



Prevalent Rate of Occupational Stress among Senior High School Teachers

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study assessed occupational stress among Senior High School teachers in Ghana. The descriptive survey design was used for the study. The census method was used to involve all the 520 teachers in the selected public Senior High Schools in the Cape Coast Metropolis. The research instrument used was a questionnaire. Descriptive statistics (frequencies and percentages) and inferential statistics (independent samples t-test and One-Way ANOVA) were employed for the data analysis. The findings showed low level of occupational stress among the teachers engaged in the research. The study also revealed that there is no statistically significant difference in occupational stress among teachers based on their gender. However, the study found out that there was a statistically significant difference in occupational stress among teachers based on their age, educational qualification and teaching experience. Based on the findings and the conclusions drawn, it was recommended that the Ghana Education Service (GES) and other analogous institutions should consciously re-design the responsibilities of teachers in the classroom in such a way that it may reduce the occupational stress, burnout and turnover intentions teachers experience on their jobs.

Keywords: Occupational stress; prevalent rate; teachers; teaching experience.

1. INTRODUCTION

Globally, over the years, teachers' stress has been a subject of debate. Hurren [1] asserted that teaching is professed to be one of the most challenging professions in the world. Kyriacou [2] indicated that teacher stress is the experience of teachers manifesting in undesirable negative feelings such as frustration, anxiety, depression and discomfort as a consequence of certain elements of their job. Contrary, the positive impact of stress is seen as productive, safe and beneficial for the overall professional growth of teachers.

Kassam-Adams [3] also noted that stress can be a condition in which teachers might have both good and detrimental consequences. Although the good influence of stress among teachers is seen to make teachers efficient in their teaching, lives, and most importantly, their pupils, high levels of stress might be devastating to teachers [4]. On the other hand, Kyriacou [5] also observed that the negative aspects of teaching, such as disciplinary problems, student laziness, overcrowded classes, compulsory transfers, repetitive paperwork, low pay, unsupported parents and lack of administration support, are causes of stress that lead teachers to a burnout state. In a study comparing teaching staff with non-teachers, Cox and Brockley [6] found that 67 percent of teachers noted that work was the primary cause of stress. They also noticed that 30% of non-teachers said that they were under no stress; only 11% of teachers indicated that they were under no stress.

Occupational stress is a growing problem in today's global economy, where professionals are generally confronted with conditions of stress, job uncertainty, low employee satisfaction and lack of freedom [7]. It has been shown that occupational stress has a harmful effect on workers' welfare and well-being as well as an adverse impact on job efficiency and performance. Successively, a report on workplace stress among teachers by Travers and Cooper [8] established that teachers have confirmed increased levels of stress and low levels of job satisfaction compared with other jobs. This conclusion was supported by research by Johnson and Cooper [9] that discovered that among the 26 professional groups used during their research, teaching was the most stressful job. Studies show that workplace stress is

associated with lower efficiency, absenteeism, staff turnover and abnormal staff health and welfare are ignored [10] Stress-affected individuals will experience negative emotions of exhaustion, lack of sleep, anxiety, as well as burnout [11].

Bellavia, Frone, Barling, and Kelloway [12] argue that stress on the workforce has become a major problem because its impact can inflict on organisations and their workers a devastating impact. Unusual stress levels can affect the performance of workers and trigger undesirable attitudinal and behavioural job results [12,13].

In addition, contemporary findings had established that constant workplace stress gives rise to a condition of energy overuse that reduces wellbeing. It happens when work demands continuously surpass job-relevant personnel resources [14] More to this, Angulo and Osca [14] discovered that rapid technological advancement has had an impact on the foundational principles of the social structures in recent years and has ended with so many problems. The school, as the pivot of the educational system, and an operational training line in each region, plays a vital role in the activities aimed at improving and expanding the school system. What defines educational organisations in relation to the success, performance and finally competitive advantage of training students is not only the building of the school, the population of students, the organisational climate of a school, but also the reality that each school has highly qualified teachers who are committed and mostly happy with their teaching profession.

In the quest to produce excellent students with high academic performance and the right skills and competencies for the world of work, Angulo and Osca [14] observed that teachers overwork themselves to achieve this feat for their students. With this observation, it must be emphasised that teaching is a tedious task that can produce stress. With jobs moving from manufacturing industries to service productions, unlike previously, the psychological and emotional pressures of jobs have risen, leading to increased exposure to work-related burnout. It is common to see at least one third of teachers suffering from intense stress and burnout and reduced work satisfaction [15].

