# STRESS MANAGEMENT STRATEGIES AND WORK OUTPUT OF TEACHERS IN SELECTED PRIMARY SCHOOLS IN NYAMIRA DIVISION, NYAMIRA COUNTY KENYA

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Master of education management and administration

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## DECLARATION A

I KERUBO TOROTHY OMANWA declare that this research Thesis is my personal work and it has not been presented to any university award of degree or any other related award.

Signature.....

KERUBO TOROTHY OMANWA

Date.....8·08·2012

## DECLARATION B

I confirm that the work reported in this thesis was carried out by a candidate under my supervision.

Dr. Kayindu Vincent

NAME AND SIGNATURE OF SUPERVISOR

DATE 08/8/2012

## APPROVAL SHEET

This dissertation entitled, **"Stress Management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya"** is prepared and submitted by KERUBO TOROTHY OMANWA in partial fulfilment of the requirements for the degree of master of Education Administration and Management has been examined and approved by the panel on the oral examination with a grade of PASSED.

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Date of comprehensive examination

GRADE:_____

## DEDICATION

This dissertation is dedicated to my entire family members, friends and relatives for ensuring that I am in school and completed this research work.

## ACKNOWLEDGEMENT

I would like to give thanks to almighty God for this mercy and grace which He has poured to me during this time of my studies and through the research project.
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## Abstract

This study entitled Stress Management and work output of teachers in selected primary schools in Nyamira Division, Nyamira county, Kenya was conducted based on four objectives namely: To determine the profile of respondents; to determine the level of stress management strategies; to determine the level of primary schools teachers' work output in Nyamira Division , Nyamira county Kenya ; and to establish the relationship between stress management strategies and teachers' workout put in Nyamira Division, Nyamira county Kenya . The study employed a descriptive survey and descriptive correlation designs. A sample of 154 respondents (teachers and head teachers) from ten selected primary schools was used. The findings of the study were that majority of the respondents were male (59.3%). Majority were married (72.0%) and majority possessed p.1 certificates. The level of stress management strategies was fair with a grand mean of 2.31; and the level of teachers work output was fair with a mean of 2.37. The relationship between stress management and teachers work output was found out to be significant. It was recommended that teachers in selected primary schools in Nyamira Division, Nyamira county Kenya should upgrade their educational qualifications, and that there is need for schools management to motivate teachers more for them to be more productive.

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# CHAPTER ONE

# THE PROBLEM AND ITS SCOPE

## Background of the Study

Stress has been defined by Selye (1974); as a non specific response of the body to any demand made upon it. The term has been further defined by Gold and Ruth (1993); as a condition of disequilibrium intellectual emotional and physical state of the individual; it is generated by one's perceptions of a situation which result in physical and emotional reactions. It can be either positive or negative depending upon one's interpretation.

Stress has been identified as one of the factors related to teacher attrition and is believed to be a cause of high teacher turnover and absenteeism in many places of work (Hammand & Onikama, 1997). For example the retention and attrition of pacific school Teachers and administrators (RAPSTA) studies (1998) conducted by PREL's research and development (R &D) cadre in the ten USA affiliated pacific islands, revealed that Stress was one of the causes of absenteeism and workers' turn over world wide.

Teaching is generally regarded as one of the most demanding jobs. Teacher stress have triggered lots of early retirements because of ill health, extended absences due to extended illness and new instructions "exiting" throughout either training or perhaps in five years after trying out to publish these factors happen to be considerably growing among instructors.

In Kenya report (2008) some police employees resorted to all sorts of vices including shooting their colleagues at workplace and some being accomplices in hooliganism activities. In the report the major cause is attributed to stress emanating from family problems and financial constraints.

Formal education was introduced in Kenya in the year 1963. By the time formal education was introduced informal education existed, and the instructor teach

the young at their convenience, even at night. This limited Stress among the instructors. With the instruction of formal education however, education started being arranged and carried out on an organised basis. Many education commissioners were later put in place for the betterment of education services in Kenya.

As of the year 2012 primary school pupils from standard four to standard eight must take a total of five subjects, namely; English, Kiswahili, mathematics, science and Social studies which is combined with Christian Religious Education.

These are the subject they are examined at the end of primary school cycle. The syllabus of the each subject is very wide hence, making teachers work so hard to cover the syllabus in time. This leads to some of them to Stress.

There is stiff competition between private schools and public schools. Each category of school wants to beat the others on academic performance games and sports. Even schools in same category compete with one another because of this teachers are over worked in teaching, marking students' books, administering tests and examinations to students and marking them, guiding and counselling student, engaging in games and sports among others.

Teachers do all this yet they also have some challenges at home. For example, salaries which range from Ksh 11000 to Ksh 18000 per month is inadequate to cater for one's family. It becomes worse for those who are staying in the rented quarters. All this combined together increases their Stress which may have an impact on their output. For this reason Stress should be managed properly.

**Statement of the Problem**

Stress Management had been known to affect the way and manner individuals respond to work situations from the research's observation work output seen to reduce in schools when stress is not adequately managed. Some teachers have been alleged to be involved in over drinking, absenteeism, illicit sexual affair with

students, some teachers go to school register their presence and go to class, but instead of teaching they just pass time through conversations with pupils. (session paper, 2008; Milhaly, 2006) based on the foregoing the researcher wants to find out the relationship between Stress Management Strategy and work output of teachers.

## Purpose of the Study

The purpose of the study was to test the hypothesis of no significant relationship between the level of Stress Management Strategy and work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya. It also validated the existing theories like the theory of systematic stress of Selye (1976) and Psychological stress theory of Lazarus (1960). It was also meant to fill the gaps identified in the related literature.

## Research Objectives

1. To determine the profile of the respondents in Nyamira Division, Nyamira County Kenya in terms of age, gender, marital status, level of education and work experience.
2. To determine the level of stress management in selected primary schools in Nyamira Division, Nyamira County Kenya.
3. To determine the level of work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.
4. To determine whether there is a significant relationship between stress management and work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.

