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EFFECTS OF STRESS ON PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN KENYA: A CASE OF SOTIK SUB COUNTY, BOMET COUNTY

[1*] **Benard Kiplangat**

Msc Human Resource Management student

Jomo Kenyatta University of Agriculture and Technology

[2 **] **Dr. Wallace Atambo**

Jomo Kenyatta University of Agriculture and Technology

atambowa@yahoo.com

Abstract

Public secondary school teachers in Kenya experience multiple challenges as they execute their roles and responsibility. As a result of these challenges teachers are subjected to undue stress which if not managed may hinder their performance of the duties and the overall academic performance of the institution under the area of jurisdiction. Schools are very critical institution in any society and this is so specifically for the secondary school which marks the transition point to the university and decision making point of any student career wise. This study intended to focus on the effects of stress on the performance of public secondary school teachers. This is necessitated by the fact that the role of the teachers remains critical in the implementation of government reforms (Kamunde, 2010). A report by the World Bank (1999) revealed that the education systems the world over have been ineffective and has failed to address the matter of teachers stress and burnout in secondary schools. The findings of this research are expected to guide the policy makers in the education sector.

Keyword: Public secondary schools

INTRODUCTION

It has been pointed that the unchecked levels of stress possess challenges to performance in organizations. Motivation is the best way of stress management. Motivation however is a multifaceted aspect that really has to be understood in order to appreciate its impact in the attainment of excellent results and in alleviating an individual of the ever increasing stress as a result of the ever demanding work environment. Reward system also enhances job satisfaction, this also enables the individual to appreciate the nature of his work and thus relieve from the ever stressing environment apart from the financial motivation, providing non- financial motivation enhances the necessary work performance. Employees are essentially rewarded for the value they create to develop a performance culture and to develop a positive employment relationship and psychological contract. These later reason is the purview of this study since develop-ping psychological contract reliefs the employee of unnecessary stress which hinders constructive performance Armstrong (2006). The notion a psychological contract implies that there is unwritten set of expectation operating at all times between every member of an organization and the various managers and others in that organization. Stress in work place is a worldwide issue. The role of teachers remains critical in the successful implementation of government reforms. Events such as experiencing the death of a family member, being assaulted, moving home, ending an intimate relationship, being seriously ill or taking a big test can create stress. These events are stressful because they involve significant changes that require adaptation and often social readjustment. These stressful life events which are not work related have been the most extensively investigated extra organizational stressors. Stressful life events are events that disrupt daily routines and social relationships. Although this is not under the purview of this piece of work it is important to note that the said stressors contribute to the poor performance by the teaching force and should receive the attention on of the education practitioners. Teachers are social beings who undergo the social challenges as highlighted above. The study therefore seeks to establish the effects of stress on the performance of teachers in Sotik sub County with a view to finding out the strategies of coping with the same. The target population will be two hundred and fifty teachers serving in public secondary schools in the sub County. Teachers will be randomly sampled for effective data collection and in depth study and generally to attain a fair representation.

In Kenya, studies rank teachers as the most stressed professionals which are also a major cause of ill health among teachers of secondary schools in Kenya (Maslach and Leiter, 1999). The top 10 stressors perceived to be facing managers such as the teachers are: missing being with their growing children, putting their work before home and family considerations, having to move away from home for their employment, missing leisure/hobby time, short or long commuting to work, breaking up with their partners, frequently travelling away from home and either not having or postponing parenting children (Management Today Magazine Survey, 1998; Willis, 2005). According to Dollard (2003) teaching is one of the most stressful occupations. One major stressor for secondary school teachers involve conflicting demands made by the employer, supervisor, colleagues, students and parents. The demand is usually on the academic

performance of the students. Most of the teachers have too many demands with too little time in which to meet these demands. The demands made by the stakeholders are usually so huge for a professionally trained teacher to handle who, apart from the family responsibilities are vested with other responsibilities to foster parenting the students under their care. It is worth noting that the area of creating, preserving and dissemination of knowledge requires a lot of preparation, which entails research and use of resources.

