INFLUENCE OF STRESS ON WORK PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN KIAMBAA SUB-COUNTY, KIAMBU COUNTY, KENYA

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A thesis submitted in partial fulfillment of the requirements for the award of the degree of Master of arts in counseling psychology in the counseling psychology department, school of humanities and social sciences of Africa Nazarene University

July, 2024

DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented in any other university for academic work.

John Chege Mbugua 16M03DMCP006



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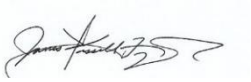
This research was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

I dedicate this work to all those high school teachers who go through stressful situations as they work to build the future generation of professionals in different fields.

TABLE OF CONTENTS

DECLARATION ..... **ii**

DEDICATION iii

TABLE OF CONTENTS iv

LIST OF TABLES ix

LIST OF FIGURES x

ABSTRACT xi

ACKNOWLEDGEMENT xii

OPERATIONAL DEFINITION OF TERMS ..... **xiii**

ABBREVIATIONS AND ACRONYMS xiv

CHAPTER ONE 1

INTRODUCTION AND BACKGROUND TO THE STUDY 1

1.1 Introduction 1

1.2 Background of Study 1

1.3 Problem Statement 5

1.4 Research Purpose 7

1.5 Research Objectives 7

1.6 Research Questions 8

1.7 Significance of the Study 8

1.8 Research Scope 10

1.9 Research Delimitations 11

1.10 Limitations of the Study 11

1.11 Assumptions of the Study 12

1.12 Theoretical Model 13

1.12.1 Person-Environment Fit Theory 13

1.12.2 Job Demands-Resources 16

1.13 Conceptual Framework 20

CHAPTER TWO 21

LITERATURE REVIEW 21

2.1 Introduction 21

2.2 Empirical review 22

2.2.1 Influence of Workload-related Stress on Work Performance 22

2.2.2 Influence of School Management-Related Stress on Work Performance 24

2.2.3 Influence of Workload Stress-Induced Exhaustion on Work Performance 27

2.3 Summary and Research Gap 30

CHAPTER THREE 32

RESEARCH METHODOLOGY 32

3.1 Introduction 32

3.2 Research Design 32

3.3 Research Site 33

3.4 Target Population 34

3.5 Study Sample 34

3.5.1 Sampling Procedure 34

3.5.2 Study Sample Size 35

3.6 Data Collection 37

3.6.1 Data Collection Instruments 37

3.6.2 Pilot Testing of Research Instruments 38

3.6.3 Instrument Reliability 38

3.6.4 Instrument Validity 39

3.6.5 Data Collection Procedure 40

3.6 Data Processing and Analysis 40

3.7 Legal and Ethical Considerations 41

CHAPTER FOUR 43

DATA ANALYSIS AND RESULTS 43

4.1 Introduction 43

4.2 Response Rate 43

4.2. Demographics of the Participants 44

4.2.1 Gender and Age Distribution of Respondents 44

4.2.2 Educational Qualification 45

4.2.3 Years Worked as a Teacher 46

4.3 Frequency Distribution of Job-Related Stress Responses 46

4.4 Main Sources of Stress in the Teaching Job 47

4.5 Workload-Related Stress 48

4.6 School Management-Related Stress 50

4.7 Stress-Induced Exhaustion 52

4.8 Work Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County 54

4.9 Correlation Analysis 60

4.10 Chapter Summary 62

CHAPTER FIVE 63

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS 63

5.1 Introduction 63

5.2 Discussions 63

5.2.1 Influence of Workload Stress on Job Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County 63

5.2.2 Influence of Poor School Management-Related Stress on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 64

5.2.3 Influence of Stress-Induced Exhaustion on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 65

5.3 Summary 65

5.3.1 The Influence of Workload Stress on Job Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County 65

5.3.2 Influence of Poor School Management-Related Stress on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 66

5.3.3 Influence of Stress-Induced Exhaustion on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 67

5.3.4 Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 67

5.4 Conclusion 69

5.4.2 Influence of Poor School Management-Related Stress on Job Performance 69

5.4.3 Influence of Stress-Induced Exhaustion on Job Performance 70

5.4.4 Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County 70

5.5 Recommendations 70

5.5.1 Recommendations for Managing Workload Stress 71

5.5.2 Recommendations for Reducing School Management-Related Stress 71

5.5.3 Recommendations for Addressing Stress-Induced Exhaustion 71

5.5.4 Recommendations for Improving Overall Work Performance 72

5.5.5 Policy Recommendations 72

5.6 Suggestions for Further Research 72

REFERENCES 73

APPENDIX I: INTRODUCTORY LETTER TO RESPONDENTS 80

APENDIX II: LETTER TO THE PRINCIPALS 81

APPENDIX III: QUESTIONNAIRE FOR TEACHERS 82

APPENDIX IV: INTERVIEW QUESTIONS FOR PRINCIPALS 86

APPENDIX V: MAP OF KIAMBAA SUB COUNTY 89

APPENDIX VI: RESEARCH PERMIT 90

LIST OF TABLES

Table 3.1: Target Population 34

Table 3.2:Sampling Frame 36

Table 4.1: Response Rate Table 44

Table 4. 2: Shows the distribution of responses by gender and age 44

Table 4.3: Educational Qualification 45

Table 4.4: Years Worked as a Teacher 46

Table 4.5. Frequency Distribution of Job-Related Stress Responses 47

Table 4.6: Main Sources of Stress in the Teaching Job 48

Table 4.7: Workload-Related Stress 48

Table 4.8: School Management-Related Stress 51

Table 4.9: Stress-Induced Exhaustion 53

Table 4.10: Respondents' Rating of Overall Job Performance 55

Table 4.11: Rating on Work Performance among Teachers 56

Table 4.12: Frequency of Teachers' Experience Stress Related to Job 57

Table 4.13: Whether School Provided Adequate Support for Managing Stress among Teachers 60

Table 4.10 Correlation between Factors Affecting Workload and Performance 61

LIST OF FIGURES

Figure 1.1: Conceptual Framework: Influence of Stress on Work Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County, Kenya 19

ABSTRACT

Stress is a major concern in the workplace, and it can have a significant impact on employee performance. Teachers are particularly susceptible to stress because of the demanding feature of their engagement. This study investigated the influence of stress on work performance in secondary school teachers in Kiambaa Sub County, Kiambu County. The research objectives were to explore the influence of workload-related stress, school management-related stress, and stress-induced exhaustion on work performance. This study was guided by two theoretical frameworks, the person-environment (PE) Fit Model of Stress and the Job Demand-Resources (JDR) Theory. The study used a descriptive survey as the research design. The target population was 208 secondary school teachers in all 12 schools in Kiambaa Sub-County. A sample of 138 teachers was selected using stratified random sampling techniques. Stratification was done based on the type of school (public or private) and the level of teaching experience (less than five years or five years and above). The study used a self-administered questionnaire as the primary data collection instrument. Interviews were employed to get more insight as well as to generate secondary data. The instrument was pretested and validated before administering it to the sample through a pilot study in 4 schools. For instrument reliability Cronbach alpha of 0.82 was determined. Obtained data was analyzed using descriptive and inferential statistics. Descriptive and inferential statistics used included weighted means, standard deviation, relative frequencies and percentages. The reliability of the tools used in this study entail the implementation of a test-retest method. The content validity used expert judgmental method where the questionnaires were given out to the principals who had critical examination and provided comments and feedback to the researcher. The data was analyzed with the use of Scientific Package for Social Sciences (SPSS) version 24.0 to generate correlation and regression variables. Descriptive analysis and presentation by the researcher from which a summary was made in tables, graphs and pie charts for interpretation and inference. The findings revealed weak correlations between workload stress, poor school management-related stress, stress-induced exhaustion, and job performance. Teachers generally rated their job performance favorably but expressed concerns about stress impacts. The study recommends workload management programs, communication improvements, stress management workshops, and policy reforms to support teacher well-being and enhance performance.

ACKNOWLEDGEMENT

I am grateful to the Creator of heaven and earth for the gift of life and for enabling me to be able to conduct this research. I wish to also thank Dr Lucy Macharia for her support, guidance, and resilience in the entire process of this thesis. I also wish to thank Dr Russel Frazier for his insights, guidance, and support throughout the entire thesis process. I also wish to thank my family for their continuous support throughout my studies. I am also grateful to my colleagues at Equity Group Foundation for their patience and support in enabling me to work on this research.

I also wish to extend some gratitude to the principals and who took time off their official duties to provide responses on this research. Your value contributed to this learning process and the insights will be invaluable to other teachers as well. I also thank specifically the Sub-County Director of Education (Kiambaa Subcounty) for his support especially during the entire data collection process.

OPERATIONAL DEFINITION OF TERMS

Stress: Stress denotes to both psychological and physiological reactions to demands of work and pressures which may have a detrimental impact on a person's physical and mental well-being.

Workload-related stress: This refers to the stress that arises from an excessive workload or work demands.

Poor School management-related stress: This refers to the stress that arises from poor management practices such as inadequate resources, lack of support from supervisors, and ineffective communication.

Stress-induced exhaustion: This refers to the feeling of extreme tiredness and burnout resulting from prolonged exposure to stressful work conditions.

Work performance: This refers to the effectiveness and efficiency with which a teacher performs his or her duties. This entails lesson delivery, student assessment, and classroom management. In this study, work performance will be measured using self-reported teacher perceptions and student academic outcomes.

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
COVID-19	Corona Virus 2019
GOK	Government of Kenya
HR	Human Resources
KCSE	Kenya Certificate of Secondary Education
KUPPET	Kenya Union of Post-secondary Teachers
KESSHA	Kenya Secondary School Heads Association
MoE	Ministry of Education
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This present research intended to determine influence of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. This chapter introduces the study as well as presents background to research, problem statement, research aims, and questions. It additionally describes research significance, research scope, assumptions, delimitations, and study limitations, conceptual and theoretical structure. This introduction offers an overview of the topic under study, identifies study problem, and justifies need for the study. It also serves to provide a context for the study, highlight study significance, and present study objectives and questions.

1.2 Background of Study

Stress connected to job presents a real impediment the world over. It is an important well-being risk of the twenty-first century (Herman & Reinke, 2014). In this regard, failure to check the levels of stress may pose challenges to the performance of any institution (Patro & Kumar, 2019). This underlines the importance of studying its influence on work ecosystems. Stress is the insistency exposed to individuals in life. It depicts the effort demonstrated by an individual to achieve calmness in respect to a catalyst that contributes to inordinate mental and physical exertion (Baliyan, Baliyan, & Mokoena, 2018). With this realization, it is pertinent to research the influence of stress related to work-on employees' performance.

Numerous studies have attempted to study work-related stress. A study by Lambert and others established that most workers (63%) were unable to overcome

pressure (Lambert & McCarthy, 2006). This shows that pressure was a major challenge in the working environment. Poor remuneration, burnout, lack of professional development, poor social support, conflict, and poor working conditions were some of core reasons for work stress.

A study done in United Kingdom by Bhui et al. (2016) instigated the factors that contribute to job stress and the perception of a successful remedy among workers in non-governmental, commercial, and public sector entities. Focusing on a purposive sample of 12 organizations, the study shows that employees were faced with challenges, including but not limited to adverse working conditions and poor management practices that induced stress. This research set out to explore the veracity of these outcomes among teachers.

Many researchers have reported their concern about severe stress in the teaching profession. A study in Johore, Malacca, and Negeri Sembilan in Malaysia focused on 24 to 55-year-old teachers in rural and urban areas showed that teachers faced stress emanating from heavy workloads, poor relation with students and parents, lack of resources, time pressure and, poor remuneration among others (Yahaya, Hashim, & Tee, 2006).The joint effect of these factors contributed to reduced performance at work for these teachers. Survey failed to focus on a state in the continent, or Kenya, hence not applicable to this current study.

In Africa, the nexus between stress at work and performance has also been the focus of numerous studies. In South Africa, among other countries, the results show that teachers are in high-stress occupations. Research on stress determinants among instructors in the Mahikeng Area, South Africa, focused on schools in five clusters (Pelser & Van Wyk, 2016). Data was collected from 955 teachers using questionnaires. The findings show that the main stressors among teachers were managerial practices,

career opportunities, and relationships at work, remuneration, and poor communication. These factors affected the individual performance of teachers at work. This proposed study will discover extent to which these outcomes could be relevant to teachers in Kenya.

A study in Nigeria through Dankade et al. (2016) analyzed effect of stress at work on high school teachers' performance. Research was pegged on a desk review of related literature and a survey of 160 teachers drawn from 18 schools in 6 northeastern states (Dankade, Bello & Deba, 2016).The study shows that the performance of teachers was affected by work overload, lack of motivation, large class sizes, and students' indiscipline, among others. These factors contributed to poor performance at work and anxiety, among others. The study is relevant to this study since it shows interesting areas for investigation on how stress impacts performance of teachers in states located in Africa such as Kenya.

The gravity of stress among teachers in Kenya was identified by a study on "stress management coping mechanism among female principles in two sub-counties in the western region of Kenya, Rachuonyo North and Homa Bay Sub Counties" (Juma & Simatwa, 2016). The study established that these principals were faced with challenges including but not limited to work conflicts, political interruption, inadequate career development opportunities, absence of individual protection, inadequate physical facilities, sexual viciousness, clashing interests with partners, poor staff capacities, work over-burden, occupation vulnerability, and sexual viciousness among others. However, the level to which these stressors beset non-management level teachers may not be directly inferred. This necessitates studies such as this current one.

