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Prevalence and Predictors of Occupational Stress among Senior High School Teachers in Ghana

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Abstract: This study investigates the prevalence and predictors of occupational stress among Senior High School teachers in Ghana's Western-North Region. Adopting a positivist research philosophy and a quantitative approach, the research employs a deductive methodology with data collected via self-reporting questionnaires from 179 teaching staff across four schools. The questionnaires, structured around the Workplace Stress Scale and additional stressor categories, are designed to quantify stress levels and identify dominant stressors. The findings reveal that teachers experience moderate stress levels, with 43.5% of participants scoring in the reasonable range. Multiple regression analysis identifies workload, work environment, student problems, and interpersonal relationships as significant predictors of stress, explaining 37% of its variance. Interpersonal relationships emerge as the most potent stressor, while the influence of stress management strategies remains minimal and statistically insignificant. This study contributes to understanding teacher stress in a specific educational context, highlighting the need for interventions targeting interpersonal dynamics to alleviate stress among educators.

Keywords: Occupational Stress, Senior High School Teachers, Western-North Region, Ghana, Stressors in Education, Workload

1. INTRODUCTION

Teaching is one of the oldest occupations still in practise today (Agyapong et al., 2022). The process of imparting knowledge to students occupies the attention of educators all the time. Due to their inability to get enough rest, many of these instructors have grown exceedingly exhausted and worn out over time. Some of these instructors have persevered and continued their work uninterrupted despite its harm to their health out of love for the teaching profession. (Amu et al., 2021) buttressed the essence of love in teaching, in the article titled 'What's love got to do with it?' in Harvard ED. Magazine that, compassion allows teachers to connect to their learners and also allows teachers to use love to efficiently and effectively deliver their lessons to learners. Love is, therefore a great virtue that teachers need as it enables teachers to value learners enough to become patient and tolerant towards them. Love also brings patience and understanding; in its absence, no teacher can make a remarkable difference in a student's life (Setorglo et al., 2020). Education is the nation's guiding principle. Giving knowledge to future generations, guaranteeing their future, and inspiring them to cherish charity, grandeur, heroism, and high morality, has long been one of mankind's most difficult tasks.

Teachers are necessary for the advancement, progression and evolution of human society in past and even contemporary times. Human societies that have lived in yester years have greatly benefited from the services of teachers. The teaching profession is an essential driver of development in all countries across the globe (Adusei et al., 2016). The teaching profession aids in developing and instilling national and societal creed and values. As a result of this, educators and other professionals in the educational sector as teachers and HR professionals are constantly studying and researching to improve upon the services they render to society and posterity as a whole. Teachers with the help of HR professionals, unceasingly continue to improve themselves to render improved and advanced services to clients despite stressful events on the job. (Odonkor & Adams, 2021; Sarabia & Collantes, 2023.), identified unavailable housing, the absence of free education for their dependents, and insufficient compensation as the three most irritating working issues for teachers.

The majority of teachers feel overburdened by their workload as a result of how much the function of the teacher has changed over time and grown more complicated and demanding in contemporary society. According to (Radwan et al., 2021) teachers' responsibilities have changed throughout time from being only instructors to becoming builders, facilitators, coaches, and designers of learning environments. (Essel et al., 2022) They further alleged that teachers today are expected to be facilitators, assisting students assess the accuracy and value of new sources of information. Being professionals who are critical and open-minded and acting as dynamic intermediaries between students and the information they need to know, teachers are also providers of structural support for understanding. Teachers' roles during the great civilization of the antiquity and medieval times have evolved significantly compared to their roles in modern times. Modern teachers provide holistic education, which is not limited to classroom education, but concern with the child's total development. In the twenty-first century, holistic learning is a method of instruction that is gaining popularity (Falloran et al., 2022.). Additionally, it greatly broadens the concept of education and alters what a teacher already does. Teachers are now responsible for learners' cognitive, motor, social, and emotional skills (Sakyi et al., 2023), which are the four major areas of child development termed together as 'global development' (Vallerand, 2019). The new roles being performed by modern teachers have further made their workload colossal and their

lesson delivery very laborious. Teaching modern learners, who are without much discipline but with so much affinity for pleasure and leisure, can be very stressful. The change in the environmental factors, the learners themselves and the pedagogy may all be responsible for the stressful nature of the teachers' job today.