Despite this, research published over the last 20 years on stress has shown that many teachers experience high levels of stress, and the more serious, long-term consequences of job stress and burnout are experienced by the majority of these teachers. Consequently, the high levels of stress may lead to a reduction in the work satisfaction of teachers. In addition to pupils, teachers in any education system are the largest, most comprehensive, essential and valuable in ensuring efficiency in any education system [16,17]. Most research studies have shown that individual demographic variables can predict how people react to occupational stress [18-20]. Some demographic features such as sex, age, ethnicity, educational level and experience, and social culture can contribute to variations in stressful experiences.

Empirically, occupational stress levels among Kosovo teachers were examined by Shkembli, Melonashi and Fanaj [21]. Data were gathered from 799 teachers, most of whom (65.2%) were females. The results showed that the educational level and place of residence predicted the high level of occupational stress reported by the teachers. Nevertheless, occupational stress was not significantly predicted by age, gender, marital status and job experience.

Aftab and Khatoon [22] studied the demographic differences and occupational stress of secondary school teachers. They examined the relationships of a set of independent variables (gender, qualification and teaching experience) with occupational stress among secondary school teachers. The study revealed that teachers experience moderate level of stress in their job setting. Male teachers reported more occupational stress towards job than the females. They also found that revealed that trained graduate teachers experienced higher occupational stress than post-graduate teachers. Finally they revealed that teachers served for 6-10 years as teacher experienced highest level of stress while the teachers served for 0-5 years experienced least amount of stress.

Nobile [23] investigated the relationships between biographical variables of gender, age, experience, and employment position and occupational stress of staff members in catholic primary schools. They found that age, gender and position were related to three out of the four identified domains of occupational stress as well as overall occupational stress. In addition, male staff experience higher levels of general

occupational stress than their female colleague overall.

Demjaha, Bislimovska and Mijakoshi [24] examined the level of work related stress among teachers in elementary schools. The findings revealed that the majority of interviewed teachers perceived their work-related stress as high or very high. In terms of the relationship between the level of teachers' stress and certain demographic and job characteristics, the level of work-related stress has shown significantly high relation to gender, age, levels of grades taught as well as working experience, and significant relation to the level of education.

Hunnur and Bagli, [19] conducted a study on relationship between occupation stress index dimensions and demographic variables of police sub inspectors and asst. sub inspectors in police department. During Their Research they tried to identify many of the stresses that are placed on police personnel, and various stressors and the relationship between the stress dimensions and the demographic variables like age, education qualification and work experience. The results of their findings indicated that the occupation stress dimensions do not differ significantly on the basis of demographic variables such as age, education qualification, and work experience.

Nirmala and Babu [25] carried out a study on job stress among health care professionals in selected hospitals with special reference to age and gender. They investigated the levels of stress among various health care professionals (doctors, nurses and supporting staff) to identify the difference according to the age groups, gender and marital status. The findings suggested that health care professional's age 41 years feels significantly higher level of job stress when compared to other age groups. Male health care professionals feel significantly high stress when compared to females. According to the marital status, the married health care professionals feel significantly higher level of job stress when compared to unmarried professionals.

Few studies have also been carried out in Africa in the area of occupational stress, [26] and certain demographic characteristics [27] among Egyptian teachers, and about job stress, anxiety and depression [28]. In order to address this gap in the literature, this current research focuses on occupational stress within the Ghanaian education sector, by examining occupational stress among teachers Senior High School teachers in the Cape Coast Metropolis.

2. PURPOSE OF THE STUDY

The purpose of this study was to examine occupational stress among Senior High School teachers in the Cape Coast Metropolis. Specifically, the study sought to:

1. Investigate the prevalent rates of occupational stress among Senior High school teachers in the Cape Coast Metropolis.
2. Determine whether there is any statistically significant difference in occupational stress among senior high school teachers based on their gender.
3. Find out whether there is any statistically significant difference in occupational stress among senior high school teachers based on their age.
4. Ascertain whether there is any statistically significant difference in occupational stress among senior high school teachers based on their education qualification.
5. Find out whether there is any statistically significant difference in occupational stress among senior high school teachers based on their teaching experience.