## Research Questions

1. What is the profile of the respondents in Nyamira Division, Nyamira County Kenya in terms of age , gender, marital status, level of education and work experience?
2. What is the level of stress management in selected primary schools in Nyamira Division, Nyamira County Kenya?

3. What is the level of Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya?
4. Is there a significant relationship between stress management and Work output of teachers in Nyamira Division, Nyamira County, Kenya?

## Hypothesis

$H_O1$ There is no significant relationship between stress management Strategy and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.

## Scope

### Geographical Scope

The study was conducted within Nyamira Division, Nyamira County Kenya because it was realised that though teachers work hard, their output in terms of students' progress games and sports have not improved much. Nyamira Division, Nyamira county Kenya is a newly created county which is located in the western part of Kenya in Nyanza province. It has about 50 primary schools from which 10 primary schools were selected for research.

### Content Scope

The study determined Stress Management Strategies and Work output of teachers. It also determined the level of stress management in the schools. The study also tested the relationship between stress management and Work output of teachers.

### Time Scope

The study was carried in a period of three months as from May to July

### Theoretical scope

This study was underpinned by Selye's theory of systematic stress (1976) and psychological stress theory by lazarus (1966) which explains individual difference in

quality, intensity and duration of an elicited motion in environments that are objectively equal for different individuals

**Significance of the study**

The findings of the study on stress management and work output of teachers benefited various categories: For Teacher's in order to organize guidance and counselling programmes in their institutions, also Managers/ head teachers to be equipped with necessary skills to enable them to know how to handle stressed teachers. For Policy makers/ implementers to come up with rehabilitation programmes for stressed teachers, also Government officials to use the findings as empirical information to monitor teachers and lastly for future researchers to use the findings to generate new knowledge.

## Operational Definitions of Key Terms

**Stress Management** in this study means pressure or tension of mind and responsibility to control people in any organisation or school.

**Work output** is used in this study as the level of curriculum coverage and students performance in examinations

**Profile of the respondents**. In this study is the characteristic of the respondents in terms of age, gender, marital status working experience highest level of education.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE

## Concepts, Opinions and Ideas from authors /experts

(Robbins, 2006) defines stress as being a harmful physical response that occurs when the requirements of the job do not match the capabilities, resources or needs of the worker. The oxford dictionary defines stress as "a state of affaire involving demand on physical or mental energy", at one point or the other, everybody suffers from stress, relationship demands, physical as well as mental health problems, pressure at workplace traffic snails, meeting deadlines, growing up tensions. All of these conditional and situations are valid causes of stress

Topper (2007) defines stress as a person's psychological and physiological response to the perception of demand and challenge. Nelson and Quick (1994) for example posit that stress is one of the most creatively ambiguous words, with as many interpretations as there are people who use the word, as even the experts do not agree on its definition. While Rees and Redfern (2000) assert that there is no universally accepted definition of the term stress, Ornelas and Kleiner (2003) argue that stress is the by-product of modern life that results from our efforts of trying to balance the demands of the workplace and of family life.

Varca (1999) defined stress by relating it to the environment. She gave the definition of a stressful environment as a gap between the environmental demands and personal resources to meet those demands.

Muroty (2003) defines stress as a psychological and emotional response to demands, constraints and opportunities that create uncertainty when important outcomes are at stake. He argues that two conditions are necessary for opportunity stress to become actual stress. There must be uncertainty over the outcome and the outcome must be important.

Tehrani (2002) argued that stress is caused by unsympathetic organizational culture, poor communication between managers and employees, lack of involvement in decision-making, bullying and harassment, continual or sudden change, insufficient resources, conflicting priorities, and lack of challenges. Communication channels in the organization should be open to all employees and employee should be allowed to participate in the decision-making process of the organization. Lack of involvement of employees by the management will make employees feel stressed. Bland (1999) reports that stressors that seemed to be popular with employees in the workplace include too much work, inadequate time to do the work, stressful environment, relationship problems with partners, boss or colleague and financial insecurities.

Conflicts between home and work, and the impact on personal relationships are also contributing factors to stress (Fairbrother and Warn, 2003).

According to Kirkcaldy, Trimpoo and Williams (2002) the causes of stress include inadequate guidance and support from superiors, lack of Journal of Management Research consultation and communication, lack of encouragement from superiors, feelings of isolation, discrimination and favoritism and inadequate or poor quality training/management development. In addition other factors which are contributing to stress are keeping up with new technologies, ideas, technology or innovations in organizations, attending meetings, lack of social support by people at work and simply being visible or available. All these stressors are related to factor management. Other causes of stress include role ambiguity, conflicting performance expectation, political climate of the organizations and poor relationship with co-workers (Manshor, et al., 2003). Stress is also caused by environment demand factors and these include job content such as work load; employment conditions, such as flexible employment contracts; working conditions such as physically demanding work, and social relations at work such as mobbing expenses (Otto and Schmidt, 2007). Factors like individual and family factors, socio-economic and financial status, mental and physical health factors contribute greatly to stress (Manshor et al., 2003).

Harvey and Brown (2006) for instance argue that the major stressors in the workplace include changes in technology, downsizing, sudden reorganization and unexpected changes in the work schedules, competition for promotional opportunities, lack of participation in the decision making, and lack of employee empowerment. Others are conflicts with other employees at the work place, inadequate time to accomplish tasks, and violence in the workplace. The issue of acts of violence in the work place committed by both employees and customers contributes a lot to the employees stress level. Stress can have grave consequences. For example because of this Stress needs to be managed properly.

Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression. According to the St. Louis Psychologists and Counseling Information and Referral, the process of stress management is one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being.

Stress management refers to a wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

In this context, the term 'stress' refers only to a stress with significant negative consequences, or distress in the terminology advocated by Hans Selye, rather than what he calls eustress, a stress whose consequences are helpful or otherwise positive.

Despite stress often being thought of as a subjective experience, levels of stress are readily measureable using various physiological tests, similar to those used in polygraphs.

Many practical stress management techniques are available, some for use by health practitioners and others for self-help, which may help an individual to reduce stress, provide positive feelings of being in control of one's life and promote general well-being.

