

## **Influence of Work Stress on Public Basic School Teachers' and Their Work Performance in Kadjebi District**

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doi: <https://doi.org/10.37745/ijqqr.13/vol12n22037>

Published March 25, 2024

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**Citation:** Nyamekye M. and Ghanney R.A. (2024) Influence of Work Stress on Public Basic School Teachers' and Their Work Performance in Kadjebi District, *International Journal of Quantitative and Qualitative Research Methods*, Vol.12, No.2, pp.20-37

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**ABSTRACT:** *The study investigated the influence of work stress on the public basic school teachers and their work performance in the Kadjebi District of Oti Region, Ghana. It was grounded in the Psychological and Coping Stress as well as the Cognitive Transactional theories. It adopted the mixed method approach through explanatory sequential mixed method design. The study targeted 3,012 teachers in the district with a sample size of 904 teachers selected through proportionate simple random and purposive sampling techniques. Data was collected using Work Stress questionnaire and semi-structured interview. The study averred fluorecently that 98.3 percent of the respondents experienced high level of work stress which is expressed through anger, depression, hate, low self-esteem, heart palpitation and hospitalization. On the influence of work stress on public basic school teacher and work performance, the study brought to light that 99.4 percent of the respondents revealed negative work stress impact on their health and produced burnout in them. Based on the findings, the study recommends among others that teachers should be provided with regular and appropriate guidance and counselling services.*

**KEYWORDS:** work stress, public, basic school, teachers, work performance, Kadjebi district

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### **INTRODUCTION**

Job performance of employees is recognized as a critical determinant of organizational success. Ferris et al, (2018) supported this claim when they argued that the job performance of employees determines the extent to which an organization maintains competitive edge over rivals. It is further contended that job performance of employees is the most critical subject which plays an important role in accomplishing organizational performance (Lopes et al., 2016). Job performance of employees translates into the overall organizational success and the realization of goals. Likewise, the job performance of teachers is essential to the effectiveness and efficiency of educational

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institutions and the attainment of educational objectives. This assertion is premised on the position of Charlton and Kritsonis (2010) who maintained that quality work performance of teachers determines the effectiveness of the educational sector. Conversely, it is construed that without adequate job performance among teachers, educational institutions would be unable to accomplish their core mandate in delivering quality education to the beneficiaries as well as the achievement of national ideas and aspirations. Consequently, scholars like Yusnimar and Mahdani (2015) and Hanim (2016) suggested that management of organizations should endeavour to enhance the job performance of their employees to attain organizational goals.

Convinced that job performance is vital for organizational effectiveness; researchers have investigated factors that impact the job performance of employees in different organizational settings. Indeed, research evidence points out that work stress is a critical factor that affects the job performance of employees. In this direction, the International Labour Organization (ILO), (2016) opined that work stress and employee performance should be recognized as a collective issue because they have implications for the overall wellbeing of the employees and the entire organizational success. Explicitly, work stress and job performance are bedfellows that influence both the employees and the organization. In contemporary era, organizational theorists have noted that work stress is prevalent in all organizations due to long working hours, heavy workloads, complex customers, and conflicting demands (Ahmed and Ramzan, 2013).

Appiah (2016) carried out a study in public basic schools on head teachers' supervisory styles and teachers' job performance in Mankessim Education Circuit of the Mfantseman Municipality in the Central Region, Ghana. The researcher adopted a descriptive survey design where 141 respondents were randomly selected as sample for the study. The study however revealed that job performance among teachers was rated as very good ( $M = 3.98$ ,  $SD = 0.31$ ). Based on this finding, the study concluded that teachers in the study area performed their job optimally due to low levels of work stress. Another study was conducted in public basic schools by Agbenyega (2016) on the relationship between head teachers' leadership styles and teachers' work performance in the Keta Municipality in the Volta Region of Ghana. This study employed a descriptive survey design with a quantitative approach and multi-stage sampling technique (purposive and stratified random sampling). In all, 168 respondents were used for the study. The study however discovered that the overall job performance of teachers was very good ( $M=4.11$ ,  $SD=0.43$ ) and this presumably is the result of low levels of work stress. Gordon (2017) investigated the leadership styles of female principals and their effect on work performance of tutors in the Nursing Training Colleges in the Greater Accra Region of Ghana. The study utilized the concurrent triangulatory mixed design approach to achieve the purpose of the study. To this, the researcher selected 110 participants comprising 100 tutors and 10 female principals for the study. This sample was selected through a multi-stage sampling technique involving convenience, purposive, and stratified random techniques. It was discovered in the study that generally tutors' level of job performance was good ( $M=3.22$ ,  $SD=0.38$ ). Contrarily, Bolarinwa (2002) in a study discovered that the level of job