2.1 Research Hypotheses

The study tested the following hypotheses:

1. H_0 : There is no statistically significant difference in occupational stress among senior high school teachers based on their gender.
2. H_0 : There is no statistically significant difference in occupational stress among senior high school teachers based on their age.
3. H_0 : There is no statistically significant difference in occupational stress among senior high school teachers based on their educational qualifications.
4. H_0 : There is no statistically significant difference in occupational stress among senior high school teachers based on their teaching experience.

2.2 Research Method

2.2.1 Sample

The study employed the cross-sectional descriptive survey design. The population for this

research comprised teachers from the 10 public Senior High Schools in the Cape Coast Metropolis of the Central Region of Ghana. In total, the target population for the study was 542 public Senior High School teachers in the Cape Coast Metropolis.

2.2.2 Procedure

The study employed a multi-stage sampling technique. This means that more than one sampling procedure was used to select the sample for the study. In the first place, public Senior High Schools were purposely selected. The study further employed the census method to include all the teachers from the ten selected schools (Ogah, 2015). Hence, the larger the sample size, the lesser the margin of error, and the more reliable the research findings (Ogah, 2015). The 10 schools were selected to give a large population and this supports a census method that indicates a representative sample for the study.

2.2.3 Data collection instrument

The research instrument employed for this study was a questionnaire. Furthermore, the questionnaire for the teachers provided the basis for collecting in-depth data about views, perspectives, and feelings on occupational stress among teachers. This is regarded as an appropriate method, taking into account the study design and the research approach adopted for the study. The questionnaire comprised 24 items grouped under two sections: Section A and B. The Section A collected demographic data such as age, gender, years of teaching and educational background of the participants. The Section B collected data on the occupational stress of the participants. It consisted of 20 items. The items were adapted from the Job Stress Inventory (JSI) developed by Osipow and Davis [29] This inventory is popular because it has been used by several researchers in Africa and Ghana [30-32]. The items have been psychometrically validated. Ofosuhene in a study on "Job stress and human resource development at the College of Distance Education, University of Cape Coast, Ghana", reported a Cronbach's Alpha of 0.816 for the Job Stress Inventory. The Job Stress Inventory was modified by the researcher to make it more suitable for data collection for the study. The items were measured using a scale of 0 to 5 representing 0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = most often and 5 = always.

2.2.4 Data collection procedure

Data collection was immediately conducted, after the clearance by the Institutional Review Board of the University of Cape Coast and approval given by the researcher's supervisors. The researcher focused on the administration of the questionnaires in four (4) schools. Two trained Research Assistants (RAs) assisted in the administration of the questionnaire in six (6) schools. Permission was sought from the Headmaster or Headmistress of each school in order to administer the questionnaires. In all, the researcher collected 520 completed questionnaires of the entire 542 questionnaires that were distributed from all the teachers within the ten selected schools. Hence, the return rate for the questionnaire was 95.94%.

2.2.5 Data analysis procedure

The data analysis includes descriptive analysis such as frequency, percentage, mean and standard deviation. The analysis was done through the use of Statistical Product for Service Solution (SPSS) version 23. The first research hypothesis was analysed using independent sample t-test and One-Way Analysis of Variance (ANOVA) was used to analyse the rest of the hypotheses.

3. RESULTS

3.1 Research Question

What is the prevalent rate of occupational stress among Senior High School teachers?

The research question was meant to investigate the prevalent rate of occupational stress among Senior High School teachers. Table 1 shows the result of the data analysis on the prevalent rate of occupational stress among teachers.

The criterion in Table 1 was calculated by dividing the range (4) by the number of categories (5), giving 0.80. Thus, the criteria were: 0.00-.99 = Never, 1.00-1.79 = Rarely; 1.80-2.60 = Sometimes, 2.61-3.41 = Often, 3.42-4.22 = Most often, and 4.23-5.00 = Always. Table 7 presents the data analysis of the responses to items that helped to measure the participants' level of occupational stress. The means were changed into percentages in order to know the prevalent rate. A prevalent rate of 10% – 45% = low; 46% - 74% = moderate and 75% - 100% = high.

The results in Table 1 show that participants indicated that they sometimes experienced occupational stress. This is because the mean of means for the statements on the prevalent rate of occupational stress is 2.21 and the average standard deviation is .51. Again, from Table 7, the prevalent rate of occupational stress is 42.4% and this result reveals that the prevalent rate of occupational stress among teachers is low.

