipality.

A sixth hypothesis was tested for this study. This hypothesis sought to test for the statistically significant difference in the effects of stress among married and single teachers in senior high schools in the Bolgatanga Municipality. The independent samples t-test was used to test for statistically significant difference in effects of married and single teachers. The test revealed that there was no difference statistically significant (t = 0.249, p = 0.805). since the p-value was greater than 0.05 as showed in table 22. This means that the null hypothesis failed to be rejected. Thus, no statistically significant difference in effects of stress for both single and married teachers in the Bolgatanga Municipality.

In this study, there was a seventh hypothetical statement that sought to find out whether or not there was a statistically significant difference in the management of stress of married and single teachers of senior high schools in the Bolgatanga Municipality. Using the independent samples t-test, the difference was not statistically significant (t = 1.042, p = 0.302) since the p-value for the test was greater than acceptable threshold (.050). Showed in table 23, The results from the independent samples t-test for significant difference in the management of stress of married and single teachers revealed that, there was no statistically significant difference in managing stress, thus, the prevalence in stress management was the same for both single and married teachers in the Bolgatanga Municipality.

In conclusion, the study revealed that there were no statistically significant gender differences in the causes, effects and coping strategies of

stress of senior high school professional teachers in the study setting. This suggests that both male and female teachers experienced the same level of stress challenges in the Municipality. These findings, therefore, are contrary to (Chaplain, 2008; Klassen & Chiu, 2010) that female teachers are more stressed than male teachers and in addition that females experience higher stress levels as a result of student conduct and increased workload stress than their male counterparts.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The preceding chapter presented the results and discussion of the study. This chapter presents the summary, conclusions and recommendations of the study. Implications for counselling and suggestions for further research are all given in this chapter.

Summary of the Study

The purpose of this research was to evaluate the causes, effects, and coping methods of occupational stress among Senior High School teachers in the Bolgatanga Municipality located in the Upper East Region of Ghana. In particular, the purpose of the study was to provide responses to seven research questions and to test seven hypotheses.

Research Questions

1. What are the major causes of occupational stress among Senior High School teachers in Bolgatanga municipality on the basis of gender?

2. What are the effects of occupational stress on the work output on Senior High School teachers in Bolgatanga municipality on the basis of gender?

3. How do Senior High School teachers in Bolgatanga municipality manage occupational stress within their work environment on the basis of gender?

4. What are the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of age?

5. How do Senior High School teachers in the Bolgatanga Municipality manage occupational stress within their work environment on the basis of age?

6. What are the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of marital status?

7. How do Senior High School teachers within the Bolgatanga Municipality manage occupational stress within their work environment on the basis of marital status?

Research Hypotheses

$H_0 1$: There is no statistically significant difference in the causes of occupational stress of teachers in the Senior High Schools within the Bolgatanga Municipality on the basis of gender.

$H_A 1$: There is statistically significant difference in the causes of occupational stress of teachers in the Senior High Schools within the Bolgatanga Municipality on the basis of gender.

$H_0 2$: There is no statistically significant difference in the effects of occupational stress of teachers in the Senior High Schools within the Bolgatanga Municipality on the basis of gender.

$H_A 2$: There is statistically significant difference in the effects of occupational stress of teachers in the Senior High Schools within the Bolgatanga Municipality on the basis of gender.

$H_0 3$: There is no statistically significant difference in the management of occupational stress of teachers in the Senior High Schools within the Bolgatanga Municipality on the basis of gender.

$H_A 3$: There is statistically significant difference in the management of occupational stress of teachers in the Senior High School within the Bolgatanga Municipality on the basis of gender.

$H_0 4$: There is no statistically significant difference in the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of age.

$H_A 4$: There is statistically significant difference in the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of age.

$H_0 5$: There is no statistically significant difference in the management of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of age.

$H_A 5$: There is statistically significant difference in the management of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of age.

$H_0 6$: There is no statistically significant difference in the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of marital status.

$H_A 6$: There is statistically significant difference in the effects of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of marital status.