Among Kenyan teachers, job-related stress and its impact on performance has been focused on academia for the last decade or so. A study by Waithanji (2014) on

influence of burnout of secondary school teachers in Central Kenya's Mathira District found there was stress due to heavy workloads that contributed to diminished performance among teachers in areas such as coverage of the curricular and co-curricular activities (Waithanji, 2014). This had ripple effects since it also affected the academic performance of their learners in class. This study is pertinent to this current study since it was undertaken in the central region of Kenya, which will also be the focus of this current study. This research is however outdated hence fails to expressly align with this current state of affairs in the Kiambaa Sub-County, the center of present research.

In the Kikuyu Sub-County, a study on impacts of job-related stress on performance of public secondary school teachers shows stress at places of work had substantial detrimental correlation with output of teachers (Muiga, Ombui & Iravo, 2015). The study is closely related to this current study, which studied the influence of stress on work performance in teachers at secondary schools in Kiambaa Sub-County of Kiambu. However, the study differed from this present research as it centered on both work-related and non-work-related stress in another sub-county within Kiambu County. It investigated, among others, the influence of stress management at job, household stress, stress connected to policies, and stress related to finances on performance of teachers (Muiga, Ombui & Iravo, 2015). Conversely, this current study looks at work-related stress only and its performance impacts.

Present setting of teachers in secondary schools found in Kiambaa Sub-County, Kiambu County, identified stress as a significant problem affecting their work performance. In the words of Kenya National Union of Teachers (KNUT) Kiambaa Branch Secretary, Mr. John Mburu, many teachers in the sub-county are overworked and overwhelmed, leading to high stress degrees plus burnout (Kilonzo, 2018).

Moreover, the Corona pandemic has added to the workload and stress levels of instructors, because of conforming to updated teaching methods and dealing with disruptions caused by school closures and quarantines (Odhiambo, 2021).

Given the detrimental stress consequences on wellness of teachers and job performance, it is crucial to explore impacts of stress on teachers in secondary schools in Kiambaa Sub-County. According to Dankade et al (2016) stress is a substantial matter in the teaching profession. It affects negatively on teachers in addition to their students and families. Teachers who undergo high levels of stress are prone to suffer from burnout, decreased job fulfillment, and issues concerning mental health which can lead to decreased effectiveness in the classroom. Consequently, Juma and Simatwa (2016) highlighted that this is detrimental to students' learning outcomes, engagement, and overall wellness. At the same time, stress experienced by teachers is often extended to their immediate families, causing strained relationships and reduced quality of life at home. Handling stress in teachers is thus paramount for the overall wellness of teacher, students' academic success alongside the stability of teachers' individual lifestyles. This current study sought to evaluate influence of workload-related stress, management of school-related stress, together with stress-induced exhaustion on work performance in teachers of secondary schools in Kiambaa, Kiambu County. The outcomes of this research offer vital details concerning stress impacts on performance at work among teachers and inform policy and practice on how to manage stress and improve teacher well-being. Additionally, this research adds to the prevailing literature on this subject and identifies areas for further research.

1.3 Problem Statement

The connection between job stress and its impact on performance of teachers in secondary schools represents a critical area of concern in Kiambaa Sub-County,

Kiambu County. Despite the immense and sensitive function that teachers play in forming students' future and the overall educational setting, they are increasingly vulnerable to different kinds of stress which considerably impede their performance capacity. The core types of stress encompass workload-related demands, school management-related stress, and workload stress-induced exhaustion. Numerous studies have delved into the topic of teacher burnout on a global scale (McLaughlin, 2018; Hardwick-Franco, 2019). Studies specifically targeting Kiambaa Sub-County concerning stress impacts on performance of work in teachers of secondary schools are either limited or not widely accessible to the public.

Stress that is work-related stems from the inordinate demands exerted on teachers to meet their teaching functions, grading student work, preparing plans for teaching, and involvement in extracurricular activities. On their part, Jensen et al. (2019) observed that these overwhelming duties often result to burnout, curtailing output of teachers' and classroom effectiveness. At the same time, stress linked to school management originates from the pressure put by administrative guidelines, inadequate support from leadership at school, and insufficient resources to assist in teaching. As such, these forms of stressors establish an atmosphere whereby teachers feel unappreciated and overwhelmed, further curtailing their desire, motivation and work commitment.

At the same time, Ng'ang'a (2017) in his survey alluded that exhaustion stemming from workload stress is a pervasive matter that fosters negative impact of stress on performance of teachers. According to Kiptum (2018) both physical and emotional load of persistent stress results to chronic fatigue, less concentration, and impaired capacity to make decisions, at the end affecting education quality delivered to students. The cumulative consequences of these stressors undermine teachers' wellness

in addition to influencing negatively outcomes of students and overall standards of education in Kiambaa Sub-County. Although there is widespread recognition of the adverse impacts of stress on job performance, there exists a void in extensive research particularly addressing the unique stressors secondary school teachers undergo in Kiambaa Sub-County.

The present research intends to fill this void by extensively exploring the different dimensions of stress and their influence on the performance of teachers. Comprehending these dynamics is paramount for forming targeted interventions and support systems to minimize stress, boost teacher wellness, and enhance the educational experience for both teachers and students in Kiambaa Sub-County. Without handling these pressing concerns, the consistent stress teachers undergo may lead to a decline in education quality and contribute to wider systemic impediments within the education sector. Consequently, this research aimed to investigate influence of stress on performance at work in teachers of secondary schools in Kiambaa Sub-County.

1.4 Research Purpose

This research aims to determine the influence of stress on work performance in teachers of secondary schools in Kiambaa Sub-County, Kiambu County, with a focus on workload-related stress, school management-related stress, and stress-induced exhaustion.

1.5 Research Objectives

This research intended to attain the undermentioned goals:

i. To investigate the influence of workload stress on job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County

ii. To determine the influence of poor school management-related stress on job performance among high school teachers Kiambaa Sub-County, Kiambu County.

iii. To investigate the influence of stress-induced exhaustion on job performance among high school teachers. Kiambaa Sub-County, Kiambu County

1.6 Research Questions

The following research questions guided this research study:

i. What is the influence of workload related stress among secondary school teachers in Kiambaa Sub-County, Kiambu County, and how do they compare?

ii. How does poor school management-related stress influence the job performance of high school teachers in Kiambaa Sub-County, Kiambu County?

iii. What is the influence of stress-induced exhaustion on the job performance of high school teachers in Kiambaa Sub-County, Kiambu County?

1.7 Significance of the Study

This research on the influences of stress on work performance in teachers at secondary schools in Kiambaa Sub-County, Kiambu County, is significant for several reasons. First, the research helps in adding to existing literature on the influence of stress on work output in the education sector, specifically among secondary school teachers. This will provide a basis for policy formulation and intervention measures to improve the well-being of teachers in Kiambaa Sub-County and other parts of Kenya.

Second, the study highlights the influence of workload stress, school management stress, and stress-induced exhaustion on the work performance of secondary school teachers. This information will be useful to administrators in schools, policymakers, other stakeholders in learning systems in identifying areas that need

improvement to enhance environments for working of teachers plus improve education standards in Kiambaa Sub-County.

Third, the research outcomes add to the formation of interventions, programs that can help mitigate the influence of stress on teachers' work performance. These interventions may include stress management programs, training on work-life balance, and the creation of supportive work environments. Such interventions can help reduce teacher turnover and absenteeism, which are some of the challenges facing the education sector in Kenya.

This research is important to students as it depicts the influence of teacher stress on their learning environment and success. By looking at stress-related issues among teachers, this present study seeks to enhance education standards, promote engagement of students, and foster improved academic performance. A teaching environment which is stress free can lead to better effective teaching tactics alongside a more positive classroom atmosphere which is vital for students' overall educational experience.

This research is also significant to the teachers' immediate families, as it underscores how work-related stress can impact their social and household life. By pointing out and mitigating stress elements, teachers can attain a better work-life balance, leading to better and closer relationships resulting to a healthier family environment. Similarly, it promotes the wellness of the entire household and aids in preserving a supportive and harmonious dynamics in the family setting.

For academicians, this research offers valuable and crucial insights into the elements contributing to teacher stress and its wider implications. It will add to the prevailing body of knowledge on workload stress and provide a foundation for additional research in the field. Academicians can adopt these research outcomes to establish and advocate for effective interventions, policies, and support mechanisms

focused on minimizing stress and boosting the overall wellness of teachers in institutions of learning.

In summation, failure to address stress-related issues in teachers of secondary schools in Kiambaa Sub-County and other parts of this nation may have adverse influences on their work performance, resulting in detrimental consequence on the quality of education. Therefore, research outcomes are critical in informing policy and intervention measures to improve the well-being of teachers and ultimately enhance the education sector's quality.

1.8 Research Scope

Mugenda and Mugenda (2003) stated that research scope encompasses geographical zones, area of study and time line dedicated to undertake the study. This study was done in Kiambaa Sub-County and was limited to only 12 schools with a total teaching staff population of 208. Kiambaa Sub-County is chosen as the scope because it is close to Nairobi County, which is the capital city. It is, therefore, a peri-urban center that provides an experience for both non-urban and urban environments for teachers, which affected the result generalization. The study focused on the influences of workload stress, school management stress, and stress-induced exhaustion on work performance. The rationale for the study was vital for promoting teacher well-being, improving educational quality, identifying stressors, influencing policies, supporting professional development, and fostering a positive community impact. The decision to limit the study to this specific location was pegged on targeted population accessibility and the feasibility of conducting the research within the allotted time and budget. The study did not extend beyond the determined geographical area due to limitations in resources and the need for a focused and in-depth examination of the research problem within a specific context.

1.9 Research Delimitations

This research was limited to teachers at secondary schools in Kiambaa Sub-County, Kiambu County, Kenya. The study does not intend to cover primary school teachers, tertiary institutions or other professions in the education sector. Additionally, the study was limited to influences of workload-related stress, school management-related stress, and stress-induced exhaustion on work performance in teachers at secondary schools in Kiambaa Sub-County, Kiambu County. Other factors that may affect work performance, such as personal or external factors, were not within the scope of this study. Finally, research outcomes cannot be generalizable to different zones or regions within Kenya due to differences in culture, environment, and other factors.

1.10 Limitations of the Study

Cooper and Schindler (2006) held that limitations are those not controllable by the researcher. They may be related to sampling methods, the subjects, and the research design. Private teachers frequently transferred from one school to another. This limitation was mitigated by ensuring that the study took place within the shortest time possible.

This research centered only on teachers of secondary schools in Kiambaa Sub-County, Kiambu County, which may not represent other regions in Kenya. This limited the generalizability of the findings. To mitigate these limitations, the researcher ensured the sample size included ten schools to provide meaningful results.

The study relied on teachers' self-reporting of their stress levels and work performance, which may have been influenced by social desirability bias, leading to an under- or overestimation of correlation linking stress and performance at work. To mitigate this, data collection was done using instruments that had been pretested to validate their utility in collecting the right data and minimizing bias as much as possible.

This research was hindered by constraints in both time and resources. It was not possible to conduct an extensive study, including a larger sample size, due to budget limitations. This was mitigated by strict adherence to research scope within the given timelines and budget challenges.

The study could not control external factors that may have influenced teacher stress levels and work performance, such as family or personal issues. The researcher acknowledged these limitations in the study report and suggested future research to overcome them.

1.11 Assumptions of the Study

Hissong, Lape, and Bailey (2014) stated that assumptions are the underlying ideologies that a researcher trusts or believes, though they are difficult to determine or attest in any actual way. This study assumed that the target secondary school respondents who were willing to participate had gone through some stressful situations during duty and had similar working conditions to other teachers in Kenya.

This research presumed that responders provided accurate and undoubtful information regarding their experiences with stress and work performance. This research simulated that secondary school teachers was a reliable sample in Kiambaa, Kiambu County, exemplified the broader population of teachers in the county. This study also assumed that the researchers would be able to collect sufficient data to draw meaningful conclusions about influences of stress on performance at work in teachers of secondary schools in Kiambaa, Kiambu County. This study further assumed that tools employed to assess stress and work performance were valid and reliable in the context of teachers of secondary schools in Kiambaa, Kiambu County.

1.12 Theoretical Model

Built around ideas, a theoretical structure in the words of Kombo and Tromp (2006) attempts to articulate or clarify events while giving insight into the existence of facts. This study adopted two theoretical foundations, namely: Person-environment (PE) Fit Theory of Stress together with Theory of Job Demands-Resources. Both theories were postulated (Edwards, Caplan, & Harrison, 1998).

1.12.1 Person-Environment Fit Theory

Person-Environment (P-E) Fit Theory was brought forward in 1980 by John P. Wanous. This theory asserts that a person's compatibility with their work setting considerably influences their job satisfaction or fulfillment, performance, and overall wellness (Wanous, 1980). This theory implies that when values, skills, and needs of an individual conform to the demands and resources of their work environment, they are better placed to experience positive and favorable outcomes. According to Edwards and Cooper (1980) these entail enhanced job satisfaction and fulfillment, improved performance at work and lower levels of stress. On the other hand, a poor fit can result in negative and detrimental outcomes for instance work dissatisfaction, low and substandard performance, and increased degrees of stress.

The concept of Person-Environment Fit suggests that individuals experience stress when their characteristics or needs do not match the demands of their work environment. Person-Environment Fit Theory posits that stress is caused by the misalignment between the 'personal skills, beliefs, goals, plus demands of their work setting (Edwards & Cooper, 1990). In the case of teachers of secondary schools in Kiambaa Sub-County, job-linked stress could be attributed to job demands, such as workload, school management-related stress, and stress-induced exhaustion. The Person-Environment (P-E) Fit Theory alludes that stress stems when misalignment

exists between a person's abilities, needs, and beliefs with the demands, requirements, resources, and rewards offered by their current environment. According to Edwards and Cooper (1990) this concept elucidates how a good fit between a person and their environment can contribute to positive results e.g. job fulfillment and enhanced performance. On the other hand, a poor fit can lead to stress, dissatisfaction, and decreased performance. The P-E Fit Theory stresses the benefits of congruence between personal and environmental elements in preserving psychological and physical wellness.