performance of some Nigeria teachers was 38.3% on average. This implies that their job performance is not good and requires improvement to engender good academic performance. The gaps in the previous studies are a matter of concern to the researchers and therefore the need to carry out a study to investigate the relationship between work stress and the work performance of public basic school teachers in the Kadjebi District of the Oti Region. In the aforementioned studies on work stress and performance of public schools' teachers, none of them applied the explanatory sequential mixed method design to their studies. This identified gap is a matter of concern to the researchers and the need to carry out this study.

The purpose of the study was to investigate the level of stress and its influence on public basic school teachers' and their work performance in the Kadjebi District of Oti Region, Ghana. The following hypothesis and research questions were formulated to guide the study:

H<sub>0</sub>: There is no statistically significant relationship between public basic school teachers' work-related stress and their work performance in the Kadjebi District.

H<sub>1</sub>: There is a statistically significant relationship between public basic school teachers' work-related stress and their work performance in the Kadjebi District.

1. What is the level of work stress among public basic school teachers in the Kadjebi District?
2. How does work stress affect work performance of public basic school teachers in Kadjebi District?

The answers to the above hypothesis and research questions would afford policy makers and educational professionals the opportunity to become aware of work-related stress factors among teachers and help mitigate its negative effect on their job performance. The study would provide information for education policy advisors to provide adequate guidance and counselling services to teachers with work-related stress and by far improve their performance. Again, the study would help to highlight the need for regular work performance assessment policies in education and also provide guide for other researchers who may want to conduct similar research in the future on work-related stress.

As developed by Lazarus and Folkman (1984), the theory of psychological stress and coping states that "psychological stress is a specific relationship between the person and the environment that the individual assesses as taxing or exceeding his or her resources and endangering his or her well-being" (pg.19). This description highlights two procedures, cognitive evaluation and coping. In mediating between stressful human-environment relationships, these processes are important. Buttler (1993) stressed that the concept given by Folkman and Lazarus has two consequences. The first implication is that there would be great variations in how people interpret both stressful events and their ability to react to those events as stress is described as being fully subjective. This means that the best way to determine the stress level of a person is by asking them to be the judge

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that is person specific. The second conclusion drawn by Buttler (1993) is that the relationship between two forms of evaluations influences perceived stress. Perceived demands and perceived resources are the evaluations. Lazarus (2006) demonstrates this relationship as there will be little or no perceived stress when the perceived demands of a person are equal to their perceived resources. Conversely, when the individual's perceived demands outweigh their perceived assets, the effects are feelings of stress.

According to Cognitive Transactional Theory, when a situation is appraised as stressful what are the ways in which an individual can choose to cope with the situation? "Effective adaptation to stressful events entails the complex interplay of several different factors. These include the nature of the event itself, the individual's cognitive appraisal of the event, personal and social coping resources available to the individual, and the actual coping strategies that the person employs" (Forsythe and Compas, 1987, p. 473). In short, coping is the thoughts and actions used by an individual in a stressful situation. Coping has been formulated in three separate forms, as a defensive mechanism, as a characteristic or style, and as the transactional theory of stress as developed by Folkman and Lazarus (1984). A drawback of coping as a defensive process is that it describes coping as a hierarchy, at the top of the hierarchy are the most advanced coping devices and at the bottom the most basic. Selection of a coping device from the hierarchy is determined by how an individual is working. Based on this strategy, if a person is not working well, he or she will choose a more primitive coping mechanism. However, this can complicate the process of dealing with the result.

According to the World Health Organization [WHO] (2016), occupational or work-related stress is the reaction that individuals may have when faced with job requirements and pressures that do not fit their knowledge and abilities and that challenge their ability to cope (Leka et al, 2004). Some job variables that occur over a long period of time cause all individuals to be overwhelmed. Work demands may be linked to the burden of time or the amount of work (quantitative demands); they may also apply to the complexity of the job (cognitive demands) or the necessary empathy (emotional demands) or even to the inability to express one's emotions at work. Demands can be physical, i.e., high dynamic and static load demands (Lamontagne and Noblet 2006; Karasek, 1979; Siegrist et al, 1990; Nieuwenhuijsen et al, 2010). Four specific variations of stress have been identified by Smedley and Morey (2011). Stress was correctly marked as anxiety when incidents had a damaging impact. But it was also seen that tension had a beneficial effect. Events were called eustress or good stress, which contributed to a stimulating effect that resulted in personal development. He also identified two additional stress variants, hyper stress and hypo stress variations. According to him, hyper stress or extreme stress typically arose when occurrences, even good ones, extended the limits of our adaptability. Where there was a lack of relaxation, hypo stress, or inadequate stress was likely to occur.