$H_0 7$: There is no statistically significant difference in the management of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of marital status.

$H_A 7$: There is statistically significant difference between management of occupational stress of Senior High School teachers within the Bolgatanga Municipality on the basis of marital status.

The chapter two also dealt with the literature review of the research. It covered the theoretical framework, conceptual framework, and the empirical review. The transactional theory, Selye's theory, Lazarus's theory, coping theory and self-efficacy were reviewed in the study. Concepts relating to occupational stress, causes of stress, types of stress, levels of stress, effects of stress, managing and coping strategies of stress were reviewed. Finally, empirical studies related to the current study were reviewed. It was realised that generally, occupational stress to be specifically teacher's stress, both internationally and nationally have been explored in the literature excluding the Upper East Region.

Descriptive research design was adopted for this study. The sampling technique that was used to arrive at the sample size of 252 teachers from a population 505 was stratified random sampling with equal proportion. The stratified random sampling with equal proportion was use to select the teachers from the five SHS's within the Municipality. Data was collected using questionnaire and analysed using descriptive and independent samples t-test to described the characteristics of the sample population.

Major Findings

1: Findings from this study indicated that there was stress among SHS teachers in Bolgatanga Municipality. The study revealed that intrapersonal conflict, time management, school management relationship and student behaviour were the major common stressors among SHS teachers in Bolgatanga Municipality.

2: The findings indicated that respondents agreed to teacher/teacher relationship as their minor cause of stress. Furthermore, the study revealed that majority of SHS teachers in the Bolgatanga Municipality said that they were experiencing more psychological impacts of stress than physical on the percentage base comparison.

3: Again, the study revealed that majority of the respondents used relaxation, listen to music, consultations with counsellors and imams were coping with stress positively also but eating more, using over-the counter drugs and drinking alcohol were disagreed by most respondents as coping strategies.

4: Also, findings of the research, which included testing many hypotheses, it was found that there was no significant gender difference in the causes of stress between male and female instructors at SHS's in the Bolgatanga Municipality. 5: The consequences of stress are the same for male and female instructors of SHS in the Bolgatanga Municipality, indicating that there is no gender difference that can be considered significantly important in this context.

6: In addition, there was found to be no significant difference between male and female teachers in the SHS in the Bolgatanga Municipality with regard to stress coping strategies.

Conclusion

In conclusion, senior high school teachers in the Bolgatanga Municipality in the Upper East Region of Ghana experience stress in their work environment irrespective of gender, age, marital status, educational level, teaching experience and class size of learners. Also, stress has affected senior high school teachers negatively in their work output across all ages, gender, marital status, level of education and number of students in a class. The predominant stress coping strategy used by teachers in the senior high schools within Bolgatanga Municipality was the relaxation technique. Both genders could use it effectively to address stressful situations in their life.

Implications for Counselling

In relation to counselling, some implications can be drawn on the basis of the findings. It was revealed that there is high level of stress among SHS teachers within the Bolgatanga Municipality. Therefore, counsellors should organise more preventive educational seminars to create the awareness of stress and its coping strategies. Again, the study revealed that poor time management was one of the major causes of stress among SHS teachers within the Bolgatanga Municipality. Therefore, school counsellors in collaborations with heads of SHS should organise time managements workshops for teachers to enable them manage time effectively and efficiently to prevent stressful conditions. Also, the study revealed that stress is common to every teacher irrespective of age, gender, level of education and teaching experience. Therefore, school counsellors should guide teachers on suitable coping strategies according to present circumstance pertaining the stressful

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event rather than age, gender, level of education and so on. By addressing

such issues, productivity and academic excellence in SHS's can be improved.

Recommendations

On the bases of the findings, the following recommendations are made

for the study:

1. Authorities of the Ghana Education Service should set up vibrant
   Counselling Units across all SHS's to assist teachers to seek for
   counselling when stress up at work.

2. Counsellors under Ghana Education Service should educate Senior
   High school teachers how need to practice more relaxation and regular
   physical exercise to ease stressful situations.