As stress cannot be avoided, the remedy is to manage it. Schools have different ways of approaching the stress management. The essence of the study was therefore the interrogation of the stress that the teachers of these institutions face with a view of looking at how it affects their performance.

Objectives of the study

The following specific objectives guided this study.

i. To establish the effects of organization related factors on the performance of public secondary school teachers in Sotik Sub-County.

ii. To determine effects of individual related factors on performance among public secondary school teachers in Sotik Sub-County.

iii. To establish the influence of teaching related factors on performance among public secondary school teachers in Sotik Sub-County.

RESEARCH DESIGN

The sampling of the respondents was done purposively and the target population was 393 public secondary school teachers in Sotik Sub-County. The researcher sampled 118 teachers of the total population and drawn from the officers in charge of education in the county. Data was collected using questionnaires and recommendations were based on the findings.

FINDINGS

1. Organization related factors

The respondents were also asked on several issues that are work related that affect their performance through stress.

Salaries

Under the concern of salaries, accumulative of 62.4% of the respondents agreed that salaries affect their performance; this is 68 teachers in absolute figure. This leaves 37.6% of the teacher either are not sure or do not agree that salaries do affect their performance through stress.

Table 1: salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	31.2	31.2	31.2
	Agree	34	31.2	31.2	62.4
	Not sure	13	11.9	11.9	74.3
	Disagree	15	13.8	13.8	88.1
	Strongly Disagree	13	11.9	11.9	100.0

Teaching learning aids

As from table 2 below concerning whether inadequate learning materials do affect the stress levels of the teachers, 33.0% of the teachers strongly agree that they get stress whenever the learning materials are inadequate, 44.1% agree to the same, this brings a cumulative percentage of 77.1% of the respondents who agree that they are stressed with the same. This leaves 22.9% of the respondents with contrary opinion.

Table 2: teaching learning aids

		Frequency		Percent	Valid Percent	Cumulative Percent
Strongly Agree		36		33.0	33.0	33.0
Agree		48		44.1	44.0	77.1
Not sure		6		5.5	5.5	82.6
Disagree		15		13.8	13.8	96.3
Strongly Disagree	4	3.7	3.7	100.0		

Low participation in decision-making

Considering the low participation in decision making, the teachers responded in a way that statistically showed that a good number of them- 56 %(61 in absolute terms) agreed to being low participants in decision-making, 13.8% strongly agreed. This totals to 69.8% of the total while of the remaining 30.2%, 13% disagreed that they have no low participation to decision making and the other 10.1% were not at all sure as shown in the table below;

Table 3: Low participation in decision-making

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	13.8	13.8	13.8
Agree	61	56.0	56.0	69.7
Not sure	11	10.1	10.1	79.8
Disagree	13	11.9	11.9	91.7
Strongly Disagree	9	8.3	8.3	100.0

Uncertainty in promotion matters

When the teachers were asked about their uncertainty on the promotion issue, 32.1% (35 of them) strongly said that they are quite uncertain of the promotions, a large percent of 45.9 literally agreed to the issue. This leaves a remainder of 22% of which 6% weren't sure of the sure and the rest disagreed as shown in the following table.

Table 4: Uncertainty in promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	32.1	32.1	32.1
	Agree	50 6	45.9	45.9	78.0
	Not sure		5.5	5.5	83.5
	Disagree	12	11.0	11.0	94.5
	Strongly Disagree	6	5.5	5.5	100.0
Total		109	100.0	100.0	

Further studies

The teachers were also asked to talk about them having opportunities for further studies. A large percentage of them-59.6% said they agree to the fact that they have opportunities for further studies and 24.8% strongly did agree. Of the remaining 15.6%, 3.7% (4 in absolute value) were not even sure of their opportunities while the remaining 11.9% said they have a limited opportunity to further their studies as depicted in the table below;

Table 5: Opportunities for further studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	27	24.8	24.8	24.8
Agree	65	59.6	59.6	84.4
Not sure	4	3.7	3.7	88.1
Disagree	5	4.6	4.6	92.7
Strongly Disagree	8	7.3	7.3	100.0

Lack of appreciation

A cumulative 77.9% (85 in absolute terms) of the total respondents said that they really do not get any appreciation from their subjects. 2.8% of them also did have nothing to say since they were not really sure about the matter while 19.2% said that they do get some appreciation as shown in the table next page.