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Regarding work performance, it is possible to state an employee's output as all the actions workers participate in at work. The description is possibly somewhat misleading since people can often participate in work that has no relationship to their job results (e.g. making personal phone calls). Then, as indicated by Campbell (2016), it would be more fitting to mean job success as a collection of behavioural workers engaged in the workplace if that activity leads to the achievement of organizational objectives.

Work stressors are shown to have an influence on work results, both direct and indirect. Stressors have a strong inhibiting effect on output in the form of situational limitation. Stressors that influence performance histories function indirectly, e.g., effort level, thereby affecting performance (Peters and O'Conner, 2008). Stressors are most likely to influence the inherent capacity of all antecedents to success, e.g., knowledge and ability, thought style, present with an employee, since these are an individual's lasting characteristics. Therefore, how stressors impact job performance (negative or positive) must be affected by the decisions made by employees about where to focus their efforts, the amount of effort to exercise, and whether to completely use their innate abilities (Jacobs, 2015). Similar level of work stress is reported in developing countries of Africa. Bloomberg (2015) documented that Nigeria records the highest work stress in the world, followed by South Africa. Coetzee and Rothmann (2005) also discovered that work stress is high among South African educators. Likewise, researchers found disturbing levels of work stress among employees in Ghana. For instance, Martin (2014) found that work stress has been a problematic issue among employees in Ghana. It has been observed that the level of work stress among the employees led to heart diseases, cognitive impairment, depression, fatigue, aggression, and other mental illnesses. It is evident from these reports that work stress affects both developing and developed countries proportionately

A study by North Western National Life Insurance Co. concluded that job stress was generally a consequence of two ingredients: high level of job demands and little control over one's work. Many of today's workers found their jobs more stressful than they actually were, simply because they were working too many hours. In their study they found that employees felt empowered where they had more control over how they performed their work. Their empowerment reduced the risk of stress and burnout considerably (Froiland, 2003). This confirms the work of Umiker (2002) which showed that individuals who felt that they were in control of their jobs and their futures were better able to handle stress. Also, that these empowered workers became more productive because of being in control. Work related stress reduces the effectiveness of the employee, this was confirmed in literature. Work related stress impacts negatively on the personal health, work related stress produces lowered quality of work life and job satisfaction, this is in line with the findings of Savery and Luks, (2010) as they stated in their study that work stress leads to the loss of productivity, absenteeism at work.

## **METHODOLOGY**

The study falls within the pragmatic world view. Pragmatism derives from the work of Peirce et al, (1992) and other writers such as Murphy (1990), Patton (1990), and Rorty (1990). There are many forms of this philosophy, but for many, pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions (as in post positivism) (Creswell, 2018). Instead of focusing on methods, researchers emphasize the research problem and question and use all approaches available to understand the problem (Rossman and Wilson, 1985). The study considered the mixed method approach because the researchers believe that work stress and job performance of teachers are complex themes that requires an approach which helps to succinctly answer questions that cannot otherwise be answered comprehensively through only one approach. The study adopted the explanatory sequential mixed method design for the study. This design often begins with a strong quantitative orientation (Creswell, 2018). By its structure, the design made it possible for the researcher to conduct the two phases (quantitative and qualitative) separately and collects only one type of data at a time. During the first phase, the researchers designed and implemented a quantitative data collection procedure. In the second phase, the researchers identified specific quantitative results that calls for additional explanation and using these results to guide the development of the qualitative strand (Creswell and Clark, 2011). Specifically, the researcher develops or refines the qualitative research questions, use purposeful sampling procedures and data collection protocols so that they follow from the quantitative results. Again, the researcher implements the qualitative phase by collecting and analysing qualitative data. Finally, the researcher interprets to what extent and in what ways the qualitative results explain and add insight to the quantitative results (Creswell, 2018).

