CATHOLIC UNIVERSITY COLLEGE OF GHANA, FIAPRE

FACULTY OF EDUCATION

PERCEPTION OF HEADMASTERS, FORM MASTERS AND HEADS OF DEPARTMENTS

OF THE EFFECTS OF STRESS ON THEIR WORK IN THE DORMAA DISTRICTS
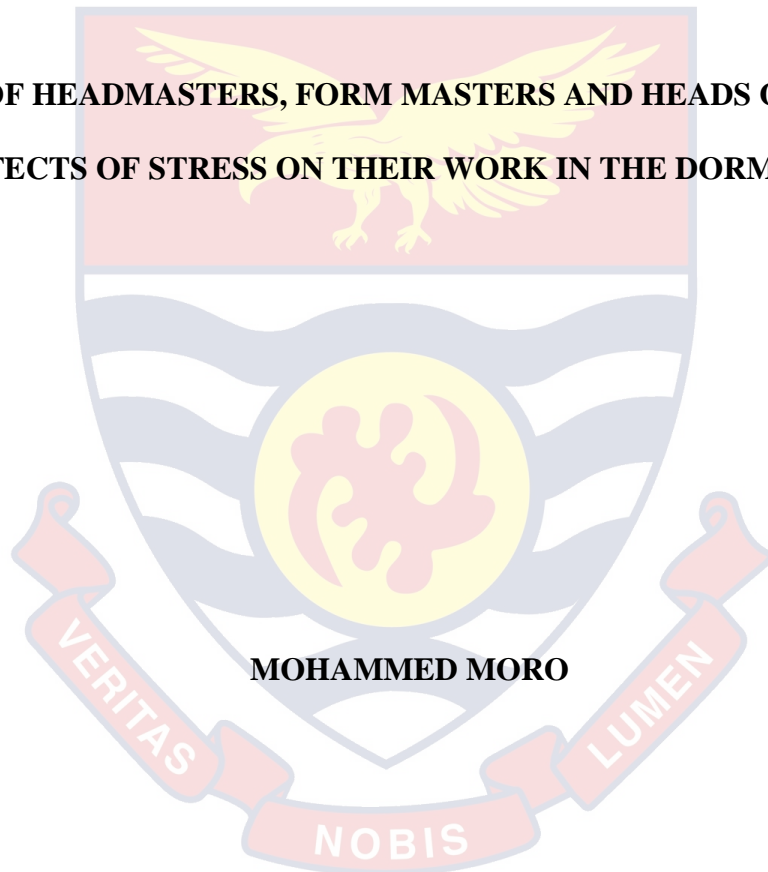
MOHAMMED MORO

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BY

MOHAMMED MORO

A THESIS SUBMITTED TO THE FACULTY OF EDUCATION, CATHOLIC UNIVERSITY

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FOR THE AWARD OF MASTER OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research, and that no part

of it has been presented for another degree at the Catholic University of College of Ghana

or elsewhere.

Candidate's Signature: ………………………………….. Date: ………………………………

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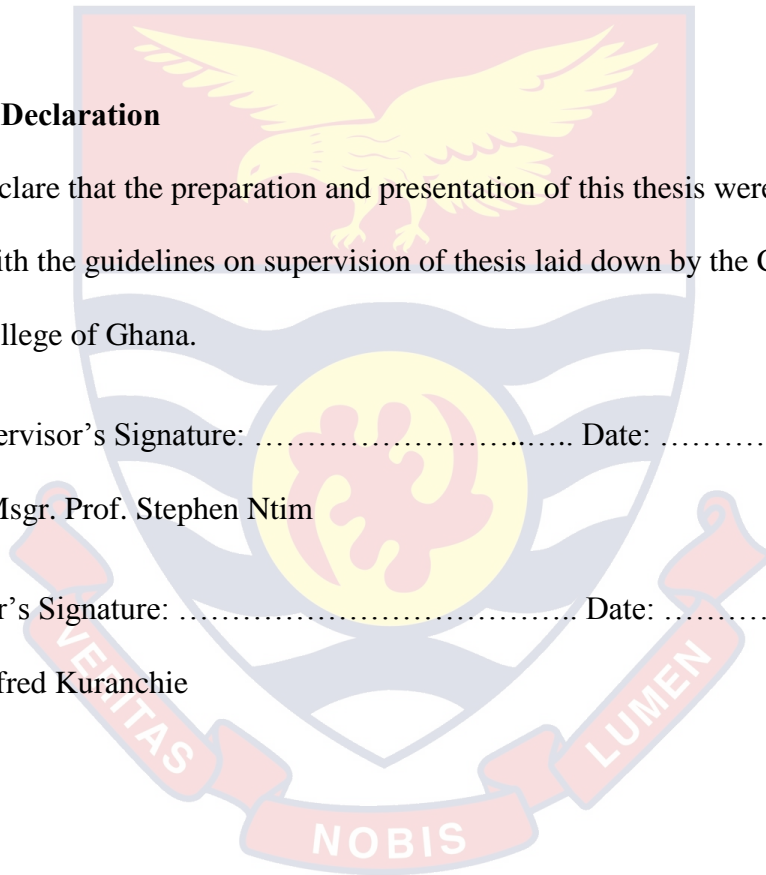

Supervisor's Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in

accordance with the guidelines on supervision of thesis laid down by the Catholic

University College of Ghana.

Principal Supervisor's Signature: …………………..….. Date: …………………………

Name: Rev. Msgr. Prof. Stephen Ntim

Co-Supervisor's Signature: ………………………………….. Date: …………………………

Name: Dr. Alfred Kuranchie

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ABSTRACT

The study examined the perception of Headmasters, Assistant headmasters, Form masters and Heads of Departments of the effects of stress on their work in the Dormaa districts. The study used a descriptive research survey with one hundred and forty (140) participants. Forty one (41) questions were used for data collection. Descriptive and inferential analysis (Means, standard deviations and analysis of variance) were carried out to examine the perception of the respondents of the effects of stress on their work. The following were the major findings:

Respondents agreed having high stress level at work, and that stress was caused by: workload, students behaviour/misbehavior, inadequate motivation, supervision and administration, lack of facilities, behaviour of superiors, behaviour of parents, inadequate recreation/break periods/leisure. Respondents also concurred that stress had negative effects on them. The level of effects differed among the respondents but the differences were not heterogeneous. On stress management, they reported using such techniques as the following: talking with friends/Colleagues /family members etc., engaging in browsing the internet/social media when stressed, listening to music to control stress level, resorting to sleeping or taking naps to manage stress levels, reading books, engaging in sports, taking and finally, going for psychotherapy when stressed. Key recommendations to the study are that the Headmasters, in collaboration with the District Directors of Education and other stakeholders may need to ensure the following: Reconsidering the busy schedules of the school leaders, making use of counsellors in the schools and the provision of infrastructural facilities.

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Special thanks go to all my siblings, an endless list of the Moro Bamba family, to our sweet mothers: Aisha Yakub (late), Hawa Yakub and Hajara Abubakar.

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I want to thank Ms. E. B. Nteforo, Abdul Samed Amponsah, Thomas Amankwaa, Pokuaa Cynthia, Robert Osei B., Ridwana Omar Adu and to Obaapa Amina Boatemaa H. Many thanks to all the participants involved in this study. Appreciation and thanks to Abu Sheriff (Tafo-Pankrono) and Mr. Idriss Abubakar (GREAT Dormass) for all the love and support. I thank you all.

DEDICATION

To my late parents,

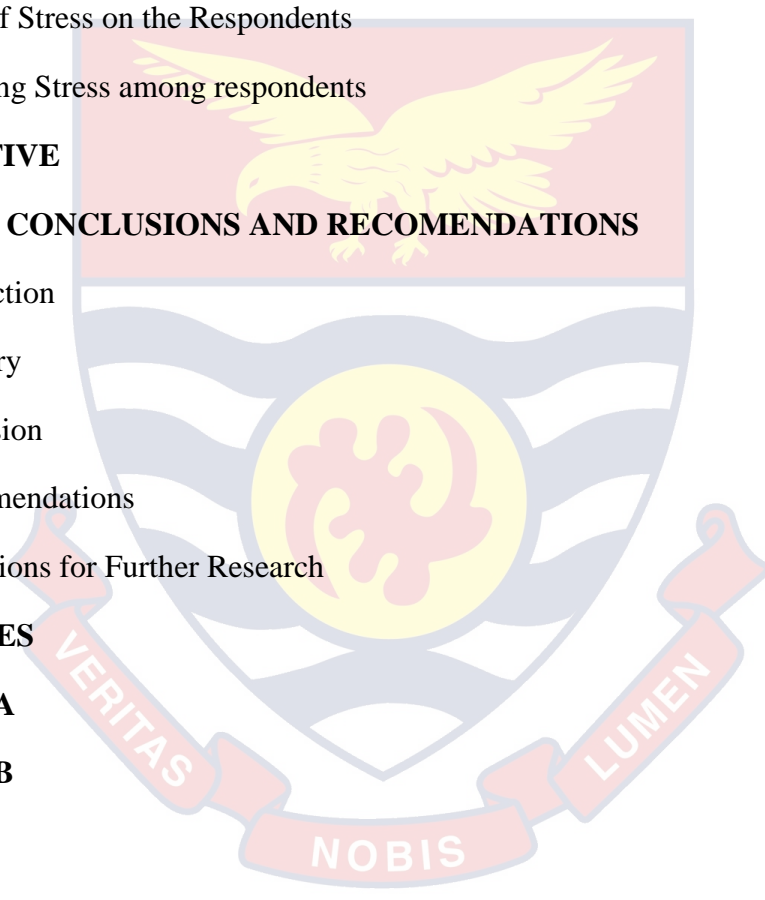Moro Bamba, Aisha Yakub (Ataa Banda), Suame

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CHAPTER ONE

INTRODUCTION

1.0 Overview

The first chapter of this study deals with areas such as the background to the study, statement of the problem of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study, organization of the study and finally the definition of terms used in the study.

1.1 Background to the study

The importance of the work of school leaders, specifically headmasters, heads of departments (HODs) and form masters in the school setup cannot be over-emphasized. The tasks such school leaders have to deal with are varied and numerous. According to Friedman (2002), school leaders are responsible for managing the school, coordinating and guiding teaching in the school, networking with external partners and communicating with the parents. In addition, they are usually in charge of the administration and finances, personnel management and they are held responsible for any issue that arises in their schools.

Engels, Hotton, Devos, Bouckenooghe and Aelterman (2008) also point out that the onus lies on school leaders to collaborate with education bureaucracies, undergo regular inspections and connect with other supporting services beyond the school itself and have a leading role in implementing innovations. These duties are, by no means, easy and they pose a significant risk factor in cases of stress and burnout in school leaders (Friedman, 2002). Stress is often caused by external events, largely outside a person's control. Stress affects a person's internal state, for example, it can lead to an increase in heart rate. Stress may be defined as an unpleasant state of mind and body that people experience in situations that they perceive as dangerous or threatening to their well-being (Agbonile, 2009).

According to Amoako (2017), the headmasters of schools in the Ghana Education Service are expected to address many tasks, including the appraisal of the teachers, curriculum implementation, instructional supervision, school-community relationships and school facilities. Headmasters are also responsible for managing financial, staff and student matters (Ministry of Education, 2002). The responsibilities of the headmasters are addressed with the help of Head of Departments (HODs), Form masters and other staff members. Even with the assistance that is provided for the headmasters, they have enormous responsibilities, although Ghanaian headmasters, by definition, are expected to be instructional leaders and managers, the expectation has to be addressed under challenging conditions. The role of headmasters involves ascertaining if the teachers are teaching and the children are learning, which necessitates considerable time and effort.

Headmasters are expected to ensure that the teachers maintain timely and accurate records of the students' progress (Ministry of Education, 2002). Headmasters, out of necessity, are expected to work with trained and untrained teachers (Bush & Oduro, 2006). Headmasters, who generally play an oversight role in the affairs of the teaching staff also, have to coordinate the affairs of the non-teaching staff. This also doubles their responsibilities and they can easily be overwhelmed by the workload.

The expectations of the Headmasters in Ghana are described by Kennedy (2002) to include the work of a child advocate, community leader, emotional leader, visionary, instructional leader, politician, strategist and manager responsible for increased levels of achievement for all students and the equitable allocation of resources.

Job stress among Head of Departments (HODs) and headmasters have been defined as "the experience by a teacher (or school leader) of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of his work as a teacher or

school leader" (Kyriacou 2001, p. 146). The Head of Department as a manager carries out the executive function of education leadership in the department whose primary task is to develop strategies for achieving the schools core targets, including the desired student's results (Mathiu, 2013). Heads of departments, being middle managers in schools have a significant role to play in improving teaching and learning through control. Proper time-management is necessary in order for them to execute this duty effectively. In second cycle schools in Ghana, the Head of Departments (HODs) are also actively engaged in teaching their respective subjects in the school. This additional responsibility compounds their workload and makes them prone to being stressed. Head of Departments (HODs) experience other challenges in their roles which can negatively affect their work.

A form master's role is central in both caring for students and, crucially, monitoring their progress both academically and socially. Form masters have a duty of encouraging students' involvement, commitment, and high standards of work and behaviour. They also monitor and review their students' current progress across the curriculum using all the data provided and follow through concerns and issues about learning. A study in Ghana showed that teachers and educational administrators are experiencing series of stress and stressful situations (Schroeder, Akatia & Apekey, 2001).

The work of headmasters, heads of departments (HODs) and form masters are very important in achieving the aims and objectives of the school. Therefore, if they are not in the right frame of mind or if they are stressed, there is the likelihood of an adverse effect on their performance as school leaders. A stressed-out leader is most likely not going to be very effective as compared to a relatively physically and mentally relaxed colleague. According to Harriet (2009) there is a negative correlation between stress and productivity, and that individuals experienced difficulties in using intellectual skills management and in dealing with subordinates. It is, therefore, important for the well-being of school leaders to be

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assessed and for a determination to be made on why they get stressed and how the stress adversely affects the performance of such people in their supervisory capacities as school leaders.

That is why this research sought to make an enquiry into those factors that could contribute to stress and how stress can be mitigated to improve on the performance of the headmasters and the heads of departments in second cycle institutions in Ghana.

1.2 Statement of the Problem

The necessity for this study comes on the back of insufficient scientific research on stress pertaining to headmasters, form masters, heads of departments on their work in Ghana. Most stress research in education have focused on stress experienced chiefly by students and few on classroom teachers. To date, the majority of school-based interventions for improving emotional wellbeing have been for the benefit of students (Lambert & McCarthy, 2006). According to Yusoff (2010), the prevalence of stress among secondary school students in a Malaysian government school was high. Academic related problems were the major stressor among the students. The most frequent coping strategies being used by the students were positive coping strategies.

This study is designed to look into the perception of Senior High School Headmasters, Assistant Headmasters, Heads of departments and Form masters of the effects of stress on their work. Educational leaders are considered pillars of the educational system and also the major agents in the promotion of school effectiveness. Educational leadership therefore is a term applied to school administration that strives to create positive change in educational policies and processes since such leaders are trained to advance and improve educational institutions (Essia-Donkor, 2014).

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Robbins (2010) suggested that stress has positive and negative components. For him, stress can be divided into three categories, physiological, psychological, and behavioural. Low to moderate levels of stress can improve the quality of work, while if the level of stress is too high or too low, it could lower worker morale and adversely impact job performance (Robbins, 2010). It is important to identify the stressors or causes of stress. Stress adversely affects the performance, productivity and job satisfaction of professionals in people-related occupations such as that of the school leadership. Moreover, since stress cannot be avoided, identification of effective coping strategies may provide school leaders with the tools which can be used to reduce the amount of stress from the work environment and to manage the effect of stress in their roles.

Moten (2009) is of the view that workplace pressure comes from various factors and is expressed by employees in various behaviours. According to Moten (2009), job stress is shaped through a range of ways such like interpersonal demands, role demands. Though the sources of these aforementioned types are different, their impacts are the same. The administration of Senior High Schools (SHS) in Ghana is primarily done by the school leaders, of which the headmasters, HODs and form masters are an integral part. Teaching and leading are stressful and make large demands on the nervous power and vitality of the teacher (Kyriacou, 2001). Being a headmaster, a form master or a departmental head is not an easy job, it is a stressful occupation (Anthoniou, Polychroni & Vlachakis, 2006). Consequently, school leaders are often exposed to high levels of stress which cut across cultures (Pithers, 1995; Chan, 1998; Mokdad, 2005) and affect their ability to function effectively. In other words, the lives of headmasters and Head of Departments (HODs) are often gravely affected by stress which leads to physical ill- health (Mokdad, 2005).

The headmasters are the decisive authority figures in the various Senior High Schools and their principal role is to co-ordinate the affairs of the administrative and academic

departments (Ministry of Education, 2002). The Head of Departments (HODs) takes direct responsibility for the smooth running of the academic departments in the school, and they have an oversight responsibility of the teachers and students in their respective departments. The various form masters have a direct relationship with the students and are the people who monitor the progress of the students both academically and collectively. The headmasters, HODs and form masters have major roles to carry out, the role they play in the Senior High Schools (SHSs) setup is hectic and stressful which therefore warrants this study to be carried out. It is therefore not known whether senior high school leaders in the study area of this work experience the effect of stress or not. It is against this that the study investigated the perception of Headmasters, Assistant headmasters, Heads of departments and Form masters of the effects of stress on their work in the Dormaa districts.

1.3.1 General Objectives

The general aim of this study is to assess the perception of Headmasters, Heads of Departments and Form masters of stress on their work as school leaders.

1.3.2 Specific Objectives

The specific objectives of this research are:

1. To determine whether leaders of the Senior High Schools experience stress in the performance of their duties.

2. To identify the cause(s) of the perceived stress among Headmasters, Form masters and HODs in Senior High Schools in this study area.

3. To ascertain whether the perceived stress among School Heads, Form masters and HODs in Senior High Schools in this study area negatively affect their performance.

4. To identify ways by which the school leaders in the study area manage their stress level.

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1.4.1 Research questions

The following questions formed the basis for the research:

1. What is the evidence that Headmasters, Form masters and HODs in second cycle institutions in this study area are stressed up?

2. What are the perceived causes of stress among these Heads, Form masters and HOD's in second cycle institutions be identified?

3. How does stress among Headmasters, Form masters and HODs in second cycle institutions affect their performance as school leaders?

4. How do Headmasters, Form masters and HODs in second cycle institutions manage their stress?

1.4.2 Hypothesis

This study tested the following hypothesis:

Ho: There is no difference in the average effect of stress among headmasters, assistant headmasters, form masters and heads of departments.