Table 6: Lack of appreciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	22.9	22.9	22.9
	Agree	60	55.0	55.0	78.0
	Not sure	3	2.8	2.8	80.7
	Disagree	13	11.9	11.9	92.7
	Strongly Disagree	8	7.3	7.3	100.0

2. Individual related factors

The teachers were also asked of some other issues like professionalism and lack of sufficient skills affecting their performance through stress. Out of this, 39.5 % (43 in absolute terms) agreed to the issue affecting them, 3.7% weren't sure of the effect. This leaves a cumulative

56.9% with a contrary opinion as shown below;

Professional qualification

Table 7: Professional qualification. Do you lack sufficient skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	20.2	20.2	20.2
	Agree	21	19.3	19.3	39.4
	Not sure	4	3.7	3.7	43.1
	Disagree	44	40.4	40.4	83.5
	Strongly Disagree	18	16.5	16.5	100.0

Marital status

The researcher also wanted to get some information whether the marital status does affect teacher's performance through stress.21.1% cumulatively agreed to the fact, 3.7% here were not sure and a cumulative large 75.2 %(82 in absolute terms) disagreed. This is depicted in the figure below;

Table 8: Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.5	5.5	5.5
	Agree	17	15.6	15.6	21.1
	Not sure	4	3.7	3.7	24.8
	Disagree	74	67.9	67.9	92.7
	Strongly Disagree	8	7.3	7.3	100.0

Teaching experience

Teaching experience was also thought to affect the teachers' performance through stress but only accumulative 18.4 % (20 in absolute terms) agreed. The remaining 81.6% left either were not sure of the effect teaching experience had on their performance through stress or disagreed as shown;

Table 9: Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.3	8.3	8.3
	Agree	11	10.1	10.1	18.3
	Not sure	3	2.8	2.8	21.1
	Disagree	78	71.6	71.6	92.7
	Strongly Disagree	8	7.3	7.3	100.0

Age

Age, normally is what is said to largely affect performance. But when this question was asked, only 24.8% of the respondents agreed.1.8% were not sure and the remaining cumulative 73.4% disagreed to age affecting their performance as shown;

Table 10: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.3	8.3	8.3
	Agree	18	16.5	16.5	24.8
	Not sure	2	1.8	1.8	26.6
	Disagree	70	64.2	64.2	90.8
	Strongly Disagree	10	9.2	9.2	100.0

Health status

From the table and figure below, it is clearly seen that a good cumulative 73.4 % (80 of the respondents) agreed that health status does affect their performance through stress and 4.6% were not sure. This leaves a cumulative 22.1% of the respondents disagreeing.

Table 11: Health status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	23.9	23.9	23.9
	Agree	54	49.5	49.5	73.4
	Not sure	5	4.6	4.6	78.0
	Disagree	9	8.3	8.3	86.2
	Strongly Disagree	15	13.8	13.8	100.0

Gender

On the gender subject, 10.1% cumulatively agreed that gender does affect their performance through stress and 2.8% were not sure of the effect. Thus, the remaining 87.2% represented those that disagreed.

Table 12: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.5	5.5	5.5
	Agree	5	4.6	4.6	10.1
	Not sure	3	2.8	2.8	12.8
	Disagree	49	45.0	45.0	57.8
	Strongly Disagree	46	42.2	42.2	100.0

From the above table, the highest percentage disagreed and the lowest percentage represented those who were not sure on the effect.

Relationships with other teaching/ non-teaching staff

Regarding the relationship issue, a large cumulative 77% (84 of the teachers) agreed to the relationship affecting their performance through stress, 1.8 were not sure and a 21.1% disagreed.