The target population for the study comprised all teachers in public basic schools in the Kadjebi District of the Oti Region estimated at 3,500. That is 2,050 male teachers and 1,450 female teachers (EMIS Data, 2018). The accessible population for the study consisted of all teachers who have worked in the district for at least one year. To this, the accessible population was 3,012 teachers with 1,989 males and 1,023 females. Out of the 3,012 teachers, 904 participants were selected for the quantitative phase of the study. This sample size constitutes 30 percent of the accessible population (3,012). According to Borg and Gall's (2003), sample size selection of at least 30 percent of accessible population is a good representative for research purposes. For the qualitative phase, a sample size of 15 respondents were selected based on the views of Whitehead and Annells (2007). According to Whitehead and Annells (2007), a range of eight to fifteen respondents is adequate in qualitative studies. In all, 904 respondents constituted the sample size for the study.

The study adopted proportionate simple random sampling and purposive sampling techniques to select sample sizes for quantitative and qualitative stages respectively. The quantitative stage, summarized in Table 1, considered proportionate simple random sampling in each circuit. This

Publication of the European Centre for Research Training and Development -UK was due to the situation where all the teachers are not in one location and the proportionate simple random was applied per circuit. At the end, the various selected samples were summed up to obtain 904 teachers from the 8 circuits located in the Kadjebi district as selected for the study. The 904 sample constitutes 30 percent of the sampling frame. In the 904 sample, the male is 533 while the female are 371 respectively constituting 58.9 percent and 41.1 percent of the total sample selected. The 373 is 36.3 percent of the total female. On the other hand, the 533 selected is 26.8 percent of the total male teachers. This indicates that more female than male teachers are represented in the study. male teachers are represented in the study.

**Table 1: Sample Selection Quantitative Analysis**

SN	CIRCUITS	NUMBER OF TEACHERS			NUMBER OF TEACHERS SELECTED		
		Male	Female	Total	Male	Female	Total
1	Kadjebi	437	183	620	81	105	186(29.0)
2	Asato	349	82	431	53	27	80(18.6)
3	Papase	244	116	360	78	55	133(36.9)
4	Dzindzi	177	130	307	54	38	92(30.0)
5	Cement	251	72	323	62	35	97(30.0)
6	Ahaman	233	187	420	77	49	126(30.0)
7	Amanfro	156	144	300	65	25	90(30.0)
8	Pampaw	142	101	243	63	37	100(41.2)
<b>TOTAL</b>		<b>1,989</b>	<b>1,023</b>	<b>3,012</b>	<b>533(26.8)</b>	<b>371(36.3)</b>	<b>904(30.0)</b>

Source: District Education Office, Kadjebi. 2018

The selection was such that the researchers used simple ‘Yes’ or ‘No’ (simple lottery) to draw the sample for the quantitative stage. By this, all teachers had equal probability to participate in the study. However, those who picked ‘Yes’ formed the sample for the quantitative aspect of the study. At the end of the selection of sample for the quantitative stage of the study, 533 male teachers representing 58.96% and 371 female teachers representing 41.01% picked ‘Yes’. Again, the qualitative stage of the study adopted purposive sampling technique. By this method, the researchers selected 8 female teachers and 7 male teachers using teacher accessibility and willingness to be interviewed as benchmarks.

The questionnaire captioned as “Work Stress Questionnaire (WSQ)” was administered to respondents during the quantitative phase of the study. The study adopted the use of questionnaire because according to Cohen, Manion and Morrison (2011), it is more reliable, collects data from a large population, and its anonymity encourages a greater degree of honesty, and many respondents could be reached within a short time. The questionnaire was adopted from the work of Kazmi et al, (2008). It is categorised into five sections (A-C). Section ‘A’ focuses on participants’ demographic information. Specifically, gender, age range, marital status and

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educational level. Section 'B' consisted of 12-items and focuses on levels of stress, section 'C' comprised 10-items and focuses on influence of work stress on teachers' job performance. Validity of the instruments was established in two ways: face validity and content validity. By face validity, the questionnaire was presented to 2 colleague lecturers and 2 retired teachers to examine whether the items appear to be measuring the variables outlined in the study. Their constructive contributions were considered in restructuring of the questionnaire items. Content validity measures the adequacy of items of an instrument used in a study (Polit and Beck, 2010). To this, the questionnaire and semi-structured interview guide items were vetted by lecturers (Professors) who are experts in measurement and evaluation, and the issues under study as suggested by Borg and Gall (2003) that content validity of an instrument is guaranteed through expert judgment. To ensure that the research instruments produce results that are consistent in similar conditions, the study carried out pre-testing of instruments in Jasikan-District because the teachers there are considered to have similar characteristics with the study area. During the pre-testing, 90 teachers were randomly sampled based on the assertion of Cooper and Schilder (2011). According to Cooper and Schilder (2011), 10% of the sample size should be involved in pre-testing of instruments. The study, thereafter, calculated internal consistency reliability using Cronbach's Alpha method in IBM SPSS Statistics version 21 as suggested by Pallant (2011). In this regard, the Cronbach's Alpha coefficient estimated value for the questionnaire was 0.89. Based on Patton (2002), this Alpha coefficient value is highly reliable. The study adopted credibility, transferability, dependability, confirmability, and authenticity as yardsticks to ensure trustworthiness in this study as suggested by (Guba and Lincoln 1994)