The highest mean value recorded was ($M = 3.46$, $SD = 1.28$), and is in relation to the statement that teachers most often find their work demanding. This suggests that the majority of the participants confirmed that the work they do is demanding.

As clearly shown in Table 1, the lowest mean value recorded was ($M = .47$, $SD = .85$) and is in relation to the statement that teachers often take alcohol or any drug to help them relax. This implies that teachers affirmed that they do not take alcohol or any drug to help them relax. Additionally, teachers indicated that they do not take pills to enable them to sleep ($M = .70$, $SD = 1.11$).

3.2 Research Hypothesis One

It can be observed from Table 2 that there is a difference in terms of the mean values for the male and female teachers with the mean of the female teachers exceeding that of the males by 0.06. However, to test whether the difference in the mean values was statistically significant, an independent t-test was used. First, the Levene's test for equality of variances indicated that the variances for the two groups were equal ($F = .558$, $.456 > .05$), and therefore a test for equal variances was used. The mean value of female teachers ($M = 2.17$, $SD = .56$) is not significantly higher ($t = -.952$, $df = 518$, $.456 > .05$) than that of the male teachers ($M = 2.11$, $SD = .51$). Hence, the null hypothesis is sustained.

3.3 Research Hypothesis Two

The second research hypothesis sought to determine whether there was any statistically significant difference in occupational stress among teachers based on their age. The results from the analysis of data are presented in Table 3.

The results from Table 3 indicate that there is a statistically significant difference in the occupational stress among teachers based on their age ($F = 20.368$; $df = 3, 516$; $sig < .05$).

Therefore, the null hypothesis is not accepted. This suggests that occupational stress among teachers is sensitive to age. A post-hoc analysis

was carried out to find out where the differences exist. Table 4 presents a summary of the post-hoc analysis result.

Table 1. Analysis of results of prevalent rates of occupational stress

Statement	Mean	SD	Rank	Remarks
1. How often do you find your work demanding?	3.46	1.28	1 st	Most often
2. How often do you feel used up at the end of the day's job?	3.12	.92	2 nd	Often
3. How often do the demands of your job interfere with your social and family life?	2.69	1.16	3 rd	Often
4. How often do you feel muscular pains especially in the neck, back and shoulders?	2.64	1.35	4 th	Often
5. How often do you miss meals because of your busy schedule?	2.62	1.21	5 th	Often
6. How often do you wake up in the morning feeling tired even after enough sleep?	2.44	1.19	6 th	Sometimes
7. How often do you work for more than 8hrs in a day and 40hrs in a week?	2.39	1.48	7 th	Sometimes
8. How often do you take work home to complete?	2.37	1.09	8 th	Sometimes
9. How often do you perceive the conditions of your work as unpleasant or unsafe?	2.28	1.46	9 th	Sometimes
10. How often do you watch TV as a form of entertainment?	2.27	1.10	10 th	Sometimes
11. How often do you feel your job is negatively affecting your physical or emotional wellbeing?	2.15	1.19	11 th	Sometimes
12. How often do you have troubles falling asleep?	1.96	1.08	12 th	Sometimes
13. How often are you given training on new procedures of work?	1.95	1.00	13 th	Sometimes
14. How often do you influence work policies, procedures and performance in your unit?	1.93	1.18	14 th	Sometimes
15. How often does your job expose you to verbal abuse by your clients?	1.91	1.52	15 th	Sometimes
16. How often do you work on your hobbies?	1.88	1.15	16 th	Sometimes
17. How often do you find life disinteresting?	1.80	1.44	17 th	Sometimes
18. How often do you observe your annual leave?	1.40	1.71	18 th	Rarely
19. How often do you take pills to enable you to sleep?	.70	1.11	19 th	Never
20. How often do you take alcohol or any drug to help you relax?	.47	.85	20 th	Never
Mean of Means/Average Standard Deviation	2.12	.51		
Prevalent rate of Occupational Stress	42.4%			

Source: Fieldwork (2020)

Table 2. Difference in occupational stress among teachers based on gender

Gender	N	M	SD	t	df	p
Male	419	2.11	.51	-.952	398	.456
Female	101	2.17	.56			

Source: Fieldwork (2020)

*Significance level .05

Table 3. Difference in the occupational stress among teachers based on age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14.842	3	4.947	20.368	.000*
Within Groups	125.335	516	.243		
Total	140.177	519			