Table 13: Relationship with other teaching and non- teaching staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	44.0	44.0	44.0
	Agree	36	33.0	33.0	77.1
	Not sure	2	1.8	1.8	78.9
	Disagree	17	15.6	15.6	94.5
	Strongly Disagree	6	5.5	5.5	100.0

3. Teaching related factors

Adjusting to frequent new changes at school

The teachers were also asked whether they are affected by the frequent new changes in school in terms of performance. Out of the total respondents, 62.4% cumulatively agreed while 7.3 were not even sure about the effect. The remaining 30.2 & cumulatively disagreed as shown in the table below;

Table 14: Adjusting to frequent new changes at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.3	8.3	8.3
	Agree	59	54.1	54.1	62.4
	Not sure	8	7.3	7.3	69.7
	Disagree	20	18.3	18.3	88.1
	Strongly Disagree	13	11.9	11.9	100.0

Coordination of co-curricular activities

The coordination of co-curricular activities as responded to by the teachers also does in some way affect the performance of the teachers through stress. Out of the total, 26.6% cumulatively agreed to this while 8.3% were not sure of the effect. This leaves a large 65.1% cumulatively disagreeing to this as shown in the table below;

Table 15: Coordination of co-curricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.2	9.2	9.2
	Agree	19	17.4	17.4	26.6
	Not sure	9	8.3	8.3	34.9
	Disagree	51	46.8	46.8	81.7
	Strongly Disagree	20	18.3	18.3	100.0

The table above shows that most of the teachers disagree to the co-ordination of co-curricular activities affecting their performance through stress.

Preparation of professional records

The teachers were also asked whether the preparation of professional records does affect their performance through stress. In response to this, only 30.2% cumulatively agreed to this and 4.6% (5 in absolute terms) were not sure. This leaves a cumulative 65.2% of the total respondents disagreeing to the issue's effects as shown in the table next page;

Table 16: Preparation of professional records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	14	12.8	12.8	12.8
	Agree	19	17.4	17.4	30.3
	Agree	5	4.6	4.6	34.9
	Not sure				
	Disagree	67	61.5	61.5	96.3
	Strongly Disagree	4	3.7	3.7	100.0

Taking responsibility for students' performance

A cumulative of 75.2 % (82 in absolute terms) agreed when asked whether taking responsibility of the students' performance did affect their performance through stress. The remaining 24.8% either were not sure of the effect or disagreed as shown in the table below;

Table 17: Taking responsibilities for student performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	25.7	25.7	25.7
	Agree	54	49.5	49.5	75.2
	Not sure	11	10.1	10.1	85.3
	Disagree	9	8.3	8.3	93.6
	Strongly Disagree	7	6.4	6.4	100.0

Handling classes of varied students-ability

Considering the handling of classes with varied student-ability, a fair cumulative 37.6% agreed to this affecting their performance through stress. This leaves a cumulative remainder of 62.4% either not sure of the effect or disagreed to this as shown in the table below;

Table 18: Handling classes of varied students abilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	17.4	17.4	17.4
	Agree	22	20.2	20.2	37.6
	Not sure	16	14.7	14.7	52.3
	Disagree	26	23.9	23.9	76.1
	Strongly Disagree	26	23.9	23.9	100.0

The table above also evidently shows that statistically, a fair number of the teachers claim that handling classes with varied students-ability affects their performance through stress and a fair remainder has a contradicting opinion.

Preparation and evaluation of students work

The teachers were also asked whether preparation and evaluation of students' work affects their performance through stress. A cumulative 29.4% of the total agreed to this and 7.3% were not sure. A cumulative remainder of 63.3% disagreed to this as shown in the table below;

Table 19: Preparing and evaluating students work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.2	9.2	9.2
	Agree	22	20.2	20.2	29.4
	Not sure	8	7.3	7.3	36.7
	Disagree	35	32.1	32.1	68.8
	Strongly Disagree	34	31.2	31.2	100.0

The table above also shows that a larger percentage disagreed to the question that preparation and evaluation of pupils' work affects their performance through stress.