This theory is closely connected to the objectives of this research. The initial goal, which is to investigate the influences of workload stress on job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County, relates to the P-E Fit Theory by looking at how an imbalance between work demands and the teachers' ability to fulfill these demands affects their performance. This theory opines that excessive workload, which does not conform to teachers' capacities and resources, can result to more stress and reduce performance at work

The second goal, which was to determine the influences of poor school management-related stress on job performance, conforms with the P-E Fit Theory by looking at how insufficient support and weak practices in management form a misfit between teachers' requirements for a supportive work setting and the real conditions they experience. This mismatch according to Ahlberg, et al. (2003)causes stress and negatively and affects their performance at work. At the same time, the third aim, which was to investigate the influences of stress-induced exhaustion on job performance, illustrates how chronic stress and exhaustion, stemming from continuous person-environment misfit, can affect ability of teachers to deliver effectively. The P-E Fit

Theory thus offers a model for comprehending how different stressors in the school setting determine performance of teachers.

Person-Environment Fit concept of stress highlights crucial relationships in personal characteristics and demands of the job setting in determining stress levels. For secondary school teachers in Kiambaa Sub-County, this theory elucidates how stress arises when there is a mismatch between their skills, values, and goals, and the demands imposed by their teaching roles. Factors such as workload, school management-related stress, and exhaustion can contribute to this misalignment, leading to heightened stress levels among teachers.

According to Cable and DeRue (2002) this theory emphasizes the importance of considering teachers' attributes, including interests, career motives, values, personality preferences, and self-efficacy, when analyzing their stress levels. It underscores that perceptions of workload and control over work are critical factors influencing stress levels and job satisfaction among teachers. Moreover, the theory acknowledges that gender differences play a role in stress experiences, with women often facing more significant stress due to balancing multiple responsibilities, including work and family obligations.

However, despite its insights, the Person-Environment Fit Theory has some limitations. One critique is its tendency to focus primarily on the individual-environment interaction while overlooking broader systemic factors that contribute to stress, such as organizational policies, leadership styles, and societal expectations. Additionally, the theory's emphasis on fit may oversimplify the complexity of stress experiences, as stress can arise from various sources beyond just the mismatch between individual characteristics and job demands. Furthermore, the theory's reliance on self-report measures for assessing fit may not capture the full extent of stressors and coping

mechanisms, potentially leading to biased interpretations of stress in the workplace (Gbadamosi & Abosede, 2004).

1.12.2 Job Demands-Resources Theory

Job Demands-Resources (JD-R) Theory was developed in 2001 by Arnold B. Bakker and Evangelia Demerouti. This theory opines that job features or characteristics can be segmented into job demands and job resources (Bakker & Demerouti, 2001). Job demands depicts facets of a job that call for sustained physical or mental endeavor and are linked with specific physiological and psychological costs. Conversely, job or work resources, describe physical, psychological, social, or organizational facets or aspects that aid in attaining work goals, minimize demands of a job and promote individual growth and development. In the end, balance between demands of work and resources influences wellness of employee and performance.

The JD-R Theory conforms with the goal of investigating the influences of workload stress on job performance among secondary school teachers in by hinting that increased job demands for instance heavy workloads, can result to stress and burnout. This negatively impacts performance at work. Van Wingerden et al., (2017) posited that comprehending these demands can assist in establishing tactics to oversee workload stress and boost performance.

On the second objective of determining the influences of poor school management-related stress on work performance, the JD-R Theory posits that insufficient job resources e.g. poor management support, can increase job demands, contributing to more stress and declined performance. Through pointing out and fostering practices of management, schools can increase job resources thus minimizing stress and bettering job performance among educators and teachers (Bakker & Demerouti, 2001).

For the third objective, this theory conforms with investigating the influence of stress-induced exhaustion on job performance. It asserts that persistent exposure to high job demands with no corresponding resources results to exhaustion and declined job performance. Acknowledging and handling these elements can aid in managing exhaustion and boost better job performance among teachers in secondary schools. The Job Demands-Resources theory uses constructive psychology to articulate why employees enjoy their jobs. The theory's main tenet is that job demands and job resources may be generally characterized as the working circumstances in all vocations (Van Wingerden et al., 2017).

The JD-R theory offers an expansive structure that may be used to create interventions that support the wellbeing of teachers. This theory is relevant to this particular research objectives in that in educating populations across a variety of circumstances, the identification of prominent resources and demands and the use of tactics to develop resources and lessen demands have shown encouraging outcomes. While there is a lot of data to support the use of JD-R theory-driven treatments to improve teachers' wellbeing, these kinds of programs need to be used carefully. Due to the fact that these interventions add to teachers' duties, taking part in them may make instructors more stressed (Van Wingerden et al., 2013).

This concept offers a valuable model for comprehending stress and performance at work among secondary school teachers in Kiambaa Sub-County. Requirements for work, e.g. huge workloads plus student discipline issues, may result to stress and impact teachers' wellness. Conversely, job resources like support from colleagues and professional development opportunities can buffer these negative effects and enhance performance. However, the theory's focus on job-related factors may overlook individual differences and the evolving feature of task requirements and resources.

Additionally, organizational factors within schools, such as leadership styles and support systems, function substantially in influencing instructors' experiences of stress and their ability to utilize resources effectively. Integrating the JD-R theory with other perspectives offers better comprehensive grasping of the intricacies surrounding teacher wellness and job outcomes.

Critique of the Job Demands-Resources (JD-R) Theory highlights three key limitations. Firstly, it doesn't fully consider individual differences such as coping mechanisms and external stressors, which greatly impact how people experience task requirements and resources. Secondly, theory overlooks dynamic features of job demands and resources, missing out on understanding how sudden changes can affect stress and performance. Lastly, it neglects broader organizational factors like leadership styles and culture, which also significantly influence stress levels and resource allocation. Incorporating these critiques could enhance the theory's relevance and applicability in explaining workplace dynamics.

1.13 Conceptual Framework

The conceptual model below depicts influence of stress on the work performance in teachers of secondary schools.

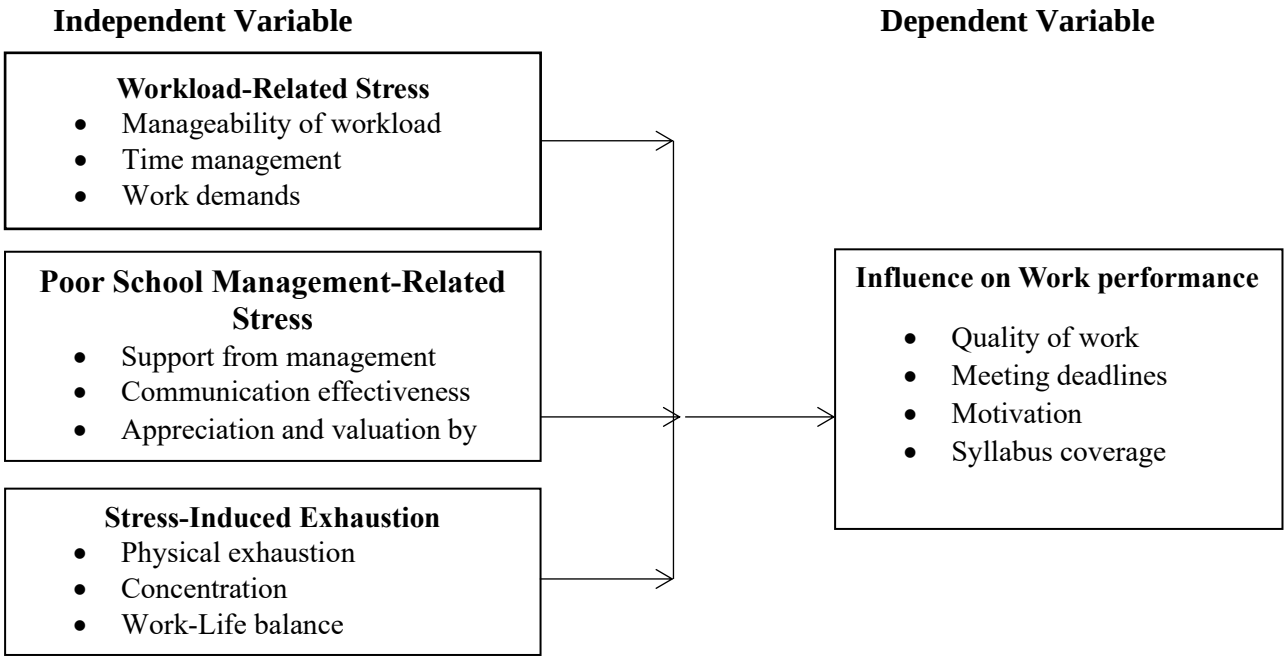


Figure 1.1: Conceptual Framework: Influence of Stress on Work Performance among Secondary School Teachers

Source: Researcher (2024)

The conceptual model for this research elucidates the independent variables, encompassing workload stress, school management-related stress, and stress-induced exhaustion experienced by secondary school teachers and their influence on the dependent variable which is work performance.

Workload-related stress, characterized by unmanageable workloads, poor time management, and excessive work demands, contributes to burnout and decreased productivity. This stress diminishes the ability to produce high-quality work and meet deadlines effectively, and it hampers comprehensive syllabus coverage. On the other hand, manageable workloads, great time management and manageable work demands

will improve the teachers' ability to produce better quality of work, meet deadlines and cover the entire syllabus.

School management-related stress factors, such as inadequate support from management, ineffective communication, and lack of appreciation, further exacerbate stress levels. This results in decreased motivation, reduced performance quality, and challenges in adhering to deadlines. On the other hand, adequate support from management, effective communication and appreciation will lead to increased motivation, improved performance quality and great deadline attainment.

Furthermore, Stress-induced exhaustion, encompassing physical exhaustion, impaired concentration, and poor work-life balance, directly diminishes energy levels, focus, and overall motivation, leading to a noticeable decline in the quality of work, timeliness in meeting deadlines, and syllabus coverage. Also, with lack of physical exhaustion, great concentration and good work-life balance will lead to improved quality of work, meeting deadlines and syllabus coverage.

This model offers a structured approach to understanding how stress influences teacher performance, offering insights for mechanisms to support teacher well-being and enhance productivity within the educational context.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter critically reviews existing literature on influence of stress on performance at work in teachers of secondary schools in Kiambaa Sub-County, Kiambu County, Kenya, Africa and the world. This research aimed to explore influences of stress on performance at work in teachers of secondary schools in Kiambaa, Kiambu County. Research sought to identify sources of stress and examine their impact on work performance. The research variables for this study include workload-related stress, school management-related stress, stress-induced exhaustion, and work performance.

This chapter is divided into sections. The initial, second, third and fourth sections explore the empirical review, the workload related stress, school management related stress and stress induced exhaustion. The fifth section explains in summary the findings and highlights the research gap based on the review of existing literature.

In each of the sections, the focus is on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. These sections reviewed the literature on the factors that affect work performance, including stress, workload, job satisfaction, and motivation. The sections also examined the relationship between work performance and student outcomes, including academic achievement and behavior.

Overall, this literature review provides a comprehensive understanding of influences of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. By reviewing the relevant literature on stress and work performance, this study sought to point out stress sources and their influence on work performance, as well as strategies teachers can use to manage stress and improve their work performance.

2.2 Empirical review

This section offers an evaluation of contributions of literature to the areas concerning influences of stress on work performance among secondary school teachers. It analyzes debates, issues as well as previous research and writings on the subject

2.2.1 Influence of Workload-related Stress on Work Performance

Workload-related stress for teachers refers to the impact of excessive work demands on their emotional intelligence and work performance, highlighting the need for stress management programs (Diaz, 2018). In 2020, researchers Kabito and Wami performed a survey titled, "Perceived work-related stress and its associated factors among public secondary school teachers in Gondar City: a cross-sectional study from Ethiopia" (Kabito & Wami, 2020). The survey was hinged on a self-completed questionnaire sent to the respondents. The study found a huge percentage of stress among responders. It, however, did not uncover how workload is related to stress, especially among the teachers interviewed. Present research looks to evaluate the veracity of these outcomes in Kenya.

Xin et al. (2019) in "Occupational Stress among Primary School Teachers: A Study in Jilin Province," studied stress in Chinese schools. The study design was cross-sectional, targeting 60 male and female schoolteachers (Xin et al., 2019).The study findings show that in comparison to male teachers, female teachers were more stressed. Teachers under the age of 40 were more stressed, which was likely related to their lack of teaching experience, as this study found that instructors having extra experience in teaching were less stressed. Single instructors exhibited enhanced stress degrees than teachers who were married, indicating that marriage plays a crucial role in stress. Furthermore, people who lived alone were more stressed.

Othman and Sivasubramaniam in 2019 conducted a study titled, “Depression, Anxiety, and Stress among Secondary School Teachers in Klang, Malaysia” (Othman & Sivasubramaniam, 2019).The study recruited 356 instructors from six secondary education institutions in the Klang basin that were chosen at random. Stress, anxiety, and depression were measured using the Malay Depression Anxiety Stress Scales (DASS). Findings of this research show that instructors exhibited a significant depression incidence at forty three percent, Stress (32.3%) and anxiety (68.0%) signs. Furthermore, educators who fit certain sociodemographic and employment-related profiles, like being female, having the lowest educational attainment, getting one to three children, living with in-laws, living closer to school, possessing a home, and residing within an apartment, had a consistent higher risk of anxiety, stress, and depressive disorders.