Ha: There is a difference in the average effect of stress among headmasters, assistant headmasters, form masters and heads of departments.

1.5 Significance of the study

The term teacher stress was first introduced in the early 1970s (Kyriacou, 2001). Stress has been identified as a serious disabling phenomenon which adversely affects the health and the lifestyle of individuals (Cooper & Marshall, 2002), and in some cases, as reported in survey, can eventually lead to death.

This research has been carefully designed to contribute to literature on stress experienced by Senior High School leaders. There is the need to therefore collect data on stress-causing factors and how stress can impair the professional performance, and the physical and mental

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health of school leaders. Therefore, the findings of this study are beneficial to all stakeholders in education.

The findings of this study should also result in policy development by stakeholders of education in Ghana, most importantly when it comes to policy development pertaining to various districts of the country. The Ghana Education Service with the Ministry of Education, Parents and Teachers Associations and other stakeholders in the country may thus rely on the findings to come out with much informed policies seeking to the development of the structure of second cycle education in the country.

The findings should result in school leaders having a greater understanding of stress and how it can adversely impact their leadership roles. From the findings, recommendations were made to principals' associations and to the Ghana Education Service district offices on ways to ameliorate the effects of stress on public school administrators. This study contributes to knowledge about stress and stress-management in the school leadership from which headmasters, HODs and form masters may be able to lead healthier, more stress-free lives and perform their roles more effectively in the education service.

This research is an enquiry into the factors that can contribute to stress and how stress is mitigated to improve on the performance of headmasters, HODs and form masters in second cycle institutions in Ghana. In view of the importance of the leadership role of the headmasters, HODs and form masters and the adverse effect that stress can have on their well-being and effectiveness, this study was designed to identify the specific work-related stressors which contribute to job stress, the coping strategies most often used by public school leaders to offset the effects of stress, and the biographic and demographic variables associated with them.

1.6 Delimitation

Establishing inclusion and exclusion criteria for study participants is a standard required practice when designing high-quality research protocols. Inclusion criteria are defined as the key features of the target population that the investigators will use to answer their research question. In contrast, exclusion criteria are defined as features of the potential study participants who meet the inclusion criteria but present with additional characteristics that could interfere with the success of the study or increase their risk for an unfavorable outcome (Mugenda & Mugenda, 2003).

This study was delimited to five (5) public Senior High Schools in the Dormaa districts where the researcher is himself a headmaster and has had a feel of the situation which was a major motivation to this study. The study includes only second cycle staff who supervise other staff members and or students, where in addition some of the staff are involved in classroom teaching. This study also considered only public schools in the study area despite the existence of some private senior high schools. This idea was considered because the roll out of the free senior high school education has reduced the enrolment of the private senior high schools and vice versa.

1.7 Limitation

This study had the following limitations which can affect the validity of the findings: The first limitation in this study is that the participants had to take the questionnaires home and returned them after some days as some of them gave their excuses, a great number of the participants were also preparing to write their promotion test during the week (This was the first time the Ghana Education Service had organized a promotion test in a written form), such participants who took the questionnaires home could end up answering the questionnaires in a different way from they would have answered on the first day.

Also, the methods/instruments/techniques used to collect the data posed a limitation. The use of a mixed method for instance would have generated a clearer picture. The purposive sampling method does not provide an equal chance or opportunity for selecting respondents. There is therefore an issue of "sample bias" or "selection bias." The sample and selection method of this study may be biased but appropriate for the study. The above notwithstanding, the findings of this study still gave some useful indicators of stress among school leaders.

1.8 Definition of Terms

Leaders: The use of "leaders" in this study refers to headmasters, assistant headmasters, form masters and heads of departments in Senior High Schools.

Stress: This is the state of mental tension and worry caused by problems in one's life, specifically as a worker in a second cycle educational institution. Stress is a general term applied to various psychological (mental) and physiological (bodily) pressures experienced or felt by people throughout their lives.

Leadership: The use of leadership refers to the body of people in the senior high schools who are leading the teachers, students and workers in the school environment.

APA: As used in the context of this work represents the American Psychiatric Association.

HODs: Heads of Departments.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter gives the background to the study and also highlights such issues as: the statement of the problem, purpose of study, research questions, significance of the study, limitations, delimitations, definition of terms and the organization of the study.

The second chapter examines related literature to the study at hand, it has the theoretical framework, conceptual and empirical frameworks respectively.

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The third chapter discusses the methodology for conducting the study. It deals with such issues as study area, study design, population, sample and sampling technique, instrumentation, validation of instruments, data collection procedure, data analysis plan and ethical consideration.

Chapter four focuses on the presentation, analysis and finally the final chapter five gives a summary, conclusion of the study, suggestions for future studies as well as recommendations for the study.

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CHAPTER TWO

LITERRATURE REVIEW

2.0 Introduction

This second chapter examines the relevant literature of the topic of this research. This review literature is organized along the following thematic strands: Theoretical framework; Empirical framework and Conceptual framework respectively.

The empirical framework highlights the following areas: role of Leaders in Senior High Schools; the concept of stress; stress among Senior High School Leaders; sources of stress among Senior High School leaders; role-based stress areas of Senior High School Leaders; conflict mediating stress of Senior High School Leaders; boundary-spanning stress of senior High School Leaders; stress and its impact on the Senior High School Leaders; and Stress management.

2.1 Theoretical framework

Theories guide us to understand concepts and, based on the understood concept, to create further knowledge. Theories enable us to predict what will happen under certain situations. This research examines two main areas: stress and leadership.

On leadership, this research is based on the transformational and transactional leadership theories. According to Van-Wagner (2008), transformational theories (also known as relationship theories) focus upon the connections formed between leaders and followers. Van-Wagner further postulates that these leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. The style of leadership in any organization significantly depends on the prevailing conditions and circumstances. According to Liden & Antonakis (2009) as cited

in Bouchard (2019), the use of transactional or transformational leadership to increase organizational performance is contingent upon the situation they are applied because leadership does not occur in a vacuum and different styles may be applicable at different times. The choice to use either transactional or transformational leadership models depends on the prevailing conditions. In organizations where tasks are routine and can be measured consistently, the use of transactional leadership may be more appropriate than the use of transformational leadership (Bouchard, 2019).

Odumeru and Ifeanyi (2013) concur that transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms which include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance. The relevance of transformational leadership theory in this research is that it helps to better measure stress and its effect on school leaders in their duties vis-à-vis the prevailing extrinsic motivation that these leaders and their followers are offered. This theory helps to properly situate the overall effect of extrinsic motivation on school supervision from the effect of stressed out school leaders on school supervision.

The research also uses the transactional management theory. This theory focuses on the role of leaders in organization and group performance and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In the leadership structure of educational institutions, the management theory is a common component of the organizational structure (Lamb, 2013). In this leadership model, successful employees or subordinates are rewarded and when they

fail, they are reprimanded or punished (Charry, 2012). The transactional management theory is important in this research because it helps in the appreciation of the influence that the system of reward and punishment has on school leaders' supervision as compared to the effect of stress on supervision.

On stress, this research is based on the Job Demand-Control (JDC) theory which proposes that work-related stress can result from the interaction among several psychological job demands relating to workload such as cognitive and emotional demands, interpersonal conflict, job control relating to decision authority and skill discretion (Karasek Jr, 1979). The JDC theory has become one of the best-known models with regard to workload and work-related stress and emphasises two important aspects: height of strain (demands) and decision latitude (Mulder, 2017).

Mulder (2017) explains that the height of strain are the requirements that are set at work, including work rate, availability, time pressure, effort and difficulty. Such requirements represent the psychological stressors in the work environment. The decision latitude (control) concerns the freedom an employee has to control and organise his own work and this refers to the control that employees have about their duties and how they want to perform these tasks (Mulder, 2017).

The JDC theory relates to this research in that it provides a way of better understanding the job demands of school leaders and how it affects how they supervise. It also gives the basis for understanding stress from the job demands of school leaders affect supervision.

2.2 Empirical framework

According to Kuranchie (2016), in conducting research, it is imperative for researchers to know what others have done and what no one has done in the area of study. Kuranchie (2016) continues that this section of a research shows what previous researchers have discovered in the area of study and the current state of knowledge concerning the research idea. Below are some selected empirical studies that have examined research questions relevant to this study.

2.2.1 Leadership roles in Senior High School

Leadership in second cycle institutions in Ghana is very important. School leaders or administrators have plans that contribute significantly in the success of the school, both academically and administratively. According to Oyo and Olaniyan (2008), leadership has to do with the initiation, organization, motivation and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives of group. In a school setting, these roles must concern the quality of instruction as well as the students' welfare, the moral and spiritual tone of the school and the maintaining of discipline.

Leadership in second-cycle schools in Ghana typically involves the Headmaster, Assistant Headmaster, HODs, Form Masters and other supporting leaders. The HOD performs a dual function as both a teacher and an administrator. Rosenfeld and Andreae (2008) suggested that an HOD is an important pillar in both the academic and administrative doors of the institution of which he is the head, thus combining the roles of the head of both the academic unit and the administrative unit of the institution.

Esia-Donkoh (2014) breaks the duties of headmasters into eight (8), namely: planning, having an effective school-community relationship, having staff personnel services, having pupil personnel service, overseeing the financial and business administration, supervising

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physical facilities and educational materials, keeping school records keeping, and performing general tasks. According to Mathiu (2013), the headmasters have the role of ensuring the preparation of schemes of work, records of work and lesson plans by teachers, ensuring the setting and administration of examinations, and holding constant review meetings in the department. Notwithstanding this, school leaders in Ghana are not required to complete a professional standardized preparatory programme in educational administration.

According to Amoako (2017), the Ghana Education Service requires school leaders in Ghana to meet the following criteria to be eligible as a senior high school head: Be a professional graduate teacher with satisfactory work history and conduct within the GES, Have served at the rank of deputy director for at least 2 years, Have served as an assistant headmaster/mistress, unit head at the headquarters, or an equivalent position for at least 3 cumulative years, Not be over the age of 55 years at the time he or she applies for the position. The career path to the leadership in the senior high school begins with certification as a professional graduate teacher.

The Ghana Education Service (GES) recognizes two-alternate paths to certification. One path consists of an aspiring school head obtaining a bachelor's degree in education. The alternate path consists of the aspiring school head obtaining a bachelor's degree in a field other than education, and 12 semester hours of prescribed courses in education (that is, history of education, management of educational institutions, guidance and counseling, measurement and evaluation, psychology of education, philosophy of education, methodology). Both paths require the successful completion of a semester of supervised teaching experience. The certified graduate professional teacher goes through various ranks—principal superintendent, assistant director II, assistant director I, deputy director—in the GES over the years. Progression through the ranks occurs after completing at least

three cumulative years at each rank and successfully passing an interview conducted by a panel of eminent educationists. Being a professional teacher with a minimum of 15 years of teaching experience thus becomes a pre-requisite for becoming a senior high school head, (Amoako, 2017).

According to Manaseh (2016), scholars and practitioners agree that instructional leadership can be one of the most useful tools for creating an effective teaching and learning environment. His paper investigated the instructional leadership practices engaged in by leaders of secondary schools to enhance classroom instruction and students learning, particularly the way they manage the school instructional programme. The study relied on the qualitative data generated from interviews, focus group discussions, and observations. The informants for the study were senior academic masters/mistresses, teachers and students. The study findings confirmed that teachers and students were not familiar with the concept of instructional leadership. On the other hand, the instructional programme was not effectively managed as heads of departments were not involved in curriculum coordination, syllabi were not covered on time, and leaders of schools did not undertake classroom observations or engage in review of curriculum materials. The final conclusion was that without an effective management of the instructional programme in favour of promoting teachers' classroom instruction and students' learning, efforts to that effect are doomed to fail.

Wildly and Dimmock (1993) maintain that the tasks comprise defining the purpose of schooling, setting school wide goals, providing the resources needed for learning to occur, supervising, evaluating teachers, coordinating staff development programmes and creating collegial relationships with and among teachers. Hallinger and Heck (1998) argue that researchers' questions have shifted from whether principals make a difference, to more particularly the paths, through which such effects are achieved. They contend that the

principal's primary influence on schooling outcomes is in shaping the school's direction, the setting of visions, missions and goals. Hallinger's model of IL proposes three sets of leadership dimensions. These are: (a) defining the School's Mission, with functions such as framing the school's goals and communicating them; (b) Managing the Instructional Programme, with functions such as supervision and evaluation of instruction, coordinating the curriculum and monitoring student progress and (c) Promoting a positive Learning Climate, this includes protecting instructional time, promoting professional development, maintaining high visibility and providing incentives for teachers.

2.2.2 The concept of stress

Stress has been defined in different ways by different theorists but Weiten (2007) sees it as a complex concept which is explained as any circumstance that threatens or is perceived to threaten one's well-being and thereby tax one's coping abilities. Stress can occur in different forms dependent on different characteristics which concern stressors, the affected individual persons, and/or stress reactions. Bodenmann and Gmelch (2009) address four criteria which specify the different forms of stress: First of all, the quality of stress, referring to the affected person's connotation and perception.

A person can perceive stress either in the form of aversive distress (associated with negative emotions like anger) or in the form of positive, activating eustress (see the different perceptions of a situation as threat or challenge; section 3.2.3.1). This distinction was at first introduced by Selye (1974) considering that a timewise, limited stress reaction can also cause a functional and performance-enhancing activation. With regard to terminology, it has to be noted that the general term stress is usually used in the sense of distress (whenever perceived demands exceed perceived resources); whenever eustress is addressed, explicitly this term is used.

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The second criterion influencing the form, in which stress is experienced, is the intensity, on the one hand of the stressor and related to that, in most cases also of the stressor's impact (i.e., stress reaction and long-term consequences) on the individual. Examples for stressors with different intensities are critical life events (macro stressors) versus daily hassles (micro stressors; see section 3.2.1). Beyond that, also with regard to the distinction between traumatic stress and everyday work-related stress, intensity is the determinant criterion. The time period during which stress occurs is the third criterion, leading to the distinction between chronic (i.e., long-lasting stress exposure and responses) and acute stress.

Last but not least, when observing the extent of influence (fourth criterion), one can distinguish between stress that affects an individual (e.g., caused by a serious disease) and stress that is experienced by a collective (e.g., caused by a natural disaster or increased by media coverage).

Stressors can be defined as all environmental demands which are followed by the onset of a stress reaction. According to Bodenmann and Gmelch (2009), based on the context, stressors can be categorized as physical stressors (noise, lightning), social stressors (conflicts with friends, relatives), ecological/environmental stressors (long way to work, scarcity of housing), economic stressors (financial worries), occupational/work-related stressors (work overload), and monotony (monotonous work, stimulus satiation). According to the World Health Organisation (2002), work stress is the response an individual goes through when they are presented with work demands and pressure that are not matched to their knowledge and abilities and their ability to cope up with challenges. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have very little support from supervisors and colleagues as well as very little control over work processes.

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According to the World Health Organization (2002), a healthy job is likely to be one where the pressures on employees are appropriate in relation to their abilities and resources, to the amount of control they have over their work, and to the support they receive from people who matter to them. As health is not merely the absence of disease or infirmity but a positive state of complete physical, mental and social well-being, a healthy working environment is one in which there is not only an absence of harmful conditions but an abundance of health-promoting ones. These may include continuous assessment of risks to health, the provision of appropriate information and training on health issues and the availability of health promoting organizational support practices and structures. A healthy work environment is one in which staff have made health and health promotion a priority and part of their working lives.

The World Health Oganization (2002) defined Work-related stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues, as well as little control over work processes. There is often confusion between pressure or challenge and stress and sometimes it is used to excuse bad management practice. Pressure at the workplace is unavoidable due to the demands of the contemporary work environment. Pressure perceived as acceptable by an individual, may even keep workers alert, motivated, able to work and learn, depending on the available resources and personal characteristics. However, when that pressure becomes excessive or otherwise unmanageable it leads to stress. Stress can damage an employees' health and the business performance.

Work-related stress can be caused by poor work organisation (the way we design jobs and work systems, and the way we manage them), by poor work design (for example, lack of control over work processes), poor management, unsatisfactory working conditions, and lack of support from colleagues and supervisors. Research findings show that the most stressful type of work is that which values excessive demands and pressures that are not matched to workers' knowledge and abilities, where there is little opportunity to exercise any choice or control, and where there is little support from others.

According to the World Health Organization (2002), employees are less likely to experience work-related stress when - demands and pressures of work are matched to their knowledge and abilities - control can be exercised over their work and the way they do it - support is received from supervisors and colleagues - participation in decisions that concern their jobs is provided. Work contents includes - job content (monotony, under-stimulation, meaningless of tasks, lack of variety, etc) - work load and work pace (too much or too little to do, work under time pressure, etc.) – working hours (strict or inflexible, long and unsocial, unpredictable, badly designed shift systems) - Participation and control (lack of participation in decision-making, lack of control over work processes, pace, hours, methods, and the work environment).

Work context includes - career development, status and pay (job insecurity, lack of promotion opportunities, under- or over-promotion, work of 'low social value', piece rate payment schemes, unclear or unfair performance evaluation systems, being over- or under-skilled for a job) - role in the organization (unclear role, conflicting roles) - interpersonal relationships (inadequate, inconsiderate or unsupportive supervision, poor relationships with colleagues, bullying/harassment and violence, isolated or solitary work, etc) - organizational culture (poor communication, poor leadership, lack of behavioural rule, lack

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of clarity about organizational objectives, structures and strategies) - work-life balance (conflicting demands of work and home, lack of support for domestic problems at work, lack of support for work problems at home, lack of organizational rules and policies to support work-life balance)

Stress refers to the combination of physiological and psychological reactions that negatively affect an individual as a result of environmental conditions. Anthoniou et al (2006) define stress as a form of emotion, an automatized response to the perception of threat. Researchers have noted that people's psychological reactions to the world around them can create wear and tear on their bodies that may eventually manifest themselves in physiological conditions such as high blood pressure, ulcers, headaches, and other health problems. The conditions may also create, among others, psychological conditions of nervous tension and feelings of depression which affect an individual's well-being (Child, 2007). Various researchers have been studying the antecedents of stress, and the impact of resources such as social support on the consequences of stress (Friedman, 2002).