Guidance and counseling of students

Guidance and counseling, which is carried out in schools was checked whether if it affects the teachers' performance. Out of the total respondents, a cumulative 60 %(72 in absolute terms) were on the disagreement side. The remaining 40% included 5.5% who were not sure of the effect while the other 34.5% agreed as shown in the table below;

Table 20: Guiding and counseling students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	10.1	10.1	10.1
	Agree	20	18.3	18.3	28.4
	Not sure	6	5.5	5.5	33.9
	Disagree	41	37.6	37.6	71.6
	Strongly Disagree	31	28.4	28.4	100.0

Under this, a cumulative 67.9% (74 in absolute terms) agreed to ensuring class-control as affecting their performance through stress, 22.9% disagreed and the remaining 9.2% (10 teachers) were not sure whether ensuring class-control affected their performance through stress as shown in the table below;

Table 21: Ensuring class control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	24.8	24.8	24.8
	Agree	47	43.1	43.1	67.9
	Not sure	10	9.2	9.2	77.1
	Disagree	17	15.6	15.6	92.7
	Strongly Disagree	8	7.3	7.3	100.0

Handling of students' disciplinary cases

A cumulative of 71.5% of the total respondents agreed to handle students' cases as having an effect in their performance through stress. This leaves a remainder of 28.5% either disagreeing or not being sure on the effect this has on their performance as shown in the table below;

Table 22: Handling Students disciplinary cases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	27.5	27.5	27.5
	Agree	48	44.0	44.0	71.6
	Not sure	6	5.5	5.5	77.1
	Disagree	16	14.7	14.7	91.7
	Strongly Disagree	9	8.3	8.3	100.0

Preparation of learning materials

The teachers were also asked whether preparation of learning materials affects their performance through stress.in response to this, a cumulative of 63.3% agreed to this while the remainder-26.7% comprised of those with a contrary opinion as shown in the table below;

Table 23: Preparation of learning materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	18.3	18.3	18.3
Agree	49	45.0	45.0	63.3
Not sure	5	4.6	4.6	67.9
Disagree	22	20.2	20.2	88.1
Strongly Disagree	13	11.9	11.9	100.0

The table above also evidently shows that a large percentage disagreed while a small percentage agreed and were not sure of the effect.

High expectation to complete syllabus on time

A cumulative 71.5% (78 in absolute terms) agreed that a high expectation to complete syllabus on time did affect their performance through stress. The remaining 28.5% comprised of those who were either not sure of the effect or disagreed. This is shown in the table below;

Table 24: High expectation to complete of syllabus on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	22.9	22.9	22.9
	Agree	53	48.6	48.6	71.6
	Not sure	6	5.5	5.5	77.1
	Disagree	6	5.5	5.5	82.6
	Strongly Disagree	19	17.4	17.4	100.0

Performance measurement parameters

The following parameters were used for measuring of the performance of the teachers in terms of how they have performed. As from the table 4.31 below on coverage of the syllabus 90.8% of the respondents feel they have done good or very good which is an absolute figure of 99 teachers. Only 3 teachers believe they have performed averagely in terms of syllabus coverage while only 7 feel they have performed either poorly of very poorly, this represents

6.4% of the respondents.

Table 25: Syllabus coverage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	47	43.1	43.1	43.1
	Good	52	47.7	47.7	90.8
	Average	3	2.8	2.8	93.6
	Poor	4	3.7	3.7	97.2
	Very Poor	3	2.8	2.8	100.0

Table 26: Coordination of co-curriculum activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	34	31.2	31.2	31.2
Good	56	51.4	51.4	82.6
Average	12	11.0	11.0	93.6
Poor	4	3.7	3.7	97.2
Very Poor	3	2.8	2.8	100.0

In terms of coordination of co-curriculum as shown in table 26 above, 31.2% of the respondents feel they have performed very good, 51.4% have performed good, 11.0% have performed averagely, 3.7% poor and 2.8% very poor. This gives a cumulative percentage of 82.6% of very good and good. This thus indicates that most of the respondents performed very well in terms of coordination of co-curriculum activities.