Research by Fernández-Batanero et al. (2021) focused on the “Impact of Educational Technology on Teacher Stress and Anxiety”. A systematic analysis that follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines was conducted using undermentioned references databases: PubMed, Web of Science, and Scopus. Review resulted in the discovery of sixteen papers. Outcomes of the research depicted that educators had significant anxiety or stress extents as a result of their usage of instructional technology in the classroom.

Workload represents the most notable origin of stress among teachers. Demands of the job, such as lesson preparation, grading papers, and meeting deadlines, can cause a lot of stress. Workload-related stress can have significant influences on the work performance of teachers. According to a study by Aziri (2011), workload-related mood disorder may result to burnout, decreased fulfillment at job, and subpar output among teachers. The study found that teachers who experienced expanded degrees of

workload-related stress were more prone to undergo fatigue and were less satisfied with their jobs. Similarly, a study by Louw et al. (2011) found that workload-related stress was detrimentally linked to teachers' performance at school. Study found that teachers who faced increased extents of workload-related stress were less productive, less creative, and less committed to their jobs. These findings suggest that workload-connected stress can lead to substantial detrimental impacts on the work performance of teachers.

2.2.2 Influence of School Management-Related Stress on Work Performance

School management often affects stress connected to work thereby influencing performance outcomes of teachers. For progressive results, the management of a school should adequately consider the requirements of teachers and promote a conducive working environment. Fein, Skinner, and Machin conducted a study titled, "Work Intensification, work-life interference, stress, and Well-being in Australian Workers" (Fein, Skinner, & Machin, 2017).The study concentrated on the distinct heterogeneity in wellness indicators that can be explained by increasing the amount of labor, after the impact of time spent working has been taken into consideration. A summary of the study posited that increased work intensity explained 5% of the distinctive variation in an index of worldwide life stress and 7% of the distinct variance in the integration of work and personal life. Furthermore, the survey found that work intensity is a good indicator of staff stress in addition to impacts of job-personal life integration. The two elements account for 9% of the distinct variation in an index of world life stress. Findings emphasize the need to distinguish between various forms of job requirements and how they interact to determine employee happiness. The study concludes that organizations must examine the two the structural characteristics of task, e.g. duration

at work, place of work and working environment, and the pace of work, to create a better work-life balance for employees.

Akhtar et al. (2016) in "Psychological Effects of Excessive Administrative Visits on Teachers' Performance" studied the Pakistani education sector. Data was collected by using a self-designed questionnaire on 5 points Likert scale. The study findings show that excessive administrative visits have psychological impacts on teachers, such as fire out, lack of enthusiasm, conversion to another profession, anxiety, depression, overburdening, and so on, which may influence teachers' effectiveness.

Ouellette et al. (2018) carried out a study titled, "Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual, Classroom, and Organizational Level Influences." Considering indicators of stress and fulfillment, multiple regression approaches looked at teacher assessments regarding student functionality in the learning environment, personal confidence in oneself, along with the state of organization at the school unit. The outcomes show that there was no substantial difference between the settings in terms of educated work-related stress or contentment. The most powerful predictor of stress and satisfaction was organizational health. Educators' job-related stress and fulfillment did not appear to be affected by training, enforcement of evidence-based classroom interventions. Instead, the data indicate the organizational environment and teacher connectivity as potential change levers, corroborating previous research on educator stress and contentment in the classroom. In town school districts, the benefits of focusing on organizational elements may be very important.

Australian survey by Collie focused on "The Role of Principal Leadership and Workplace Buoyancy" (Collie, 2021). The study utilized information on 325 educators in May 2020 during initial phases of Corona-19. The findings show independent-

supportive authority was connected to enhanced buoyancy contributing to decreased somatic load, shift-associated stress, and thought fatigue. On the other hand, leadership that stifles autonomy was linked to emotional weariness. Moreover, a secondary connection between the results and autonomy-supportive leadership was discovered. The discoveries provide information that educators may utilize to prepare for potential COVID-19 waves alongside additional disturbances to the classroom.

Zafar, Memon, and Khan (2018) carried out a study titled, "Implication of HR components on Employee Performance: A comparative analysis of Public & Private Sector employees" (Zafar et al., 2018).Research was hinged on notion that globalization and technological advancement have made the market competitive. As a result, employees must perform more efficiently than competitors if an organization needs to survive. The findings show that HR parts have a substantial favorable correlation with staff output except for work stress.

A research by Musi, Ogolla, and Mutisya (2019) focused on the "influence of factor-magnitude on occupational stress among agricultural research sector employees in Kenya." In a study conducted between 2016 and 2017, 352 randomly chosen workers were given a detailed survey. Adverse working circumstances, an unbalanced effort-reward, psychological suffering related to the job, and a lack of enthusiasm at work were found to have a substantial impact on occupational stress.

School management is another significant cause of stress among teachers, as shown in the literature. Poor school management can lead to stress, which can negatively affect the work performance of teachers. According to a study by Otwate et al. (2021), school management-related stress can lead to poor work performance among teachers. The study found that teachers who experienced high levels of school management-related stress were more likely to experience burnout and were less

satisfied with their job. Similarly, a study by Molero et al. (2019) found that school management-related stress was negatively related to the job performance of teachers. The study found that teachers who experienced high levels of school management-related stress were less productive, less committed, and less satisfied with their job. These findings suggest that school management-related stress can have significant negative influences on the work performance of teachers.

2.2.3 Influence of Stress-Induced Exhaustion on Work Performance

Stress Induced Exhaustion Stress-induced exhaustion is a condition characterized by extreme fatigue and a significant decline in energy levels resulting from prolonged exposure to stress. It often leads to physical, emotional, and cognitive impairments, making it challenging for individuals to maintain their usual performance and cope with daily demands (American Psychological Association, 2020). Performing various roles, lifetime pressures, lack of recognition, and benefits can contribute to the perception of work overload (Shen & McCaughtry, 2018).The COVID-19 pandemic exacerbated work overload, leading to stress and dissatisfaction, particularly in Latin American countries (Tello-Castro et al., 2022).These challenging working conditions negatively impacted teachers' health and well-being, causing discomfort and increasing the risk of workplace accidents or violence (Pihl-Thingvad et al., 2021).

Alonso et al. (2020) carried out a study titled “Job Stress and emotional exhaustion at Work in Spanish Workers: Does Unhealthy Work Affect the Decision to Drive?” The cross-sectional study targeted 1,200 Spanish drivers (44% women and 56% men). The findings show that job stress and emotional exhaustion levels may, indeed, impair driving performance, but they do not influence the decision to drive or not.

Arvidsson et al. (2019) performed a survey titled, “Burnout among school teachers: Quantitative and Qualitative Results from a Follow-up Study in Southern Sweden.” The study was based on a longitudinal survey targeted at 310 educators in Sweden in school years 4–9. The findings show that high job demands were the strongest explanatory variable for a sense of inadequacy. This current study sets out to investigate the veracity of high job demands were the strongest explanatory variable for a sense of inadequacy in Kenya.

Asaloei et al. (2020), in “Work-related stress and performance among primary school teachers,” studied the Indonesian education sector. Data gathered from 352 primary school teachers (Asaloei, Wolomasi, & Werang, 2020). The study findings show a significant negative correlation between work-related stress and the job performance of teachers.

Harmsen et al. (2018) carried out a study titled, “The relationship between beginning teachers’ stress causes, stress responses, teaching behavior, and attrition” The findings show that discontent positively relates to attrition. In addition, the study provides important impetus to improve professional support programs for beginning teachers. This current study assesses the level to which stress-induced exhaustion affects work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County.

A study based in the UK by Burrow, Williams, and Thomas (2020) focused on “The experiences of a newly qualified teacher in the state education sector in the United Kingdom.” The study is centered on a survey done in 2017 where nine out of ten teachers who participated reported that they ‘often’ or ‘always’ come home from work exhausted. The findings reveal that education reform in the United Kingdom has

exacerbated latent contradictions by depriving teachers of time and the freedom to operate and innovate.

Klusmann, Richter, and Lüdtke (2016) in “Teachers’ Emotional Exhaustion Is Negatively Related to Students’ Achievement: Evidence from a Large-Scale Assessment Study” studied the effect of stress-induced exhaustion on teachers' performance in relation to students’ achievement in German. The study findings show that teachers’ emotional tiredness was significantly linked to children’s poor performance in mathematics.

Stress-induced exhaustion can lead to burnout, which can negatively affect the work performance of teachers. According to a study by Lee, Kim and Lee (2019), stress-induced exhaustion can lead to poor work performance among teachers. The study found that teachers who experienced high levels of stress-induced exhaustion were more likely to experience burnout and were less satisfied with their job. Similarly, a study by Herman et al. (2020) found that stress-induced exhaustion was negatively related to the job performance of teachers. The study found that teachers who experienced high levels of stress-induced exhaustion were less productive, less committed, and less satisfied with their job. These findings suggest that stress-induced exhaustion can have significant negative influences on the work performance of teachers.

The findings emphasize the importance of teachers’ well-being on students’ learning. Considering there are gaps in research on this topic here in Kenya, specifically among teachers, shows gaps in the implementation or prevention and management programs among teachers. Hence the need for this study to be done.

2.3 Summary and Research Gap

The literature review examined the influences of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. The review was organized according to the three study objectives: to explore the influences of workload-related stress, school management-related stress, and stress-induced exhaustion on work performance.

The review found that Workload-related stress significantly impacts teachers' work performance, as highlighted by various studies. Diaz (2018) emphasizes that excessive work demands can affect teachers' emotional intelligence and job performance, advocating for stress management programs. Surveys by Kabito and Wami (2020) in Ethiopia and Xin et al. (2019) in China found high levels of stress among teachers, with female and younger teachers being more affected. Similarly, Othman and Sivasubramaniam (2019) in Malaysia reported high incidences of depression, anxiety, and stress among teachers, with specific sociodemographic factors influencing these outcomes. These findings underline the detrimental influences of workload-related stress on teachers' performance, including burnout, reduced job satisfaction, and lower productivity (Aziri, 2011; Lee & Hyun, 2018).

In addition, the review found that school management-related stress also plays a crucial role in influencing teachers' performance. Studies by Fein, Skinner, and Machin (2017) and Akhtar et al. (2016) show that poor management practices, such as excessive administrative oversight and lack of support, lead to increased stress, anxiety, and depression among teachers. Research by Ouellette et al. (2018) and Collie (2021) further highlights the importance of organizational health and supportive leadership in mitigating stress and enhancing job satisfaction. Herman et al. (2020) and Agyapong et al. (2022) found that teachers experiencing high levels of management-related stress

were more likely to experience burnout, decreased productivity, and lower job satisfaction, indicating the need for better management practices to improve teacher well-being and performance.

Finally, the review highlighted the negative influences of stress-induced exhaustion on teacher work performance. Stress-induced exhaustion, characterized by extreme fatigue and cognitive impairments due to prolonged stress, has a profound influence on teachers' work performance. Studies such as those by Alonso et al. (2020) and Arvidsson et al. (2019) demonstrate that job stress and emotional exhaustion negatively impact performance and increase the risk of burnout. Research by Asaloei et al. (2020) in Indonesia and Burrow et al. (2020) in the UK shows that stress-induced exhaustion is linked to decreased job performance and satisfaction among teachers. Klusmann et al. (2016) found that teachers' emotional exhaustion adversely affects students' academic achievements, underscoring the broader implications of teacher well-being on educational outcomes. These findings stress the importance of addressing stress-induced exhaustion to enhance teachers' performance and student success.

Overall, the literature review identified several gaps in the existing literature on stress and work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. These gaps include a lack of research on the specific stressors that affect teachers in this context and limited understanding of the coping strategies teachers use to manage stress. Additionally, there is a need for more research on the impact of stress on specific aspects of teacher work performance, such as student outcomes and teacher retention. The research will contribute to filling these gaps and improving our understanding of the relationship between stress and work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study's purpose was to determine the influence of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. The chapter includes the research design, site, targeted population, sampling procedures, sample size, pilot study, methods of data collection procedures, instrument reliability and validity, analysis of data, and finally, ethical and legal considerations. This chapter provides a comprehensive understanding of the research methodology employed in the study, thereby ensuring the credibility and validity of the research findings. This chapter provides a clear and comprehensive understanding of how the research will be conducted, which is crucial for interpreting the study's findings. It also serves as a guide for researchers interested in conducting similar studies in the future.

3.2 Research Design

A study design is a master plan of action for data collection, measurement, and analysis, and a framework for obtaining answers to the research questions (Cooper & Schindler, 2011, p 103). The researcher adopted mixed methods research design. This entailed the collection of quantitative data and analysis followed by the collection and analysis of qualitative data from respondents on the study variables: workload-related stress, school management-related stress, stress-induced exhaustion, and work performance. In the words of Kothari (2008), mixed method research design combines quantitative and qualitative approaches to provide a more comprehensive understanding of the study variables. This design made it possible to collect a large amount of data for detailed analysis on the current status of work-related stress factors in public secondary

schools and their influences on teachers‟ performance in Kenya. To this end, questionnaires and interviews were used in data collection.