Theoretical models of stress claim that the perceptions of resources, such as social support, along with the level of demand predict the experience of stress. For example, the cognitive transaction model of Lambert and McCarthy (2006) focused on teachers specifically. They argue that teachers evaluate stressful demands according to the available resources under their control. Also, other theoretical models have been used to discuss the determinants of stress, such as the person–environment fit theory of Le Fevre, Matheny, and Kolt (2003). Across many nations, these theories have been studied in educational contexts, generally with teachers and principals (Lambert & McCarthy 2006). More generally, previous studies found that social support has a positive influence on both the organisation and the psychological traits of the employee. At the same time support reduces the impact of

negative factors. Previous studies involving teachers and professionals in other sectors indicate that supportive informal social networks that offer guidance and reassure colleagues from time to time can reduce professionals' level of stress, especially in rural areas where individuals might be more isolated (Lambert & McCarthy, 2006).

Another conceptualization of stress was developed and validated by Demerouti (2003). In line with Maslach's conceptualisation of 'Emotional exhaustion' and 'Depersonalization' they made a distinction between exhaustion and disengagement. According to Brehm and Kassin (1996) and Hirsch (2001) occupational stress is a condition wherein job-related factors (for example, work load, time pressures, and degree of control) interact with the worker's personal resources (that is, professional skills, expectations, coping skills, dispositions) to change the worker's physiological or psychological condition so that the person is forced to deviate from normal functioning. Stress has been identified as major factor in ill-health, particularly psychological health. Work place surveys consistently report that employees consider that stress at work is a significant factor, which affects their health and well-being. There are two types of stress; eustress, which is good stress and distress, which is bad stress (Child, 2007). If a person perceives something as a danger, then the person will feel at harm. The perceived stress is a stressor, which then makes the individual feel stressed activating the changes in physiological responses (Child, 2007).

2.2.3 Stress among school leaders

Nhundu (1999) carried out a study on occupational stress among teachers and head teachers in Zimbabwe. Specifically, the study investigated the sources, incidence, and severity of stressful work situations and examined the influence of selected biographical characteristics on the respondents' perception. The findings showed that teachers rated their work more stressful than head teachers. Teachers also experienced more stress concerning working

conditions, where the most stressful factor, irrespective of personal characteristics, was low salaries. Earlier, study in Swaziland by Magagula (1994) among secondary/high school teachers in the Manzini region revealed results similar to that of Nhundu (1999).

Hirsch (2001) identified stress as an affective reaction that a person experiences in response to specific events or particular situations. Additionally, Montgomery and Rupp (2005) conducted a study on teacher stress that focused on the relationship between teacher stress and coping mechanisms, including environmental structure, intra-individual variables, and personality mediator variables. The study by Klassen, Usher and Bong (2010) explained teacher stress as the "experience of negative emotions resulting from a teacher's work" (pp. 466-467) which results in negative teacher-pupil relations and low teacher effectiveness.

O'Donnel, Lambert and McCarthy (2008) performed a study that examined stress among elementary teachers and its probable relationship to the socioeconomic status of its students and the time of year (i.e., testing season) in which they highlighted teaching in their work as a high stress job that has the potential to be very frustrating and emotionally draining. Clunies-Ross, Little & Kienhuis (2008) investigated teacher stress and the manner in which proactive or reactive classroom management strategies are used and how they can impact that stress. According to Clunies-Ross, Little, & Kienhuis (2008), teacher stress had been known to be caused by a lack of effective classroom management techniques often times experience higher levels of stress. Teacher practices and student learning was related to teacher stress. Classroom management strategies were shown to be related to teacher stress and student behavior.

 A study by Ahghar (2008) examined the occupational stress of teachers and the impact that organizational climate has on teacher stress levels among secondary school teachers and

school administrators. In this article, the author explained how leadership shapes the climate of the school which thereby, impacts stress levels, which often manifests in mental, physical, or behavioral forms. The four organizational climates highlighted by Ahghar include the open organizational climate, the engaged organizational climate, the disengaged organizational climate, and the closed organizational climate. The open organizational climate is more democratic in nature as the leader allows for teacher suggestions, advice, and constructive criticism. The leader of such a climate is also supportive of teacher ideas without being overly pushy or micromanaging.

Engaged organizational climate leaders are quite the opposite as such leaders do not value teacher ideas, opinions, or suggestions. School leaders that operate in this type of climate often feel pressured and unsupported by school leadership. Consequently, teachers in this type of climate often have better collegiality with one another as they pull together, socialize, and support one another through the teaching process.

A research study by Prasad, Vaidya and Kumar (2016) reported on causes of occupational stress, coping strategies adopted and their relationship with the teachers' performance in CBSE affiliated school teachers in and around Hyderabad. The survey of 300 CBSE affiliated school teachers consisting of 200 women and 100 men from in and around Hyderabad carried out to assess the eight independent stress causing factors—workload, role overload, role ambiguity, students behaviour, co-workers, school environment, school policies and ethics and social support—and effect of approach and avoidance coping strategies on employees' performance a dependent factor.

The study concluded that some teachers developed chronic leg pains due to mild varicose vein disorders, maybe because of long standing teachings and there were no statistically

significant differences with relation to gender on occupational stress and effect on performance. Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Mwangi, 2010).

Finance is a major factor in education expansion and access. Within these constraints, the capacity of a school to succeed and to produce excellent educational outcome is the result of the intellectual assets of the school, the school working environment, and the development and utilization of resources (Digolo, 2005). Digolo observed that most principals get little in the way of administrative support, auxiliary personnel, and ground staff hence get stressed as they multi task in order to ensure that the institutional goals are attained. Principals still have an obligation to comply with educational and government obligations and standards. Such unmet demands are good examples of management related stress.

One of the biggest concerns expressed by principals is the increased amount of mandatory administrative and compliance work. In addition to their increased work load, they are also in the classrooms teaching. Workload pressures also steal time from family and social life. Principals in turn express anger and frustration with increasing work load that adversely impacts on educational outcome hence leading to work related stress (Morgan, 2006). The escalating role multiplicity makes the principals see their main role as instructional leaders. Some principals especially in upcoming schools do not have deputy principals hence lack administrative support in undertaking increasing external demands. This lack of support and money leads to job dissatisfaction against too many expectations and responsibilities put on principals. The sideling of important educational matters and unrealistic expectations are burdens on principals.

The increase in responsibility also covers an increase in managerial tasks, feelings of isolation, rising stress levels and a decrease in professional satisfaction. These concerns distract them from the real issues of leadership because of lack of rewards for their work, as they receive no tangible evidence if there are any positive outcomes (Morgan, 2006).

Local community interests" conflicts still exist over the purpose of schooling. Although schools serve a vital role in creating communities in a highly mobile, industrialized society, they are often plagued with educational problems such as isolation from specialized services, limited accessibility to quality staff development and other services, shortages of teachers and decreasing funding. Many schools offer less support to co-curricular programs often tying the school performance in fewer areas hence bringing conflicts between the school administration and the community leaders (Mutai, 2009). The school environment encompasses ambience atmosphere, security, safety and some schools lack a welcoming, secure and safe environment which contribute to risky conditions or threats that may cause accidents, emotional and psychological distress.

Many schools lack this kind of environment hence discourage the deeper level and more achievement-oriented teaching learning strategies that teachers and learners would prefer. In an effort to create such an environment, principals get a lot of stress mostly due to inadequate funding and political interests (Mutai, 2009).

The issues of managerial skills are a big challenge to many principals especially among the newly appointed school principals. The issue of low enrolments of students in some secondary school   impacts negatively on the day to day running of the schools as the fee paid cannot manage the upkeep of the students and pay the teachers and support staffs thus amounting to stress among school principals (Mutai, 2009).

Numerous events can be stressful for one person or another, and to better understand the concept stress on school leaders, theorists have analysed the nature of stressful events and divided them into acute stress, chronic stress and episodic stress (Weiten, 2007). Acute stress is the most common form of stress and it is a real or perceived stress as a result of a reaction to an immediate threat, anticipated demands, or pressures of the recent past or the near future. They are also the threatening events that have a relatively short duration and a clear endpoint. As a result of its short term, acute stress does not have enough time to do the extensive damage associated with long-term stress.

However, it can pop up in anyone's life, but it can be treated and managed. Examples include rushing to meet deadlines for submission of assignments and projects, stressing over quizzes and examinations (Weiten, 2007). Chronic stress is a perpetual stress that wears on people continuously and often develops when the individual does not see a way out of a bad situation. Here, the individual has no hope of getting solutions to the stress.

According to Ledoux, and McHenry (2008), teachers across states encountered similar experiences, particularly experiences related to stress as it was related to accountability and testing. These experiences affected teacher job satisfaction. It was reported in low performing distressed schools that the stress to achieve on high-stakes test created educational pitfalls that caused difficulties for veteran teachers (Ledoux, & McHenry, 2008).

2.2.4 Sources of stress among Senior High School Leaders

Sources of stress are conceptualized in terms of roles-based, task-based, conflict-mediating and boundary spanning stress including related ones among Senior High School principals. Friedman (2002), postulates that sources of stress are environmental, organizational and

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personal. They continue to add that, in whichever situation, stress depends on individual differences such as job experience and personality.

Furthermore, when stress is experienced by an individual, its symptoms can surface as physiological, psychological and behavioral outcomes. Administrative stress experienced by principals are of unpleasant emotions such as anger, tension, frustration, depression and nervousness, resulting from their work as principals. Friedman (2002) suggests that principals exhibit such unpleasant emotions because it is a psychological and/ or physiological response to threatening or overly demanding situations. They add that general factors that contributed to stress in principals included: human resource management, management of time and relationships.

Stress in work-place come in various ways. A research done by Schroeder et al (2001) revealed that lack of power and influence, and office politics, are among the main sources of managerial stress within organizations and educational institutions. Sources of senior high school principals are numerous. Jaiyeoba and Jibril (2008) conducted a study on sources of high school principals stress in Kano state, Nigeria and their findings showed that administrative routine, workload, conflicting demands and role between work and family were the highest sources of stress. Additionally, they reported that seventy seven point five percent (77.5%) of the principals reported their job was stressful. The extent and level of stress vary from person to person. School principals might experience stress due to interpersonal clashes and conflicts, excessively taxing administrative responsibilities, time constraints and conflicting role expectation. Studies done among high school principals in East Africa indicated that technological change is a type of environmental factor that causes stress. This is so because new innovations can make a high school principal's skills and experience become obsolete in a very short time. Moreover, those who are not computer

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literate and not conversant with robotics, automation and similar forms of technological innovations are a threat to many principals and cause them stress.

Although stress is typically discussed in a negative context, it has a positive value. However, some research findings show that stress can be divided into two, that is, challenge stress or stress associated with challenges in work environment (such as having lots of projects, assignments and responsibilities), and hindrance stress or stress that keeps one from reaching his/her goals (red tape, office politics, confusion over job responsibilities). Stress has been found to show itself in other psychological states, for instance, tensions, anxiety, irritability, boredom and procrastination.

As pointed out by Beaton (2001), occupational (e.g., time pressure, conflicting roles) and organizational stressors (e.g., team conflicts) – although neglected in research for some time – have a considerable impact on the health and well-being of crisis and emergency management personnel. Some high school principals' personality includes a high degree of hostility and anger. These principals are chronically suspicious and mistrustful of others, this hostility significantly increases a person's stress and risk for heart disease: More specifically, people who are quick to anger, maintain a persistent hostile outlook and project a cynical mistrust of others are likely to experience stress in situations.

Stress shows itself in a number of ways. According to Schroeder et al (2001), they argue that an individual who is experiencing a high level of stress may develop high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite, accident proneness, and the like. The same sentiment is echoed by Schroeder et al (2001) when he posits that research done among the executives and school principals have identified stress,

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anxiety and depression as among the most commonly reported illnesses and wider research has also indicated that stress is brought about through

work intensification and conflicts between home (family) and work, is related to the risk of disease and ill health. Moreover, the importance of a leader's intelligence and experience to effectiveness differs under low and high stress situations. Studies have shown that a leader's intellectual abilities correlate positively with performance under low stress but negatively under high stress. And, conversely, a leader's experience correlates negatively with performance under low stress but positively under high stress. It is the level of stress in the situation that determines whether an individual's intelligence or experience will contribute to leadership performance. This kind of a situation is likely to make a school leader quit the teaching profession altogether.

According to Klassen and Chiu (2010), managing classroom activities, grading papers, managing student behavior, preparing students for high-stakes test, performing minor school wide duties, attending meetings, attending conferences, parent and student concerns and multiple other duties associated with teaching were few among many job stress factors that teachers experienced. Work load stress was associated with teacher job stress. Self-efficacy had been linked to job satisfactions which caused job stress (Klassen & Chiu, 2011). Studies showed parents and students had negative reactions towards the imperfection of teacher and the negative reactions were related to teacher stress.

In a study conducted by Kyriacou (2001), the purpose of which was to explore how seven potentially stressful school context variables (potential stressors) predicted senior high school teachers' experiences of teacher self-efficacy, emotional stress, emotional exhaustion, engagement in teaching, and motivation to leave the teaching profession. A total

of 523 Norwegian teachers in senior high school participated in the study. Four of the potential stressors were significantly but differently related to self-efficacy and emotional stress and indirectly to emotional exhaustion, engagement, and motivation to leave the profession. The study revealed that different potential stressors predict emotional exhaustion, engagement, and motivation through different psychological processes.

The analysis indicated two main routes to teachers' motivation to leave the profession: 1) one route from time pressure via emotional stress and exhaustion to motivation to quit and 2) another route from lack of supervisory support and trust, low student motivation and value conflicts via lower self-efficacy and lower engagement to motivation to quit.

According to Bobbin (2008), in India, for instance, strategic plans have been altered and the general framework for teaching and learning is being dictated by state mandates more than ever before. The emphasis on data driven decision making has shifted the idea of educational philosophy in more technical and didactic direction. The passage of the federal "No child left Behind Act (NCLB) in U.S has contributed to enhanced focus on standards-based education and students achievement, especially as it pertains to students" performance, this has brought with it considerable amounts of stress to school principals. Moreover, studies from European countries such as Italy, Germany, Sweden and Poland indicate that the demands of assessment and a decade ride with increased accountability have placed additional pressures on principals" hence occupational stress. Once the principal is tired, his/her ability to keep a school at the top of its game and competitive against neighboring schools brings along economic and political stressors.

2.2.5 Role –based stress of Senior High School Leaders

Schroeder et al (2001) explained the term "role" as the expected pattern of behavior associated with members occupying a particular position within the structure of the organization, and how they principal's) believe others should respond to their actions. A principal might be unclear about the exact nature of his/her role. The more explicit and specific the expectations attached to a role, the easier it is to conform to its requirements on one hand and on the other hand, role ambiguity can cause stress, insecurity and loss of self –confidence.

It is inevitable that serious problems normally occur when role occupants and others disagree fundamentally about the contents of a role that is the duties it covers, ranges of acceptable behaviour, whether certain actions are voluntary or mandatory and importantly which of the principals' obligations should assume a priority. Principal's role clarification is therefore of supreme importance. Where role is not clear, there is no job description and rampant confusing assignments and responsibilities without authority, stresses the principals.

Since principals relate and work with people, they orchestrate school activities and this view is a means that if school is vibrant, innovative, child-centered place in teaching, if students are performing to the best of their abilities, one can almost always point out to the principal's leadership as key to success. According to Kyriacou (2001), the impact of the influence of the principal's role in a school is enormous and also affects the position of parents, teachers and community. The relationship between the principals and the supervisors is the key to smooth running of the schools. Any rift or misunderstanding between the principal and supervisors can generate a considerable amount of stress.

In differentiating stress that emanates from work-task itself and emotions, thus, task-based stress focuses on substantive issue, related differences, related to the work itself of the principal. These issues are tangible and concrete and can be dealt with more intellectually than emotionally. Task- based stress, as suggested by Kyriacou (2001), arises from the performance of day to day administrative activities ranging from telephone, staff interruptions, meetings, writing memos and reports to and participating in school activities outside normal working hours. As a result of increased accountability, high levels of stress have become predominant factors in the school environment and as principals are being held increasingly more accountable for their schools' success their coping skills are being dramatically put to the test.

When referring to principal's task-based stress, D'souza (2003) also puts more emphasis on the work –load. He explains that more load means having more work than one can perform in a given amount of time. Overloaded principals feel hurried, have too many tasks to do, too many decisions to make and find themselves constantly behind schedule, and worry about time and deadlines.

More studies on principals' task and stress done by Schroeder et al (2001) prescribes that task demands are factors related to a person's job (autonomy, task variety, degree of automation), working conditions and the physical work layout. Also, working in an overcrowded room or in a visible location where noise and interruptions are constant can increase anxiety and stress.

Most High School Principals seldom find themselves multi-tasking. A study done by Finely (2010) defines multi-tasking to working on several tasks at the same time. He adds that most administrators including high school principals more often, find themselves multi-tasking

in everyday by trying to do two or three things at once and this therefore is a source of a task-based stress.

A lack of leadership skills resulting in poor leadership during crises may lead to serious consequences such as reduced system effectiveness and crisis management performance, compromised public safety, and increase of damages and costs. As the researchers Beaton, Johnson, Infield, Ollis, and Bond (2001) pointed out, poor leadership is not only associated with job dissatisfaction and burnout of staff/subordinates, but a perceived lack of leadership skills can also mean a stressor for the supervisors and managers themselves, especially in high-risk occupations.

According to Robins (2001), leadership was dichotomized in terms of task-based versus relationship- oriented approaches. This decision was taken for three reasons. One, while the educational literature discloses a trend towards the transactional versus transformational model of leadership, the principal difference between each style remains broadly consistent with the focus on task versus relationship. Second, it was unreasonable to expect that participants would be familiar with a particular model of leadership, given that it was outside their era of expertise. Third, the attitudes and behaviour associated with leadership style were of most interest rather than an identified model. Robins continued that to continue otherwise could artificially constrain the participants' contributions. As a result, each category of leadership and teacher stress was operationalized according to the dichotomies offered in the literature and defined according to frequently used descriptors from literature.

2.2.6 Conflict –mediating stress of Senior High School Leaders

Conflict is simultaneous arousal of two or more incompatible motives. In every organization where people are, conflicts cannot be avoided. The school leader, in this case,

the principal is always at the centre to arbitrate. Studies by Kreitner (2000), asserts that, although harmony and collaboration are an important goal of groups and teams working together some disagreement and dispute is inevitable. It is often accompanied by tension and frustration whenever two or more people in an institution compete for the same resources, conflict occurs and this conflict needs mediation. As the principal and the leader, he/she must carry out the mediation and this process brings about conflict mediation stress on the part of the principal.

According to Cooper and Marshall (2002) and Kreitner (2000), conflict results in both positive and negative consequences, also, the right amount of conflict may enhance job performance. They suggest that if the principal observes that job performance is suffering because teachers are too placid, the principal might profitably increase conflict by possibly establishing a prize for top performance in school.