The effectiveness of the different stress management techniques can be difficult to assess, as few of them have received significant attention from researchers. Consequently, the amount and quality of evidence for the various techniques varies widely. Some are accepted as effective treatments for use in psychotherapy, whilst others with less evidence favouring them are considered alternative therapies. Many professional organisations exist to promote and provide training in conventional or alternative therapies.

There are several models of stress management, each with distinctive explanations of mechanisms for controlling stress. Much more research is necessary to provide a better understanding of which mechanisms actually operate and are effective in practice. According to Manshor, (2003), Stress is an established fact that many situations at work place are stressful though the range of stress differs to every person. However too much stress at times makes employees fail to cope to it and finally fail to accomplish their tasks The theme of stress and how it affects organizational commitment has attracted a lot of attention from various scholars and the stress experienced by different types and job roles has been discussed in many papers with a number of different occupations described as experiencing stress for example teachers (traverse & cooper, 2003).

It has been realized that employees who are chronically stressed show more symptoms of stress because they are more worried of their security and their job commitment gradually reduces. This is because the stressors in the work environment cause great tension and depression which affects their self esteem and confidence.

According to Kenyan Reports (2008), list symptoms of stress under five categories as emotional, Anxiety, nervousness, worries, depression, anger, irritability, guilt, moodiness, and loss of enjoyment of life, loneliness, loss of humor, lack of confidence, isolation, and job dissatisfaction. Secondly, physical, feeling restless, feeling uptight, jumpy, high blood pressure, back and neck muscle tension, lack of energy, dry mouth, headaches, insomnia, dizziness, loss or increase in appetite, and ringing in the ears.
Thirdly, behavioral, impatience, impulsiveness, hyperactivity, short temper, aggressiveness, alcohol abuse, use of drugs, avoiding difficult situations, loss of sex drive, and overworking.

Fourthly, mental , frequent lapses of memory, constant negative thinking, being very critical of oneself, inability to make decisions, difficulty getting things done, distorted ideas, very rigid attitudes and difficulty in concentrating.

Lastly, health high blood pressure, higher than usual susceptibility to colds and flu, migraines, irritable bowel symptoms, ulcers, stomach disorders, heart attacks, angina, strokes, asthma and skin rashes.

Stress is a cost to any organization and leads to high turnover, high levels of sickles and absenteeism reduced productivity and failure to meet targets, increased accidents and error rates, increased level of internal conflicts between employees which all lead to poor performance (Cole, 2002).

**Work Output of Teachers**

According to OECD Manual (2002), Work output is the amount of goods and services that a worker produces in a given amount of time. It is one of several types of Work output that economists measure. Work output can be measured for a firm, a process, an industry, or a country. It is often referred to as labor Work output because it was originally studied only with respect to the work of laborers as opposed to managers or professionals.

These aspects of work output refer to the *qualitative* dimensions of labour input. If an organization is using labour much more intensely, one can assume it is due to greater labour Work output, since the output per labour-effort may be the same. This insight becomes particularly important when a large part of what is produced in an economy consists of services. Management may be very preoccupied with the Work output of employees, but the Work output gains of management itself is very difficult to prove.

The validity of international comparisons of labour Work output can be limited by a number of measurement issues. The comparability of output measures can be negatively affected by the use of different valuations, which define the inclusion of taxes, margins, and costs, or different deflation indexes, which turn current output into constant output. Labor input can be biased by different methods used to estimate average hours or different methodologies used to estimate employed persons. In addition, for level comparisons of labor Work output, output needs to be converted into a common currency. Some of the yard sticks to measure teachers work output are: teaching (curriculum coverage), and overall results of students/ pupils. This can be affected other factors experience, training and interpersonal relationships.

As discussed by Rockoff (2004) and Kane, et al. (2006), the estimated effects of experience may be biased if sample attrition is not taken into account. For example, less effective teachers might be more likely to leave the profession and this may give the appearance that experience raises teacher value-added when, in

reality, less effective teachers are simply exiting the sample. Alternatively, selection could work in the opposite direction; more able teachers with higher opportunity costs may be more likely to leave the profession, leading to a spurious negative correlation between teacher experience and student achievement.

In addition to experience, the other commonly measured aspect of teacher training is the attainment of graduate degrees. Nearly all of the recent panel-data and random-assignment studies include a measure of post-baccalaureate degree attainment, typically whether a teacher holds a master's degree. Except for positive correlations between possession of a masters degree and elementary math achievement found by Betts et al. (2003), Dee (2004) and Nye, et al. (2004), recent research indicates either insignificant or in some cases even negative associations between possession of graduate degrees by a teacher and their students' achievement in either math or reading (2006, 2007a) consider general measures of the quality of the undergraduate institution attended and find little or no relationship to teacher productivity in elementary or middle school. A fourth study, Clotfelter, et al. (2007b) does find a positive and significant relationship between the prestige of the undergraduate institution and productivity of high school teachers. Kane et al. (2006) also analyze the relationship between undergraduate grade point average (GPA) and teacher productivity in elementary and middle school. As with the other measures of undergraduate education, they find no significant relationship between GPA and subsequent teacher performance.

Sauter et, al, (2008), asserted that open communication and positive interpersonal relationship creates a supportive working social environment. It provides employees with a chance to interact with one another and breaks the divisions and hierarchy (centralized organization structure) that discourages the formation of work groups. Conversely, the group cohesion created by work group's results into less emotional distress as well as building organizational commitment (Katz de vies, 2008). According to Shuler and Seith (2002), organizations which have alternative work arrangement like compressed work week, job sharing and flex time register reduced absenteeism, few psychological stress systems and build greater organizational Performance. Training also usually enables employees to produce good results.

According to Daily Nation, (2008 April I7), training is a systematic development of knowledge, skills and attitudes required by an individual to perform a given task. An organization which carries out training of their employees registers good performance. This is because there is development of technical skills required for a job especially in conceptual and human relations. Cole (2005) suggested that this could include or could be easily done in organizations by setting up individual profession development plan (I.P.D.P) which encourages employees to set personal education and training goals each year and hence greater performance in an organization.