3.3 Research Site

The research site is the location where the study was undertaken by a researcher through gathering information that is relevant to the problem being investigated (Kothari & Garg, 2014). The study was carried out in the Kiambaa Sub-County, Kiambu County. Specifically, the study took place in 12 public schools with a total teaching staff population of 208. Kiambaa Sub-County is located in Kiambu County, which lies in Kenya's central region. Kiambaa Sub-County is situated geographically at approximately at coordinates 1.1167° S latitude and 36.7333° E longitude. Kiambu County is strategically positioned near Kenya's capital, Nairobi, enabling it to be easily accessible by the researcher. Kiambaa Sub-County is accessible by a relatively well-developed infrastructure. The location is connected by major roads namely Kiambu Road and the Nairobi Northern Bypass. This proximity facilitated convenient access and logistical arrangements, enhancing the research procedure. Kiambaa sub-county is a peri-urban area, providing a unique mix of both urban and rural features. This setting offers a diverse environment for secondary teachers, who undergo the dynamics of rural and urban educational settings. This combination is vital for comprehending the stress-related issues faced by secondary teachers in different contexts. The research was conducted in public schools which foster collaboration between researchers, educators, policymakers, and community stakeholders. This collaboration leads to the development of targeted interventions and support systems to address stress-related issues among teachers. The area is chosen as the scope because it is close to Nairobi County, the capital city, and therefore being a peri-urban center, it provides an experience for both non-urban and urban environments for teachers.

3.4 Target Population

A population is the cluster of components enabling one to arrive at deductions that are of interest within any study (Kothari, 2008). This study targeted all the teachers in the 12 public secondary schools in Kiambaa Sub-County of Kiambu County. In this regard, the study targeted all the 208 in the schools and all 12 principals in the schools. Table 3.1 presents the target population.

Table 3.1: Target Population

Name of the school	No. of Principal	No. of teachers
Kihara secondary	1	21
Karuri High school	1	35
Gachie Secondary	1	18
Cianda Secondary	1	12
Gacharage mixed	1	14
St Joseph's Gathanga	1	15
Muongoiya Secondary	1	23
Kiambaa mixed	1	22
ACK Karura secondary	1	14
Mucatha Secondary	1	10
Thimbigua Secondary	1	11
St. Andrews Ndenderu	1	13
Total	**12**	**208**

Source: Researcher, 2024

3.5 Study Sample

In this section, the researcher presents the sample size and the sampling procedure that will be used in the study.

3.5.1 Sampling Procedure

Sampling is conducted in a representative sample of a population to conclude about the entire populace. The final sample design is determined by how well

population characteristics are represented (Kothari & Garg, 2014). The researcher adopted a simple random sampling to select the sample of teachers. Simple random sampling ascertained every teacher had an equal chance of being included. This ensured representativeness and minimized bias in selection. This technique is straightforward, fostering statistical validity and fairness and at the same time boosting research outcomes generalizability. This included defining the population, assigning numbers to individual teachers, generating random numbers to select the sample and choosing the sample based on these numbers. On their part, all the 12 principals from the schools targeted were purposively included in the study.

3.5.2 Study Sample Size

A sampling frame is a list comprising the members of the population (Mugenda and Mugenda, 2003). The study population is 208 female students. Sampling was aided by the sample size calculation formula by Yamane (Yamane, 1967) as expounded by Cooper and Schindler (2011). The level of statistical significance of 5 percent was used to minimize sampling error.

$$n = \frac{N}{1 + N(e)^2}$$

In the formula;

n = sample size

N = population size

e = margin of error (0.05).

$$\text{n} = \frac{\boldsymbol{sample\ size}}{\boldsymbol{1+N(e^2\ )}}$$

The study sampled 138 teachers. Further, all the 12 principals from the schools sampled will be included in the study. The sample size is presented in Table 3.2.

Table 3.2: Sampling Frame

Name of the school	No. of teachers	Sample size
Kihara secondary	21	14
Karuri High school	35	23
Gachie Secondary	18	12
Cianda Secondary	12	8
Gacharage mixed	14	9
St Joseph's Gathanga	15	10
Muongoiya Secondary	23	15
Kiambaa mixed	22	15
ACK Karura secondary	14	9
Mucatha Secondary	10	7
Thimbigua Secondary	11	7
St. Andrews Ndenderu	13	9
Total	**208**	**138**

Source: Author, 2024

Table 3.3: Sampling Frame for Principals

Name of School	No. of Principals	Sample size
Kihara secondary	1	1
Karuri High school	1	1
Gachie secondary	1	1
Cianda secondary	1	1
Gacharage mixed	1	1
St. Joseph's Gathanga	1	1
Mungoiya secondary	1	1
Kiambaa Mixed	1	1
ACK Karura secondary	1	1
Mucatha secondary	1	1
Thimbigua secondary	1	1
St. Andrews Ndenderu	1	1
Total	**12**	**12**

Source: Author, 2024

3.6 Data Collection

This section elucidates the data collection instruments, the pilot testing of the instruments to ensure validity and reliability of the instruments in collecting the relevant data from the respondents. It also highlights the data collection procedures to be utilized.

3.6.1 Data Collection Instruments

The study used questionnaires and interviews for the collection of data. The use of questionnaires is cost-effective in collecting data. Further, questionnaires make it possible to reach the sample more easily. On their part, "interviews accord the researcher time to freely provide information without the limitation of a predetermined

set of questions" (Cooper & Schindler, 2011). The questionnaires were self-administered and had structured items designed per the study's objectives. To this end, Section 1 sought general information on the study respondents while; Section 2: Workload related stress (workload is manageable, work overtime to complete tasks, overwhelmed by the demands of my job), Section 3: School management related stress (supported by the school administration, Communication within the school is effective, school management appreciates and values teachers' contributions) Section 4: Work Performance **(**Meeting Deadlines, Motivation, Syllabus Coverage**).** Interviews were focused on the principals and contained questions workload-related stress, school management-related stress, stress-induced exhaustion and work performance.

3.6.2 Pilot Testing of Research Instruments

Pilot testing was carried out to determine the accuracy, clarity, and suitability of the paper-and-pen questionnaire. Mugenda and Mugenda observe that "a pilot study is a try-out of the main study on a small scale to test unexpected problems and to minimize such errors and increase success rate" (Mugenda & Mugenda, 2003). Piloting aids in administering the paper-and-pen questionnaire and in gauging the time limit for the completion of the questionnaire. Twenty (20) teachers from the neighboring Kikuyu Sub-County were used in the pilot test. This consisted of five teachers and the principals from each of the following public schools in Kiambu subcounty, Kiambu County (Musa Gitau, Alliance High school, Alliance Girls, Kikuyu Township). This was 10 percent of the targeted study sample (Mugenda & Mugenda, 2012).

3.6.3 Instrument Reliability

Cronbach's alpha was used to asses internal consistency through which a research participant responds to the different items, hence applicable as a measure of

scale reliability. Cooper and Schindler indicate that a high value of the Cronbach alpha denotes high reliability, whereas a low value denotes low reliability (Cooper & Schindler, 2011). Alpha value of 0.7 and above is permissible, while a value of less than 0.7 will require amendment or removal of some items. Data from the questionnaires was used to test the Cronbach alpha. In this present research, data from the questionnaires was adopted to calculate Cronbach's alpha, yielding a value of 0.82. This high value depicted that the tool employed in the research was highly reliable. This indicated that the items on the questionnaire consistently measured the intended constructs and that the responses were internally consistent. In this regard no amendments or removal of items were required, ascertaining the applicability and reliability of the research tool.

3.6.4 Instrument Validity

The validity of the study instruments was measured in different ways. To begin with, face validity, which is a "subjective assessment of whether the test measures what they were supposed to or not," was measured by assessing the ease with which the study participants respond to the questions in the questionnaires. Any ambiguous questions were then identified and promptly adjusted.

Additionally, content validity was used to ensure that the research tools "offer an adequate investigation of the study questions." This was ensured through expert opinion in the field of my study. Their input ensured that the research instruments are suitable for use and that the data collected can answer the research questions. Adjustments, corrections, and additions were made to the research instrument. Consequently, the study examined validity, which is "the extent to which a set of measured items reflect the theoretical latent construct that the items were designed to measure" (Cooper & Schindler, 2011). This was ensured by formulating the study

questions in line with the research objectives. In this regard, the questions in the research instruments will be formulated based on the literature reviewed.

3.6.5 Data Collection Procedure

First and foremost, a letter of introduction and clearance from Africa Nazarene University, Counseling Psychology Department was obtained. The National Commission for Science, Technology, and Innovation (NACOSTI) granted the permit. Thereafter, permission was obtained from the Ministry of Education offices in Kiambu County respectively. Later, the researcher visited the schools in the sample list and informed them about the intention of carrying out the research, which was granted by the school administration and then distributed the questionnaires to the teachers. Teachers were then guided on how to fill the questionnaires. During the same time, the researcher booked appointments with the principals, teachers and conducted the interviews. This was done within two weeks.

3.6 Data Processing and Analysis

Data collected from teachers was analyzed quantitatively and qualitatively using Statistical Package for Social Sciences (SPSS version 24) for quantitative data. Specifically, the following statistical tests were used for each objective:

Objective i: To establish the influence of workload stress on job performance among high school teachers. For this objective, a Pearson correlation analysis was used to determine the strength and direction of the relationship between workload-related stress and work performance.

Objective ii: To determine the influence of poor school management-related stress on job performance among high school teachers. To assess the influence of school management-related stress on work performance, a multiple regression analysis was

performed. This analysis allowed the researcher to understand how school management-related stress predicts variations in work performance.

Objective iii: To investigate the influence of stress-induced exhaustion on job performance among high school teachers. To establish the influences of stress-induced exhaustion on work performance, an analysis of variance (ANOVA) was used to compare the means of work performance scores among teachers with different levels of stress-induced exhaustion. This analysis helped determine if these groups have significant differences in work performance.

The statistical analyses were conducted using appropriate software packages, and the significance level was set at $p < 0.05$ to determine statistical significance.

3.7 Legal and Ethical Considerations

Several legal issues were considered. First and foremost, approval of the research proposal by the Africa Nazarene University Board of Postgraduate Studies and a letter of introduction were undertaken. Further, a research permit was obtained from the Ministry of Education National Commission for Science, Technology, and Innovation (NACOSTI). Permission from county education officers was also sought before conducting the study.

Likewise, ethical issues were observed. In this regard, the participants were introduced to the objectives of the study. To this end, the respondents were allowed to decide whether or not to participate in the study. Furthermore, the privacy of the respondents was observed by ensuring that their names remain anonymous. The data collected was used for academic purposes only.

The research underwent a plagiarism screening to guarantee its originality. The researcher upheld originality, attributing all borrowed ideas and concepts to their respective authors through in-text citations and a comprehensive reference list.

The researchers upheld confidentiality by protecting participants' sensitive information and obtaining explicit consent before disclosing identities. The researcher also prioritized informed consent, providing detailed information about studies benefits. Researchers will also mitigate harm by minimizing participant discomfort and offering support when needed, ensuring ethical conduct and participant welfare in research endeavors.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter covers the interpretation and presentation of the findings. The purpose of the study was to establish the influence of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County, Kenya. The study was conducted on all the teachers in the 12 public secondary schools in Kiambaa Sub-County of Kiambu County. This chapter begins by presenting the demographic characteristics of the respondents in the study and then presents the data analysis per the research objectives and hypotheses which were:

i. To investigate the influence workload stress on job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County
ii. To determine the influence of poor school management-related stress on job performance among high school teachers Kiambaa Sub-County, Kiambu County.
iii. To investigate the influence of stress-induced exhaustion on job performance among high school teachers. Kiambaa Sub-County, Kiambu County

4.2 Response Rate

Response rates were computed by dividing the total number of eligible people in the sample by the number of usable responses received. Out of the 138 participants, 130 (94.2%) responded. The responses received were from 127 teachers and all 12 head teachers. A representation of 94.2% is adequate for data analysis (Douglas et al. 2008). Table 4.1 below shows the distribution of the response rate.

Table 4.1: Response Rate Table

Category	Responses	Response Rate (%)
Teachers	130	100
Head Teachers	12	100
Total	**142**	**100**

Source: Field Data (2024)

4.2. Demographics of the Participants

The study also examined demographic characteristics of the respondents. This is pivotal in gaining a comprehensive knowledge of the respondents that may have influenced the study's findings.

4.2.1 Gender and Age Distribution of Respondents

The respondents were required to indicate their gender and age. This was aimed at establishing the gender differences among the study respondents as summarized in Table 4. 2.

Table 4.2: Shows the distribution of responses by gender and age

Age Group	Male	Female	Total
25-30 years	22	11	33
31-35 years	27	19	46
36-40 years	14	18	32
41 years and above	19	22	41
Total	**82**	**48**	**130**

Source: Field Data (2024)

There were 82 male respondents, representing 63.1% of the total respondents. On the other hand, there were 48 female respondents, representing 36.9% of the total respondents. The majority of respondents were in the age groups of 31-35 years (46 respondents representing 35% of all respondents) and 41 years and above (41 respondents representing 32% of all respondents). There were more male respondents in the 25-30 years and 31-35 years age groups compared to female respondents. On the other hand, there were more female respondents in the 36-40 years and 41 years and above age groups compared to the male respondents.

4.2.2 Educational Qualification

The study then determined the teachers' academic backgrounds. According to the findings, the majority were bachelor's degrees at 93 (71.95%), followed by post graduate (Masters/PGD/PhD) at 24 (18.93%) respectively. The results also indicate that, at the diploma level, the respondents were 6 (3.70%) while Secondary Education recorded 7(4.94%). There were no gender differences that were particularly noticeable at the other levels of qualifications. The findings are presented in Table 4.3.

Table 4.3: Educational Qualification

Educational Qualification	Frequency	Percentage
Post Graduate (Masters/PGD/PhD)	24	18.93%
Degree	93	71.95%
Diploma	6	3.70%
Secondary Education Only	7	4.94%
Total	130	100%

Source: Field Data (2024)

4.2.3 Years Worked as a Teacher

The study sought to establish the number of years the respondents had worked as classroom teachers, to gain insight into the level of reliance of their responses. The results are shown in Table 4.4.