According to (Agyapong et al., 2022; Amu et al., 2021), holistic education encompasses more than only the growth of symbolic, cognitive, evaluative, or valuing skills, or even of sensitivity or sensibility. All of these and more are true. It penetrates where traditionalists have refrained from, or at the very least avoided. Although it makes use of some humanities, its overall scope is distinct. The classical humanities and current holistic studies are connected by a shared interest in humankind's ultimate ideals as well as the fact that these values are only possible via the unique combination of passion, intelligence, emotion and reason. The long-term goal of both the humanities and holistic education is expanding the human spirit, not just improving thinking or aesthetic judgment. (Oteng et al., 2023; Papadima, 2021) highlighted the following critical aspects as the fundamental parameters for holistic learning: fostering a caring classroom atmosphere; training the whole student body; viewing learners as a component of the whole; and engaging in hands-on learning. (Agyapong et al., 2022) further listed the benefits of holistic learning as: nurtures community cohesion; promotes lifetime learning; fosters the development of well-rounded persons; and gets them ready for the 21st century.

Teachers are constantly handling challenging social circumstances in the classroom as they deliver their lessons and grant their learners opportunities to advance their studies. Over the last decade, work-related stress among instructors has risen considerably, resulting in one of the highest rates of burnout and a large number of teachers leaving or retiring early (Rivaldo & Nabella, 2023). Workplace stress is a major public health issue affecting employee health and well-being as well as corporate productivity worldwide. Occupational stress has received a lot of research interest in numerous companies (Pardo-Garcia & Barac, 2020) across the globe over the years. Numerous workers have employed stress management strategies over the years to control the impacts of stress brought on by the workplace. Researchers over the years have recommended diverse strategies from self–care, relaxation techniques, therapy and conventional medications to reduce the effects of strains workers endure. According to Powell and Enright (2015), everybody, from the suburban housewife to the high-flying corporate executive to the remote Scottish crofter, suffers stress in their daily lives. However, people frequently start to have bothersome symptoms that they worry about with prolonged and increasingly acute stress. The "fight or flight response" is a common name for the rapid, short-term alarm response. They further reiterated that 'Cannon' came up with the word to explain the intricate physiological and biochemical response that occurs in our body when we are under threat or under stress and that their stress model also identifies the concept of danger assessment or perception as a determinant. The researchers also advised that understanding stress is crucial before considering any type of therapeutic intervention.

A useful summary of the field of work stress management was offered by (Bahdanovich Hanssen & Erina, 2022; Papadima, 2021; Pardo-Garcia & Barac, 2020). They separated interventions into two groups. Individual treatments and workplace interventions as the first two options. They proposed that the former can be further subdivided into tactics that are predominantly combative or preventive. Preventive measures are actions taken to reduce stress as it was originally felt. They may be divided into four groups as: (a) monitoring the progress of symptoms and stresses. This

covers the use of tension thermometers, stress diaries, and muscle monitoring; (b) gathering resources and tying stresses to them. Examples include assertiveness training, social skills, and problem-solving abilities; (c) accepting sources of stress. These include training in stress inoculation, cognitive rehearsal, and cognitive evaluation restructuring; and (d) decreased arousal. It incorporates a variety of techniques, including the Benson technique, transcendental meditation, muscle relaxation and breathing.

2. METHODS

Research Philosophy

A research philosophy is an opinion on the procedures to be followed when gathering, analysing, and using data related to a topic (Owusu, 2021). Philosophy is also the act of thinking critically about issues that arise in the lives of people. If research is the study of a phenomenon with the goal of understanding it, then there is a relationship between research and philosophy - both seek to understand problems, but understanding is insufficient; research acts in response to understanding to solve problems, thereby improving the world. (Imam, 2012; Steiner-Khamsi & Quist, 2000a, 2000b) further opined that, there exist three philosophies underpinning research. They include positivism, post–positivism and pragmatism. A positivist research philosophy was used to underpin this study.

Positivist Research Philosophy

According to Park et al., (2020), positivism is consistent with the hypothetico-deductive paradigm of science, which develops a priori hypotheses and experimental data by operationalizing variables and metrics. The results of the hypothesis test are then used to advance scientific knowledge. Kuwornu - Adjaottor (2020) also claimed that positivism employs the quantitative approach of analysis, which is significantly more oriented on statistics. The main objective is to collect numerical data that can be evaluated, categorised, stated in percentages, and subjected to various descriptive statistical methods such as mean charts and graphs. The researcher then formulates conclusions based on the data analysis and findings.