The promotion policies in an organization, can also affect worker's output. According to David (2005) promotion is an advancement of an employee to higher salary and better service conditions. The possibility of the advancement often serves as a major incentive and is the most significant way of improving employees performance hence managers must know whom to promote and when.

Promotion should be based on merit and not based on favourism, to avoid resentfulness for members who are not promoted as it can affect their moral and productivity. The lines of promotion must be clear so that every employee knows where the possibilities of promotion that is to say with the awareness created employee performance tend to improve from time to time (Zane, 1992).

**Relationship between Stress Management and Work output**

It has been revealed that if stress is not handled effectively, it can be destructive both for them in terms of the quality of their work and their physical and mental state and for the organization where they work (Maslach, 2003). Because of its varied impacts at the individual, the organizational, and most importantly the community level, many researchers have examined stress in law enforcement (Skolnick, 1997). Many studies have shown how work-related stress can trigger such psychological and physical health problems as depression, anxiety, and chronic anger (Schaufeli and Enzmann 1998). Law enforcement is one of the important

professions in which employees deal with a range of individuals from different levels of society. Police officers interact with criminals; they have many relationships with other community members; and they must have mutual communication with other law enforcement professionals. Even though people working in law enforcement agencies are trained to manage interactions with different kinds of people, the necessity of making decisions under time constraints for specific circumstances creates significant stress for law enforcement personnel (Miller, 2005).

Operational stress usually arises from the inherent aspects of police work. Operational stressors are faced daily by law enforcement officers as part of the job. Exposure to traumatic events; murder, assaults, shootings (Violanti and Paton, 1999); dealing with crime victims and perpetrators, and also the criminal justice system; and police work's requirement of shift work are cited as operational stressors inherent in policing (Violanti and Paton, 1999; Ellison, 2004; Burke and Mikkelsen, 2006).

It is commonly recognized that prolonged stress harms individuals' health, and that one possible outcome of work stress is burnout (Martinussen et al., 2007). Burnout is defined as a psychological syndrome in response to work-related stressors (Maslach, Schaufeli, and Leiter, 2001). That state of exhaustion is considered an extreme reaction to stress. Its consequence is a person's inability to accomplish work-related goals or implement the available solutions for work-related problems, due to the lack of energy and attention. While ostensibly functional, such employees are just doing the routines required, but are not actually engaged in their work in terms of improving its quality. They are less likely to be interested in making contributions to the organizations. Therefore, early diagnosis of possible burnout is important in order to retain such employees, since once it is a problem, it may require months or years for the employees to recover (Maslach, 2003). The workplace conditions for law enforcement officers are considered oppressive, triggering feelings of cynicism and leading to burnout and decline in their overall performance (Zhao et al., 1999).

## Theoretical Perspectives

This study was based on Selye's Theory and the Lazarus theory.

## Systematic Stress: Selye's Theory

The popularity of the stress concept in science and mass media stems largely from the work of the endocrinologist Hans Selye. In a series of animal studies he observed that a variety of stimulus events (e.g., heat, cold, toxic agents) applied intensely and long enough are capable of producing common effects, meaning not specific to either stimulus event. (Besides these non-specific changes in the body, each stimulus produces, its specific effect, heat, for example, produces vasodilatation, and cold vasoconstriction.) According to Selye, these non-specifically caused changes constitute the stereotypical, i.e., specific, response pattern of systemic stress. Selye (1976, p. 64) defines this stress as 'a state manifested by a syndrome which consists of all the non-specifically induced changes in a biologic system.'

This stereotypical response pattern, called the 'General Adaptation Syndrome' (GAS), proceeds in three stages. (a) The alarm reaction comprises an initial shock phase and a subsequent counter shock phase. The shock phase exhibits autonomic excitability, an increased adrenaline discharge, and gastro-intestinal ulcerations. The counter shock phase marks the initial operation of defensive processes and is characterized by increased adrenocortical activity. (b) if noxious stimulation continues, the organism enters the stage of resistance. In this stage, the symptoms of the alarm reaction disappear, which seemingly indicates the organism's adaptation to the stressor. However, while resistance to the noxious stimulation increases, resistance to other kinds of stressors decreases at the same time. (c) If the aversive stimulation persists, resistance gives way to the stage of exhaustion. The organism's capability of adapting to the stressor is exhausted, the symptoms of stage (a) reappear, but resistance is no longer possible. Irreversible tissue damages appear, and, if the stimulation persists, the organism dies.

Although Selye's work influenced a whole generation of stress researchers, marked weaknesses in his theory soon became obvious. First of all, Selye's conception of stress as a reaction to a multitude of different events had the fatal consequence that the stress concept became the melting pot for all kinds of approaches. Thus, by becoming a synonym for diverse terms such as, for example, anxiety, threat, conflict, or emotional arousal, the concept of stress was in danger of losing its scientific value (cf. Engel .L95). Besides this general reservation, specific critical issues have been raised. One criticism was directed at the theory's core assumption of a nonspecific causation of the GAS. Mason (1211, I 975b) pointed out that the stressors observed as effective by Selye carried a common emotional meaning: they were novel, strange, and unfamiliar to the animal. Thus, the animal's state could be described in terms of helplessness, uncertainty, and lack of control. Consequently, the hormonal GAS responses followed the (specific) emotional impact of such influences rather than the as such. In accordance with this assumption, Mason (1975b) demonstrated that in experiments where uncertainly had been eliminated no GAS was observed. This criticism lead to a second, more profound argument: unlike the physiological stress investigated by Selye, the stress experienced by humans is almost always the result of a cognitive mediation (cf. Arnold 1960, Janis 1958, Lazarus 1966, W74). Selye, however, fails to specify those mechanisms that may explain the cognitive transformation of 'objective' noxious events into the subjective experience of being distressed. In addition, Selye does not take into account coping mechanisms as important mediators of the stress outcome relationship. Both topics are central to psychological stress theories as, for example, elaborated by the Lazarus group.