The researchers personally administered all the instruments to respondents. The selected participants were visited in their schools, and data was gathered through questionnaires. Also, face-to-face interviews were conducted based on mutual agreement with respondents. The one-on-one interviews lasted for 1 hour and was audio taped to ensure completeness in data captured. It must be noted that the consents of the respondents were sought in each of the situations. The quantitative data obtained from Work Stress Questionnaire (WSQ) was coded and keyed into IBM SPSS Statistics version 21. Here, descriptive Statistics (frequency, percentages, mean, and standard deviation) was used to analyse research question 1. For research question 2, multiple regression was used. Finally, for the hypothesis, Pearson correlation was used. The interview data was audio recorded and saved in digital format and transcribed for thematic analysis. Gillham (2005) explains, "Transcription is the process of producing a valid written record of an interview" (pp. 121). Computer software, such as Dragon Naturally Speaking, was used in the transcription process as it does not pose any confidentiality issue. The researchers obtained informed consent from the research participants by explaining in detail the nature and purpose of the study, and the importance of their participation were given. Anonymity occurs when even the researcher cannot link a participant with the information for that person (Polit and Beck, 2010). To ensure anonymity, the names of respondents were not written on the questionnaire or indicated on the transcribed interview data, and participants' names were not mentioned in the final report. Confidentiality is



Publication of the European Centre for Research Training and Development -UK maintained when participants are protected in a study such that individual identities are not linked to the information provided, and are never publicly divulged (Creswell, 2012). The transcriptions and notes were kept in a locked safe, the video and audio tapes and the questionnaire were destroyed after the study has been published to ensure confidentiality.

**Table 2: Biographical Data of Respondents (N = 904)**

<b>Biographical Data</b>	<b>Category</b>	<b>Number</b>	<b>Percent (%)</b>
<b>Gender</b>	Male	533	59.0
	Female	371	41.0
	<b>Total</b>	<b>904</b>	<b>100.0</b>
<b>Age</b>	25 – 30 years	160	17.7
	31 – 35 years	355	39.3
	36 – 40 years	103	11.4
	41 – 45 years	243	26.9
	46 – 50 years	19	2.1
	51 – 55 years	21	2.3
	56 and above	3	0.3
	<b>Total</b>	<b>904</b>	<b>100.0</b>
<b>Marital Status</b>	Single	604	66.8
	Married	300	33.2
	<b>Total</b>	<b>904</b>	<b>100.0</b>
<b>Level of Education</b>	Diploma	302	33.4
	Degree	499	55.2
	Masters	98	10.8
	Professional Qualification	5	0.6
	<b>Total</b>	<b>904</b>	<b>100.0</b>

Source: Field data, 2020

The results as indicated in Table 2 shows that 533 (59.0%) of the respondents were males whilst 371 (41.0%) were females. This distribution of gender of respondents could affect the level of work stress because males and females respond to stress differently. Again, the age distribution of the participants for the study reveals that most of the participants 515 (57.0%) are in their youthful ages (25-35 years). To this, their reactions to work-related stress could be different because it is believed that they have more energy than those of them who are 36 years and above 389 (43.0%). Again, the results indicate that most of the participants are single 604 (66.8%) and few are married 300 (33.2%). The marital status could significantly influence their work-related stress levels and coping strategies.