Table 4.4: Years Worked as a Teacher

Teaching Experience Range	Frequency	Percentage
1-5 years	24	18.18%
6-10 years	55	42.42%
11-15 years	31	24.24%
16-20 years	8	6.06%
21-25 years	4	3.03%
26-30 years	4	3.03%
31 years and above	4	3.03%
Total	**130**	**100%**

Source: Field Data (2024)

Table 4.4 shows that majority of the respondents had worked as classroom teachers for 6 – 10 years at 42.42%, 24.24% had worked between 11-15 years, 18.18% had worked for 1 – 5 years, 6.06% had worked for between 16-20 years, and 3.03% had between 21 – 31 years.

4.3 Frequency Distribution of Job-Related Stress Responses

The study sought to find out how often the teachers experience stress related to their job. The results reveal that the most popular option, chosen by 34.88% of participants, is "Occasionally", showing that they occasionally experienced work related stress in the past 2 weeks. Following this, 27.91% of respondents said they had experienced stress "Very Often." Another big group is those who experience job related stress as "Often," which was chosen by 23.26% of respondents; another 9.3% of

respondents chose the category "Almost Always" showing very high exposure to job stress. "rarely" was the least popular option, with only 4.65% of respondents stating this frequency. The results are as shown in Table 4.5 below.

Table 4.5. Frequency Distribution of Job-Related Stress Responses

Response	Count	Percent Frequency (%)
Occasionally	45	34.88
Very Often	36	27.91
Often	30	23.26
Almost Always	12	9.3
Rarely	7	4.65

Source: Field Data (2024)

4.4 Main Sources of Stress in the Teaching Job

The study sought to find out the main sources of stress in the teaching job. The results presented in Table 4.6 below indicate that administrative tasks, though only 7.5%, are significant stressors, reflecting the administrative burdens teachers face alongside their teaching duties. The most prominent stress sources are the daily demands of the profession, with "Heavy Workload" (45%) and "Lack of management support" (31.67%) being the primary contributors. These stressors include classroom management, lesson planning, and meeting curriculum standards. Additionally, "Student behavior" (10.83%) highlights ongoing challenges such as difficult student behavior or insufficient resources. The low percentage in the "Personal factors" category (5%) suggests few aspects of teaching are stress-free.

Table 4.6: Main Sources of Stress in the Teaching Job

Response	Count	Percentage (%)
Administrative tasks	9	7.5
Heavy Workload	54	45
Lack of Management Support	38	31.67
Student Behavior	13	10.83
Personal Factors	6	5

Source: Field Data (2024)

4.5 Workload-Related Stress

The first objective sought to investigate the influence workload stress on job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. Data was collected through a questionnaire and a Pearson correlation analysis was used to determine the strength and direction of the relationship between workload-related stress and work performance. The qualitative data was collected through an interview and data analyzed through analysis of variance (ANOVA). The results are presented in Table 4.7.

Table 4.7: Workload-Related Stress

Statement	Weighted Mean	Standard Deviation
My workload is manageable	3.69	1.53
I often have to work overtime	2.54	1.51
I feel overwhelmed by job demands	2.15	1.48

Source: Field Data (2024)

Table 4.7 indicates that teachers generally view their workload as somewhat manageable, with a mean score of 3.69 out of 5. This suggests a moderate level of agreement among teachers regarding their ability to handle their workload effectively. However, the standard deviation of 1.53 indicates considerable variability in individual responses, suggesting that while some teachers may find their workload manageable, others may struggle more significantly.

Regarding overtime work, the mean score of 2.54 indicates a tendency towards disagreement with the statement that teachers often have to work extra hours to complete tasks. Yet, the standard deviation of 1.51 implies significant variability in responses. This suggests that while many teachers may not frequently work overtime, some do experience this pressure, possibly due to heavy teaching loads or administrative responsibilities.

The average perception of feeling overwhelmed by job demands is relatively low, with a mean score of 2.15, indicating a tendency towards disagreement with the statement. However, the standard deviation of 1.48 highlights substantial variability in individual experiences. These findings underscore the importance of recognizing and addressing individual differences in workload-related stress among teachers to promote their well-being and effectiveness in the educational setting.

The findings from the interview questions show that workload of teachers is varied, with a significant number finding it high and others managing it well. Those with manageable workloads benefit from effective time management, adequate support, and reasonable class sizes. To this end, one of the interviewees said:

> "*With effective time management and sufficient support from colleagues, I find my workload manageable. Small class sizes also help in keeping the balance*" (Respondent One).

However, the majority are facing high workloads struggle due to large class sizes, extensive administrative duties, and extracurricular commitments. One of the respondents opined that:

> *"The large class sizes and numerous administrative tasks make my workload very high. I often struggle to keep up with grading and lesson planning*" (respondent Two).

This imbalance highlights the need for administrative interventions to better distribute responsibilities and support teachers, ultimately enhancing their well-being and effectiveness in the classroom.

The study also found that workload-related stress significantly affects teachers' work performance. It can lead to decreased productivity and lower quality of lesson delivery, as one teacher noted:

> *"The large class sizes and numerous administrative tasks make my workload very high. I often struggle to keep up with grading and lesson planning"* (Respondent Three).

Another teacher mentioned that: *"Between teaching, extracurricular responsibilities, and the demanding curriculum, my workload is consistently overwhelming,"* highlighting how stress can reduce attention to detail and creativity in lesson plans. This stress ultimately results in a decline in the overall quality of education and increased absenteeism.

4.6 Poor School Management-Related Stress

The second objective sought to determine the influence of poor school management-related stress on job performance among high school teachers Kiambaa Sub-County, Kiambu County. Data was collected through a questionnaire as well as interviews. Multiple regression analysis was performed to allow the researcher to

understand how school management-related stress predicts variations in work performance. The findings are presented in Table 4.8.

Table 4.8: School Management-Related Stress

Statement	Weighted Mean	Standard Deviation
How do you ensure that teachers feel supported by the school administration?	3.65	1.52
In your opinion, what role does effective communication play in reducing school management-related stress among teachers?	3.23	1.31
How does the school management recognize and appreciate teachers' contributions?	4.08	1.39

Source: Field Data (2024)

Table 4.8 indicates moderate to high levels of perceived support and appreciation from school administration. Teachers reported feeling moderately supported by the school administration, with a weighted mean of 3.65 out of 5. Additionally, the perceived role of effective communication in reducing school management-related stress also garnered a moderate score, with a weighted mean of 3.23. Moreover, the findings reveal a higher level of perceived recognition and appreciation from school management for teachers' contributions, with a weighted mean of 4.08. However, the standard deviations for each statement suggest some variability in responses among teachers. These findings underscore the significance of supportive school management practices in mitigating stress and promoting job performance among high school teachers.

The study also found that the schools have implemented various strategies to alleviate workload-related stress among teachers, aiming to promote their well-being

and enhance job satisfaction. As one educator noted, *"Introduction of a flexible timetable and workload sharing initiatives have allowed us to distribute responsibilities more evenly.*" Another teacher expressed appreciation for *"regular stress management sessions and opportunities for relaxation*," highlighting the importance of prioritizing mental health in the school community. Through these initiatives, the school seeks to create a supportive environment where teachers can thrive and excel in their roles.

Ensuring that teachers feel supported by the school administration involves various strategies aimed at fostering a positive and collaborative work environment. This includes maintaining regular check-ins and providing a supportive atmosphere where teachers feel comfortable expressing their concerns. As one teacher highlighted, *"Regular feedback sessions and an open-door policy for discussing any issues*" demonstrate the administration's commitment to addressing teachers' needs. Additionally, providing clear communication channels and opportunities for teachers to voice their concerns ensures that their voices are heard and valued. Through these efforts, the school administration demonstrates its dedication to supporting teachers and promoting their professional growth and well-being.

4.7 Stress-Induced Exhaustion

The third objective sought to determine the influence of stress induced exhaustion on job performance among high school teachers Kiambaa Sub-County, Kiambu County. Data was collected through interviews and self-administered questionnaires. An analysis of variance (ANOVA) was used to compare the means of work performance scores among teachers with different levels of stress-induced exhaustion. This analysis helped determine if these groups have significant differences in work performance. The findings are presented in Table 4.9.

Table 4.9: Stress-Induced Exhaustion

Statement	Weighted Mean	Standard Deviation
Have you observed instances of stress-induced exhaustion among teachers in your school? If so, can you provide examples?	2.31	0.92
How do you think stress-induced exhaustion affects teachers' performance in the classroom?	2.85	1.19
What measures, if any, has the school taken to address stress-induced exhaustion among teachers?	3	1.17

Source: Field Data (2024)

Table 4.9 indicates that stress-induced exhaustion is perceived to be present among teachers in the school, with a score of 2.31 out of 5. The relatively low standard deviation of 0.92 indicates a relatively consistent perception among teachers regarding the presence of stress-induced exhaustion. Secondly, the weighted mean score for the influence of stress-induced exhaustion on teachers' performance in the classroom is 2.85. The higher standard deviation of 1.19 indicates some variability in perceptions among teachers regarding the extent to which stress-induced exhaustion affects their performance. Lastly, the measures taken by the school to address stress-induced exhaustion among teachers received a weighted mean score of 3.00. However, the standard deviation of 1.17 indicates variability in perceptions among teachers regarding the effectiveness of these measures.

The findings also show that stress-induced exhaustion among teachers in schools is evident, particularly during intense periods such as exam preparation and marking. As one teacher noted, *"Teachers often feel the pressure during the marking period of national exams,"* highlighting the strain experienced during high-stakes

assessment periods. Additionally, another educator mentioned, "*Some teachers have reported feeling overwhelmed during exam preparation periods,"* underscoring the challenges faced in managing workload demands and maintaining well-being during these critical times. These instances of burnout emphasize the importance of implementing supportive measures to mitigate stress and promote teacher well-being.

Stress-induced exhaustion among teachers profoundly impacts their performance in the classroom, leading to decreased interaction with students and less effective lesson delivery. As one educator observed, *"It often leads to a lack of creativity in lesson plans and reduced enthusiasm,"* highlighting the challenge of maintaining engagement amidst fatigue. Additionally, another teacher noted, *"It results in lower energy levels and reduced student engagement,"* underscoring the direct correlation between teacher well-being and classroom dynamics. Ultimately, stress-induced exhaustion diminishes teachers' ability to effectively engage with students, impacting the overall quality of teaching and learning experiences.

4.8 Work Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County

The dependent variable was work performance. The results are presented in this section. Firstly, the participants evaluated their overall job performance using a numerical scale ranging from 1 to 10, with an average rating of 6.57. This indicates a somewhat favorable evaluation. Nevertheless, it is possible to infer from the range (3 to 10) and the standard deviation (1.89) that there is a degree of heterogeneity in the perceived performance levels. It is probable that certain participants evaluated themselves lower than others, therefore emphasizing areas that require development.

Table 4.10: Respondents' Rating of Overall Job Performance

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
On a scale of 1 to 10, how would you rate your overall work performance? (1 = very poor, 10 = excellent)	130	3.00	10.00	6.5692	1.88810

Source: Field Data (2024)

As shown in Table 4.11 below, the respondents were asked to rate selected statements regarding their recent experiences on a 5-point Likert scale where 1= Strongly agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly disagree. According to the respondents' recent experiences, the average ratings for each statement reflect their levels of agreement. Regarding job quality, the respondents expressed overall satisfaction (Mean = 2.07). However, they disagreed that stress had a detrimental impact on their work quality (Mean = 1.74). In terms of meeting deadlines, they expressed a moderate level of agreement with their consistent ability to do so (Mean = 2.04) and disagreed that stress was a hindrance in this regard (Mean = 2.06). Regarding motivation, they indicated a consensus in feeling motivated (Mean = 1.83) but had a little divergence of opinion regarding the influence of stress on motivation (Mean = 2.09). In terms of syllabus coverage, they expressed consensus on the importance of proper coverage (Mean = 1.83) but differed in their opinion on whether stress influenced this (Mean = 2.07). The standard deviations indicate a certain amount of variation in the replies. However, in general, it appears that stress had a less significant impact on job quality and meeting deadlines compared to motivation and syllabus coverage.

The principals stated assessing the work performance of teachers in their school involves a multifaceted approach that prioritizes both quantitative and qualitative

measures. This includes regular classroom observations and feedback from students and parents, as one principal noted, *"Direct classroom observations and regular performance reviews help in identifying areas for improvement."* Additionally, student feedback provides valuable insights into teaching effectiveness and areas of strength, facilitating a comprehensive assessment process. By combining various assessment methods, I ensure a holistic evaluation that fosters continuous growth and improvement among teachers in our school community.

Table 4.11: Rating on Work Performance among Teachers

	Descriptive Statistics					
		N	Min	Max	Mean	Std. Dev.
Quality of Work	I feel satisfied with the quality of work I produce	130	1.00	3.00	2.07	.59
	I believe the quality of my work has been negatively affected by stress	130	1.00	3.00	1.74	.72
Meeting Deadlines	I am able to meet deadlines consistently	130	1.00	3.00	2.04	.58
	Stress has hindered my ability to meet deadlines	130	1.00	3.00	2.06	.63
Motivation	I feel motivated to perform well in my job	130	1.00	3.00	1.83	.61
	Stress has affected my motivation levels	130	1.00	3.00	2.09	.47
Syllabus Coverage	I am able to cover the syllabus adequately	130	1.00	3.00	1.83	.68
	Stress has impacted my ability to cover the syllabus effectively	130	1.00	3.00	2.07	.59

Source: Field Data (2024)

As shown in Table 4.12, a high number of respondents (55.4%) reported experiencing stress related to their job occasionally, followed by 26.2% who said they rarely experience job-related stress. A smaller proportion indicated experiencing stress often (18.5%), while none reported experiencing stress very often or almost always. This distribution suggests that while job-related stress is not a constant occurrence for

most respondents, it is still a significant factor affecting a substantial portion of the surveyed individuals, warranting attention and potential intervention to mitigate its impact on their well-being and job performance.