Source: Fieldwork (2020)

*Significance level .05

Table 4. Multiple comparisons

	(I) Age in years	J (Age in years)	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	21-30 years	31-40 years	-.28586*	.04936	.000*
		41-50 years	-.35686*	.06648	.000*
		51-60 years	-.59193*	.09898	.000*
	31-40 years	21-30 years	.28586*	.04936	.000*
		41-50 years	-.07100	.06336	.677
		51-60 years	-.30607*	.09691	.009*
	41-50 years	21-30 years	-.35686*	.06648	.000*
		31-40 years	.07100	.06336	.677
		51-60 years	-.23508	.10665	.123
	51-60 years	21-30 years	.59193*	.09898	.000*
		31-40 years	.30607*	.09691	.000*
		41-50 years	.23508	.10665	.123

Source: Fieldwork (2020)

*Significance level .05

Table 5. Difference in the occupational stress among teachers based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.302	2	2.151	8.184	.000*
Within Groups	135.876	517	.263		
Total	140.177	519			

*Significance level .05

Source: Fieldwork (2020)

From Table 4, the post hoc test of Turkey's HSD indicates that there is a significant difference among teachers who are within the age range of 21-30 and 31-40 years, 21-30 and 41-50 years, and 51-60 years. Also, statistically significant difference was found among teachers who are within the age range of 31-40 and 51-60 years. However, the difference among teachers who are within the age range of 31-40 and 41-50 years, and 41-50 and 51-60 years were not statistically significant. The findings of the study are contrary to that of Shkembi et al. who found no significant difference in occupational stress among teachers based on their age.

3.4 Research Hypothesis Three

This hypothesis was intended to ascertain whether there was any statistically significant

difference in occupational stress among teachers based on their educational qualification. The results from the analysis of data are presented in Table 5.

The results from Table 5 indicate that there is a statistically significant difference in the occupational stress among teachers based on their educational qualification ($F = 8.184$; $df = 2, 517$; $sig < .05$). Thus, the researchers refuse to accept the null hypothesis. A post-hoc analysis was carried out to find out where the differences in the occupational stress occur. Table 6 presents a post-hoc analysis of the result.

From Table 6, the post hoc test of Turkey's HSD shows that there is a statistically significant difference between teachers who have First and Master's Degree. However, the difference

between those who have First Degree and Ph.D is not statistically significant. Also, it can be observed from Table 6 that the difference in occupational stress between teachers who have Master’s Degree and Ph.D is not statistically significant.

3.5 Research Hypothesis Four

The last research hypothesis sought to ascertain whether there is any statistically significant difference in occupational stress among teachers based on their teaching experience.

The results from Table 7 indicate that there is a statistically significant difference in the occupational stress among teachers based on their teaching experience ($F = 23.189$; $df = 2, 517$; $sig < .05$). Hence, the null hypothesis is not sustained. A post-hoc analysis was carried out to find out where the differences in the occupational stress occur. Table 8 presents a post-hoc analysis of the result.

From Table 8, the post hoc test of Turkey’s HSD shows that there is a statistically significant difference between teachers who have 1-10 and 21-30 years of teaching experience. However, the difference between those who have 1-10 and

11-20 years of teaching experience is not statistically significant. Also, it can be observed from Table 8 that the difference in occupational stress between teachers who have 11-20 and 21-20 years of teaching experience is statistically significant.

4. DISCUSSION

The first research question sought to ascertain the prevalent rate of occupational stress among Senior High School teachers in the Cape Coast Metropolis. The results of this study showed low level of occupational stress. The participants indicated that they sometimes experienced occupational stress and this shows that the occupational stress they experienced was low. This imply that the teachers might be using coping strategies that help them to deal with job stress in the classroom. With regard to the prevalent rate of occupational stress among teachers, the findings of this study contradict that of Shkembi et al. who reported that teachers experienced a high level of occupational stress. Also, concerning the prevalent rate of burnout, the result of this study corroborates that of Alhaffar, Abbas and Alhaffar [33] who found that there was a high level of burnout among resident physicians.