**Research Question 1: What Is the Level of Work Stress Among Public Basic School Teachers in The Kadjebi District?**

To answer this research question, results from statistical analysis of “Work Stress Questionnaire” was used as indicated earlier

**Table 3: Level of Work Stress among Public Basic School Teachers (N=904)**

Symbol	Frequency	Percent (%)
Lower stress levels	15	1.7
High stress levels	889	98.3
<b>Total</b>	<b>904</b>	<b>100.0</b>

As gleaned from the Table 3, majority of the basic school teachers exhibited high levels of stress 889 (98.3%) whilst few of them 15 (1.7%) showed signs of lower stress levels. This implies that majority of the teachers are in stressful conditions. When some of the respondents were interviewed, they revealed that role strain, work load, lack of rest are the major causes of high levels of stress among them. Again, the findings suggests that high levels of stress causes respondents to experience anger, depression, hate, low self-esteem, heart palpitations, hospitalization as a result of stress related illness, negatively impacted psychological health and its related symptoms. The data further revealed that the behaviour of deviant students contributed significantly to the higher levels of stress and increases absenteeism of teachers thus negatively affects their work performance. A respondent articulated her experience claiming:

*dividends of stress are anger, depression, hate, low self-esteem, and its related problems. Sometimes out of stress, I maltreat the children, the stress issue is very real and it affects teaching, monitoring, and learning process. I am very stressed up because of some deviant students and the work load. There are students in my class who will refuse to cooperate, do assignments, or participate in active classroom work. They are stubborn, and cause a lot of problem, sometimes I have to send wounded students to the hospital. These happenings sometimes get to the brim and may cause me to go out of line. This affects my relationship with my pupils and my colleagues and hmmm my performance at work (interviewee #1).*

Interviewee 1 confessed to me as to how he sometimes inflicts wounds on pupils because they are very stubborn and this stresses him out. He stated that, excessive stress can lead to anger, hate, depression etc and this was the cause for him to maltreat the pupils and absent himself from school often which also affect his work.

An interviewee added:

*I have been experiencing frequent heart palpitations and when I visited the hospital, I was informed by the doctor that I needed rest. I have not been able to sleep for some time. I feel much*

*stressed and it is partly from the work load and my personal issues as a result I hardly meet deadlines (Interviewee #7).*

An interviewee also commented:

*Feelings of overwhelm and stress are normal with our kind of work. Lately, I have been feeling stressed and frustrated; sometimes, the demands of the various roles affect my levels of stress significantly. I have been on sleeping medications for some time and I believe that it also influencing my mood and psychological health as such am unable to plan and prepare well towards my work. The behaviour of the students is also a problem. They are troublesome and sometimes make the work too stressful for me. But we cannot complain because people are even unemployed and desperately looking for our opportunity (Interviewee #9).*

It could be deduced from the data presented those high levels of stress causes respondents to experience anger, depression, hate, low self-esteem, heart palpitations, hospitalization as a result of stress related illness, negatively impacted psychological health and its related symptoms. These experiences influence the quality of work performance of the teacher.

The interview data revealed that teachers are experiencing physiological changes because of their high levels of stress. These physiological changes were related to weight gain, excessive belly fat as a result of less time for exercise and it related activities, sleepless, experiencing fatigue, tirelessness and feelings of exhaustion. These physiological changes and experiences are signs of unhealthy living and could negatively impact the life of the respondents. These stress related activities were at their highest during final year periods of the students which demands spending much longer hours with the students. An interviewee commented:

*I have been gaining unhealthy weight recently because of stress from the work place. I'm always busy and I cannot even make time to do some physical training. I feel stressed and angry, the work is not paying enough to cater for my bills and the nature of the work does not support a second job. I went to the hospital last week and was informed that I have to check my diet; the doctor said my sugar level is high, but I have no time to cook on my own. That's the problem. I teach form three and I have to do extra classes for the children and it's quite difficult to fix in cooking and stuff. The children need my help more than ever (interviewee, #4).*

From the above data, interviewee 4 indicated that, she is gaining too much weight due to the stress she goes through at work. She stated that the work takes all her time and she has no time to do some exercises to help reduce her weight, she further indicated that it is quite difficult for her to even cook her own food. She resorts to taking food from outside which has a detrimental effect of her health. According to her this mostly makes her bitter and always angry as the job does not pay well but take up all of her time.