The findings also show that when teachers are under stress, noticeable changes in their work performance are often observed, impacting various aspects of their teaching responsibilities. As one observation highlights, *"Stressed teachers tend to have more frequent absences and a noticeable decline in classroom energy*," indicating the toll stress takes on their physical and emotional well-being. Additionally, there is often a decline in class preparation and a lack of innovative teaching methods, as stress can impair cognitive functioning and creativity. These changes in performance underscore the importance of addressing teacher well-being to maintain a positive and effective learning environment for students.

Table 4.12: Frequency of Teachers' Experience Stress Related to Job

Frequency	**Frequency**	**Percent**
Rarely	34	26.2
Occasionally	72	55.4
Often	24	18.5
Total	**130**	**100.0**

Source: Field Data (2024)

Furthermore, the teachers were asked to indicate the main sources of stress in the teaching job according to teachers. The findings show that in teaching roles, heavy workload emerges as the foremost stressor, followed closely by challenges with student behavior and discipline. The pressure to meet academic standards ranks third, reflecting the weight educators feel to deliver results within strict educational frameworks. Lack of support from management compounds these stressors, exacerbating feelings of

isolation or inadequacy among teachers. While administrative tasks also contribute to stress, they are somewhat less prominent in comparison. Additionally, personal factors such as individual circumstances or well-being play a role in amplifying overall stress levels. This ranking highlights the multifaceted nature of stress in the teaching profession, where educators navigate a complex interplay of responsibilities, expectations, and personal pressures in their daily roles.

Moreover, the respondents pointed out that in addressing the relationship between stress and work performance among teachers in their schools, continuous support and open communication are crucial for managing teacher stress effectively, as emphasized by one observation: "*Ongoing support and recognizing the signs of stress early are key to maintaining teacher effectiveness."* Additionally, providing a supportive and understanding environment is fundamental for teacher retention and performance, ensuring both educator well-being and the delivery of high-quality education to students. Prioritizing teacher well-being and implementing proactive measures, we can foster a positive and productive teaching staff, ultimately benefiting the entire school community.

The study also sought to investigate the tendency to seek support in addition to coping mechanisms to deal with work-related stress among teachers. The findings revealed that responses to seeking support or coping mechanisms for work-related stress varied among individuals. While some respondents indicated they hadn't sought any support or coping mechanisms ("No"), others had sought help or adopted coping strategies ("Yes"). Unfortunately, the specific support or coping mechanisms they had utilized weren't specified in most cases. It was essential for educators facing work-related stress to explore various avenues for support, such as seeking guidance from mentors or counselors, engaging in stress-reducing activities like exercise or

mindfulness, or accessing resources provided by their institutions. Creating a culture of support within educational institutions could encourage teachers to seek help when needed and foster a healthier work environment.

In addition, the teachers were asked to indicate the person or place they sought support or help. Various avenues were pursued by respondents to seek support or coping mechanisms for work-related stress. Some turned to medical professionals or sought assistance from counselors and counseling psychologists. Guidance and counseling services offered by schools and churches were also utilized, indicating a reliance on community and institutional support structures. Additionally, some sought solace from their parents or turned to friends who are therapists for assistance. Others attempted to address their stress by requesting transfers to work nearer home, albeit without success. Moreover, engagement with civil society organizations (CSOs) was mentioned, along with participation in team capacity-building forums organized by school management. Lastly, prayer emerged as a coping mechanism for some individuals, highlighting the role of spirituality in managing stress. These varied approaches underscore the diverse strategies employed by individuals to navigate work-related stressors.

The teachers were also asked whether the school provided adequate support for managing stress among teachers. The data indicates that the majority of respondents (78.5%) feel that their school does not provide adequate support for managing stress among teachers. Only a small proportion (10.0%) responded affirmatively, indicating that they believe their school does provide sufficient support. Additionally, 11.5% of respondents were unsure about the adequacy of support provided by their school. This suggests a widespread perception among teachers that more support is needed from

their school to effectively manage stress, highlighting a potential area for improvement in promoting teacher well-being and job satisfaction.

Table 4.13: Whether School Provided Adequate Support for Managing Stress among Teachers

Response	Frequency	Percent
Yes	13	10.0
No	102	78.5
Unsure	15	11.5
Total	**130**	**100.0**

Source: Field Data (2024)

The findings also show that the school prioritizes supporting teachers in maintaining and improving their work performance through a range of strategies and resources. As one educator noted, *"Professional development opportunities and peer support groups offer valuable avenues for growth and collaboration."* Additionally, ongoing training sessions and mentorship from experienced educators provide personalized guidance and support, fostering a culture of continuous learning and improvement. By offering access to professional learning communities and stress management resources, the school empowers teachers to enhance their skills and well-being, ultimately benefiting both educators and students alike.

4.9 Correlation Analysis

In this section, correlation analysis was used to determine the relationship between the two variables, stress and performance. A correlation is a number between -1 and +1 that measures the degree and direction of association between two variables.

The correlation between factor affecting stress and performance was done using Pearson Product-Moment Correlation Coefficient. Table 4.10 presents the results.

Table 4.10 Correlation between Factors Affecting Workload and Performance

		Work Performance (WP)	Workload-Related Stress (WRS)	School Management-Related Stress (SMRS)	Stress-Induced Exhaustion (SIE)
Work Performance (WP)	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	130			
Workload-Related Stress (WRS)	Pearson Correlation	0.073	1		
	Sig. (2-tailed)	0.535			
	N	130	130		
School Management-Related Stress (SMRS)	Pearson Correlation	0.019	0.213	1	
	Sig. (2-tailed)	0.874	0.067		
	N	130	130	130	
Stress-Induced Exhaustion (SIE)	Pearson Correlation	-0.147	0.12	-0.014	1
	Sig. (2-tailed)	0.213	0.31	0.904	
	N	130	130	130	130

Source: Field Data (2024)

Table 4.10 illustrates the relationships between Work Performance (WP), Workload-Related Stress (WRS), School Management-Related Stress (SMRS), and Stress-Induced Exhaustion (SIE) among 130 individuals. Notably, Work Performance exhibits a very weak positive correlation with both Workload-Related Stress ($r = 0.073$) and School Management-Related Stress ($r = 0.019$), but these correlations lack statistical significance. Similarly, Stress-Induced Exhaustion displays weak correlations with Work Performance ($r = -0.147$) and Workload-Related Stress ($r = 0.12$), but they fail to reach statistical significance. Additionally, School Management-Related Stress demonstrates a very weak positive correlation with Workload-Related Stress ($r = 0.213$), marginally approaching significance ($p = 0.067$). Overall, the findings suggest minimal linear relationships between factors affecting stress and performance in the sample, underscoring the need for further investigation into other contributing factors impacting work performance and stress experiences among individuals.

4.10 Chapter Summary

This chapter dealt with data analysis of the biographic data of the respondents, stress and performance and the results were presented in percentages, tables of frequencies mean scores and standard deviations. The chapter also presented data on the correlation between stress and performance and finally the chapter gave a detailed discussion on the findings of the problem under study.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter entails the summary of the findings according to the variables incorporated in the study. The purpose of the study was to establish the influence of stress on work performance among secondary school teachers In Kiambaa Sub-County, Kiambu County, Kenya. This chapter provides a discussion of the findings, a summary of key findings, conclusion, and recommendations. In addition, conclusion is also presented systematically drawing the contents from the summary of the findings. The chapter also provides recommendations for policy and theory, limitations and suggestions for future studies.

5.2 Discussions

5.2.1 Influence of Workload Related Stress on Job Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County

The findings indicate an insignificant relationship between workload stress and job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. Descriptive statistics reveal that many respondents viewed their workload as somewhat manageable. Additionally, the Pearson Product-Moment Correlation Coefficient showed a weak positive correlation between work performance and workload-related stress, suggesting a limited influence of stress on job performance. The researcher also noted that teachers were providing varied responses on this objective with some indicating unmanageable workload while majority mentioning that workload is somewhat manageable.

These findings agree with the findings by Walker et al. (2019) who found that the extent to which teachers feel their workload is manageable is a significant factor associated with their job satisfaction. These findings underscore the importance of recognizing and addressing individual differences in workload-related stress among teachers to promote their well-being and effectiveness in the educational setting. The finding resonates with Wang et al. (2024) who demonstrated that by understanding the diverse experiences and perceptions of teachers, educational institutions can implement targeted support mechanisms to mitigate stressors and create a more supportive work environment conducive to teacher retention and student success.

5.2.2 Influence of Poor School Management-Related Stress on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

The findings indicate an insignificant relationship between School Management-Related stress and job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. Descriptive statistics show that teachers reported feeling moderately supported by the school administration and recognized the role of effective communication in reducing school management-related stress. Additionally, the Pearson Product-Moment Correlation Coefficient shows a very weak positive correlation between school management-related stress and job performance, suggesting a limited influence of stress on job performance.

These findings underscore the significance of supportive school management practices in mitigating stress and promoting job performance among high school teachers. The findings are similar to the findings by Baluyos (2019) who found that effective communication, recognition of teachers' contributions, and providing a supportive work environment are essential components for fostering teacher well-being and enhancing overall job satisfaction and performance

5.2.3 Influence of Stress-Induced Exhaustion on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

The findings indicate an insignificant relationship between stress-induced exhaustion and job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. Descriptive statistics show that the influence of stress-induced exhaustion on teachers' performance in the classroom received a mean score of 2.85 out of 5, indicating a consistent perception among teachers. Measures taken by the school to address stress-induced exhaustion received a mean score of 3.00, though perceptions regarding effectiveness varied among teachers. Similarly, Stress-Induced Exhaustion displays weak correlations with Work Performance.

These findings are similar to the findings by Agyapong et al. (2022) who found that Schools should consider implementing effective strategies to mitigate stress and support teachers in managing their workload and maintaining a healthy work-life balance. This may include providing resources for stress management, promoting a supportive work environment, and offering opportunities for professional development and self-care. By addressing stress-induced exhaustion, schools can promote teacher retention, job satisfaction, and ultimately, student success.

5.3 Summary

5.3.1 The Influences of Workload Related Stress on Job Performance among Secondary School Teachers in Kiambaa Sub-County, Kiambu County

The first objective was to analyze investigate the influences of workload stress on job performance among secondary school teachers in Kiambaa Sub-County, Kiambu County. The findings recorded varied outcomes in regard to workload stress on job performance among teachers. Teachers generally perceive their workload as somewhat

manageable, reflected in a mean score of 3.69 out of 5. However, the considerable variability in individual responses, indicated by a standard deviation of 1.53, implies that while some teachers find their workload manageable, others may struggle significantly. Regarding the necessity of working overtime, the mean score of 2.54 suggests a general tendency towards disagreement with the statement that teachers often need to work extra hours to complete their tasks. Nonetheless, the standard deviation of 1.51 reveals significant variability among responses. The average perception of feeling overwhelmed by job demands is relatively low, with a mean score of 2.15. However, the standard deviation of 1.48 indicates substantial variability in individual experiences.

5.3.2 Influence of Poor School Management-Related Stress on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

The second objective of the study aimed to determine the influences of poor school management-related stress on job performance among high school teachers in Kiambaa Sub-County, Kiambu County. The findings show that Teachers reported feeling moderately supported by the school administration, with a weighted mean of 3.65 out of 5. However, the standard deviation of 1.52 indicates significant variability in responses, implying that while some teachers feel well-supported, others may not share this sentiment. In terms of the role of effective communication in reducing school management-related stress, the mean score was 3.23, indicating a moderate perception of its importance. The standard deviation of 1.31, though lower than that of the other statements, still reflects variability in how communication effectiveness is perceived among teachers. The highest mean score was observed in the statement regarding recognition and appreciation of teachers' contributions, with a mean of 4.08. This indicates that teachers generally feel valued and acknowledged for their efforts by the

school administration. Nonetheless, the standard deviation of 1.39 suggests variability in responses, pointing to differing individual experiences and perceptions regarding how their contributions are recognized and appreciated.

5.3.3 Influences of Stress-Induced Exhaustion on Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

The third objective of the study sought to determine the influences of stress-induced exhaustion on job performance among high school teachers in Kiambaa Sub-County, Kiambu County. The findings show that Teachers reported observing instances of stress-induced exhaustion among their colleagues, with a weighted mean score of 2.31 out of 5. The relatively low standard deviation of 0.92 suggests a consistent perception among teachers regarding the presence of stress-induced exhaustion. When asked about the impact of stress-induced exhaustion on classroom performance, the weighted mean score was 2.85. The higher standard deviation of 1.19, however, indicates variability in perceptions, meaning that while some teachers see a significant impact on performance, others may perceive the impact to be less pronounced. Regarding the measures taken by the school to address stress-induced exhaustion, the weighted mean score was 3.00. The standard deviation of 1.17 points to variability in these perceptions, indicating differing views on the adequacy and effectiveness of the measures implemented.