3. Government of Ghana should pay teachers well to decongest their
   financial overburden, thus making it easy for them to cater for their
   daily needs.

4. Government of Ghana should employ more teachers into the SHS's to
   reduce the workload of the teachers.

Suggestions for Further Research

The research design suitable for investigating occupational stress

should Mixed method approach where the researcher can the opportunity to

listen to respondents pour out their frustrations on the job to enable the

researcher to suggest suitable interventions or coping strategies for the shake

of individual difference.

Again, further research can be investigated on causes, effects and

coping strategies on non -teaching staff and students in SHS's within the

Bolgatanga Municipality.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATION

DEPARTMENT OF GUIDANCE AND COUNSELLING

RESEARCH QUESTIONNAIRE

Dear Respondent,

This questionnaire is intended to elicit responses to a study being, stress among Senior High School teachers in the Bolgatanga Municipality of the Upper East Region. I am therefore appealing to you to answer the questions objectively as possible by ticking where appropriate. Please identify those factors which cause you stress, the effects of those stress and the appropriate coping strategies in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by ticking the appropriate rating on the 5-point scale (Strongly Agreed, Agreed, Neutral, Disagreed, Strongly Disagreed). If you have not experienced this feeling, or if the item is inappropriate for your position, tick number 1 (Strongly Disagreed). The rating scale is shown at the top of each page.   Be assured that any information you will provide would be kept confidential and used solely for the research. Thank you for your time.

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SECTION A

DEMOGRAPHIC DATA OF RESPONDENT

Please tick [√] the box that is applicable to you

1. What is your age range?

    [ ] 20-30   [ ] 31-40   [ ] 41-50   [ ] 51-60

2. Sex

    [ ] Male   [ ] Female

3. What is your marital status?

    [ ] Single [ ] Married

4. What is your highest educational background?

    [ ] Higher National Diploma   [ ] First Degree [ ] Master's Degree and above

5. Teaching experience:

    [ ] 0-4 yrs.   [ ] 5- 10 yrs.   [ ] 11-19 yrs.   [ ] 20 + yrs.