A derivative of the systemic approach is the research on critical life events. An example is the influential hypothesis of Holmes and Rahe (2007), based on Selye's work, that changes in habits, rather than the threat or meaning of critical events, is involved in the genesis of disease. The authors assumed that critical life events, regardless of their specific (e.g., positive or negative) quality, stimulate change that produces challenge to the organism. Most of this research, however, has not been

theoretically driven and exhibited little empirical support for this hypothesis (for a critical evaluation, see Thoits 1983).

**Psychological Stress: The Lazarus Theory**

Two concepts are central to any psychological stress theory: appraisal, i.e., individuals' evaluation of the significance of what is happening for their well-being, and coping, i.e., individuals' efforts in thought and action to manage specific demands (cf. Lazarus).

Since its first presentation as a comprehensive theory (the Lazarus stress theory has undergone several essential revisions (cf. Lazarus 1991, Lazarus stress is regarded as a relational concept, i.e., stress is not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress is viewed as a relationship ('transaction') between individuals and their environment. 'Psychological stress refers to a relationship with the environment that the person appraises as significant for his or her well being and in which the demands tax or exceed available coping resources' (Lazarus and Folkman 1986, p. 63). This definition points to two processes as central mediators within the person—environment transaction: cognitive appraisal and coping.

The concept of appraisal, introduced into emotion research by Arnold (1960) and elaborated with respect to stress processes by Lazarus (1966, Lazarus and Launier j97), is a key factor for understanding stress-relevant transactions. This concept is based on the idea that emotional processes (including stress) are dependent on actual expectancies that persons manifest with regard to the significance and outcome of a specific encounter. This concept is necessary to explain individual differences in quality, intensity, and duration of an elicited emotion in environments that are objectively equal for different individuals. It is generally assumed that the resulting state is generated, maintained, and eventually altered by a specific pattern of appraisals. These appraisals, in turn, are determined by a number of personal and situational factors. The most important factors on the personal side are motivational dispositions, goals, values, and generalized

expectancies. Relevant situational parameters are predictability, controllability, and imminence of a potentially stressful event.

In his monograph on emotion and adaptation, Lazarus (1991) developed a comprehensive emotion theory that also includes a stress theory (of Lazarus W9jj). This theory distinguishes two basic forms of appraisal, primary and secondary appraisal (see also Lazarus 1966). These forms rely on different sources of information. Primary appraisal concerns whether something of relevance to the individual's well being occurs, whereas secondary appraisal concerns coping options. Within primary appraisal, three components are distinguished: good relevance describes the extent to which an encounter refers to issues about which the person cares. Goal congruence defines the extent to which an episode proceeds in accordance with personal goals. Type of ego- involvement designates aspects of personal commitment such as self- esteem, moral values, ego-ideal, or ego-identity. Likewise, three secondary appraisal components are distinguished: blame or credit results from an individuals appraisal of who is responsible for a certain event. By coping potential Lazarus means a person's evaluation of the prospects for generating certain behavioral or cognitive operations that will positively influence a personally relevant encounter. Future expectations refer to the appraisal of the further course of an encounter with respect to goal congruence or incongruence.

Specific patterns of primary and secondary appraisal lead to different kinds of stress- Three types are distinguished: harm, threat, and challenge (Lazarus and Folkman 1984). Harm refers to the (psychological) damage or loss that has already happened. Threat is the anticipation of harm that may be imminent. Challenge results from demands that a person feels confident about mastering. These different kinds of psychological stress are embedded in specific types of emotional reactions, thus illustrating the close conjunction of the fields of stress and emotions.

Lazarus (1991) distinguishes 15 basic emotions. Nine of these are negative (anger, fright, anxiety, guilt, shame, sadness, envy, jealousy, and disgust), whereas four are positive (happiness, pride, relief, and love). (Two more emotions, hope and

compassion, have a mixed valence.) At a molecular level of analysis, the anxiety reaction, for example, is based on the following pattern of primary and secondary appraisals: there must .be some. goal relevance to the encounter. Furthermore, goal incongruence is high, i.e., personal goals are thwarted. Finally, ego- involvement concentrates on the protection of personal meaning or ego- identity against existential threats. At a more molar level, specific appraisal patterns related to stress or distinct emotional reactions are described as core relational themes. The theme of anxiety, for example, is the confrontation with uncertainty and existential threat. The core relational theme of relief, however, is 'a distressing goat-incongruent condition that has changed for the better or gone away' (Lazarus 1991).

**Related studies**

Jacob and Lefgren (2004) in thier study on the impact of in-service stress management on teacher productivity in the United States. Jacob and Lefgren exploited a "natural experiment" that occurred in the Chicago public schools where the level of stress management was based (exogenously) on prior school-level average test scores. Jacob and Lefgren are not able to distinguish the specifics of the professional development that teachers received, however. Like Jacob and Lefgren, we include in-service stress management in our analysis of teacher training. Further, we are able to distinguish between training that focuses on content and that which emphasizes pedagogy.

Sauter and Murphy (1995) recognized that workers in a highly stressful occupation are at greater risk for poor physical and psychological health. Stearns and Moore (1993) emphasized the strong associations between stress and employee burnout, with stress a strong predictor of higher levels of burnout. Organizational stress has been found to affect police officers' level of stress more than operational stress does (Violanti and Aron, 1995; Morash et al., 2006).

Birungi (2003), Pointed out non organizational stressors as a source of severe stress. This focuses on various aspects of individual's life style in relation to the occupation for example people with type (A) behavior pattern have a clearly link related to

stress out comes, they become too ambitious especially when it comes to material gain, have excessive competitive drive and handle many tasks at the same time and According to Chandan (2003), this can result into frustration which is an impediment to goal related behavior and added that frustration can be caused by Un necessary delay in achieving a goal or exploiting an opportunity especially when its readily available, time and resource constraints, delayed promotions and so forth all of which are manifested in stress.