Research Approach

The research approach is the systematic and orderly procedures researchers engage in conducting research, and they vary in terms of their underlying logic and methods of inquiry (Hassan, 2022). This study is a purely quantitative one that adopted a deductive research approach. Hassan (2022) defined the deductive research approach as beginning with a hypothesis that is usually tested by the researcher through the collection of appropriate data and further analysing the collected data in order to confirm or reject the hypothesis that has been developed.

Research Design

The research design aims to offer a suitable framework for a study (Jilcha, 2019). The choice of research approach is crucial in the research design process since it dictates how relevant information for a study would be gathered (2019). This study collected quantitative data using self-reporting questionnaires administered to all respondents in softcopy on their smart devices. Self-reporting questionnaires and a cross-sectional survey methodology were employed in the study to determine stress levels and stressors at the selected institutions. This approach is preferred due to its suitability for gathering and analysing quantitative data in order to gain a better knowledge of occupational stress (Dartey-Baah et al, 2020) among senior high school teachers in Ghana. A

descriptive research method was also considered in this study as it allows for data to be collected without interference (McCombes, 2019). Thus, it takes the measurement of phenomena in the way it exists.

Study Area

Bia West District, Bia East District and Bibiani-Anhwiaso-Bekwai District are three of Ghana's 261 Metropolitan, Municipal and District Assemblies (MMDAs). These are also three of Western North Region's 9 MMDAs. The Legislative Instrument (LI) 2014 formed both the Bia West and Bia East Districts out of the former Bia District in 2012. (ghanadistrict.com). The residents of these three districts and the entire Western – North region are predominantly cocoa cultivators, and they provide a significant portion of Ghana's cocoa exports (Tsekpo, 2018). The study area for this research is four public senior high schools located in three districts, notably Bia Senior High Technical School and Adjoafua Senior High School in Bia-West District, Adabokrom Senior High School in Bia-East District and Sefwi-Bekwai Senior High School in Bibiani-Ahnwiasi-Bekwai District.

Population

The targeted population for this study was the teaching staff of the four selected second cycle institutions from the Bia West, Bia East, and Bibiani-Anhwiaso- Bekwai Districts of the Western North Region of Ghana. Bia Senior High Technical School had a teaching staff population of fifty-four (54), Adabokrom Senior High School with a staff strength of fifteen (15), Adjoafua Senior High School with forty (40) teachers and Sefwi-Bekwai Senior High School with a numerical teaching staff strength of seventy (70). A total population of one hundred and seventy-nine (179) teaching staff were considered as the population from which samples were drawn for this study.

Data Collection Instrument

In this study, questionnaire was used as data gathering instrument. Questionnaire was preferred to other data collection instruments due to its cost-effectiveness and faster data collection rate. The instruments were given to the selected teaching staff from the four second cycle institutions for two weeks. The questionnaires were delivered to participants in an electronic format via an Internet-based program 'Google Form' for participants, due to its convenience for both researcher and participants in the study.

The questionnaire consisted of 47 items categorized in five sections – A, B, C, D, and E. Section A: This section collected data as age, sex, marital status, educational qualification, school of affiliation and teaching experience of respondents. Section B: This section collected data on the level of teacher stress in SHS, and it consisted of 8 items. The items were adapted from Work place stress scale developed by 'The Marlin Company, North Haven, CT, and the American Institute of Stress, Fort Worth, TX'. This scale was adopted and utilized to measure the stress level of teachers in the senior high schools. The scale contained eight questions with a Likert Scale of 1 being 'Never' and 5 being 'Very often'. Totalling the eight scores determined the stress level of SHS teachers taking cognizance of the fact that; a score of 15 or lower indicates relatively calm, a score of 16 to 20 being interpreted as fairly low, 21-25 being interpreted as moderate stress, 26 to 30 as severe and 31 to 40 being interpreted as potentially dangerous stress level.

Section C: This portion of the survey instrument was developed to get information on the predominant causes of stress among SHS teachers. This portion consisted of 20 items subdivided into four dimensions: potential stressor categories teachers faced in SHS. The four categories include work environment, workload, student problems and interpersonal relationships. The items were measured using a Likert scale with 1 for never stressful, 2 for rarely stressful, 3 for sometimes stressful, 4 for often stressful, and 5 as always stressful.