5.3.4 Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

The dependent variable was work performance. The results show that the participants evaluated their overall job performance using a numerical scale ranging from 1 to 10, with an average rating of 6.57. This indicates a somewhat favorable

evaluation. Nevertheless, it is possible to infer from the range (3 to 10) and the standard deviation (1.89) that there is a degree of heterogeneity in the perceived performance levels. Regarding job quality, the respondents expressed overall satisfaction (Mean = 2.07). However, they disagreed that stress had a detrimental impact on their work quality (Mean = 1.74). In terms of meeting deadlines, they expressed a moderate level of agreement with their consistent ability to do so (Mean = 2.04) and disagreed that stress was a hindrance in this regard (Mean = 2.06). Regarding motivation, they indicated a consensus in feeling motivated (Mean = 1.83) but had a little divergence of opinion regarding the influence of stress on motivation (Mean = 2.09). In terms of syllabus coverage, they expressed consensus on the importance of proper coverage (Mean = 1.83) but differed in their opinion on whether stress influenced this (Mean = 2.07).

The implication drawn from the findings is that while teachers generally perceive their workload as manageable, challenges such as feeling overwhelmed by job demands persist, highlighting the need for strategies to promote work-life balance. Additionally, the study shows that supportive leadership practices and effective communication reduces stress levels among teachers. Moreover, the study unveils the presence of stress-induced exhaustion among teachers, albeit to varying degrees, and underscores the importance of implementing measures to address this issue. Lastly, the study reveals that while principals generally perceive teachers' work performance as moderate, stress is acknowledged to have a moderate impact on performance, highlighting the need for targeted support mechanisms.

5.4 Conclusion

The study sought to establish the influence of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County, Kenya. Based on the objectives, the following conclusions were drawn:

5.4.1 Influences of Workload Related Stress on Job Performance

The findings indicate that workload stress has a weak relationship with job performance among secondary school teachers. Teachers generally perceive their workload as somewhat manageable, with a mean score of 3.69, though there is considerable variability in individual experiences. The weak positive correlation ($r = 0.073$) suggests that while some teachers are significantly affected by workload stress, the overall impact on job performance is limited. This aligns with previous studies, emphasizing the importance of recognizing individual differences in workload-related stress to promote teacher well-being and effectiveness.

5.4.2 Influences of Poor School Management-Related Stress on Job Performance

The study found a weak relationship between school management-related stress and job performance. Teachers reported feeling moderately supported by the school administration (mean: 3.65) and acknowledged the role of effective communication in reducing stress (mean: 3.23). However, the very weak positive correlation ($r = 0.019$) suggests that poor school management-related stress has a limited impact on job performance. These findings highlight the significance of supportive school management practices in mitigating stress and enhancing job performance, corroborating previous research that emphasizes effective communication and recognition of teachers' contributions.

5.4.3 Influences of Stress-Induced Exhaustion on Job Performance

The study reveals that stress-induced exhaustion has a weak relationship with job performance among secondary school teachers. Teachers observed instances of stress-induced exhaustion among their colleagues, with a mean score of 2.31, and perceived a moderate impact on classroom performance (mean: 2.85). The weak negative correlation ($r = -0.147$) indicates that while stress-induced exhaustion does affect job performance, the overall impact is modest. This finding underscores the importance of implementing effective strategies to mitigate stress and support teachers in managing their workload, maintaining a healthy work-life balance, and ultimately enhancing job performance and student success.

5.4.4 Job Performance among High School Teachers in Kiambaa Sub-County, Kiambu County

Teachers rated their overall job performance with a mean score of 6.57 on a scale of 1 to 10, indicating a somewhat favorable evaluation. There was significant variability in perceived performance levels, as reflected by the standard deviation of 1.89. Teachers expressed overall satisfaction with their job quality (mean: 2.07) and disagreed that stress had a detrimental impact on work quality (mean: 1.74). They also indicated a moderate level of agreement with their ability to meet deadlines (mean: 2.04) and feeling motivated (mean: 1.83), though opinions varied regarding the influence of stress on motivation and syllabus coverage.

5.5 Recommendations

Based on the study's findings, the following recommendations are proposed to address the stressors affecting secondary school teachers in Kiambaa Sub-County and improve their job performance.

5.5.1 Recommendations for Managing Workload Stress

Schools should implement workload management programs that ensure a balanced distribution of tasks among teachers. Regular reviews and adjustments of workloads can help prevent teachers from feeling overwhelmed.

Provide professional development opportunities focused on time management and effective teaching strategies. These can help teachers manage their workload more efficiently and reduce stress.

Increasing the number of support staff, such as teaching assistants, can alleviate some of the burdens on teachers, allowing them to focus more on instructional duties rather than administrative tasks.

5.5.2 Recommendations for Reducing School Management-Related Stress

School administrations should establish clear, consistent, and supportive communication channels. Regular check-ins and feedback sessions can help teachers feel more supported and valued.

They should also train school administrators and leaders in effective communication skills to ensure that they can provide clear and supportive interactions with teachers, thus reducing stress related to poor communication.

They should also develop and implement programs to recognize and appreciate teachers' contributions regularly. Acknowledging their efforts can significantly enhance their job satisfaction and reduce stress.

5.5.3 Recommendations for Addressing Stress-Induced Exhaustion

There is a need to organize workshops and training sessions focused on stress management techniques by the school administration. These could include

mindfulness, relaxation exercises, and coping strategies to help teachers manage stress better.

The school administration should also implement health and wellness programs that promote a healthy work-life balance. This can include offering mental health support, fitness programs, and counseling services.

The school administration should also establish professional support networks where teachers can share their experiences, challenges, and coping strategies. Peer support can be a valuable resource in managing stress and preventing exhaustion.

5.5.4 Recommendations for Improving Overall Work Performance

Conduct regular performance reviews with constructive feedback. This can help teachers identify areas for improvement and provide them with the support they need to enhance their performance.

5.5.5 Policy Recommendations

The government should formulate policies that address teacher workload, support systems, and stress management at the county and national levels. These policies should aim to create a supportive and conducive working environment for teachers.

5.6 Suggestions for Further Research

The study proposes avenues for further research to deepen the understanding of the dynamics between stress and teacher performance. Future research could employ longitudinal designs to track teachers' experiences of stress and performance over an extended period. Furthermore, comparative studies should be carried out across different educational settings, regions, or countries could shed light on how contextual factors influence the relationship between stress and performance among teachers.

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APPENDIX I: INTRODUCTORY LETTER TO RESPONDENTS

Dear Respondent,

My name is John Mbugua. I am a master's student at Africa Nazarene University undertaking a study on the effects of stress on work performance among secondary school teachers in Kiambaa Subcounty, Kiambu County.

I would like to request you to respond to the questions presented in the questionnaire attached to this letter. Your participation in this study is voluntary and you may withdraw at any time. Your responses to the survey will be kept confidential. The data will be used for research purposes only and will not be shared with any third parties.

Thank you in advance,

John Mbugua

APENDIX II: LETTER TO THE PRINCIPALS

Dear Principal,

My name is John Mbugua and I am a master's student at Africa Nazarene University. I am conducting a study on the effects of stress on work performance among secondary school teachers in Kiambaa Subcounty, Kiambu County. The purpose of this study is to be able to determine how stress can affect work performance among high school teachers. I am writing to request your permission to engage with teachers at your school.

The study involves administering a questionnaire and dotting down overall feedback from the teachers. The study will take approximately 1 hour to complete.
The teachers' participation in this study is voluntary and they may withdraw at any time. Their responses to the survey will be kept confidential. The data will be used for research purposes only and will not be shared with any third parties.
I believe that the findings of this study will be beneficial to your school and to the education community as a whole. I would be grateful if you would consider my request.

If you have any questions about the study, please do not hesitate to contact me.
Thank you for your time and consideration.

Sincerely,
John Mbugua

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Title: EFFECTS OF STRESS ON WORK PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS

Introduction:

Thank you for participating in this study. Your responses will contribute to our understanding of the effects of stress on work performance among secondary school teachers. Please answer the following questions honestly and to the best of your ability.

Section 1: Demographics

1.1. Codename (Optional): _____

1.2. Gender: [ ] Male [ ] Female [ ] Other

1.3. Age: _____

1.4. Educational Qualification: _____

1.5. Years of Teaching Experience: _____

Section 2: Workload-Related Stress

Please indicate the extent to which you agree with the following statements regarding workload-related stress (1 = strongly disagree, 5 = strongly agree):

2.1. My workload is manageable.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

2.2. I often have to work overtime to complete tasks.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

2.3. I feel overwhelmed by the demands of my job.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Section 3: School Management-Related Stress

Please indicate the extent to which you agree with the following statements regarding school management-related stress (1 = strongly disagree, 5 = strongly agree):

3.1. I feel supported by the school administration.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

3.2. Communication within the school is effective.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

3.3. The school management appreciates and values teachers' contributions.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Section 4: Stress-Induced Exhaustion

Please indicate the extent to which you agree with the following statements regarding stress-induced exhaustion (1 = strongly disagree, 5 = strongly agree):

4.1. I often feel physically exhausted after work.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

4.2. Stress negatively affects my ability to concentrate.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

4.3. I find it challenging to maintain a work-life balance.

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Section 5: Work Performance

5.1. On a scale of 1 to 10, how would you rate your overall work performance? (1 = very poor, 10 = excellent) _____

5.2. Rate your agreement with the following statements based on your recent experiences:

a) Quality of Work:

- I feel satisfied with the quality of work I produce.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

- I believe the quality of my work has been negatively affected by stress.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

b) Meeting Deadlines:

- I am able to meet deadlines consistently.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

- Stress has hindered my ability to meet deadlines.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

c) Motivation:

- I feel motivated to perform well in my job.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

- Stress has affected my motivation levels.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

d) Syllabus Coverage:

- I am able to cover the syllabus adequately.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

- Stress has impacted my ability to cover the syllabus effectively.

  [ ] Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree

5.3. How often do you experience stress related to your job?

] Rarely [ ] Occasionally [ ] Often [ ] Very often [ ] Almost always

5.4. What are the main sources of stress in your teaching job? (Check all that apply)

[ ] Heavy workload [ ] Administrative tasks [ ] Student behavior/discipline issues [ ] Pressure to meet academic standards [ ] Lack of support from management [ ] Personal factors (please specify):

_____

_____

_____

5.5. Have you sought any support or coping mechanisms to deal with work-related stress? If yes, please specify.

5.6. Do you feel that your school provides adequate support for managing stress among teachers? [ ] Yes [ ] No [ ] Unsure

5.7. Is there any additional information you would like to share regarding stress and its impact on your work performance?

APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

Title: EFFECTS OF STRESS ON WORK PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS

Objective: To understand the impact of various stress factors on the work performance of secondary school teachers in Kiambaa Sub-County, Kiambu County.

Introduction:

My name is John Mbugua, and I am conducting a research study on the effects of stress on work performance among secondary school teachers in Kiambaa Sub-County, Kiambu County as part of my master's thesis at Africa Nazarene University. Thank you for agreeing to participate in this interview.

Purpose of the Interview

The purpose of this interview is to gather insights about your experiences and perspectives regarding stress and how it affects teachers' performance at work. Your responses will be kept confidential, and your identity will not be revealed in any reports or publications resulting from this study.

Duration

The interview will take approximately 30-45 minutes. You are free to skip any questions you do not wish to answer and may stop the interview at any time."

Consent

Before we start, do you have any questions about the study or the interview process? If not, do I have your consent to proceed with the interview and record our conversation for accuracy?

Section 1: Demographics

1.1. Name of Principal: _____

1.2. School Name: _____

1.3. Years of Experience as Principal: _____

Section 2: Workload-Related Stress

2.1. How would you describe the workload of teachers in your school?

2.2. Do you believe that workload-related stress affects teachers' work performance? If so, in what ways?

2.3. What strategies, if any, has the school implemented to help teachers manage workload-related stress?

Section 3: School Management-Related Stress

3.1. How do you ensure that teachers feel supported by the school administration?

3.2. In your opinion, what role does effective communication play in reducing school management-related stress among teachers?

3.3. How does the school management recognize and appreciate teachers' contributions?

Section 4: Stress-Induced Exhaustion

4.1. Have you observed instances of stress-induced exhaustion among teachers in your school? If so, can you provide examples?

4.2. How do you think stress-induced exhaustion affects teachers' performance in the classroom?

4.3. What measures, if any, has the school taken to address stress-induced exhaustion among teachers?

Section 5: Work Performance

5.1. From your perspective as a principal, how do you assess the work performance of teachers in your school?

5.2. Have you noticed any changes in teachers' work performance when they are under stress? If so, please describe.

5.3. What strategies or support does the school provide to help teachers maintain or improve their work performance?

Section 6: Closing Remarks

Is there anything else you would like to add regarding the relationship between stress and work performance among teachers in your school?

Thank you for sharing your insights in this interview. Your input is invaluable to this research. I will analyze the information gathered from this interview along with other data to draw conclusions and make recommendations. If you are interested, I can share a summary of the study's findings with you once it is completed.

APPENDIX V: MAP OF KIAMBAA SUB COUNTY



Source: (Information Cradle, 2016). Map of Kiambaa Sub County

APPENDIX VI: RESEARCH PERMIT

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Date of Issue: 29/May/2024

RESEARCH LICENSE



This is to Certify that Mr. John Chege Mbugua of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: Effects of stress on work performance among secondary school teachers in Kiambaa sub-county, Kiambu County, Kenya for the period ending: 29/May/2025.

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APPENDIX VII: LETTER OF INTRODUCTION

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15th May 2024

RE: TO WHOM IT MAY CONCERN

John Mbugua (16M03DMCP006) is a bonafide student at Africa Nazarene University. He has finished his course work and has defended his thesis proposal entitled: -

"Influence of stress on work performance among secondary school teachers in Kiambaa sub- county, Kiambu County, Kenya".

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

Rodney 2. Reed

Prof. Rodney Reed
Deputy Vice Chancellor, Academic & Student Affairs