Ordinarily, incompatible behaviours make another person less effective and anything of value in an organization or a school can become competitively sought after hence create stress for they are always few. Managing conflict at school has been an age-old challenge for educators especially among high school principals. Finely (2010) posits that attention has been drawn to the level of violence in schools and society which necessitates a conflict or mediation program which can be proactive enough to address concerns about violence and related conflicts in schools. Conflicts are a natural part of life and therefore a natural part of school life that brings with it a considerable amount of stress to the high school principals. When you think about your conflict resolution program and the needs it may address, it is very important to think carefully about who are the stakeholders in the program. Stakeholders are the "we" whose needs are being addressed by the program; people who

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have an interest in developing and delivering the program. As a result, stakeholders are the people who should be most directly involved in decisions about the program.

For a school-based conflict resolution education program, stakeholders would include the students, teachers, aids, staff, administrators, parents--just about everyone involved in the day to day life of the school. In addition, there may be stakeholders outside the school like the people who provide the conflict resolution training or the funders for the programme.

Often, community members who are not involved with school activities on a daily basis, still see the health of the school as integral to the health of the surrounding community. They have a vested interest in programs that improve the school and, by relationship, the community. These people may include members of the local police department, business news agencies, and civic organizations. Once key stakeholders have been identified, the next task is to decide who should be given the opportunity to voice their needs and have those needs influence the design and implementation of the conflict resolution education programme.

A good rule of thumb is to give priority to stakeholders who will be most closely involved with the daily operation of the program (e.g., teachers, students, parents). Yet, you should not ignore others. Their input may be very constructive. Attending to it can not only improve the programme design, but can also increase the larger support for the program that may spell the difference when trying to find external resources. The researcher, D'souza (2003) observed that the standard and tone of the school are influenced by the principal. He postulated that, organizations are the cooperate theatres of action where standards and tones rally to bring up a conflict, where people act their roles, speak their scripts, say their peace and earn their bread at the end of it.

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Most conflicts in schools and organizations, according to D'souza, come up possibly in this way: - "And you can't play your part if you do not know your lines. And you can't know your lines unless you know the play, and you can't get the best out of your part unless you know where you stand on the stage, what your cues are, how to project your voice, how to hide your bad side where the prompter is" (p 55).

With the rampant possible conflict in schools however, Hoy and Miskel (1997) conducted a research which proved that principals are at the vortex of solving conflicts between teachers, students, and parents. Not only are principals confronted with demands of parents, students and teachers, but they are responsible for seeing that teachers understand and support the objectives and policies of the school systems.

Based on literature reviews, several types of conflicts are experienced in educational institutions. These include intra personal, intra group, inter personal and inter group. According to Robbins (2003), intra personal conflicts involve conflicts within an institution set up. This includes conflict between leaders of school and the specific member of or any specific individual. Intra group conflicts involve differences within a certain group. This may include conflicts within the staff, the students, parents, the sponsor or any other stakeholders in school. Interpersonal conflicts are the conflicts between persons. This may include conflict between specific staff members and students, specific teacher and parents. Within a group similarly inter group conflicts may include conflict between various groups in educational institution. The group could be between staff and student, and other groups or stakeholders, in general conflicts at any given secondary school may be beneficial or none, towards institutions'

According to Browarys and Price (2008), the management strategies that could be used to resolve conflicts include: compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, and climate of trust, formal authority, effective communication and avoidance. Also, they base their approaches on the principles of authority and unity of command to eliminate conflicts. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies.

Msila (2011) states that the challenges of school leaders are to identify the problems endemic in their schools. Msila added that the workload of school leaders is becoming unmanageable and as a result many school leaders become unable to manage conflict in their school. As a result, the performance of the school may be lower due to the strategies used by them in managing conflict in their schools.

2.2.7 Boundary-spanning stress of Senior High School Leaders

In this study, principal's boundary spanning stress emanates from external conditions, such as negotiation and gaining public support from school budgets. Boundary spanning stress therefore, occurs where the demands on people, especially principals are greater than what they can reasonably expect to achieve. Since stress that emanates from boundary spanning can be intense and acute for it involves even members of the public. Principals need to have sound public relations, high bargaining skill which can enable their institution to procure the needed resources among other competitors posing and having the same demands and pointed out that principals are in a highly vulnerable position, standing at the intersection of the school and the outside world and at the centre of a role – set distinctive for competing and conflicting expectations.

Friedman (2002) agrees and prescribe that there is a theoretical and empirical evidence to support the contention that people occupying boundary spanning positions in an organization, experience hard times, meet challenges and stress that it generates. All managers have a leadership role. This function includes recruitment, training, motivation and discipline of employees. The third role within the interpersonal group is the linking role. All managers, to a certain extent, perform information functions: they receive and collect information from organizations and institutions outside their own. It is not merely academic knowledge, but the knowledge of all other related issues which are important for those who are responsible for administrative issues.

The role of administration and management is a distinct process consisting of planning, organization, action and control activities, carried out to determine and achieve the goals set with the use of human beings and other resources. School leaders played a vital role in the structuring of school climate. Ongoing feedback and information from school leaders effectively influenced the reactions of teachers. Enhanced and fostered intrinsic teacher motivation outlined teachers whose feelings were openly displayed in effective teacher performance (Somech, 2005).

According to Esia-Donkoh (2014), the process of planning, organizing, conducting and controlling the efforts of the members of organization and using resources of organization to achieve the established organizational goals". This serves to describe what managers get along, while management skills can be depicted as "doing things for others". This definition underscores the facts that managers achieve organizational goals by organizing for other people the execution of any required activity and do not necessarily perform these jobs themselves. The work of the school leader is very much difficult; it is fundamental in the structure. Administrative problems with teachers and other staff members may vary from

those related to teacher assessments, changes in schedules and lack of supplies. Administrators face pedagogical difficulties and collaborate with staff to solve problems that hinder learning. Management is about people, more formally, it is the process to achieve the objectives of the organization by participating in the four main functions of planning, organization, leadership and control; this means that management is an ongoing activity, that implies the achievement of important goals and implies the knowledge of how to carry out management functions.

Kreitner (2000) highlighted some of the serious problems facing secondary school head teachers. When the focus groups were examined the problem which identified were limited administrative and financial powers, delegated to principals, lack of incentives for the head teachers and curriculum issues makes the school management a difficult profession. The good functioning of the head teacher is very limited by several factors that are beyond his control, that is, in the curricular and administrative subjects.

Researchers have identified several factors that can contribute to job burnout: the feeling of isolation, a lack of support from colleagues, the feeling of being overwhelmed by workload, lack of autonomy, lack of respect from administrators, few opportunities to be teacher leaders, classroom management/discipline problems, and high achievement goals Teachers' experiences of stress can result from their perceptions of demands, and can be coupled with the inability to meet those demands (Martinetz, 2012). Some teachers reported that their anxiety is due to an overlapping of personal and professional commitments. Teacher burnout by itself is nothing new; what is new is the increasing rate at which teachers experience burnout. It typically is accompanied by negative and cynical attitudes towards both colleagues and work in general (Leinward, 2005).

Stress is an unavoidable characteristic of life and work. In any job, there are wide variety of potential causes of stress, some of which are common to both men and women, and others are specific to each group. There are unquestionably a number of causal factors in principals" stress. In the rapidly changing society, schools have become complex institutions to manage because of the challenges involved in providing for a wider range of interests among stakeholders. Schools have been seen as the property of the society, controlled by the government and hence a right to demand an account of what is going on in the schools (Leinward, 2005). School principals are struggling with challenges ranging from outbreaks of violence, strikes, crumbling physical facilities, staff shortfalls, busy parents, orphans, drug and substance abuse, economic burdens and low academic expectations.

The school principal has the overall responsibility over the operations of influencing and redesigning the activities of the school towards goal setting and goal achievements. These factors cause a great amount of stress to school principals. According to (Waweru, 2006) in her study on the real principals role with consideration for special education, to achieve the set goals, the task of knowing and managing the learners, teachers, support staff, management committee, Board of Governors, sponsor, other stakeholders and the government at various levels harmoniously, responsively and sensitively is not easy on the side of the principal hence leading to work related stress.

In the past, school principals were expected to comply with the Ministry of Education (MOE) regulations and guidelines, balance programme budgets, address staff issues and keep the facilities and play grounds safe but today, they must know academic contents and pedagogical techniques, work with teachers to strengthen reading and learning skills, collect, analyze and use data in ways that will fuel excellence. They must rally learners,

educators, parents and the communities around the common goal of raising the learner's performance. They must have the leadership skills and knowledge to exercise the autonomy and authority.

According to Kapena (2004), schools are changing drastically and therefore the newly appointed principals heading the newly established schools cannot afford the luxury of sitting back because of much work demands, and the responsibility is enormous. They must keep on acquiring skills to juggle the "live" in the face of rising expectations; complex learner needs, enhanced accountability, expanding diversity, record enrolments and staff shortfalls. As time depicts, the students are more numerous and diverse than ever.

They continue to bring many of the society's problems to the school door-steps. Academic achievement is the priority for professional accountability and therefore school principals are expected to lead in an atmosphere of constant volatile changes.

In examining the leadership for organizational learning and improved students' performance outcomes, some school principals lack the required training on school management and support to help learners deal with the accompanied emerging challenges. The school of the 21st century requires principals whose role is defined in terms of; Instructional leadership that focus on strengthening teaching and learning professional development, data driven decision making and accountability.

Community leadership is manifested in an awareness of the school's role in society, shared leadership among educators, parents and learners, advocacy for school capacity building and resources. There is need for visionary leadership that demonstrates energy, commitments, entrepreneur spirit, values and conviction that all children can learn at high level as well as inspiring others with the same vision both inside and outside the school.

According to Mathiu (2013) the changing demands of the job including increased accountability, responsibility of raising learners to higher standards, legal and special education issues cause a lot of stress to school principals. Many educators feel that the input made into the profession is not worth the salary that they take home. The organizational factors seem to have most significant influence on an individual.

2.2.7 Stress and its impact on the school Leader

Persons react to stress in different dimensions. Stress shows itself in a number of ways. According to Schroeder et al (2001), they argue that an individual who is experiencing a high level of stress may develop high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite, accident proneness, and the like. The same sentiment is echoed by Schroeder et al (2001) when they posit that research done among the executives and school principals have identified stress, anxiety and depression as among the most commonly reported illnesses and wider research has also indicated that stress is brought about through work intensification and conflicts between home (family) and work, is related to the risk of disease and ill health.

Moreover, the importance of a leader's intelligence and experience to effectiveness differs under low and high stress situations. the physiological stress reaction results in observable manifestations such as a pounding heart, sweat, muscle tension, and so forth. However, on the emotional, cognitive and behavioral level, changes can be observed, too. According to Kaluza (2015), as regard, the emotional response, the amygdala elicits emotions like anger and anxiety that are part of the acute stress reaction.

Further cognitive-emotional, short-term stress manifestations are tensions, nervousness, hypersensitivity, lack in concentration, loss of energy and interest, feelings and thoughts of

insecurity and of extensive demands, and impaired learning aptitude (Bodenmann & Gmelch, 2009). According to Bodenmann and Gmelch (2009), Behavioral consequences of stress include irritability and aggressive behavior, shouting and crying, attacking people, frequent conflicts, (elevated) consumption of nicotine, alcohol, and pharmaceuticals, bad sensorimotor coordination, and carrying out tasks in an uncoordinated manner. Researchers often use the term stress depression when speaking of this kind of depression, caused by long-lasting or severe stress, and consider it as a prospective, wide-spread disease.

According to a study of the World Health Organization (2002), it is assumed to become the most frequent disorder world-wide besides cardio-vascular-diseases by 2020 (as mentioned in Kaluza, 2015). A stress-related syndrome that shows symptomatic overlaps with depression (and psychosomatic disorders) is the burnout syndrome. It is conceptualized as a state of exhaustion following chronic stress combined with somatic (e.g., headaches, back pain) and mental symptoms (such as depersonalization, reduced personal accomplishment or efficacy). However, burnout does not constitute an independent diagnosis in today's clinical classification systems so far, as its focus is more on specific eliciting conditions (such as chronic, work-related stress) rather than on distinct symptoms (Kaluza, 2015).

According to the American Psychiatric Association (2013), there are three main kinds of disorders categorized as "Trauma- and Stressor-related Disorders" in the DSM-5 (APA; 2013; see for detailed symptom criteria of the respective diagnoses): Acute Stress Disorder (ASD), Posttraumatic Stress Disorder (PTSD), and Adjustment Disorders (AD). Both, the diagnoses of ASD and of PTSD require the exposure to a traumatic event (that is, actual or threatened death, serious injury, or sexual violence). To be considered as a potential traumatic stressor, this event can have happened to oneself, or been witnessed happening to others, or in case of close family members or friends, it is sufficient to learn about such an

event having happened to them. Experiencing repeated or extreme exposure to aversive details of suchlike events is also considered as potentially traumatic, thus also applying to first responders or others caring for victims of such events. Symptoms of PTSD and ASD are (1) involuntary, intrusive memories of the event, (2) avoidance of memories, thoughts, and external reminders of the event, (3) negative alterations in cognitions and mood associated with the event, (4) hyperarousal, and (5) dissociative symptoms such as depersonalization. ASD is diagnosed in the first month after experiencing a traumatic stressor if symptoms last for at least three days and up to one month (American Psychiatric Association, 2013)

For a PTSD diagnosis, the symptoms must last for more than one month and the onset has to be during the first six months after the traumatic event (otherwise the subtype "with delayed expression" is diagnosed; APA, 2013). An adjustment disorder is characterized by emotional or behavioral symptoms in response to an identifiable stressor which occur within three months (from stressor-onset) and do not persist for more than six months after the stressor or its consequences have terminated. The experienced distress is out of proportion with regard to the stressor and serious functional impairments are observable on social, occupational, or other important areas of functioning (American Psychiatric Association, 2013).

Considering the mental health impairments associated with stress and the related consequences, the prevention and mitigation of stressors and the enhancement of stress management skills seem particularly important: Subjectively assessed in Europe, stress, depression, and anxiety are the second most frequent work-related health complaints (behind musculoskeletal disorders) and lead to long unproductive periods of time. Specific mental disorders, like Posttraumatic Stress Disorder (PTSD). This category of disorders is

titled as "Trauma- and Stressor-related Disorders". (American Psychiatric Association, 2013) In this context, stress is assumed to contribute to the onset of episodes of mood, anxiety and obsessive-compulsive disorders, eating and sleeping disorders, sexual dysfunctions, and schizophrenia (Bodenmann & Gmelch, 2009).

According to United States Department of Education data, in 2000-2001, more than 4,000 special education positions were vacant, and of the estimated 280,000 positions filled, 33,000 were filled by unqualified personnel. Although a number of factors may account for special education supply/demand imbalances, job stress and burnout have been cited as the primary reasons why special educators leave the profession.

2.2.9 Stress management

According to Schroeder (2001), stress can be managed in two approaches; the individual and organizational approaches. He said the individual approach include exercise. That is the employees can manage stress by walking, riding bicycles, attending aerobic classes, practicing yoga, jogging, swimming, playing tennis and swatting squash balls. Most runners and fitness addicts admit that, it is very hard to focus on job stress when one is trying to complete vigorous workout. Again, he said individuals can manage stress through relaxation. This is because, when employees relax the response for stress will be reserved in the human mind-body system. Individuals can reduce tension through relaxation techniques such as meditation, hypnosis and biofeedback. The objective is to reach a state of deep relaxation in which the employee feels physically relaxed, somewhat detached from the immediate environment and detached from body sensations.

Relaxation exercises reduce employee's heart rates, blood pressure and other physiological indicators of stress. Another way to reduce stress individually is opening up. A healthy response to this moments or periods of personal crisis is to confide in others. Employees

may not find it easy to discuss difficult personal traumas with others, but self-disclosure can reduce the level of xlii stress and give them more positive outlook on life. Also, honest entries on a regular basis in a diary may accomplish the same thing. He also went further to explain the organization approach to stress management which include training programmes for employees, ensuring effective upward and downward communication in the organization, improvement in personnel policies such as (good welfare packages, incentives, pension schemes), good job design, improvement in the physical work environment, and also management should provide technical support to employees. In the same view, stress can be managed in an organization through increasing the autonomy of employees in their job, increase or decrease personal responsibility, allow more flexible working hours – by the used of flexi – time, job rotation and transfers, provide better working conditions, including social/fitness clubs etc., and institute a counseling service, (Schroeder, 2001).

Also, Karasek (1979) suggested that in order to manage work stress effectively, management should consider doing the following: Provide work which allows some personal choice in the way it is carried out and the sequence in which it is carried out, encourage participation of employees in decisions which affect them, set clear goals and targets and provide adequate feedback on performance, induct new recruits thoroughly, provide training as an on-going updating process. provide consistent rewards for effective output Provide opportunities for employees to try new duties and different tasks. encourage group working procedures and friendly work relations.

According to Gold et al. (2010), stress negatively impacted teacher in the profession as it related to retention and recruitment. It was found that teachers were better able to deal with stress once they participated in a course on how to manage stress while managing several tasks at once. By providing stress management techniques, schools would be better able to

reduce teacher stress and teacher burnout. The first step toward reducing stress is learning what your triggers are. If you know what pushes your buttons, then avoid it. But there are stresses we have to accept, so we must change our reactions to them. Gold et al. (2010), have suggested that everyone has to deal with stress at some point in their lives. You can take steps to help handle stress in a positive way. They came out with the following control mechanisms; Take deep breaths- this forces you to breathe slower and helps your muscles relax. The extra oxygen sends a message to your brain to calm and relax the body; Stretch- Stretching can also help relax your muscles and make you feel less tense; Write out your thoughts- Keeping a journal or simply writing down the things you are thankful for can help you handle stress; Take- time for yourself, It could be listening to music, reading a good book, or going to a movie; Meditate- Studies show that meditation, a set time of stillness to focus the mind on a positive or neutral thought, can help lower stress. In addition to traditional medical treatments, meditation also may help improve anxiety, some menopause symptoms, and side effects from cancer treatments and may lower blood pressure. Meditation is generally safe for everyone, and free meditation guides are widely available online; Get enough sleep- most adults need 7 to 9 hours of sleep a night to feel rested; Eat right- caffeine or high-sugar snack foods give you jolts of energy that wear off quickly. Instead, eat foods with B vitamins, such as bananas, fish, avocados, chicken, and dark green, leafy vegetables. Studies show that B vitamins can help relieve stress by regulating nerves and brain cells. You can also take a vitamin B supplement if your doctor or nurse says it is OK; Get moving- Physical activity can relax your muscles and improve your mood; Physical activity also may help relieve symptoms of depression and anxiety. Physical activity boosts the levels of "feel-good" chemicals in your body called endorphins. Endorphins can help improve your mood; Try not to deal with stress in unhealthy ways. This includes drinking too much alcohol, using drugs, smoking, or overeating. These coping mechanisms may help

you feel better in the moment but can add to your stress levels in the long term. Try substituting healthier ways to cope, such as spending time with friends and family, exercising, or finding a new hobby; Talk to friends or family members. They might help you see your problems in new ways and suggest solutions. Or, just being able to talk to a family member or friend about a source of stress may help you feel better; Get help from a professional if you need it. Your doctor or nurse may suggest counseling or prescribe medicines, such as antidepressants or sleep aids. You can also find a therapist in your area using the mental health services locator on the top left side (desktop view) or bottom (mobile view) of this page. If important relationships with family or friends are a source of stress, a counselor can help you learn new emotional and relationship skills; Get organized- Being disorganized is a sign of stress, but it can also cause stress. To-do lists help organize both your work and home life. Figure out what is most important to do at home and at work and do those things first; Help others. Volunteering in your community can help you make new friends and feel good about helping others (Gold, Smith, Hopper, Herne, Tansey & Hulland, 2010).