Section D: This component of the questionnaire contained 6 items, and it was titled social cost of stress on teachers' and their organizations. It was measured on the Likert scale with 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, and 5 as Strongly Agree.

Section E: This last portion of the instrument consisted of 7 items, and it is on the Stress management strategies teachers employ to manage work place stress. It is measured on a Likert scale with 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, and 5 as Strongly Agree. A copy of the questionnaire is attached as appendix F.

Validity and Reliability of the Research Instrument

The research instrument used in this study was subjected to thorough scrutiny to ensure its validity and reliability. Cronbach's alpha scores were computed to verify reliability and validity. The reliability coefficient of the items on the survey instrument was 0.76, implying that the questionnaire was appropriate and reliable for data collection.

Data Collection Procedure

A survey instrument (questionnaire) was used to poll teachers from the selected Senior High School (SHS) in the Western North Region. This instrument consisted of only closed-ended questions on a Likert scale. After authorization was obtained from the heads of the institutions, assistant headmasters in charge of administration and administrators within the institutions assisted with the distribution of the Google form questionnaires to participants. Participants were given two weeks' timeline to return the survey instruments. In all 124 survey instruments were issued out and all of them were returned.

Data Processing and Analysis

Data screening was done prior to analysis to ensure that the acquired data (both primary and secondary) were in the correct sequence. The data was coded and statistically evaluated by the researcher. IBM Statistical Package Social Sciences (IBM SPSS) version 25 was used to conduct the analysis. The analysis was guided by the research questions posed. Descriptive statistics like frequencies, percentages and means were computed after analysing the data collected. Inferential statistics, such as correlation and regression were computed to determine the significance of the variables used in the study. A hypothesis testing was also done to verify the relationship between teacher stress and the other variables used in the study.

3. RESULTS

What is the state of stress among Senior High School teachers in the Western-North Region?

The main reason for posing research question one was to investigate the current rates of work-place stress among Senior High School teachers in the Western-North Region. To respond to this research question posed, respondents were asked to rate statements on a Workplace Stress Scale. The scale contains eight questions on situations that causes strain to teachers in their work

environments, and respondents were asked to answer these questions using a Likert scale with 1 as never, 2 as rarely, 3 as sometimes, 4 as often and 5 as very often. The sum of the eight scores was then interpreted using these guidelines developed by the Marlin company and the American Institute of Stress as follows: total score of 15 or lower = relatively calm (C); score of 16 -20 = fairly low stress (F); score of 21 – 25 = moderate stress (M); score of 26 – 30 = severe stress (S) and 31 – 40 total score = potentially dangerous (D) stress level. Table 9 presents the sum and mean of study participants' stress scores.

Table 1 – Mean and sum of stress level scores

Items	Sum	Mean
1. Conditions at work are unpleasant or sometimes even unsafe	297	2.39
2. I feel that my job is negatively affecting my physical well-being	335	2.70
3. I have too much work to do and/or too many unreasonable deadlines	381	3.07
4. I find it difficult to express my opinions or feelings about my job conditions to my superiors	341	2.75
5. I feel that job pressure interferes with my family or personal life	379	3.05
6. I have adequate control or input over my duties	443	3.57
7. I have received appropriate recognition or rewards for good performance	359	2.89
8. I am able to utilize my skills and talents to the fullest extent at work	452	3.64
Total	2987	24.06

Table 1 offers a comprehensive look at the stress levels experienced by teachers through an analysis of eight specific questions. The cumulative scores, alongside the calculated average, paint a clear picture of the stress landscape within the teaching community. The average stress score stands at 24.06, which categorically places the respondents in the moderate stress bracket. This is a significant finding, suggesting that the stress encountered by these educators is neither minimal nor severe, but rather at a level that warrants attention. The data reveals a more nuanced reality for senior high school teachers in the Western-North region. The stress they face regularly surpasses

what is considered a low or manageable amount. This elevates their experience from what might be typically dismissed as 'just part of the job' to a level that could potentially have implications for their well-being and professional performance. To provide a deeper understanding of this situation, Table 2 delves into the specifics of the data. It breaks down the stress indicators and gives a detailed analysis of how these stress levels are distributed across the teacher population in the region. This table is crucial for stakeholders interested in the nuances of teacher stress levels, as it offers a more segmented view of the data, potentially guiding interventions and support mechanisms to address the stress experienced by teachers in senior high schools in the Western-North region. The analysis in Table 2 could be a cornerstone for developing strategies to improve these educators' work environments and support systems.