Armstrong (2000), found out that human resource management practices play a big role in developing organizational commitment. Similarly (Merteson and Ivan, 2007), identified the same activities as measures of managing stress at work place. These activities include: career enhancement, democratic management style, improved performance appraisal systems, good communication and interpersonal relations accordingly, the implication is that human resource management practices are not the only ways of managing stress but also influences a high level of organizational commitment.

Newstron and Keith (2002), affirmed that a highly committed employee such as effectively committed employees can easily handle a challenging task which causes mild stress (good) whereas a less committed employee may experience over whelming pressure from executing the same task This implies that less committed employee is niorc vulnerable to stress because they are less resilient to stressors in the job environment.

Stevenson and Harper (2006) in their study on Workplace stress and student learning experience reported that the effects of stress on academic staff are teaching below par, absence from work, conflict with students and seeking employment elsewhere. These have direct detrimental effect on the student learning experience. In addition, the negative effects were undeniably significant, though there are some positive effects of stress such as enforcement of deadlines and improved performance.

According to Finn and Tomz, (1998), people working in occupations where they are expected to deal with the problems of others, such as health care, teaching, and especially law enforcement, may suffer more stress than people do in other professions.

# CHAPTER THREE
# METHODOLOGY

## Research Design

This study employed a descriptive survey design. It was also descriptive correlational. The descriptive correlational design was used because the researcher wanted to find out whether there was significant relationship between the levels of Stress Management Strategies and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.

## Population of the study

The target population involved headteachers and teachers from selected primary schools in Nyamira Division, Nyamira county Kenya. Out of 50 primary schools 10 were selected for proximity only teacher and headteachers were contacted for the study.

## Sample size

Given the number of respondents (teachers and Head teachers) in the primary schools under study, all of them were included in the sample as seen in table 1 below.

**Table 1**

**Distribution of the Study Sample Size**

| | Primary school | Teachers and headteachers | Minimum sample size |
|---|---|---|---|
| 1 | Maagonga | 15 | 15 |
| 2 | Riomego SDA mixed boarding | 15 | 15 |
| 3 | Nyaramba | 16 | 16 |
| 4 | Kiabonyoru | 16 | 16 |
| 5 | Kayaba academy | 16 | 16 |
| 6 | Gesura | 15 | 15 |
| 7 | Nyabweri | 15 | 15 |
| 8 | Kiangombe | 16 | 16 |
| 9 | Nyamusi | 15 | 15 |
| 10 | Everland Hekima Academy | 15 | 15 |
| | **TOTAL** | **154** | **154** |

Source: Nyamira Division Naymira County Kenya.

### Sampling Procedures and Strategies

According to the statistics from the office of Nyamira county (2009) it indicates that there 50 primary school in Nyamira Division a total of 10 primary schools was randomly selected to be studied in order for each school to have an equal opportunity to appear in the sample. The teacher holding certificates and PHD were selected using stratified random sampling technique. Random sampling was used in order to avoid biasness and stratified random technique was used to select sample according to their level of academic qualification.

### Data Collection Instruments

A number of data collection techniques were used to gather data on the variables relating to the study. Primary data was collected from the field using questionnaire.

All these items were likert scale between 1 -4 where

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

All questions were closed ended. There were also questions on profile characteristics of respondents like gender and age.

### Validity of instruments

Instruments were with a pilot study to prove how valid and reliable they are. After constructing the questionnaire the researcher established validity of the instrument by the expert judgment. This method is hailed by Guy and Airasian (2003) for being effective for survey tools. Some of the items that was recommended from removal were removed. The researcher made appropriate adjustment until the instruments were declared valid.

### Reliability of instruments

The reliability of questionnaire is the consistency with which respondents interpret and respond to all questions. The activity was carried out as required.

### Data Gathering Procedures

### Before data gathering

1. An introduction letter was obtained from the College of Higher Degrees and Research (CHDR) for the researcher to solicit approval to conduct the study from the respective heads of secondary schools.

2. When approved, the researcher secured a list of the c1ualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.

3. The respondents were briefed about the study and were requested to sign the Informed Consent Form (ICF).

4. The researcher reproduced more questionnaires than the minimum sample size for distribution.

5. The researcher selected research assistants who assisted on the data collection. The assistants were briefed and oriented in order to be consistent in administering the questionnaires.

**During data gathering**

1. The respondents were requested to answer completely the questionnaires.

2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.

3. On retrieval, all returned questionnaires were checked for errors,

**After data gathering**

The data gathered was edited/cleaned, categorized/coded, entered and summarized/presented. Finally data was entered into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS).

**Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher: permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.

The respondents and schools will be coded instead of reflecting the names. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.

Request the respondents to sign in the Informed Consent Form (Appendix 3)

Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.

Present the findings in a generalized manner.

## Limitations of the Study

The study was limited by distances between one institution to another.

Some questions were not well understood by the respondents so the researcher took time to explain them.

Some respondents were not willing to provide data so the researcher had to plead with

Unpredicted bad weather, the researcher was compelled to change time and budget frame.

## Data gathering procedures

The researcher was given an introductory letter from the University stipulating the purpose of the investigation. The letter was the approval to conduct the study from respective heads of primary schools. Through systematic random sampling a researcher selected respondents so as to arrive at the minimum sample size. The researcher explained to the respondents about the study and requested them to sign the informed consent form (appendix 3)

The researcher selected research assistants who assisted in the data collection, brief and orient them. During the administration of the research, respondents were requested to answer completely and not leave any part of the questionnaire un answered. Researcher and assistants emphasized on getting back of the questionnaire. On retrieval, all returned questionnaires were checked if all were answered.