Although support from family and friends is also an important resource in mitigating adverse stress consequences, the support of an employee's organization (provided by superiors and colleagues) is assumed to play a key role in the prevention of stress reactions and the improvement of mental health in the context of high risk occupations (Barnes, Nickerson, Suvak, Adler & Litz, 2013)

From the beginning to the end of this chapter, we found the existence of work stress, its causes and effects. The evidence indicates that stress can be either a positive or a negative influence on the output of employees. For many people, low to moderate amount of stress enable them to perform their jobs better by increasing the work intensity, alertness and

ability to react. However, a high level of stress, or even a moderate amount sustained over a long period, eventually takes its toll on employees and pressure tends to decrease general performance and job satisfaction. These theories throw light on information on stress relating to school and the workplace; ways by which one can control their stress levels have also been outlined in some of the theories.

Occupational stress is a discomfort felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature and tends to exceed a person's coping capabilities and resources to handle them adequately hence leading to poor job performance. Augia (2004), investigated the different stress management techniques used by 75 working managers and 75 non – working men in Addis-Ababa city. Results from his research showed that majority of the respondents in the both categories were using various stress management techniques such as relaxation, music, prayer, and recreation with the family play. Relaxation and playing were the most professed techniques among both the groups. Good time management, and setting priorities play a key role in helping secondary school principals cope with management related occupational stress.

2.3 Conceptual framework

According to McGaghie, Bordage and Shea (2001), the conceptual framework sets the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement. A conceptual framework is the researcher's understanding of how the particular variables in his study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher's map in carrying out the investigation. From the illustration below, the dependent variable is the stress and the other elements are the independent variables.
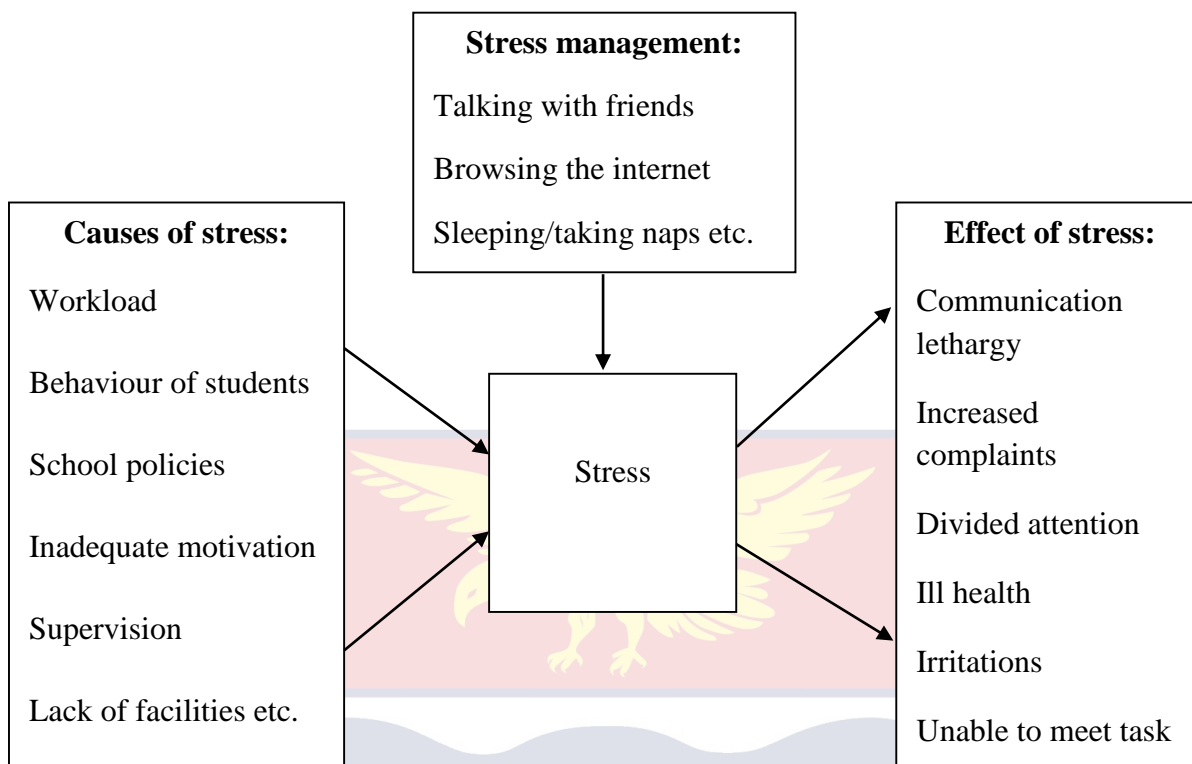
Figure 2.2.1 Conceptual framework

2.4 Summary of Literature

The literature review is made up of three aspects or areas. The first aspect of the literature review was the theoretical framework. The theoretical framework focused on the transactional leadership theory, transformational leadership theory or the relationship theories of Van-Wager (2008). These theories focus on the role of leaders in organization and group performance and the exchanges that take place between leaders and followers. This research also reviewed knowledge on the Job Demand-Control (JDC) theory (Karasek Jr, 1979); on work-related stress.

The second aspect of the literature was the empirical framework which highlighted on the following areas: role of leaders in Senior High Schools; the concept of stress; stress among Senior High School Leaders; sources of stress among Senior High School Leaders; role-

based stress areas of Senior High School Leaders; conflict mediating stress of Senior High School Leaders; boundary-spanning stress of Senior High School Leaders; stress and its impact on the Senior High School Leaders; and Stress management.

The third and the final aspect also looked at the conceptual framework. This was done with a diagrammatic representation of the various components of this work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This third chapter describes the methodology used for the study. It focuses on the description of the following: a) study area; b) research design; c) population; d) sample and sampling techniques; e) instruments used; f) validation of instruments; g), data collection procedures as well as data analysis and h) ethical consideration.

3.1 Study Area

The research was undertaken in the Bono region. The areas in the Bono region where it was carried out are the Dormaa East District, Dormaa Central Municipality, and Dormaa West District. These three areas predominantly speak the Bono language and have a common paramount chief, currently the Osagyefo Agyeman Badu II. Below is a brief data on the three districts.

3.1.1 Dormaa East.

According to the Ghana Statistical Service (2010), the Dormaa East is the first point of contact upon visiting the three districts from the Sunyani-Berekum route. The Dormaa East District lies between latitude 7° 08´ North and 7° 25´ North and longitude 2°.35´ West and 2°.48´ west. The District has a total land area of 456 square kilometers. It shares common boundaries with Dormaa Municipal to the West, Berekum to the North, Sunyani to the East, and South by Asunafo North Municipal and Asutifi District. The capital of the district is Wamfie. The district is located within the east semi-equatorial climate region with a double maximal rainfall regime.

The mean annual rainfall is between 124cm and 175cm. The first rainy season is from March to June and the second is from September to October. Such rainfall regime enables the

cultivation of crops such as maize, cassava and plantain twice within the year. The dry season is quite pronounced, beginning around the latter part of November and ending in February. This is often accompanied by relative humidity of between (75- 80) percent and (70- 72) percent during the rest of the year. Traditionally, Dormaa East District has one paramountcy that performs ceremonial functions and supervises the activities of the divisional and sub chiefs in the district. The district is predominantly inhabited by the Bono. However, there are other minor tribes like the Ahyis from La Cote d'voire, Ashanti, Dagomba, Frafra, Ewe, Ga-Adangbe and Sefwi. The people in the district celebrate Kwafie festival every four years. During the festival period, all chiefs in the area pay homage to the paramount chief and social, political and economic issues are discussed for the next four years. In terms of religious affiliation, the major religions are Christians, Moslems and Traditionalists. Despite the religious differences, there is peaceful co-existence and religious tolerance among the people in the district. The main occupation in the district is maize farming, cocoa farming and poultry farming which are all done on commercial scale (Ghana Statistical Service, 2010).

According to the Ghana Statistical Service, 2010, Dormaa East District has a total population of 50,871. The District has a male population of 23,970 constituting 47.2 percent whiles females are 26,901 or 52.8 percent of the total population. The district has a youthful population of 20,432 (34.6 %) of the population below 15 years. This depicts a broad base population pyramid which tapers off with a small proportion of elderly persons (2.2%) aged 60 years and older. The total age dependency ratio for the district is 85.2 (Ghana Statistical Service, 2010)

The two main sources of lighting in dwelling units in the district are electricity (main) (58.6%), flashlight (30.1%) while solar energy, firewood and crop residual are nonexistence source of lighting in the district. The main sources of fuel for cooking for most households

in the district are wood (78.6%), charcoal (9.0%) and none no cooking (7.4 %). The main sources of water in the district are borehole/pump/tube well (39.3%), pip-bone outside dwelling (21.6%), The most common toilet facility used in the district is pit latrine (43.8%) followed by public toilet (WC, KVIP, pit pan) (39.4%). There is a busy market in the district on Fridays at Wamfie and on Sundays at Wamanafo towns, the market brings all the inhabitants from the villages. The district has a college of education (St. Ambrose College of Education), agricultural training college (Okuapa Training College) and a private nursing college (St. Williams Nursing College). There are no commercial banks, though there is a rural bank, Wamfie Rural bank and other functioning credit unions such as the Brong Ahafo Catholic Co-operative Society for Development (BACCSOD), (Ghana Statistical Service, 2010)

The district can boast of seventy one (71) basic schools and two senior high schools. These are the Mansen Senior High School and the Wamanafo Senior High Technical School. The Dormaa East District has one district hospital at Wamfie; there is a public health centre at Dormaa Akwamu and a Mission Health Centre at Kyeremasu which attends to the medical needs of the people in the district. Complicated health cases are referred to the Berekum Municipal Hospital and Dormaa Presbyterian Hospital. Apart from these, there are clinics at Akontanim, Kyeremasu, Wamanafo and Wamfie. In addition, there are Community-based Health Planning Services (CHPS) compounds at Kofibourkrom, one private maternity home and community clinic both at Wamanafo and thirty health outreach points that are fairly distributed throughout the district. Other health and educational projects are still cropping up in the district (Ghana Statistical Service, 2010).

3.1.2 Dormaa Central Municipality.

According to the Ghana Statistical Service (2010), the Dormaa Central Municipality is situated at the western part of the Bono Region. It lies within longitudes 30º West and 30º 30' West and latitudes 70º North and 70º 30' North. It is bounded in the north by the Jaman South district and in the east by the Dormaa East district, in the south and south-east by Asunafo and Asutifi districts respectively, in the west and south-west by Dormaa West and in the west and north-west by La Cote d'Ivoire. The municipal capital is Dormaa Ahenkro, located about 80 kilometres west of the regional capital, Sunyani. The municipality has a total land area of 1,210.28 square kilometres. The municipality is located within the wet semi-equatorial climate region with a double maxima rainfall regime. The mean annual rainfall is between 125mm and 175mm. The first rainy season starts from May to June; with the heaviest rainfall occurring in June while the second rainy season is from September to October. The dry seasons are quite pronounced with the main season beginning around the latter part of November and ending in February. The Dormaa Municipality falls under Dormaa Traditional Area with the paramount chief at Dormaa Ahenkro. The main festival of the people is the Kwafie festival. This festival is celebrated once in every four years (That is in November/December). The recent one was celebrated in December, 2019. The Bonos dominate all other ethnic groups in the municipality constituting about 96 percent. Anyins are a little over two per cent (2.4%), Northerners one per cent and others, less than one per cent (0.6) (Dormaa Municipal Assembly, 2010). The major language spoken is Bono-Twi (Ghana Statistical Service, 2010)

According to the Ghana Statistical Service (2010), the population of Dormaa Municipal is 112,111. Males constitute 47.8 percent and females represent 52.2 percent. About sixty percent (61.0%) of the population reside in rural localities. The District has a sex ratio (number of males per 100 females) of 91.6. The youth (population less than 15 years) in the

municipality account for 37.5 percent of the population. This results in a broad base population pyramid with a small number of elderly persons (population aged 60 years and older) accounting for 5.3 percent. The total age dependency ratio (dependent population to population in the working age) for the municipality is 75.2, the age dependency ratio for males is higher, 76.3:71.3.

Christian religion has the largest proportion of followers (84.3%) and is followed by Islam (10.9%) in the municipality. Those who do not associate with any religion constitute about seven percent (6.5%) percent of the population. There are more males (6.5%) than females (2.5%) with no religion. The municipal has three major banks, the Agricultural Development Bank, Ghana Commercial Bank and Standard Chartered Bank serving the municipality and inhabitants of the other two districts. There are two credit unions and two rural banks in the district. The municipal has a nursing and midwifery training school (Presbyterian Nursing and Midwifery), a well-established hospital which receives emergency cases from the other two districts. There are two private clinics and other government health centers found in various towns. The municipal also has a satellite campus of the University of Energy and Natural Resources (Agric campus). There are two public senior high schools in the municipal, namely Dormaa Senior High and Salvation Army Senior High schools and a great number of basic schools. The district has three radio stations, (Ghana Statistical Service, 2010).

The main occupation is commercial poultry farming; the municipality is known to be the largest producer of eggs in Ghana. The three main sources of lighting in dwelling units in the municipality are Electricity (59.2 %), flashlight/torch (31.2 %). and kerosene lamp (8.0 %) The main source of fuel for cooking for most households in the municipality is wood (60.6 %). The proportion for rural (82.4 %) is higher than that of urban (30.4 %). The four main sources of water in the municipality are Bore-hole/pump/tube well (54.5%), protected

well (10.8), public tap/standpipe (9.1) and pipe -borne outside dwelling (9.0). Majority of the households in the municipality representing 48.9 percent use public toilet (WC/KVIP/Pit/Pan etc.) toilet facilities. Households using Pit latrine constitute (26.5 %). About 10.4 percent of the households in the district use W.C. (Ghana Statistical Service, 2010).

3.1.3 Dormaa West District.

According to the Ghana Statistical Service (2010). The Dormaa West District is located in the western part of the Bono Region. It has boundaries in the north by the Dormaa Central Municipality, in the east by Asunafo North Municipality, in the west by La Cote d'Ivoire and in the south west by Bia East District. The District capital is Nkrankwanta, located about 125 kilometres away from the regional capital, Sunyani. It has 96 settlements, one traditional authority and one constituency, Dormaa West. The proximity of the District to La Cote D'Ivoire promotes international trade and positive socio-cultural exchanges between the District and the Akan people living in La Cote D'Ivoire. The District has a total land area of 381 square kilometres. Dormaa West District is located within the wet semi-equatorial climate region with a double maxima rainfall regime. The mean annual rainfall is between 125cm and 175cm. The first rainy season starts from May and ends in June; with the heaviest rainfall occurring in June while the second rainy season is from September to October. The dry season is quite pronounced with the main season beginning around the latter part of November and ending in February. (Ghana Statistical Service, 2010).

Traditionally, the Ankobeahene of Dormaa Traditional Council serves as the chief of Nkrankwanta Traditional Area. As a Traditional authority, they are the custodian of lands within the District. The main festival of the people is the Kwafie. This festival is celebrated in November/December and once in every four years. The District is predominantly dominated by the Bonos. However, there exist other smaller ethnic groups, including Anyins

and Northern tribes including Dagati, Gruni among others. The major language spoken is Bono-Twi. In terms of religious affiliations, the people are largely Christians, Moslems and Traditionalists. Despite the religious diversity, there is religious tolerance in the District. (Ghana Statistical Service, 2010).

The population of Dormaa West District, according to the 2010 Population and Housing Census, is 47,678. It comprises 48.2 percent females and 51.8 percent males. Around 77.3 percent of the population is urban. The population of the District is youthful with the population under age 15 constituting 20.7 percent. The total age dependency ratio for the District is 79.4. Female (80.0%) age dependency ratio is slightly higher than that of males (78.9%).

The three main sources of lighting for households in the District are flashlight/torch (60.3%), electricity (main) (24.8%) and kerosene lamp (11.6%). All other sources including gas lamp, solar energy, electricity from private generator, candle, firewood and others account for less than four percent of the sources of lighting. The main occupations in the district are cocoa farming, poultry farming and palm nut production. All these are done on commercial scale. The other types of farming are subsistence in nature. The district can boast of one senior high school which is the Nkrankwanta Senior High and Technical School. There are no commercial banks in the district, as a result, the inhabitants travel to Dormaa Central for major banking services though there is a rural bank and there are organized credit unions. Fridays are market days in the district. Eight health facilities have been spread evenly to help improve the health status of the people through improved access to quality health care. The health facilities comprise of one polyclinic, three rural clinics, one maternity home, two CHPS compounds and one static MCH centre. Three out of the eight health facilities are located in the urban area. (Ghana Statistical Service, 2010).

3.2 Study Type and Design

In terms of design, this research used the descriptive survey with quantitative approach. According to Kuranchie (2016), It is generally agreed that there are three research methodologies: quantitative, qualitative, and mixed-methods.

The quantitative method is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy 1993). This type of research corresponds to identifying the characteristics of an observed phenomenon, or exploring correlations between two or more entities. The aim of quantitative research is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Survey research normally gather volumes of data that can be analyzed for frequencies, averages and patterns (Kuranchie 2016). The study used the descriptive survey design which was suitable for the study because it seeks to provide measurement and report characteristics of population or phenomenon under study (Babie 2010).