From figure 1 below, it indicates that 26.6% of the respondents performed "very good" in terms of subject performance, 54.1% performed "good" in terms of subject performance. Only 19.3% of the population score either averagely or below average in terms of subject performance.

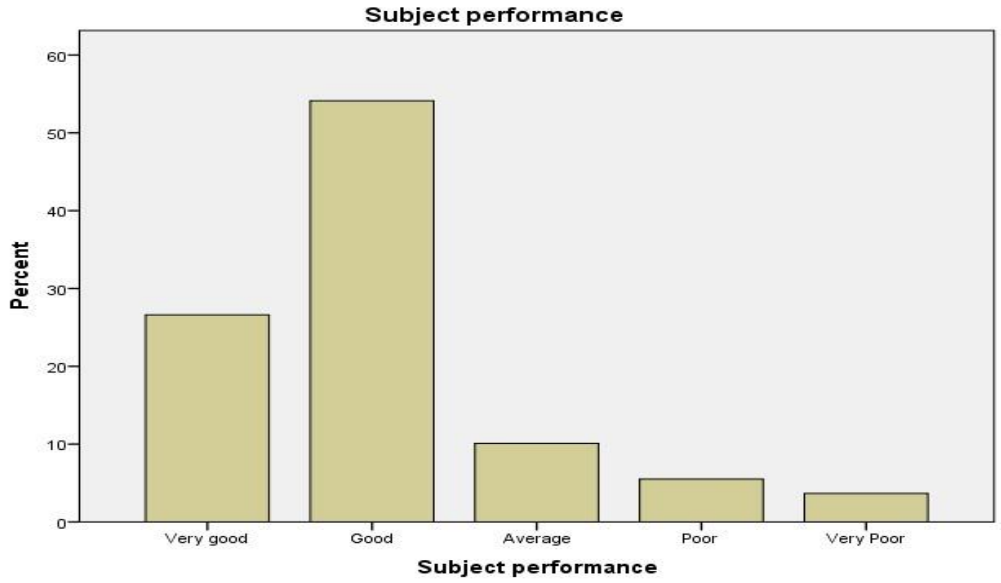

Fig 1: A graph showing subject performance

From the above table and figure it is clear that most of the teachers rank themselves so high when it comes to the performance of subjects.

Class control

For class control the modal category is good with 39.4% responding that it was good, 32.1% very good, 9.2% average, 9.2% poor and 10.1% very poor. This thus indicates that most of the respondents performed either very good or good in terms of class control. This is well illustrated in table 4.33 below.

Table 27: Class control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	35	32.1	32.1	32.1
	Good	43	39.4	39.4	71.6
	Average	10	9.2	9.2	80.7
	Poor	10	9.2	9.2	89.9
	Very Poor	11	10.1	10.1	100.0

Preparation of professional records

In terms of preparation of professional records most of the respondents performed high since they either responded

Table 28: Preparation of Professional records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	29	26.6	26.6	26.6
	Good	67	61.5	61.5	88.1
	Average	7	6.4	6.4	94.5
	Poor	3	2.8	2.8	97.2
	Very Poor	3	2.8	2.8	100.0

Coordination of co-curriculum activities

Under this,82.6% (90 in absolute terms) said that the coordination of co-curriculum activities was good,11% said it was average(fair) and the remaining 6.5%(7 in absolute terms) said it was poor, as shown in the table below;

Table 29: Coordination of co-curriculum activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	34	31.2	31.2	31.2
	Good	56	51.4	51.4	82.6
	Average	12	11.0	11.0	93.6
	Poor	4	3.7	3.7	97.2
	Very Poor	3	2.8	2.8	100.0

Subject performance

26.6% of the respondents said that subject performance was very good, 54.1% said "good", 10.1% said it was averagely good, 5.5% said it was poor and the remaining 3.7% said it was very poor. This is clearly shown in the table below;

Table 30: Subject performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	29	26.6	26.6	26.6
	Good	59	54.1	54.1	80.7
	Average	11	10.1	10.1	90.8
	Poor	6	5.5	5.5	96.3
	Very Poor	4	3.7	3.7	100.0

Preparation and evaluation of students work

From the table below, 33.9% said the preparation and evaluation of students work was very good, 49.5% said it was good, 11% said it was averagely good, 4.6% said it was poor and the remaining 0.9% said it was very poor.