When interviewee 3 was asked the same question, he added that,

*Stress has physiological implications, I have realised that I have been experiencing anger, feelings of suffocation and sleeplessness because of my work load and other personal issues. The form threes are about to start their final external examinations and that is quite stressful. The demand is normally within some three months to the actual examinations, but the preparatory processes demand a lot of learning and meetings and these meetings are organised early in the morning or after school, which eats into my time. I know I'm stressed but that cannot stop me from doing my work properly, occasionally I maltreat some of the students. That's a fact, but when I am calm, I call them and apologise, that's the nature of the job (Interviewee #3).*

According to interviewees, stress indeed has a negative implication but it doesn't prevent her from doing her job well, he indicated that, he occasionally shouts at the pupils and treat them bad but as a teacher and a professional of course, he calls them back to apologise, because that is the nature of the job and happens in almost every human institution

Another interviewee also commented:

*I have been gaining weight, and developing belly fat, I have no time to train, feel fatigued. I am experiencing some health issues stemming from stress, I feel depressed at the moment and what can I do about it. The slightest thing by my students makes me so angry and I'm becoming less tolerant of them. Last week, I slapped a student out of frustration and anger. He stole money in class and went ahead to pronounce curses on the person whose monies was stolen and I think it's affecting my relationship with my pupils (Interviewee #6).*

The data presented above suggested that teachers experience physiological changes which are related to weight gain, excessive belly fat as a result of less time for exercise and its related activities such as sleeplessness, experiencing fatigue, tiredness and feelings of exhaustion. These changes affect their psychological and physical health which invariably affects their ability to work. The qualitative data of this study revealed that high levels of stress causes respondents to experience anger, depression, hate, low self-esteem, heart palpitations, hospitalization because of stress related illness, negatively impacted psychological health and its related symptoms. These experiences influenced the quality of work performance of the teacher. Similar level of work stress is reported in developing countries of Africa. Bloomberg (2015) documented that Nigeria records the highest work stress in the world, followed by South Africa. Coetzee and Rothmann (2005) also discovered that work stress is high among South African educators. Likewise, researchers found disturbing levels of work stress among employees in Ghana. For instance, Martin (2014) found that work stress has been a problematic issue among employees in Ghana. It has been observed that the level of work stress among the employees led to heart diseases, cognitive impairment, depression, fatigue, aggression, and other mental illnesses. It is evident from these reports that work stress affects both developing and developed countries proportionately.

### Research Question 2: How does Work Stress affect work Performance of Public Basic School Teachers in The Kadjebi District?

This research question was answered using multiple regression analysis to find how work stress influences the teacher and their work performance. Based on data (analysis output) from Table 4, a B coefficient of 0.011 which means there is a negative association between work stress and work performance was recorded. This means that as work increases, the stress levels also increase by 0.011. The Table 4 also produced a P value of 0.01 which means that the association between stress and work is highly statistically significant at 0.05 alpha significance level.

**Table 4: Influence of Work Stress on Teachers and their Work Performance**

Model 1	R	R square	Adjusted R square	Std error of the estimate
	0.76a	0.71	0.68	5.171

**Table 4: Multiple Regression on Work Stress on Teachers and Their Job**

	Unstandardized Coefficient		Standardized Coefficient	T	Sig	Confidence interval for B	
	B	Std. Error	Beta			Lower bound	Upper Bound
<b>1 (constant)</b>	-2.132	0.207		19.942	0.000	19.739	20.552
<b>Stress</b>	0.045	0.004	-0.036	-0.018	0.010	-0.019	-0.003

Source: Field Survey (2020)

The interview data presented suggests that high levels of stress have a negative influence and impact on the physical, mental, and psychological health of the teacher as well as his/her work. The interview data further established that falling sick often, experiencing chronic diseases, high blood pressure and feelings of exhaustion were some of the negative influences of work-related stress on the teacher. Also, the result findings suggested that these negative implications of stress have detrimental effects on the human body and can terminate the life of the person if proper medical attention is not sought.

An interviewee recounts his experience:

*Stress has adverse effect, but the chief of it is its health implications. I have been falling sick intermittently for some time. I have realised that I am stressing myself and it's affecting my life a lot. I have been doing extra classes with the students after school. In the morning, I meet them before school starts and that has affected my sleep cycle, influenced my energy levels, and reduced my physical exercise. It's causing me a fortune to maintain a good health (Interviewee #11)".*

An interviewee also stated:

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*Stress has serious implications on human health. I have over the years been diagnosed with one serious chronic disease. I was once diagnosed with high blood pressure due to lack of rest and work load. I was teaching about 34 periods in a week, this situation influenced my choice of instructional skill. Can you believe I mostly resort to the lecture method? I know it is not the best but it is all I can do (Interviewee# 4).*

An interviewee further commented:

*I have experienced some negative impacts of stress, though they are relative from person to person, it has a general effect on the life of the individual. Time and rest are central to the management process. I sometimes feel anxious about meeting deadlines. I sometimes experience anger, and some low-level depression. Now as we speak, I am restless and feel stressed up, I am experiencing feelings of self-neglect and these affect my relationships, personal health, quality of my roles as a father and other related responsibilities, my colleagues don't suffer less (Interviewee #15).*