Table 2 – Teachers' stress level based on schools of affiliation

School	C	F	M	S	D	Total
Bia SHTS	2	7	20	7	1	37
Adjoafua SHS	1	5	6	12	4	28
Adabokrom SHS	1	4	5	0	0	10
Sefwi-Bekwai SHS	0	5	23	20	1	49
Total	4	21	54	39	6	124

Analysis of the stress scores as seen in Table 1, revealed that 54 (43.5%) participants demonstrated moderate stress, 39 (31.5%) were severely stressed, 21 (16.9%) had fairly low stress, 6 (4.8%) had dangerous levels of work-place stress and 4 (3.2%) participants were relatively calm. The majority of participating teachers showcased moderate stress levels whereas the least number of teachers forming 3.2% of the sample population were relatively calm. Matching the stress scores according to participants' schools of affiliation as displayed in Table 2 revealed that; Adabokrom SHS had 5 moderately stressed teachers, 4 fairly low stressed, 1 relatively calmed teacher, and none severely and dangerously stressed teacher. Adjoafua SHS results revealed 12 severely stressed teachers, 6 moderately stressed, 5 fairly low stressed teachers, 4 dangerously stressed teachers and 1 relatively calmed teacher. Bia SHTS scores also showed that, 20 teachers were moderately stressed, 7 were severely and fairly low stressed, 2 were relatively calm and 1 was dangerously stressed. Finally, Sefwi-Bekwai SHS scores indicated that, 23 teachers were moderately stressed, 20 were severely stressed, 5 fairly low stressed, 1 dangerously stressed and none relatively calm.

What are the predominant causes of stress among senior high school teachers in Western-North Region?

The aim of this research question was to find out the most prevalent stressors in the work place of senior high school teachers in the Western - North region of Ghana, by examining the data to check the level of influence the stressors exert on teacher stress. Multiple linear regression was performed on the mean scores of stressors teachers face, with the stressors as the regressors and work-place stress as the regressand. This analysis was also conducted to test the statistical significance of the variables (stressors) and also to test hypotheses 2, 3, 4 and 5 which are also the independent variables used in the study. It was desirable to use multiple regression analysis since

it would demonstrate the degree to which the independent factors influenced the dependent variable (stress level). This method also made it possible to see each predictor's impact on the result variable. However, the assumption of normality was examined before conducting the regression analysis test. The P-P plot in Figure 1 displays the results of the study variables' normality test.

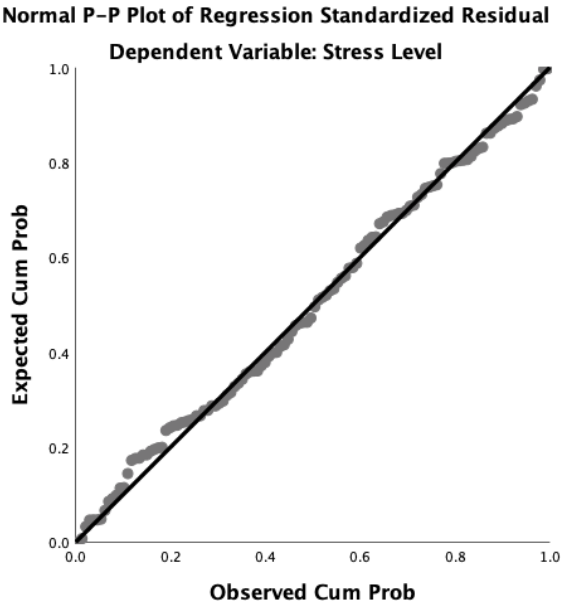

Figure 1: P-P plot of normality

The majority of the scores are extremely nearly aligned to the diagonal line in the middle, according to the figure. This supports Pallant's (2016) claim that, observations are normal when the majority of the scores are closer to the middle diagonal line.
Table 3 displays the model summary from the regression analysis.