Table 6. Multiple comparisons

	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	First Degree	Master’s Degree	-.18837*	.04972	.000*
		Ph.D	-.19671	.09771	.110
	Master’s Degree	First Degree	.18837*	.04972	.000*
		Ph.D	-.00833	.10220	.996
	Ph.D	First Degree	.19671	.09771	.110
		Master’s Degree	.00833	.10220	.996

*Significance level .05
Source: Fieldwork (2020)

Table 7. Difference in the occupational stress among teachers based on teaching experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.539	2	5.770	23.189	.000*
Within Groups	128.638	517	.249		
Total	140.177	519			

*Significance level .05
Source: Fieldwork (2020)

Table 8. Multiple comparisons

	(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	1-10 years	11-20 years	-.05598	.05140	.521
		21-30 years	-.45010*	.06626	.000*
	11-20 years	1-10 years	.05598	.05140	.521
		21-30 years	-.39412*	.07391	.000*
	21-30 years	1-10 years	.45010*	.06626	.000*
		11-20 years	.39412*	.07391	.000*

*Significance level .05

Source: Fieldwork (2020)

Research hypothesis one was meant to determine whether there is any statistically significant difference in occupational stress among teachers based on their gender. The study found that there was no statistically significant difference in occupational stress among teachers based on their gender. This finding means that irrespective of the gender of teachers they experience the same level of stress. This is indicative of the fact that both male and female may be using gender balancing strategies that empower them to overcome job stress. The finding of the study is consistent with that of Ghani et al. [34] who found that there was no statistically significant difference in stress among teachers based on gender. Similarly, Shkembi et al. [21] discovered that there was no significant difference in occupational stress among teachers based on their gender. On the contrary, Aftab and Khatoon discovered that male teachers experience more occupational stress than the females.

The second research hypothesis was intended to find out whether there is any statistically significant difference in occupational stress among teachers based on their age. The study revealed that there was a statistically significant difference in occupational stress among teachers based on their age ranges. This finding implies that the age of teachers plays a significant role in the kind of occupational stress that they experienced. The finding of the study is contrary to that of Shkembi et al. [21] who found that there was no significant difference in occupational stress among teachers based on age. These contradictions in the studies may be as result of the different contexts in which the studies were conducted.

The third research hypothesis sought to determine whether there is any statistically significant difference in occupational stress among teachers based on their educational qualification. The study found out that there was

a statistically significant difference between teachers who have First and Master's Degree. However, the difference between those who have First Degree and Ph.D was not statistically significant. Also, the study found that the difference in occupational stress between teachers who have Master's Degree and Ph.D was not statistically significant. This implies that one's educational qualification influences an individual's job stress; hence there are differences in occupational stress with respect to one's educational qualification. The findings of the study are in line with that of Demjaha et al. who found that there was statistically significant difference in stress among teachers based on their level of education.

The last research hypothesis was meant find out whether there is any statistically significant difference in occupational stress among teachers based on their teaching experience. The study found out that there was a statistically significant difference in occupational among teachers who have 1-10 and 21-30 years of teaching experience. Also, it was discovered that was a statistically significant difference in occupational between teachers who have 11-20 and 21-20 years of teaching experience. This denotes that differences in job stress could be as result of the teaching experience of teachers. The findings of the study are in tandem with that of Aftab and Khatoon who found that teachers who have 6-10 years of teaching experience experienced higher level of stress as compared to those who have 0-5 years of teaching experience.

5. CONCLUSIONS

From the findings of the study, several conclusions are drawn. Firstly, the study concludes that the reason why teachers experience moderate prevalent rates of occupational stress might be due to social support they get from their family, close relatives and social networks as well as the active coping

strategies employed by the teachers. It can be concluded that occupational stress among teachers is not sensitive to gender. However, occupational stress among teachers is influenced by their age, educational qualification and teaching experience.

6. RECOMMENDATIONS

1. The study found that the prevalent rate of occupational stress was 42.4%. The finding showed low prevalent rate of occupational stress among teachers. This implies that counsellors should be well informed about the above phenomena that affect teachers' wellbeing, and therefore initiate guidance and counselling programmes and sessions that would help teachers effectively deal with and drastically minimise the outcomes of occupational stress among Senior High School teachers.
2. The findings that showed that there were statistically significant differences in occupational stress among teachers based on their teaching experience, age and educational qualification suggest that counsellors and the counselling unit in the various SHS should organise special orientation and conferences for newly appointed and younger teachers and teachers who have spent fewer years in teaching on challenges and work demands associated with the teaching profession to help conscientize them to come to terms with the risks of the job so that they can condition themselves to face all situation associated with the teaching profession.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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