6. Class size:

    [ ] 45-50   [ ] 51-60   [ ] 61-70   [ ] 70+
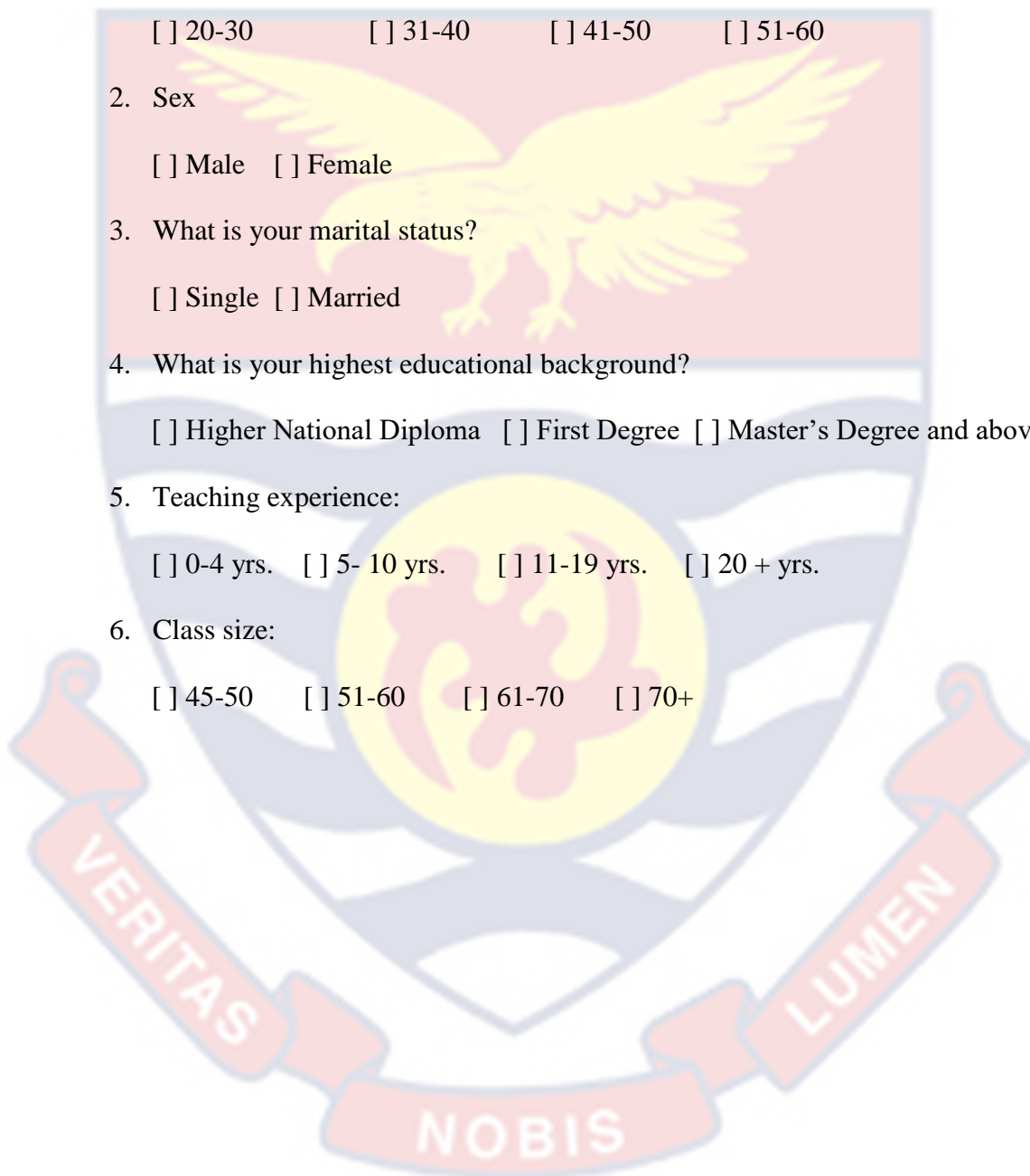
SECTION B

CAUSES OF STRESS AMONG TEAHERS

This section seeks information from you about your perceived stressors among senior high school teachers in the Bolgatanga Municipality in the upper East Region. Please, indicate your response to **ALL** the statements by ticking any of the numbers representing the scale of 5 to 1. 5=Strongly Agree (SA); 4=Agree (A); 3=Neutral (N); 2= Disagreed (A); 1= Strongly Disagreed (SD).

How strong do you agree with the statements below? Tick [√] as indicated in the table below.

ITEM(S)	Answers				
	SA	A	N	D	SD
Student's behaviour					
1. Students entering and leaving my class throughout the teaching period.					
2. I have difficulty controlling my class.					
3. I become angry when my students do not do what I ask them to do.					
4. Dealing with inappropriate placement of students in my classes.					
5. Dealing with students with learning disabilities that are placed in my classes.					
6. Having students in my class/classes who talk constantly.					

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7. Having to tell my students the same things over and over.					
8. Feeling my students do not adequately respond to my teaching.					
Teacher/school management relationship					
9. Feeling I never catch up with my work and there is constant pressure of being "accountable" to work is stressful.					
10. Feeling there is lack of administrative support from the school authorities.					
11. Feeling my opinions are not valued by my headteacher.					
12. I feel my headteacher does not approve of the work I do.					
Teacher/Teacher relationship					
13. I become impatient if others do things too slowly.					
14. Working in a school where there is an atmosphere of conflict among teachers.					
15. Feeling there is competition among teachers in my school rather than a team spirit of cooperation.					
16. I feel isolated at work.					
Intrapersonal conflicts					
17. Feeling my salary does not commensurate to my duties and responsibilities.					

18. Feeling my job does not provide the financial security I need.				
19. Spending time and money outside of classroom organizing materials and other daily necessities for my students.				
20. Teaching is stressful to me.				
Time management				
21. I easily over-commit myself at work with too many duties and responsibilities. I often take work home.				
22. I think about unrelated matters during instructional hours.				
23. I feel uncomfortable wasting time.				
24. There is little time to prepare for my lessons/responsibilities.				
25. I have difficult organizing my time in order to complete task.				