Table 3 – Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.604[a]	0.365	0.338	0.403

a. Predictors: (Constant), Work Environment, Interpersonal Relationship, Student Problems, Workload, Stress Management
Source: Field survey (2023)

As detailed in Table 3 under the section labeled "Model Summary," the model's performance is quantitatively expressed by an R-squared value of 0.37. This statistical measure indicates the proportion of variance in the dependent variable, which in this case, is the level of stress, that can be predicted from the independent and moderating variables selected for this study. In practical terms, it means that the model explains 37% of the stress level variability, reflecting the influence of the variables that were considered. However, this leaves a substantial 63% of the variation unaccounted for, pointing to the presence of other factors influencing stress levels that were not included in the current analytical framework. This could imply that additional stress determinants

are beyond the scope of the model used in this research. To further elucidate the dynamics between the variables, Table 4 provides a detailed analysis of variance, or ANOVA. The ANOVA results shed light on the individual contributions of the variables and help determine the statistical significance of each variable's effect on the stress levels observed in the study population.

Table 4 - ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.047	5	2.209	13.575	.000[b]
	Residual	19.204	118	0.163		
	Total	30.251	123			

a. Predictors: (Constant), Stress Management, Work environment, Interpersonal relationship, Student Problems, Workload

The detailed analysis using the Analysis of Variance (ANOVA), as depicted in Table 4, provides substantial evidence that the stressors associated with the profession of Senior High School (SHS) teachers have a noteworthy effect on the measured stress levels, which serves as the dependent variable in this study. This is quantitatively supported by an F-statistic of 13.575 with 5 groups and 118 degrees of freedom, where the probability of this occurring by chance alone is less than 0.1%, as indicated by the highly significant p-value of less than .001. Such a result underscores the strong likelihood that the variations in stress levels among SHS teachers can be attributed to the job-related stressors under investigation. The data further reveals that these stressors consistently and significantly influence the respondents' reported levels of stress. To delve deeper into the influence of each individual independent variable, a multiple regression analysis was performed. The outcomes of this analysis are presented in Table 5, which lists the regression coefficients. These coefficients provide insights into the unique contribution of each independent variable to the overall stress levels of the teachers, offering a more granular understanding of how specific factors relate to teacher stress within the educational environment.

Table 5 – Regression coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.123.	.320		6.630	.000
Work environment	.126	.060	.177	2.109	.037
Workload	.137	.065	.212	2.088	.039
Student Problems	-.106	.062	-.162	-1.697	.092
Interpersonal Relationship	.241	.047	.440	5.151	.000
Stress Management	- .060	.084	- .059	- .717	.475

a. Dependent Variable: Stress Level
Source: Field survey (2023)

Table 5 provides a clear statistical analysis of the factors affecting the dependent variable under study. When considering a significance level of $\leq 0.05 P \leq 0.05$, it is noticeable that three independent variables, namely the work environment, workload, and interpersonal relationships, demonstrate a strong statistical significance with p-values of 0.04 and 0.000, respectively. This suggests a robust link between these factors and the dependent variable. On the contrary, student problems, with a p-value of 0.09 and the moderating variable 'Stress management', do not meet the threshold for statistical significance at the 5% alpha level, indicating a weaker or non-existent connection to the dependent variable in this context.

Further analysis of the standardized beta values reveals more about the strength of these relationships. Interpersonal relationships stand out as the most influential predictor, with a substantial beta value of 0.44, or 44%. This implies that interpersonal relationships have a pronounced effect on the dependent variable more than any other variable in the study. Conversely, 'Stress management', the moderating variable, shows a minimal beta value of 5.9%, indicating a lesser impact and lacking statistical significance. This dual finding underscores its relatively minor role as a predictor within the current study's framework, both in terms of its contribution to the variance explained and its statistical robustness.

4. DISCUSSION

Teachers' Stress Level

The investigation into stress levels among senior high school teachers in the Western-North region of Ghana sought to uncover the extent to which these educators are affected by stressors inherent in their profession. The study's findings presented a picture of moderate stress levels, with a mean stress score of 24.06 serving as a quantifiable indicator of this assertion. Such a score suggests that while stress is present, it is not at an overwhelming level for the majority. This conclusion finds resonance in the work of Bashaija et al. (2022), whose research into the demographic factors influencing occupational stress among secondary school teachers in Greater Bushenyi, Uganda, similarly identified moderate levels of stress among teaching professionals.

Furthermore, an examination of individual responses revealed that just over two-fifths of the respondents, specifically 43.5%, reported experiencing a moderate level of stress, indicating that nearly half of the teachers surveyed are encountering stress at a level that may be concerning but not acute. In stark contrast, a small fraction, 3.2%, reported low-stress levels, indicating a state of relative tranquillity amidst the pressures of their occupational roles. These observations are underpinned by the findings of (Setorglo et al., 2020), which highlighted Filipino teachers' susceptibility to stress and their reported high-stress levels, suggesting a possible universal trend among educators in various regions.