Based on the data presented, it could be inferred that the negative influence of stress was related to physical, mental, and psychological health of the respondents. Falling sick intermittently, experiencing chronic diseases, high blood pressure and feelings of exhaustion were some of the negative influences of work-related stress, these negative influences consequently have an effect on their choice of instructional skills, class management and as well as their relationships with their colleagues at work. In all, stress has negative influence on the teacher as well as his job performance. The present study showed that the impact of work stress was related to negative stress impact on individual's productivity, this was consistent with literature. A study by North Western National Life Insurance Co. concluded that job stress was generally a consequence of two ingredients: high level of job demands and little control over one's work. Many of today's workers found their jobs more stressful than they actually were, simply because they were working too many hours. In their study they found that employees felt empowered where they had more control over how they performed their work. Their empowerment reduced the risk of stress and burnout considerably (Froiland, 2003). This confirms the work of Umiker (2002) which showed that individuals who felt that they were in control of their jobs and their futures were better able to handle stress. Also, that these empowered workers became more productive because of being in control. Work related stress reduces the effectiveness of the employee, this was confirmed in literature. Work related stress impacts negatively on the personal health, work related stress produces lowered quality of work life and job satisfaction, this is in line with the findings of Savery and Luks, (2010) as they stated in their study that work stress leads to the loss of productivity, absenteeism at work. Work related stress has devastating effect on the school. Work related stress result in compensation claims and reduces institutional profits. Work related stress results in indirect medical expenses from stress related illnesses which affects the school. Work related stress produces burnout in employees and may result in employees desire to resign from their jobs. The qualitative exploration revealed that the negative influence of stress was related to physical, mental, and psychological health of the respondents. Falling sick intermittently, experiencing

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chronic diseases, high blood pressure and feelings of exhaustion were some of the negative influences of work-related stress. This was consistent with literature.

### **Research Implications**

The research implies that work stress and work performance of teachers are linked. This is because the research findings reveal that stress impacts negatively on teachers' health and teaching delivery and leads to lower teaching performance. This finding supports (Appiah, 2016; Agbenyega, 2016; Gordon, 2017) This implies management of public basic school should focus more on reducing work stress of teachers to enhance increased work productivity due to the fact that work stress shows significant relations with teachers work performance. Also, for enhancement of teacher work performance, management of public basic schools needs to have policies with more significant relation with teacher work performance

### **CONCLUSION**

Teachers work-related stress is linked to organizational pressure and management issues, long working hours, role overload at work, working conditions including physical environment, role demands relating to behaviours associated with a particular position, responsibility for other people and for things such as budgets, equipment, interpersonal demands relating to pressures experienced by individuals as exerted by co-workers, poor relationships between colleagues at work, career stress relating to the need to progress and be promoted, and personality type influences my stress levels negatively. A significant majority of the teachers used for the study exhibited high levels of work-related stress indicative of the stressful nature of their profession. The study data also revealed that high levels of work-related stress had negative medical and psychological changes on the teachers. If these findings are abated, factors causing teacher work related stress will be reduced.

Furthermore, Work related stress influence teacher's productivity, reduces the effectiveness of the employee, impacts negatively on the personal health, influences the quality of work, produces lowered quality of work life and job satisfaction, has devastating effect on the school, result in compensation claims reduces institutional profits, result indirect medical expenses from stress related illnesses which affects the school, produces burnout in employees and may result in employees desire to resign from their jobs. The qualitative phase suggested that stress had a negative impact on the teacher. If the findings are improved or resolved, there will be minimal impact of stress on teachers.

### **Recommendations**

Based on the results of the findings, the study recommends that:

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1. The guidance and counselling unit of the Kadjebi District Education Directorate should organise outreach and guidance programmes to psycho-educate its members on the various factors causing stress-based effects on the findings of the study.
2. There should be teacher engagement by the Kadjebi District Education Directorate on the appropriate mechanisms that should be initiated to mitigate or reduce the high level of stress being experienced by basic school teachers as demonstrated by the results.
3. Also, all schools in collaboration with the counselling unit, the selected heads of the sampled schools should organise testing of teachers' stress levels and to make available counsellors to counsel and assist teachers to manage their stress levels and organise guidance programmes on the effects on work stress based on the findings. They should also create opportunities for teachers to seek counselling services to improve their psychological health and wellbeing.

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