3.3 Population

According to Kuranchie (2016), population refers to the target group that the researcher is interested in obtaining information from to draw conclusions. The target population usually has varying characteristics and it is also known as the theoretical population. The population of this study is Senior High School Leaders, comprising of Headmasters, Assistant Headmasters and Heads of Departments (HODs).

3.3.1 Accessible population

This study was carried out in five public Senior High Schools in the Dormaa districts excluding private senior high schools. The study covered five (5) headmasters, thirty (30) HODs (six from each school) nine (9) assistant headmasters (three from each school, which

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is academics, domestic and administration) and one hundred (100) form masters (twenty from each school). Thus, the research covered an accessible population of one hundred and forty (140) respondents, a similar population chosen by Brewer and McMahan (2003) who conducted a study that enabled them to examine job stress and burnout that is experienced by technical and industrial educators as a means of improving the understanding of job stress and enhancing the working life of industrial and technical educators. Subjects for their study consisted of one hundred and thirty three (133) randomly sampled technical and industrial educators.

3.4 Sample and Sampling Technique

According to Mugenda and Mugenda (2003), a sample is a small portion of the target population while sampling is a research technique that is used in selecting a given number of subjects from the target population as a representative of that population.

This study used purposive sampling to draw the respondents; from the experience of the researcher, (Being a headmaster in the study area) headmasters experience the most pressure in the school environment due to the introduction of the free Senior High School education in public schools which has adversely increased the enrolment of both students and teachers in public schools thus mounting pressure on the leaders in the schools, this also explains why private Senior High Schools were left out in this study. The purposive sampling is therefore one of the appropriate methods available for this type of study since there are limited number of primary data sources who can contribute to the study.

According to Creswell (2013), purposive sampling is selected when the inquirer looks for participants who are closely related to the research question in regard to their experiences or research site. The sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of

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interest. Babbie (2005) advises researchers that in adopting the purposive sampling method, it is appropriate to select a sample on the basis of knowledge of the population, its elements and the purpose of the study. The opinions of experts in any field are considered to be more reliable. Purposive sampling is a method that gives preferences to the experts of the field under study when choosing the sample from the population and their views are regarded as authoritative while doing the research study. As the opinion of experts can be more convincing to others, this can make the users of the data more confident on the conclusion drawn from the samples.

Stephanie (2015), asserts that purposive sampling has the benefit of the following; The method increases the validity of the research because the leadership are experts and experts can give us more reliable and accurate information; Purposive sampling is one of the most cost-effective and time-effective sampling methods available; And finally, it is easier to make generalizations about your sample compared to, say, a random sample where not all participants have the characteristic you are studying.

3.5 Research Instruments

For this research, Likert questionnaires which measured the independent variables were used. The stress variables among school leaders were measured using questionnaire items. The constructs in this study used forty-one (41) items to measure various the variables (10 on each research question) to collect views of respondents. The fourth (4th) research question for this study used eleven items respectively. Respondents were asked to assess the perceptions of their stress level, causes of stress, effect of stress and stress management techniques they use in controlling their stress levels. The questionnaires are evidenced at the **Appendix A.**

In furtherance, the questionnaires were of 5-point Likert Scale on a scale of Very High, High, Moderate, Low and Very Low developed for research question one (1). For research

question two (2) and three (3), questionnaires with 5-point Likert Scale on a scale of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree were used. For research question four (4), a questionnaire with a 5-point Likert Scale on a scale of Most Often, Often, Not Often, Less Often and Not At All was used.

According to Kuranchie (2016), a questionnaire is used in quantitative research as it is good for collecting statistically quantifiable data. Likert Scales have an advantage in that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all. Therefore, quantitative data is obtained, which means that the data can be analyzed with relative ease. Offering anonymity on self-administered questionnaires should further reduce social pressure, and thus may likewise reduce social desirability bias. According to Kothari (2004), a questionnaire allows the researcher to collect large amounts of data in a relatively short period of time over a wide geographical area. As in most surveys, the validity of the Likert scale attitude measurement can be compromised due to social desirability. This means that individuals may lie to put themselves in a positive light. Questionnaires can be thought of as a kind of written interview. Questionnaires are the choice of the researcher because the responses are gathered in a standardized way. Therefore, questionnaires are more objective compared to other tools of data collection. It is also a relatively quick means to collect information.

3.6 Reliability and Validity Evidence

The term reliability refers to the consistency of a research study or measuring test. According to Mugenda and Mugenda (2003), reliability is the degree to which a research instrument yields consistent results or data after repeated trials. Validity and reliability of research instruments are checked by subjecting the instruments to critical review and statistical analysis (Kuranchie, 2016).

To ensure reliability, the Cronbach's Alpha was applied. The questionnaires were administered on fifteen participants from the Berekum Presbyterian Senior High School in the Berekum Municipality. This was self-administered and collected within the same day to test the reliability of the items. The items were then analysed to set the ball of this study into rolling. The reliability Cronbach's alpha value for all the test items with respect to the construct they seek to determine are shown in Table 3.6.1. below after pretesting with the fifteen (15) participants and the output results are shown in Appendix B.

Table 3.6.1: Reliability of Questionnaire Items Leading to their Construct

Construct	Number of Items	Cronbach's alpha (α)
Stress Level	10	0.7942
Causes of Stress	10	0.8245
Effects of Stress	10	0.8921
Stress Management	11	0.8298
Grand Average		**0.8352**

Source: Field Survey (2020)

According to Murali, Abdul-Basit and Hassan (2017), in the Cronbach Alpha, a value of 0.6 is accepted at certain cases. A study done by Murali et al also approved 0.758 value. From the table above (Table 3.6.1), the reliability scales for all the items in this study were: stress level 0.7942, causes of stress 0.8245, effects of stress 0.8921, stress management 0.8298. With a grand average of 0.8352, these values suggest that there is a high internal consistency among the items measured and that the instruments are likely to generate similar results when tested overtime.

Kothari (2004) states that validity indicates the degree to which an instrument measures what it is supposed to measure. It is the degree to which results obtained from analysis of

data actually represents the phenomenon under study. According to Mugenda and Mugenda (2003), expert judgment is used to check the adequacy of the items. To ensure validity, the instruments were thoroughly studied and analysed by the supervisors of this study.

3.7 Data Collection Procedure

The questionnaires were personally distributed to collect the data from the leaders. These comprised of two sections: A and B. Section A was designed to obtain pertinent background and personal data (biographical data). Section B sought to solicit information on variables leading to discover stress level of the school leaders, variables causing stress, determining the effects of stress and finally, stress management techniques used mostly by respondents. The questionnaires were self-administered. The administration begun with the Salvation Army, Dormaa and the Nkrankwanta Senior High Schools and was administered within a period of five days. This was followed by the Wamanafo and the Mansen Senior High Schools also within a period of five days.

One of the major challenges was the fact that some participants asked to send the instruments home while others readily answered them on the same day. On the side of participants who had to send the instruments home, it was likely that, to some extent other factors would affect their responses than if they were to have answered them on the same day as their counterparts did.

3.8 Data Analysis Plan

According to Digolo (2005), various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. This work was analyzed using descriptive statistics (means and standard deviations) and inferential statistics (ANOVA)

with the help of the Statistical Analysis Software (STATA) version 13.0 and the Statistical Package for Social Sciences (SPSS) version 25.0.

3.8.1 Descriptive Statistics

In analyzing this research work, the research questions one (1), two (2), three (3) and four (4) determining stress level, causes of stress, effect of stress and stress management were analysed using means and standard deviations (Descriptive statistics). According to Kuranchie, (2016), descriptive statistics include range, mean and standard deviation. Overall, analysis of this study was done using the statistical tools averages/means and standard deviations.

As per Imna and Hassan (2015), the 'mean' seemed to be most commonly used measure of central tendency. Hence, in order to explain a dataset, it needs to be confined to ratio and interval level data. The mean and standard deviations were used to determine stress levels, the causes of stress, the effects of stress and the stress management techniques used by the respondents to control stress.

3.8.2 Inferential statistics

Research question three (3) was further answered with the use of inferential statistics. This was done with the use of the Analysis of Variance (ANOVA) tool after descriptive statistics (averages and standard deviations) to examine the effect of stress. The ANOVA was utilized to examine the relationship between the stress among the various respondents. The hypothesis tested was:

Ho: There is no difference in the average effect of stress among headmasters, assistant headmasters, form masters and heads of departments.

Ha: There is a difference in the average effect of stress among headmasters, assistant headmasters, form masters and heads of departments.

3.9 Ethical Consideration

As legal and ethical issues form an important component of modern research in relation to the subject and researcher; in an effort to ensure that research ethics were adhered to, all participants were fully briefed about the nature of this research, they therefore voluntarily agreed to participate in the study under their full consent.

Also, the names and schools of the participants were not solicited on the questionnaires, therefore, both the biographical information and the discussions in this study did not point to any specific participant or school used in the study; this was observed to ensure confidentiality and anonymity.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results that emerged from the data collected. The analysis was grouped into demographic and main data and the presentation of results was done in accordance with research objectives that guided the study. The results are presented in the following format for easy reading as shown in the Appendix: b) the first part captioned Table 4.1.1 presents the biographical data of respondents; b) the second part captioned Table 4.2.1, presents the mean and standard deviation computations of determining stress level; This is followed by computation of means and standard deviations for causes of stress with a labelled Table 4.3.1; This followed with Table 4.4.1 which deals with the computations of effects of stress accompanied by Tables 4.4.2 and 4.4.3 dealing with summary statistics of effects of stress and analysis of variance. The final aspect of it deals with Table 4.5.1 about stress management respectively.

4.1 Biographical Characteristics

This section discusses the information on respondents (biographical characteristics) captured. For the purposes of confidentiality, the biographical information excluded personal information such as individual name, address and name of school of the respondents involved in this study. Table 4.1.1 below shows the distribution of gender, qualification, grade, position and the number of years respondents have been at post. The table is evidenced in **Appendix B.**

Table 4.1.1.: Biographical Characteristics of Respondents

Variables	Category	Frequency	Percentages
Gender	Male	105	77.9
	Female	35	22.1
Qualification	Diploma	0	0
	Degree	83	59.3
	Masters and above	57	40.7
Grade	Professional	131	93.1
	Non-Professional	9	6.4
Position	Headmaster	3	2.1
	Assistant Headmaster	7	5
	HOD	22	15.7
	Form Master	108	77.1
Years at Post	Below 3years	42	30.0
	3 to 5 years	45	32.1
	5 years above	53	37.9

Source: Field Survey (2020)

4.1.2 Gender Distribution

Table 4.1.1 shows that one hundred and forty participants (140) were involved in this study. With gender distribution, the study revealed that one hundred and five (105) of the respondents, representing 77.9% were males and thirty five (35) representing 22.1% were females. The trend implies that male appointment to leadership positions in senior high schools in the study area is higher than female.

4.1.3 Educational Levels of Teachers

Table 4.1.1 above shows that out of the one hundred and forty (140) respondents, eighty-three (83) of them held a bachelor's degree in their fields of study representing 59.3%. This, being the minimum requirement for one to be able to teach at a public senior high school in the Ghana Education Service. Fifty-seven (57) of the respondents had Master's degree representing 40.7% and none of the respondents held Diploma or Doctorate respectively as lowest or highest qualification in teaching at the various schools.

4.1.4 Employment Grade

The employment grade was to find out the number of teachers who had their degree or post graduate diploma training in education. This is used by the Ghana Education Service to categorize teachers into professional and non-professional. From the table 4.1.1, one hundred and thirty-one (131) of the respondents representing 93.1% were professional teachers while nine (9) of the respondents were non-professional teachers which represented 6.4%.

4.1.5 Position

The position referred to the office held by a respondent. From the table 4.1.1, headmasters involved in the study were three (3), representing 2.1%, Assistant Heads were seven (7), 5%, Heads of Departments were twenty-two (22), representing 15.7% and Form Masters were one hundred and eight (108) representing 77.1%.

4.1.6 Number of years at position

This portion was about years that teachers have been in the position they held. The table 4.1.1 depicts that those who had been at post for below 3 years were forty-two (42) representing 30.0%, Between 3-5 years were forty-five (45) representing 32.1%. Those who had been at post for more than 5 years were fifty-three (53) representing 37.9%

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4.2 Stress Level of Respondents

In order to determine the stress level of leaders, the leaders rated their levels of agreement and disagreement using a Likert scale questions of 10 items, rating as follows: Very High (VH = 5), High (H = 4), Moderate (M = 3), Low (L = 2) and Very Low (VL = 1) on stress level. The variables measured on the scale were Items 1 through to Item 10 as follows: Item   1= "During a greater part of the academic term, my stress level is", Item 2 = "The job-related stress I experience during the academic term is", Item 3= "My stress level when I am on vacation is", Item 4 ="The level of stress I have at work is", Item 5= "The stress I experience outside my work is", Item 6 = "The pleasure I derive from my work is", Item 7 = "Overall, the stress I feel at work is", Item 8= "Most of the job-related stresses I experience during vacation are", Item9= "The probability that I will leave the SHS to a different field because of related stress is" and Item 10 = "The probability that I will recommend working at the SHS to my kids/family is". Descriptive statistics was used to determine the stress level of respondents. Basically, the study used means and standard deviations. Table 4.2.1 shows descriptive statistics of the respondents' average agreements and disagreements. The table is evidenced in appendix B.

Table 4.2.1.: Stress Level of Respondents

Variables	Mean	Std Dev.	Rank
During a greater part of the academic term, my stress level is	4.25	0.94	1
The job related stress I experience during the academic term is	3.94	0.93	3
My stress level when I am on vacation is	2.56	1.17	10
The level of stress I have at work is	3.95	0.91	2
The stress I experience outside my work is	3.07	0.88	8
The pleasure I derive from my work is	3.62	0.81	5
Overall, the stress I feel at work is	3.85	0.86	4
The job related stresses I experience during vacation are	2.72	1.10	9
The probability that I will leave the SHS due to stress is	3.26	1.02	7
The probability that I will recommend working at the SHS to my kids/family is	3.35	1.31	6
Grand Mean	**3.46**	**0.99**	

Source: Field Survey (2020)

The above information from the table reflects the outcomes of how the respondents responded to the Likert questions which were concerned with finding out their stress levels. The mean on the Likert item was computed as: 5 (very high) + 4 (high) + 3 (moderate) + 2(low)+ 1 (very low)/5, 15/5= 3. This meant that respondents rating at 3.0 experienced a moderate stress level. Responses above 3.0 experienced high or very high stress level and responses below 3.0 experienced low or very low stress level. The stress level for the various variables measured as: information from the table indicated that respondents had a mean of 4.25 and a standard deviation of 0.94 for the first variable, also appearing first (1st) on the ranking list; this implied that their stress level during a greater part of the academic term was high. Also, respondents scored a mean of 3.95 and a standard deviation of 0.91 for the variable "The level of stress I have at work is". This was an indication that their stress level

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was above the moderate level; the level was high and ranked second on the list. Following in the order of measuring stress levels above the mean of 3.0 indicating high or very high stress level were; "The job related stress I experience during academic term" with a mean of 3.94 and a standard deviation of 0.93, "Overall, the stress I feel at work is" with a mean of 3.85 and a standard deviation of 0.86, "The pleasure I derive from my work is" with a mean of 3.62 and a standard deviation of 0.81, "The probability that I will leave the SHS due to stress is" with a mean of 3.35 and a standard deviation of 1.31. "The probability that I will recommend working at the SHS to my kids/family is" with a mean of 3.26 and a standard deviation of 1.02, "The stress I experience outside my work is" with a mean of 3.07 and a standard deviation of 0.88.

The items that pointed towards the direction of low or very low stress and measured below the mean of 3.0 were: "The job related stresses I experience during vacation are" with a mean of 2.72 and a standard deviation of 1.106 and finally the item "My stress level when I am on vacation" with a mean of 2.56 and a standard deviation of 1.170 both ranking ninth (9th) and tenth (10th) respectively.

On an aggregate mean of 3.46 and a standard deviation of 0.99, respondents concurred (comparing with the determination mean of 3.0) that their overall stress level was high, at 3.39. This measured high above the moderate 3.0 level suggesting that the stress level of the respondents at work was high.

The finding is in line with the work of Jaiyeoba and Jibril (2008) whose study on sources of high school principals stress reported that 77.5 percent of the principals reported their job was very stressful. It also corroborates the findings of Powell and Cheshire (2004), a report of the National Union of Teachers reported that stress was one of the biggest problems facing teachers today, and that it was the main health and safety concern in four out of every five schools. Similarly, O'Donnel, Lambert and McCarthy (2008) highlighted teaching in

their work as a high stress job that has the potential to be very frustrating and emotionally draining. The finding is also in line with Ledoux and McHenry (2008), that teachers across states encountered similar experiences, particularly experiences related to stress as it was related to accountability and testing. Finally, the finding in this study also confirms Robins (2010) indicated that teachers often leave the teaching profession prematurely due to extreme anxiety, depression, and pressures caused by ever changing educational standards, evolving technological advances, and various external issues.

4.3 Causes of Stress among Respondents

To identify the causes of stress among the respondents, descriptive statistics was used to describe the basic features of the data. The study employed the use of means and standard deviations. The respondents rated their levels of agreement and disagreement using a Likert scale questions of 10 items, rating them as Strongly Agree (SA = 5), Agree (A = 4), neutral (N = 3), Disagree (D = 2) and Strongly Disagree (SD = 1) on the variable "causes of stress". The following items were measured under this variable:: Item 11= "Workload causes stress in my life", Item 12 = "Some behaviour of students contribute to stress level", Item 13= "Some behaviour of some of my colleagues causes stress", Item 14 = "Inadequate motivation at work causes stress in my life", Item 15= "Inadequate recreation/break periods/leisure time contribute to my stress", Item 16 = "Lack of facilities at work contribute to my stress", Item 17 = "Supervision and administration work cause stress", Item 18= "School policies cause stress", Item19= "Some behaviour of my superiors cause stress" and Item 20 = "Some behaviour of parents contribute to stress". Table 4 below shows the descriptive statistics of respondent's average agreements and disagreements. The table is also evidenced in appendix B.