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SECTION C

EFFECTS OF STRESS ON TEAHERS

This section seeks information from you about your perceived effects of stress among Senior High School teachers in the Bolgatanga Municipality in the upper East Region. Please, indicate your response to **ALL** the statements by ticking any of the numbers representing the scale of 5 to 1. 5=Strongly Agree (SA); 4=Agree (A); 3=Neutral (N); 2= Disagreed (A); 1= Strongly Disagreed (SD).

From the above rating, how strong do you agree with the statements below? Tick [√] as indicated in the table below.

ITEM(S)	Answers				
	SA	A	N	D	SD
Physical effects of stress on teachers					
I experience frequent headache due to inadequate rest at work and home.					
2. I respond to stress with stomach pain.					
3. I feel physically exhausted much of the time.					
4. I sleep less when stress up.					
5. I keep procrastinating under stressful condition.					
6. I easily become physically weak when feel stressed.					
7. I lose appetite for food when stress up.					
8. I become fatigue in short time.					
9. I do not have edge for sex when I feel stressed.					
10. I experience rapid heartbeat under stressful situation					
11. I become impatient when stress up.					

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12. I sleep more than usual.					
Psychological effects stress on teachers					
13. I feel frustrated having to monitor student's behaviour					
14. I feel frustrated because some students would have done better if they tried.					
15. I feel frustrated attempting to teach students who are poorly motivated.					
16. I feel depressed when my authority is rejected by students/school authorities.					
17. I feel depressed because my personal opinions are not sufficiently aired.					
18. I lack control over decisions made about classroom/school matters".					
19. I am not emotionally/intellectually stimulated on the job.					
20. I feel frustrated because I lack opportunities for professional improvement/development.					
21. I respond to stress by feeling insecure".					
22. I respond to stress by feeling vulnerable.					
23. I feel anxious most often.					
24. I often forget about important issues when I am working under constant pressure.					

SECTION D

COPING STRATEGIES OF STRESS AMONG TEACHERS

This section seeks information from you about your perceived coping strategies of stress adapted by Senior High School teachers in the Bolgatanga Municipality in the Upper East Region during stressful situations. Please, indicate your response to **ALL** the statements by ticking any of the letters representing the scale of 5 to 1. 5=Strongly Agree (SA); 4=Agree (A); 3=Neutral (N); 2= Disagreed (A); 1= Strongly Disagreed (SD).

From the above rating, how strong do you agree to the statements below? Tick [√] as indicated in the table below.

ITEM(S)	Answers				
	SA	A	N	D	SD
1. I often drink alcohol before I can relax after my daily activities.					
2. I consult friends anytime I feel stressed.					
3. I often use over-the counter drugs to reduce tension.					
4. I watch television to ease tension.					
5. I do physical exercise anytime I feel depressed.					
6. I often sleep when I feel stressed.					
7. I eat more often when I am stressed up.					
8. I often visit the health facility for check-up.					
9. I listen to music anytime I feel stress up.					
10. I consult my counsellor in difficult situation".					
11. I consult my pastor or imam during stressful situation					
12. "I try to relax anytime I am stress up".					

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APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854

E-mail: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/VOL.1/191

Your Ref:

June 13, 2022

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Esther Asebiga a student pursuing an M.Phil. Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, she is to submit a thesis on the topic: *"Occupational Stress Among Senior High School Teachers in the Bolgatanga Municipality of the Upper East Region of Ghana".* We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide her the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

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APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref.: CES-ERB/ucc.edu/V6/22-50

Date: 26ᵗʰ May, 2022

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Esther Asebiga ...., Reg. No. EF/GLT/20/0012 is a M.Phil. / Ph.D. student in the Department of Guidance and Counselling .... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Occupational stress among Senior High School teachers in the Bolgatanga Municipality of the Upper East Region of Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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