## Data analysis

Frequencies and percentages distribution was used to analyse data on the profile of respondents. The means were used to determine the level of stress management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya. The following mean ranges and interpretations were used.

| Mean range | Response mode | Interpretation |
|---|---|---|
| 3.26-4.00 | Strongly agree | Very good |
| 2.51-3.25 | Agree | good |
| 1.76-2.50 | Disagree | fair |
| 1.00-1.75 | Strongly disagree | poor |

The Pearson's linear correlation coefficient (PLLC) was used to determine the relationship between the stress management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter present s and analyses data on Profile of Respondents, the level of Stress Management Strategies, the level of teacher's Work Output and the relationship between the level of Stress Management Strategies and the level of teacher's workout in selected primary schools of Nyamira Division, Nyamira County Kenya they are presented as follows.-

**Table 2**

**Profile of the Respondents in Selected Primary Schools in Nyamira Division, Nyamira County Kenya.**

| Profile | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 89 | 59.3 |
| Female | 60 | 40.0 |
| **Total** | **149** | **99.3** |
| **Age** | | |
| 20-25 | 31 | 20.7 |
| 26-30 | 25 | 16.7 |
| 31-36 | 36 | 24.0 |
| Over 36 | 57 | 38.0 |
| **Total** | **149** | **99.3** |
| **Marital Status** | | |
| Single | 39 | 26.0 |
| Married | 108 | 72.0 |
| Divorced | 1 | .7 |
| Widowed | 1 | .7 |
| **Total** | **149** | **99.3** |
| **Highest level of education** | | |
| Certificate | 74 | 49.3 |
| Diploma | 45 | 30.0 |
| Degree | 26 | 17.3 |
| Masters | 1 | .7 |
| PhD | 1 | .7 |
| **Total** | **147** | **98.0** |
| **Working experience** | | |
| Below 5 yrs | 58 | 38.7 |
| 5-10 yrs | 37 | 24.7 |
| 10 and above | 54 | 36.0 |
| **Total** | **149** | **99.3** |

Source: primary data, 2012.

Table 2 reveals that as far as gender is concerned, majority of the respondents were Male (59.3). Female respondents were (40%). The difference between male and female respondents is not very big. This reveals that the primary schools in Nyamira Division, Nyamira County prefer employing both male and female teachers. The existence of (40.0%) female teachers as respondents also shows that many people in Nyamira Division, Nyamira County have realized the need for educating girls.

Regarding age, majority of the respondents (38.0%) were aged over 36 years of age. They are hence mature people with experience and therefore most likely highly capable of teaching and guiding the learners

Regarding the marital status of respondents, majority of the respondents were married (72.0%). This indicates that teachers are role models in the learning institutions and the society at large. Only (0.7%) were divorced and (0.7%) widowed. This reveals the fact that Africans do not encourage divorce as Mbiti (1980) reveals that marriage is paramount in African Societies.

The analysis on the highest level of education reveals that there are (49.3%) of certificate holders in primary schools in Nyamira Division, Nyamira County Kenya. This reveals that teachers do not go for high level of education. This could be because of low salaries and lack of motivation.

Regarding working experience, majority of the respondents were between (38.7%) had below five years of experience; (36.0%) of the respondents had worked for ten years and above. Teachers in Nyamira Division, Nyamira County have enough teaching experience.

**Level of Stress Management Strategies**

**Table 3**

**Level of Stress Management Strategies in Selected Primary Schools in Nyamira Division, Nyamira County Kenya.**

| Categories | Mean | Interpretation | Rank |
|---|---|---|---|
| **Personal Strategy** | | | |
| There are organizational, welfare programmes to employees | 2.70 | Good | 1 |
| Workers are able to label their personalities | 2.62 | Good | 2 |
| Management avoids overloading to employees | 2.55 | Good | 3 |
| There is support of effective career progression | 2.54 | Good | 4 |
| Relaxation tours for workers are encouraged | 2.49 | Fair | 5 |
| Monitoring of personal health is encouraged | 2.48 | Fair | 6 |
| There is design for high quality job experience | 2.44 | Fair | 7 |
| Regular exercise for workers are encouraged | 2.37 | Fair | 8 |
| Employees assume more responsibility and Autonomy overtime | 2.33 | Fair | 9 |
| There is good and secure atmosphere for employees | 2.32 | Fair | 10 |
| Employee build challenges into their work | 2.24 | Fair | 11 |
| **AVERAGE MEAN** | **2.47** | Fair | |
| **Organizational strategy** | | | |
| There is freedom in decision making process | 2.56 | Good | 1 |
| There is re-designation of jobs | 2.51 | Good | 2 |
| There is more autonomy for workers | 2.49 | Fair | 3 |
| Regular rewarding by managers are encouraged | 2.47 | Fair | 4 |
| Authority to job holders are administered | 2.43 | Fair | 5 |
| There is decentralization of activities | 2.36 | Fair | 6 |
| There is lateral communication in an organization | 2.31 | Fair | 7 |
| There is use of hierarchies in the organizational management | 2.29 | Fair | 8 |
| More responsibilities to workers are encouraged | 2.27 | Fair | 9 |
| **AVERAGE MEAN** | **2.14** | Fair | |
| **Overall mean** | **2.31** | Fair | |

Source: primary school data, 2012

Table 3 shows that the overall level of stress management strategy is fair with a mean of 2.31. This shows that the way stress is managed in primary schools in Nyamira Division, Nyamira County Kenya is not very good and not very poor.

Further analysis reveals that personal stress management strategy was ranked higher with a mean of 2.47 compared to the organizational strategy whose mean was 2.14, though both of them were ranked fair.

Under personal strategy, the element which was ranked highest was the existence of organizational welfare programmes to employee with the mean of 2.70 interpreted as good. This could be because of, motivation and rewards from parents. Many non-governmental organizations such as Lake Basin, AMREF, and Afya Nyanza have come in the division. This usually helps schools in improving the welfare of pupils and teachers.

Workers being able to label their personalities scored a mean of 2.62, interpreted as good. This means that workers' decisions are considered. This could be because most respondents under marital status are married there fore are able to make their own decisions in teaching profession.

Management avoids overloading employees scored a mean of 2.55 interpreted as good, meaning that work in an organization institution is delegated to all workers. This could be because that there is memorandum of understanding amongst workers and a sense of sharing as a good virtue.

The existence of supportive effective career progression scored a mean of 2.54 interpreted as good meaning that workers share responsibilities in time. This could be because of support from non-governmental organisations and school welfare associations.