Table 4.3.1.: Causes of Stress Among Senior High School Leaders

Variables	Mean	Std. Dev.	Rank
Workload causes stress in my life	4.11	1.07	1
Some behaviour of students contribute to my stress level	3.86	0.93	2
One of the stress factors in my life is the behaviour of some of my colleagues.	2.46	1.04	10
Inadequate motivation at work causes stress in my life.	3.87	0.92	3
Inadequate recreation/break periods/leisure time contributes to my stress.	3.04	0.85	8
Lack of facilities at work contribute to my stress level	3.55	0.81	5
Supervision and administration work cause stress in my life	3.81	0.86	4
School policies cause stress in my life	2.88	1.12	9
Some behaviour of my superiors cause stress in my life.	3.17	0.97	6
Some behaviour of parents contribute to my stress level.	3.13	1.20	7

Source: Field Survey (2020)

Table 4.3.1 summarized the means of the respondents on causes of stress. The determination mean was computed from the Likert questions as Strongly agree (SA=5), Agree (A=4), Neutral (N=3), Disagree (D=2), Strongly disagree (SD=1)/5, thus, 15/5= 3.0. The determination Mean of 3.0 was also located at the neutral level, which suggested that values below 3.0 did not cause stress and that values above 3.0 caused stress. On whether "workload" caused stress, the mean for workload was computed at 4.11 with a standard deviation of 1.07 and appearing first on the ranking list, suggested that workload greatly caused stress when compared with the mean of 3.0. In the ranking order, variables that caused stress above the determination mean of 3.0 followed as; "Some behaviour of students contribute to my stress level" ranking second with a mean of 3.86 and a standard deviation of 0.93, next was the variable "Inadequate motivation at work causes stress in my life" with a mean of 3.87 and a standard deviation of 0.92 ranked third (3rd) above the mean of 3.0.

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Following fourth (4th) was the variable "Supervision and administration work cause stress in my life" with a mean of 3.81 and a standard deviation of 0.86 also causes stress. Next was the variable "Lack of facilities at work contribute to my stress level" which also caused stress with a mean of 3.55 and a standard deviation of 0.81. The item, "Some behaviour of my superiors cause stress in my life" followed with a mean of 3.17 and a standard deviation of 0.97 and ranking sixth (6th) on the rank list. Another stress-causing variable was "Some behaviour of parents contribute to my stress level" ranked seventh (7th) with a mean of 3.13 and a standard deviation of 1.20. Finally, the variable "Inadequate recreation/break periods/leisure time contributes to my stress" which ranked eighth (8th) with a mean of 3.04 and a standard deviation of 0.85.

The items that did not cause stress among the respondents were the variables "School policies cause stress in my life" with a mean of 2.88 and a standard deviation of 1.12, ranking nineth (9th). and ending with the variable "One of the stress factors in my life is the behaviour of some of my colleagues" with a mean of 2.46 and a standard deviation of 1.04. These two variables closed with means below the determination mean of 3.0 indicating that they did not contribute or cause stress among the respondents.

The variables that caused stress among the respondents in ranking order were; workload, behaviour of students, inadequate motivation, supervision and administration, lack of facilities, behaviour of superiors, behaviour of parents, inadequate recreation/break periods/leisure.

The result is consistent with a study by Hinshaw, Richter and Kramer (2009) which revealed that: Secondary school teachers in Ireland found that the main sources of stress were poorly motivated students, maintaining discipline, time pressures and workload, coping with change, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity, poor working conditions,

classes with a wide ability range, trying to maintain values and standards, and demands of state examination system.)

The finding also aligns with Morgan (2006) who concluded that principals express anger and frustration with increasing work load which adversely impacted on educational outcome and therefore leading to work related stress, and that lack of rewards for the work of principals distracted them from the real issues of leadership. This was because they received no tangible evidence of any positive outcomes. Furthermore, this finding also concurs with that of Jaiyeoba and Jibril (2008) who conducted a study on sources of high school principals' stress in Kano state, Nigeria and their findings showed that administrative routine and workload were among the highest sources of stress.

On the other hand, the finding of this study contrasts Brewer and McMahan (2003). Subjects for this study consisted of one hundred and thirty-three (133) randomly sampled technical and industrial educators. They were surveyed using the Maslach Burnout Inventory-Human Services Survey by Maslach and Jackson and the Job Stress Survey by Spielberger and Vagg. According to the results of this study, lack of support throughout the organization was found to be a severe stressor over job pressure stress and demographic characteristics.

4.4 Effect of Stress on the Respondents

To examine the effect of stress on the respondents, they rated their responses on the Likert scale questions as; Strongly Agree (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 4) and Strongly Disagree (SD = 5) on issues of "Effects of stress". The issues uncovering the effect of stress were the independent variables: Item 21= "Stress decreases my enthusiasm at work", Item 22 = "The Stress I experience develops communication lethargy with my colleagues at work"., Item 23= "The stress I experience develops communication lethargy with my subordinates at work", Item 24 = "Stress easily makes me irritated with

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my superiors", Item 25= "Stress easily makes me irritated with my subordinates", Item 26

= "Stress contributes to increased ill-health in my life", Item 27 = "I am unable to meet task

deadlines when I am stressed", Item 28= "The stress I experience causes increased

complaints at work", Item29= "When I am stressed, I have less time to focus on the students

and the lessons"; and finally Item 30 = "I experience divided attention when I am stressed

at work". Refer to the table 4.4.1 below. The table is also evidenced in Appendix B.

Table 4.4.1.: Effects of Stress

Variables	Mean	Std Dev.	Rank
Stress decreases my enthusiasms at work	3.79	0.94	1
The stress I experience develops communication lethargy with my colleagues at work	3.14	1.03	9
The stress I experience develops communication lethargy with my subordinates at work	3.07	0.98	10
Stress easily makes me irritated with my superiors	3.30	1.01	6
Stress easily makes me irritated with my subordinates	3.28	1.05	7
Stress contributes to increased ill-health in my life	3.73	1.08	2
I am unable to meet task deadlines when I am stressed	3.60	1.06	4
The stress I experience causes increased complaints at work	3.28	1.05	8
When I am stressed, I have less time to focus on the students and the lessons	3.44	1.23	5
I experience divided attention when I am stressed at work	3.71	1.10	3
Grand Mean	**3.43**	**1.05**	

Source: Field Survey (2020)

The mean on the Likert scale was computed at (Strongly Agree) 5 + (Agree) 4+ (Neutral)

3+ (Disagree) 2+ (Strongly Disagree) 1 /5, thus; 15/5= 3. This indicated that 3.0 was the

mean of reference on the Likert scale. The individual variables measured as; Ranking first,

respondents agreed with a mean of 3.79 and a standard deviation of 0.944 that the item

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"Stress decreases my enthusiasms at work" compared with the mean of 3.0 had negative effect on them at work. In similar ranking order, respondents also agreed that the following independent variables indicated that stress had negative effect on them. The order were; "Stress contributes to increased ill-health in my life" with a mean of 3.73 and a standard deviation of 1.085, "I experience divided attention when I am stressed at work" with a mean of 3.71 and a standard deviation of 1.101, following was the variable "I am unable to meet task deadlines when I am stressed" with a mean of 3.60 and a standard deviation of 1.063, "When I am stressed, I have less time to focus on the students and the lessons" with a mean of 3.44 and a standard deviation of 1.230, "Stress easily makes me irritated with my superiors" with a mean of 3.30 and a standard deviation of 1.014, following on the ranking was "Stress easily makes me irritated with my subordinates" with a mean of 3.28 and a standard deviation of 1.051, next was "The stress I experience causes increased complaints at work" with a mean of 3.28 and a standard deviation of 1.059, "The stress I experience develops communication lethargy with my colleagues at work" with a mean of 3.14 and a standard deviation of 1.033 and finally, ranking last was the item "The stress I experience develops communication lethargy with my subordinates at work" with a mean of 3.07 and a standard deviation of 0.985.

The individual items were above the mean of 3.0. In order to determine the effect of stress on the respondents, the grand mean of the variables computed at 3.43 was compared with the determination mean of 3.0 calculated from the Likert questions. The comparison showed that stress had negative effect on the respondents. The computed grand mean was above the neutral level of 3.0. The study further employed the One-way analysis of variance (ANOVA) statistical technique to test the null hypothesis (H_0) which stated that "There is no difference in the average effect of stress among the respondents" as against the alternative hypothesis (H_a) which stated that "There is a difference in the average effect of stress

among the respondents. Tables 4.4.2 and 4.4.3 below shows the results of the mean and test statistics.

Table 4.4.2: Summary Statistics of Effect of Stress

Positions	Means	Std. Dev.	Freq.
Headmasters	3.500	0.5567	3
Assistant Headmasters	3.371	0.4535	7
Heads of Departments	3.460	0.5666	22
Form Masters	3.464	0.5544	108
Grand Mean	**3.449**	0.5467	

Source: Field Survey (2020)

Table 4.4.3: Analysis of Variance

Source	SS	df	MS	F	Prob> z
Between group	0.0623	3	0.0207	0.07	0.9768
Within group	41.4862	136	0.3050		

Source: Field Survey (2020)

The results in Tables 4.4.2 and 4.4.3 showed the means and the analysis of variance of the effect of stress on respondents among the leaders (such as headmasters, assistant headmasters, heads of departments and form masters). The results in Table 7 indicates F-statistic value = 0.07 with probability (p-value) = 0.9768. The p-value $0.9768 > 0.05$ suggested a strong evidence to retain the null hypothesis that there is no difference in the average effects of stress among the respondents. Thus, there is no difference in the effect of stress among the Headmasters, Assistant Headmasters, Heads of Departments and Form masters in the study area. Thus, the effect of stress among the respondents was homogeneous. The means, though homogeneous, headmasters encountered the highest negative effect of stress with a mean of 3.50 and a standard deviation of 0.557, this was followed by the form masters with a mean of 3.46 and a standard deviation of 0.554, next

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were the heads of departments with a mean of 3.46 and a standard deviation of 0.566, finally were the assistant headmasters with a mean of 3.37 and a standard deviation of 0.454. The output results of the analysis of variance is shown in Appendix B.

This outcome tallies with   the work of Hoogh (2009) which states that stress and burnout can have consequences that are negative and detrimental for organizations and their employees. Some of these consequences manifest as "decreased job productivity, reduced job commitment, and increased absenteeism and job attrition, thereby, leading to greater job turnover rates which serves to negatively impact the entire organizational structure of a school and its stakeholders".

Additionally, Cosgrove (2000) examined why stress has become such a common condition that many teachers experience pointed out that stress affects teachers from all backgrounds: black, white, male, female, novice, veteran, elementary, secondary, and higher education, exceptional and mediocre educators and identified what could be done in order to minimize this spreading epidemic. Similarly, Schroeder et al (2001) concluded in their work that anxiety and depression (stress) were among the most commonly reported illnesses in a research done among school administrators and school principals and also in line with the findings of Kiveshnie, Christoff and Christo (2013) also concluded that strenuous working conditions had a direct impact on educator stress resulting in poor performance among teachers in Kwazulu Natal, South Africa.

The order of the effect of stress among the respondents with headmasters in lead is in contrast to Nhundu (1999) in his work on occupational stress; teachers rated their work more stressful than heads; this was examined with biographical characteristics. Magagula (1994) in his work among secondary/high school teachers in the Manzini region also revealed results similar to that of Nhundu (1999).

4.5 Managing Stress among respondents

To identify stress management techniques used by respondents to control their stress, they rated their stress management using the Likert scale questions of 11 items, rating as (Most often = 5), (Often = 4), (Not often = 3), (Less often = 2) and (Not at all = 1) on issues of stress management. The variables were; Item 31= "I manage my stress by talking with friends/colleagues/family members", Item 32 = "I take prescribed drugs when I am stressed", Item 33= "I go for psychotherapy when I feel stressed", Item 34 = "I engage in self-medication to manage my stress level" , Item 35= "I engage in binge eating to control my stress", Item 36 = "I engage in browsing the internet/social media when I am stressed", Item 37 = "I resort to sleeping or taking naps to manage my stress level", Item 38= "I engage in sports or exercise when I feel stressed", Item 39= "I read books, example: Stories, Bible/Quran whenever I feel stressed", Item 40 = "I listen to music to control my stress level" and finally, Item 41 = "I apply for a leave from work when I feel stressed" . Descriptive statistics, basically means and standard deviations were used to analyze this information. Refer to the table 4.5.1 below. The table is evidenced in appendix B.
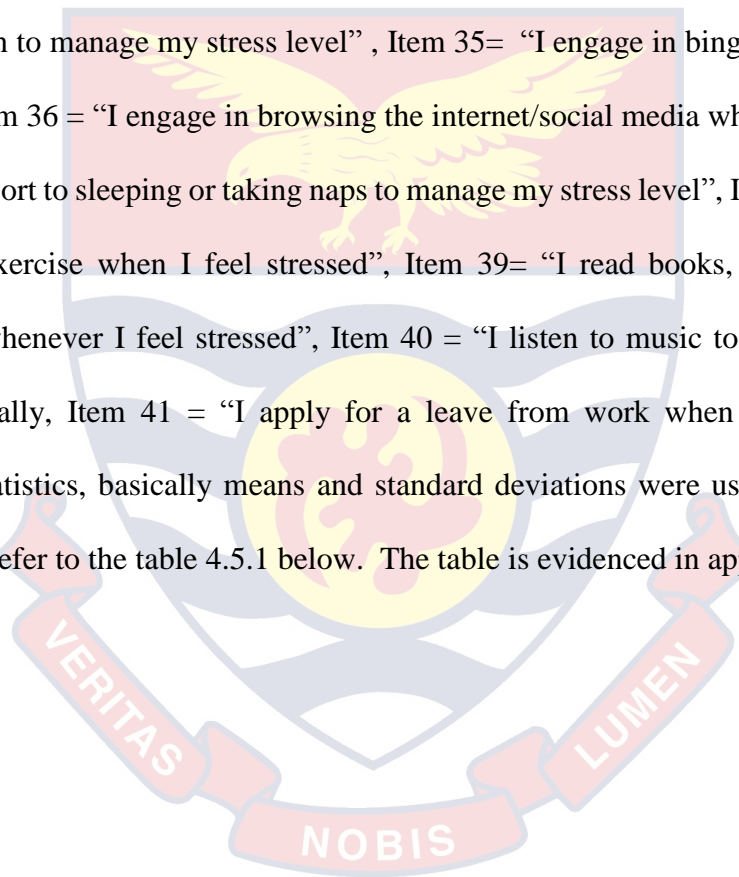
Table 4.5.1: Stress Management

Variables	Mean	Std Dev.	Rank
I manage my stress by talking with friends/ colleagues/family members etc.	3.79	0.94	1
I take prescribed drugs when I am stressed.	3.14	1.03	9
I go for psychotherapy when I feel stressed.	3.09	0.98	10
I engage in self-medication to manage my stress level.	3.29	1.01	6
I engage in binge eating to control my stress	3.28	1.05	7.5
I engage in browsing the internet/social media when I am stressed.	3.73	1.08	2
I resort to sleeping or taking naps to manage my stress levels.	3.60	1.06	4
I engage in sports or exercise when I feel stressed.	3.28	1.06	7.5
I read books, Example: Stories//Bible/Quran whenever I feel stressed.	3.44	1.23	5
I listen to music to control my stress level.	3.71	1.10	3
I apply for a leave from work when I feel stressed.	1.99	1.21	11

Source: Field Survey (2020)

Table 4.5.1 above summarized the means of responses of respondents on their stress management techniques. The determination mean on the Likert scale was computed at 3.0 from (Most often) =5+ (Often) 4+ (Not often) 3+ (Less often) 2+ (Not at all) 1 /5, thus, 15/5= 3.0. By this computation, the variable "I manage my stress by talking with friends/Colleagues /family members etc" with a mean of 3.79 and a standard deviation of 0.94, ranked first on the ranking list. This item was a technique greatly used by the respondents to control their stress when compared with the determination mean of 3.0. Following second on the ranking list was the item: "I engage in browsing the internet/social media when I am stressed" with a mean of 3.73 and a standard deviation of 1.08. This variable when compared with the determination mean of 3.0 was also a technique used by

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respondents to manage their stress. Next was the item: "I listen to music to control my stress level" with a mean of 3.71 and a standard deviation of 1.10, compared with the determination mean of 3.0, the item which ranked third (3rd) was also a technique used by the respondents to manage their stress. Ranking fourth (4th) was the item "I resort to sleeping or taking naps to manage my stress levels" with a mean of 3.60 and a standard deviation of 1.06 which when compared with the determination mean of 3.0 was also a technique used by the respondents to control their stress. The list followed in the order with the item "I read books, Example: Stories/Bible/Quran whenever I feel stressed" with a mean of 3.44 and a standard deviation of 1.23, this item which ranked fifth (5th) was also a technique used by the respondents to control their stress. Following seventh on the ranking list were the items "I engage in binge eating to control my stress" with a mean of 3.28 and a standard deviation of 1.05 also with similar ranking figure and average as the item "I engage in sports or exercise when I feel stressed". The item that appeared ninth (9th) on the ranking list was "I take prescribed drugs when I am stressed" with a mean of 3.14 and a standard deviation of 1.03, this item was also a technique used by respondents to control their stress level when compared with the determination mean of 3.0. Following tenth (10th) on the ranking list was the item "I go for psychotherapy when I feel stressed" with a mean of 3.09 and a standard deviation of 0.98 which was also a technique used by respondents to control their stress level compared with the determination mean of 3.0. Finally, the eleventh item on the ranking list "I apply for a leave from work when I feel stressed" followed with a mean of 1.99 and a standard deviation of 1.210 was not a technique used by the respondents to control their stress level when compared with the determination mean 3.0.

The most rated stress management techniques widely used by respondents with means above the determination mean of 3.0 were: managing stress by talking with Colleagues /family members etc., engaging in browsing the internet/social media when stressed, listening to

music to control stress level, resorting to sleeping or taking naps to manage stress levels, reading books, Example: Stories/Bible/Quran when stressed, engaging in self-medication to manage stress level, engaging in binge eating to control stress, engaging in sports or exercise when stressed, taking prescribed drugs when stressed and finally, going for psychotherapy when stressed.

This finding is corroborated by that of Schroeder et al (2001) which stated that individuals can manage stress by relaxation and opening up or confiding in others. The finding is also in line with Harris and Sykora (2019) who concluded in their research that participants acknowledged the patronage of social media as a tool for reducing their stress. Also, in congruent is to the findings of Jianga, Rickson and Jiang (2016) which suggested that there were stress-reducing effects of music. Furthermore, the findings of Lewis (2009) concluded that reading for as little as six (6) minutes was sufficient to reduce stress levels by sixty percent (60%), slowing heartbeat, easing muscle tension and altering the state of mind.

However, this study finding is in sharp contrast to that established by Anyanwu, Ifeyinwa, Godian (2015) who established that in order to manage stress, the third preferred strategy used by principals was taking regular exercises among principals in Cross river state, Nigeria. In this study, the option of using exercise to manage stress was included in the questionnaire items, but this obtained a very low mean and was one of the least favoured methods of managing stress in this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.0 Introduction

This final chapter presents the summary of the main findings of the study in relation to the research questions. The chapter therefore focuses on the following: summary, conclusions, recommendations and suggestions for further research.