The study further employed an Analysis of Variance (ANOVA) to assess the collective impact of various potential stressors on these educators' professional lives. The analysis identified several significant predictors of stress, including the efficacy of stress management strategies, the magnitude of workload, student-related challenges, the nature of the work environment, and the quality of interpersonal relationships at work. These variables contributed notably to teachers' stress levels in senior high schools within the Western-North region of Ghana, indicating areas where interventions may be beneficial. This finding is bolstered by the research conducted by Gebrekirstos (2015), which also concluded that such stressors are prevalent and significantly affect

senior high school teachers, further highlighting the need for effective stress management interventions in the educational sector.

Predominant Stressors Among Senior High School Teachers in Western – North Region.
The study aimed to explore and determine the most prevalent stressors affecting senior high school teachers in the Western-North region of Ghana. The research question was rooted in the need to understand what factors contribute to teachers' stress in this locale. The study revealed that a considerable portion of the stress experienced by teachers quantified at 37%, could be attributed to a combination of workload, the work environment, student-related issues, and interpersonal relationships among staff. These were identified as the study's independent variables and showed a significant statistical correlation with the teachers' stress levels. However, the study did not cover the remaining 63% of the factors causing stress, suggesting that there are other unidentified variables at play.

The study's results also indicated a positive correlation between stress levels and both interpersonal relationships and workload when analyzed using the Pearson correlation coefficient. Interpersonal relationships, in particular, demonstrated a strong positive correlation with stress level, suggesting that the quality of interactions between colleagues is a critical factor in teacher stress. Workload, while also positively correlated with stress, showed a moderate relationship, implying that it is a significant factor, but not an overwhelming contributor to stress levels. These findings corroborate the assertions made by (Amu et al., 2021), who concluded that a mix of professional, personal, and economic factors influences teacher stress. In contrast, the study found that stressors such as student problems and the work environment had a weaker correlation with stress levels. Although the work environment did have a statistically significant relationship with stress, it was not as pronounced as other factors. This aligns with the research by (Agyapong et al., 2022), who found that physical work conditions, undisciplined students, and resource inadequacies were notable stressors for teachers in Kosovo.

The research further utilized multiple regression analysis to quantify the impact of various independent variables on the dependent variable, which was the teachers' stress levels. This analysis highlighted that interpersonal relationships had the most substantial influence on stress levels, explaining about 44% of the variation in stress. On the other end of the spectrum, the study revealed that stress management techniques, considered as a moderating variable, had a minimal impact, accounting for only 7% of the variance in stress levels. This points to the complexity of the issue of stress in the teaching profession and underscores the importance of focusing on interpersonal dynamics as a key area for intervention.

5. CONCLUSION

The research conducted on the stress levels among Senior High School teachers in the Western-North Region of Ghana concludes that the teachers experience moderate stress, with a mean stress score indicating a level of stress that warrants attention. The study has identified key stressors that contribute to this situation, including workload, work environment, student problems, and interpersonal relationships, with interpersonal relationships emerging as the most significant predictor of stress. These findings highlight the complex nature of occupational stress within the educational sector in this region and underscore the importance of addressing these stressors to improve the well-being of teachers. Although stress management strategies were considered, they

were found to have the least impact on mitigating stress levels, suggesting that more effective stress management interventions may need to be developed and implemented. Overall, the study provides valuable insights into the stress dynamics at play among teachers in Ghana's Western-North Region and sets the stage for further research and action to address this critical issue.

6. RECOMMENDATION

A multi-faceted approach is recommended in light of the moderate stress levels among Senior High School teachers in Ghana's Western-North Region, with significant stressors being workload, work environment, student problems, and interpersonal relationships. Schools should offer professional development workshops focused on stress management and effective communication to enhance interpersonal relations. Workloads should be regularly reviewed to ensure they are equitable and manageable. The introduction of counselling services could provide a support network for stressed teachers. Improving the physical aspects of the work environment can also contribute to reducing stress levels. Policymakers need to consider these factors and integrate them into the educational framework to provide systemic support for teachers. Furthermore, ongoing assessment of the impact of these changes should be conducted to ensure their effectiveness and sustainability.

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