Table 31: Preparation and evaluation of students Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	37	33.9	33.9	33.9
	Good	54	49.5	49.5	83.5
	Average	12	11.0	11.0	94.5
	Poor	5	4.6	4.6	99.1
	Very Poor	1	.9	.9	100.0

Adjusting to changes in educational policies and procedures

When asked about their opinion to the issue, the teachers responded with different opinions. Out of them, 14.7% said it was very good, 35.8% said it was good, 34.9% said it was fairly good, 7.3% said it was poor and the remaining 7.3% said it was very poor as shown in the table below;

Table 32: Adjusting to changes in educational policies and procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	16	14.7	14.7	14.7
	Good	39	35.8	35.8	50.5
	Average	38	34.9	34.9	85.3
	Poor	8	7.3	7.3	92.7
	Very Poor	8	7.3	7.3	100.0

SUMMARY

Organizational factors

Salary

Like in any other field, the teachers are widely affected by the level of salary they get in comparison to their level of needs. Most teachers did respond that the more the salary, the better one performs jobwise and the vice versa is true in regard to the study.

Rigid rules

In relation to the teachers' performance in public primary schools in Sotik Sub-County County, the rigid rules set by the school administrators said that this was a big effect on their performance. Timely deadlines to meet and other almost impossible set of rules is therefore some hindrance to teachers performing better jobwise.

Heavy workload

Just like any other working professional, the teachers cited heavy workload as a major factor hindering their performance. The teachers said that handling overcrowded classes was not a good idea if at all they were expected to perform better jobwise.

Promotion

Promotion as a factor that every teacher won't like to miss seems to really affect the performance of teachers through stress. Regarding the results obtained from regression, most teachers in low levels performed not any better than teachers in the higher levels.

limited opportunities for further studies

When the teachers were asked whether there was any aim at further studies, most of them said

"no". As seen, those with low levels performed poorly. Hence, as a factor, was a big hindrance to teachers' performance in their jobs.

Individual related factors

Health status

One of the major stress factor the study revealed to affect teachers performance through stress was health status. Most of the teachers who were unwell did perform no better than the ones with good health.

Marital status

Another individual factor that the teachers agreed to affect their performance through stress was their marital status. Many of the married teachers said that had poorly begun performing though some of them did have a contrary opinion. Marital status hence as observed was a great hindrance to teachers performing better in public primary schools.

Relationship with other teaching and non-teaching staff

Most of the teachers surveyed had an opinion supporting that the better the relationships they had with the entire fraternity, the better they performed in their job.

RECOMMENDATIONS

From the findings of the study, the following recommendations were made to assist in maintaining better job performance of secondary schools' teachers:

Recommendation 1:

The study recommends that the Ministry of education and TSC should develop a policy document on stress management to guide the training; induction and counseling of public secondary school teachers in their duties so as to support them manage stress and enhance job performance.

Stress affects the efficiency of teachers. So, there is a need to provide proper conducive environment and support the teachers to maintain individual stress at their station. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce stress, so that their performance is not much affected.

Recommendation 2:

It is recommended that regular assessment of stress level among teachers should be done for preventive purposes. Direct physiological measures of occupational stress like diagnostic tests and consultation should be conducted by the individual schools' guidance and counseling departments.

Recommendation 3:

The government through TSC should recruit more teachers to counteract the high enrolment rate because of the free primary and secondary education, so as reduce under-staffing situations in schools and hence reduce the overload on the teacher's side which affects performance. Teachers rewards and payment which include teachers' salaries, housing allowance, medical allowances and commuter allowances among others should be improved by the teachers service commission to create job satisfaction which in turn reduce stress and hence boost performance in public secondary schools.

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