5.1 Summary

The specific objectives to the study were: (1) To determine whether leaders of the Senior High Schools experience stress in the performance of their duties. (2) To identify the cause(s) of the perceived stress among Headmasters, Form masters and HODs in Senior High Schools in this study area. (3) To ascertain whether the perceived stress among School Heads, Form masters and HODs in Senior High Schools in this study area negatively affect their performance. (4) To identify ways by which the school leaders in the study area manage their stress level. The study was carried out using one hundred and forty (140) respondents using the purposive sampling technique. The study also used the quantitative method in analysis using descriptive and inferential statistics.

In research question one, which sought to measure stress level of the respondents. The analysis indicated that the stress level of the respondents at work was high.

Research question two intended to identify the perceived causes of stress among the school leaders. The analysis revealed the possible causes of stress among the school leaders in a ranking order. These were; workload, behaviour of students, inadequate motivation, supervision and administration, lack of facilities, behaviour of superiors, behaviour of parents, inadequate recreation/break periods/leisure.

Research question three sought to address how the stress affect the performance of the school leaders. The outcome of the analysis of the responses indicated that stress affected the school leaders in their work. The outcome of the hypothesis retained the null hypothesis which stated that "There is no difference in the average effect of stress among the respondents" Thus, the alternative hypothesis (There is a difference in the average effect of stress among the respondents) was rejected. The stress experienced by the Headmasters, Assistant Headmasters, Heads of Departments and the Form Masters was homogeneous in nature as per this study.

Research question four was directed at finding the possible ways in which the respondents control their stress level. The outcome of the analysis revealed in ranking order the strategies or techniques that the school leaders use most to control their stress level. These were; managing stress by talking with Colleagues /family members etc., engaging in browsing the internet/social media when stressed, listening to music to control stress level, resorting to sleeping or taking naps to manage stress levels, reading books, Example: Stories/Bible/Quran when stressed, engaging in self-medication to manage stress level, engaging in binge eating to control stress, engaging in sports or exercise when stressed, taking prescribed drugs when stressed and finally, going for psychotherapy when stressed.

5.2 Conclusion

The general aim of the study was to study the perception of Headmasters, Assistant headmasters, Form masters and Heads of departments of the effects of stress on their work in the Dormaa district. The study used one hundred and forty respondents using the purposive sampling technique. The study adopted quantitative method with descriptive design. The finding of the study revealed that the stress level among the school leaders was high. However, the respondents also came out with factors that greatly caused stress to them. Respondents also agreed that stress had negative effect on them and that the effects were

similar among the respondents. In the final analysis, the respondents indicated they used varied techniques to control stress level.

5.3 Recommendations

From the findings of the study, the following recommendations are being proposed as means to help mitigate the challenges of stress among the Senior High School Leaders:

In the face of the increase in the number of enrolments at the various Senior High Schools in the country, the Headmasters (Especially those in this study areas) should collaborate with the appropriate agencies such as their District Directors of Education, Parents and Teachers Associations, School Boards, Regional Directors and other stakeholders to provide adequate facilities for the Senior High Schools (such as places of convenience, classrooms and accommodations). These should be made available for the leaders and all teachers and students especially in the roll out of the free senior high school policy.

The Headmasters in this study area should collaborate with their District/Municipal and Regional Directors of Education to provide them with the number of counsellors required in their schools and the Headmasters should also make adequate use of counsellors (some already in the schools) to periodically organize workshops for teachers and students on how to professionally deal with their stress levels.

The Municipal/District Directors of Education, Regional Directors of Education, the Ghana education service and the Ministry of Education may need to reconsider the schedules of leaders at the senior high schools. Teachers who double teaching with other schedules such as being a house master, form master and or a head of department should have their roles reconsidered in order not to overload them at work. When the required number of leaders are appropriately apportioned their roles, the student teacher ratio balances and this will ensure that the leaders operate under stress free environments.

5.4 Suggestions for Further Research

In the first place, it is being recommended that a mixed method should be used in further research. In this way, the study could be compared to give a much clearer picture to the findings. According to Kuranchie (2016), a researcher who desires to come out with credible research outcome would want to combine the two methods so that comparison of the results could be done after the exercise.

Also, subsequent studies should consider all other senior high school staff where possible. By so doing, the study will be beneficial to different groups of senior high school staff who were not captured in this study.

Researchers should liaise well with school heads and other leaders in order for them to educate and inform participants of the need to attempt to answer research questions on time without a delay where possible. In this way, researchers are able to come out with a desired turnover of the instruments.

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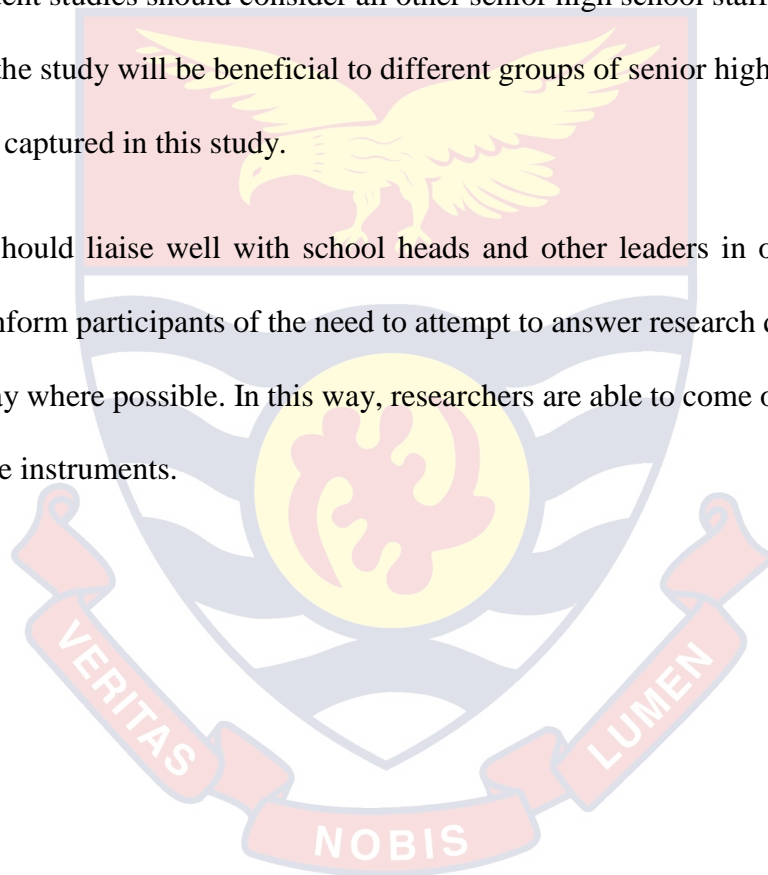
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APPENDIX A

CATHOLIC UNIVERSITY COLLEGE OF GHANA

FACULTY OF EDUCATION

Dear Respondent,

QUESTIONNAIRE FOR RESEARCH DATA COLLECTION

The researcher is a graduate student pursuing the Master of Philosophy in Educational Psychology at Catholic University College of Ghana, Fiapre. He is conducting a research study titled: *PERCEPTION OF HEADMASTERS, FORM MASTERS AND HEADS OF DEPARTMENTS OF THE EFFECTS OF STRESS ON THEIR WORK IN THE DORMAA DISTRICTS*

By copy of this questionnaire, you have been selected to participate in the study. You are therefore, kindly requested to answer the questions below displaying utmost good faith. The study is purely for academic purpose and all answers provided will be processed together with responses from other respondents on a computer and will be dealt with confidentially. Although he wants you to answer each and every question, you have the right to refrain from answering any one particular question, a group of questions without any consequence. Your prompt response will be highly appreciated.

RESPODENTS' BIOGRAPHICAL DATA

Tick an option where applicable.

Gender: ☐ Male   ☐ Female

Qualification: ☐ Diploma   ☐ 1st Degree   ☐ Masters and above

Employment Grade: ☐ Professional   ☐ Non Professional

Employment Type: ☐ Full Time   ☐ Part Time

Position: ☐ Headmaster   ☐ Assistant headmaster
                 ☐ HOD   ☐ Form master

Number of Years At Position: ☐ Below 3 years   ☐ Between 3 and 5 years
                                ☐ 5 years or above

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1. **QUESTIONNAIRE FOR OBJECTIVE 1: DETERMINING STRESS LEVEL AMONG SCHOOL LEADERS**.

	Kindly tick those that are applicable to you.					
S/N	Question	Very High	High	Moderate	Low	Very Low
1	During a greater part of the academic term, my stress level is					
2	Most of the job-related stresses I experience during the academic term are					
3	My stress level when I am on vacation is					
4	The level of stress I have at work is					
5	The stress I experience outside my work is					
6	The pleasure I derive from my work is					
7	Overall, the stress I feel at work is					
8	Most of the job-related stresses I experience during vacation are					
9	The probability that I will leave the SHS to a different field because of related stress is					
10	The probability that I will recommend working at the SHS to my kids/family is					

2. **QUESTIONNAIRE FOR OBJECTIVE 2: CAUSE(S) OF STRESS AMONG HEADMASTERS, HODS AND FORM MASTERS IN SENIOR HIGH SCHOOLS**.

Kindly tick those that are applicable to you.

S/N	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Workload causes stress in my life.					
2	Some behaviour of students contribute to my stress level.					
3	One of the stress factors in my life is the behaviour of some of my colleagues.					
4	Inadequate motivation at work causes stress in my life.					
5	Inadequate recreation/break periods/leisure time contribute to my stress.					
6	Lack of facilities at work contribute to my stress level					
7	Supervision and administration work cause stress in my life					
8	School policies cause stress in my life					
9	Some behaviour of my superiors cause stress in my life.					
10	Some behaviour of parents contribute to my stress level.					

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3. QUESTIONNAIRE FOR OBJECTIVE 3: EFFECTS OF STRESS ON SCHOOL HEADS, HODS AND FORM MASTERS.

	Kindly tick those that are applicable to you.					
S/N	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Stress decreases my enthusiasm at work					
2	The Stress I experience develops communication lethargy with my colleagues at work.					
3	The stress I experience develops communication lethargy with my subordinates at work.					
4	Stress easily makes me irritated with my superiors.					
5	Stress easily makes me irritated with my subordinates.					
6	Stress contributes to increased ill-health in my life.					
7	I am unable to meet task deadlines when I am stressed.					
8	The stress I experience causes increased complaints at work.					
9	When I am stressed, I have less time to focus on the students and the lessons.					
10	I experience divided attention when I am stressed at work.					

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4. QUESTIONNAIRE FOR OBJECTIVE 4: MANAGING THE STRESS OF SCHOOL HEADS, HODS AND FORM MASTERS IN SENIOR HIGH.

	Kindly tick those that are applicable to you.					
S/N	Question	Most Often	Often	Not often	Less Often	Not at All
1	I manage my stress by talking with colleagues/family members etc.					
2	I take prescribed drugs when I am stressed.					
3	I go for psychotherapy when I feel stressed.					
4	I engage in self-medication to manage my stress level.					
5	I engage in binge eating to control my stress					
6	I engage in browsing the internet/social media when I am stressed.					
7	I resort to sleeping or taking naps to manage my stress level.					
8	I engage in sports or exercise when I feel stressed.					
9	I read books, Example: Stories/Bible/Quran whenever I feel stressed.					
10	I listen to music to control my stress level.					
11	I apply for a leave from work when I feel stressed.					

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APPENDIX B

Biographical Data outputs

Table 1

Statistics

		Gender	Qualification	Employment Grade	Employment Type	Position
N	Valid	140	140	140	140	140
	Missing	0	0	0	0	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	105	75.0	75.0	75.0
	Female	35	25.0	25.0	100.0
	Total	140	100.0	100.0	

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	83	59.3	59.3	59.3
	Masters and above	57	40.7	40.7	100.0
	Total	140	100.0	100.0	

Employment Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professional	131	93.6	93.6	93.6
	Non-Professional	9	6.4	6.4	100.0
	Total	140	100.0	100.0	

Employment Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full	140	100.0	100.0	100.0

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Headmaster	3	2.1	2.1	2.1
	Assistant headmaster	7	5.0	5.0	7.1
	HOD	22	15.7	15.7	22.9
	Form master	108	77.1	77.1	100.0
	Total	140	100.0	100.0	

Reliability tests for Determining Stress Level, Causes, Effects and Management of Stress.

Table 2

Determining Stress Level	Obs	Alpha
1. During a greater part of the academic term, my stress level is	15	0.7767
2. The job related stress I experience during the academic term is	15	0.7616
3. My stress level when I am on vacation is	15	0.8061
4. The level of stress I have at work is	15	0.7332
5. The stress I experience outside my work is	15	0.8085
6. The pleasure I derive from my work is	15	0.756
7. Overall, the stress I feel at work is	15	0.728
8. The job related stresses I experience during vacation are	15	0.7806
9. The probability that I will leave the SHS due to stress is	15	0.8004
10. The probability that I will recommend working at the SHS to my kids/family is	15	0.7926
Test Scale for Stress Level		**0.7942**

Causes of Stress		
11. Workload causes stress in my life	15	0.7764
12. Some behaviour of students contribute to my stress level	15	0.8158
13.One of the stress factors in my life is the behaviour of some of my colleagues.	15	0.8312
14. Inadequate motivation at work causes stress in my life.	15	0.8168

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	Obs	Alpha
15. Inadequate recreation/break periods/leisure time contributes to my stress.	15	0.8082
16. Lack of facilities at work contribute to my stress level	15	0.8127
17. Supervision and administration work cause stress in my life	15	0.8065
18. School policies cause stress in my life	15	0.8279
19. Some behaviour of my superiors cause stress in my life.	15	0.7908
20. Some behaviour of parents contribute to my stress level.	15	0.7860
Test Scale for Causes of Stress		**0.8245**

Effect of Stress	Obs	Alpha
21. Stress decreases my enthusiasms at work	15	0.8908
The stress I experience develops communication 22. lethargy with my colleagues at work	15	0.8981
23. The stress I experience develops communication lethargy with my subordinates at work	15	0.8860
24. Stress easily makes me irritated with my superiors	15	0.8774
25. Stress easily makes me irritated with my subordinates	15	0.8727
26. Stress contributes to increased ill-health in my life	15	0.8845
27. I am unable to meet task deadlines when I am stressed	15	0.8747
28. The stress I experience causes increased complaints at work	15	0.8815
29. When I am stressed, I have less time to focus on the students and the lessons.	15	0.8685
30. I experience divided attention when I am stressed at work	15	0.8760
Test Scale for Effects of Stress		**0.8921**

Stress Management	Obs	Alpha
31. I manage my stress by talking with friends/ 32. colleagues/family members etc.	15	0.8196
33. I take prescribed drugs when I am stressed.	15	0.8313
34. I go for psychotherapy when I feel stressed.	15	0.7994
35. I engage in self-medication to manage my stress level.	15	0.7987
36. I engage in binge eating to control my stress	15	0.7931
37. I engage in browsing the internet/social media when I am stressed.	15	0.8347
38. I resort to sleeping or taking naps to manage my stress levels.	15	0.8098
39. I engage in sports or exercise when I feel stressed.	15	0.8074
40. I read books, Example: Stories/Bible/Quran whenever I feel stressed.	15	0.8138
41. I listen to music to control my stress level.	15	0.8254
42. I apply for a leave from work when I feel stressed.	15	0.8347
Test Scale for Stress Management		**0.8298**

Determining stress level (Computed Means)

Table 3

Variable	Obs	Mean	Std. Dev.	Min	Max
Item1	140	4.25	.9454549	1	5
Item2	140	3.942857	.9350984	1	5
Item3	140	2.578571	1.169565	1	5
Item4	140	3.95	.9160833	2	5
Item5	137	3.072993	.8881163	1	5
Item6	140	3.621429	.817681	2	5
Item7	136	3.845588	.8596181	2	5
Item8	138	2.724638	1.105845	1	5
Item9	140	3.257143	1.027475	1	5
Item10	140	3.35	1.313598	1	5

Causes of stress (Computed Means)

Table 4

Variable	Obs	Mean	Std. Dev.	Min	Max
Item11	138	4.108696	1.078555	1	5
Item12	138	3.862319	.9373984	1	5
Item13	140	2.457143	1.04827	1	5
Item14	135	3.866667	.9207395	2	5
Item15	137	3.036496	.852408	1	5
Item16	140	3.55	.8164232	2	5
Item17	134	3.80597	.8625684	2	5
Item18	138	2.876812	1.123426	1	5
Item19	140	3.171429	.9740729	1	5
Item20	140	3.128571	1.204565	1	5

Effect of stress (Computed Means)

Table 5

Variable	Obs	Mean	Std. Dev.	Min	Max
Item21	131	3.78626	.9446826	1	5
Item22	140	3.135714	1.033334	1	5
Item23	140	3.085714	.9854022	1	5
Item24	140	3.292857	1.014261	1	5
Item25	136	3.279412	1.05192	1	5
Item26	140	3.728571	1.085171	1	5
Item27	138	3.601449	1.06394	1	5
Item28	140	3.278571	1.059848	1	5
Item29	140	3.442857	1.23073	1	5
Item30	140	3.714286	1.101247	1	5

Analysis of Variance Test (Anova)

Tables 6 and 7

. oneway Effect_of_Stress Position, tabulate

Position	Summary of Effect_of_Stress Mean	Std. Dev.	Freq.
Head mast	3.5	.55677644	3
Assistant	3.3714286	.45355737	7
HOD	3.460101	.56664757	22
Form mast	3.4649177	.55441401	108
Total	3.4602381	.54672733	140

	Analysis of Variance				
Source	SS	df	MS	F	Prob > F
Between groups	.062318416	3	.020772805	0.07	0.9768
Within groups	41.4862786	136	.305046166		
Total	41.548597	139	.29891077		

Bartlett's test for equal variances: $chi2(3) = 0.4090$ $Prob>chi2 = 0.938$

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Management of stress (Computed Means)

Table 8

Variable	Obs	Mean	Std. Dev.	Min	Max
Item31	131	3.78626	.9446826	1	5
Item32	140	3.135714	1.033334	1	5
Item33	140	3.085714	.9854022	1	5
Item34	140	3.292857	1.014261	1	5
Item35	136	3.279412	1.05192	1	5
Item36	140	3.728571	1.085171	1	5
Item37	138	3.601449	1.06394	1	5
Item38	140	3.278571	1.059848	1	5
Item39	140	3.442857	1.23073	1	5
Item40	140	3.714286	1.101247	1	5
Item41	137	1.992701	1.20962	1	5

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