Relation tours for worker being encouraged scored a mean of 2.49 interpreted as fair meaning that it is not absolute that workers go for tours. This could be because it is costly, or workers may have some other duty to perform.

Designation for high quality job experience scored a mean of 2.44 interpreted as fair. This means that the workers are familiar in the work place. This could be because of education policy on transfers.

Regular exercise for workers being encouraged scored a mean of 2.37 interpreted fair. This means that not always workers are given time for exercise. This could be because of health policies and weather. Teachers are also required to do school work most of the time, not doing exercises.

Employees assume more responsibility and autonomy over time scored a mean of 2.33 interpreted fair. This means that not always workers co-operate to finish their work. This could be because of lack of motivation and poor leadership styles.

There being good and secure atmosphere for employees scored a mean of 2.32 ranked fair. This means that not all workers are employed by their working ministry. This could be because of schools policy on performance contract and poor pay

Employee building challenges to their work scored a mean of 2.24 interpreted as fair. This implies that the majority of employees do not work freely without supervision while in rare cases they dependently work. This could be because of lack of motivation and lack of co-operation

Under organizational strategy the element which was ranked highest was the existence of freedom in decision making process with a mean of 2.56 interpreted good. This means that workers are free to give out their views. This could be because of working experience and the element on marital status which indicated that 72.0% were married that they are mature to make their own decisions.

Re-designation of job scored means of 2.51 interpreted as good meaning that changes are made from one department to another. This could be because of employing trained professionals only.

Regular rewarding by managers are being encouraged scored a mean of 2.47 interpreted as fair. This means that some times managers give out rewards to workers and other times they disappoint them. This could be because of high living standards that rewards are costly or managers also lack motivation from stake holders.

Autonomy for workers scored a mean of 2.49 interpreted as fair meaning that not always workers work freely without supervision sometimes they are supervised. This could be because of change of management and mistrust amongst them selves.

Authority to job holders being administered scored a mean of 2.43 interpreted fair. This means that workers have responsibility to perform their duties. This could be because f school policy and educational policy.

Decentralization of activities scored a mean of 2.36 interpreted fair. This means worker are free to give their options during decisions making process. This could be because of fair leadership styles.

Lateral communication in an organization scored mean of 2.31 interpreted fair. This means that all most all workers are of the same rank and experience in teaching professional that they don't communicate freely. This could be because of poor interpersonal relations, poor management and delayed promotions.

Use of hierarchies in the organizational management scored means of 2.29 interpreted as fair. This means that although directives are given from seniors to juniors it has been perceived in negative way by other workers is schools. This could be because of poor coordination amongst the workers.

More responsibilities to workers are encouraged scored a mean of 2.29 interpreted as fair. This means that although work has been delegated to workers they still relax or rely on one party to perform. This could be because of lack of incentives.

**Level of work output of teachers**

**Table 4**

**Level of Work Output of Teachers in Selected Primary Schools in Nyamira Division, Nyamira County Kenya.**

| Categories | Mean | Interpretation | Rank |
|---|---|---|---|
| **Curriculum Coverage** | | | |
| Schemes of work and lesson plans are prepared | 2.49 | Good | 1 |
| There is use of teaching, learning aids | 2.41 | Fair | 2 |
| There is adequate preparation to attend to class lessons | 2.24 | Fair | 3 |
| All the lessons are attended to | 2.11 | Fair | 4 |
| Remedial lessons are administered to weak learners | 2.11 | Fair | 5 |
| There is frequent marking of assignments and homework | 2.08 | Fair | 6 |
| There is frequent attendance of subjects panel meetings | 2.04 | Fair | 7 |
| Continuous assessment tests to learners are administered | 2.04 | Fair | 8 |
| Syllabus coverage is in time | 1.73 | Poor | 9 |
| There is motivation to learners while teaching | 1.59 | Poor | 10 |
| **Average mean** | **2.09** | Fair | |
| **Overall results of student** | | | |
| Pupils perform well in final and language | | Good | 1 |
| The school is ranked among the best in the country | | Good | 2 |
| Students perform well in the final examinations | | Good | 3 |
| Pupils perform well in art subject | | fair | 4 |
| Pupils who compete K.C.P.E join national schools | | fair | 5 |
| **AVERAGE MEAN** | **2.65** | Good | |
| **Overall mean** | **2.37** | Fair | |

Source: primary data, 2012.

Table 4. Shows that the overall level of work output was fair with a mean of 2.37. This shows that the work output of teachers in selected primary schools Nyamira Division, Nyamira County Kenya is not very good or very poor.

Therefore analysis reveals that overall results of students ranked higher with mean of 2.65 interpreted as good compared to curriculum coverage with a mean of 2.09 interpreted fair.

Under curriculum coverage the element of schemes of work and lesson plans being prepared ranked higher with a mean of 2.49, interpreted as good. This means that teachers have started to use good teaching methods step by step while teaching although they have not achieved the highest mean of very good. This could be because of the motivational programmes from non-governmental organisations.

Existence of teaching/learning aids scored a mean of 2.41 interpreted fair. This means that the availability and usage of teaching/learning is limited. This could be because of the fact that majority of the teachers consider themselves to be experienced; hence do not realize the need for using teaching/learning aids.

Adequate preparation to attend class lessons scored a mean of 2.24 interpreted as fair. This means that majority of teachers prepare themselves fairly, not so much, before going to class. This is possibly because of the revealed fact that (36.0%) of the teachers have taught for over ten years. Sometimes experienced teachers go to class without anything in their hands. They teach from their heads.

All lessons being attended to scored a mean of 2.11 interpreted fair. This means that though lessons are attended for sometimes they are not. This could be because of poor supervision and poor management in schools.

Remedial lessons being administered to weak learners scored a mean of 2.11 interpreted fair. From the above table it suggests that weak learners are not always specifically attended to. This could be because of lack of motivation

Frequent marking of assignment and home work scored a mean of 2.08 which is interpreted as fair. This indicates that assignments are not regularly marked. This could be because there is poor supervision of children's work and poor management in selected primary schools in Nyamira Division, Nyamira County Kenya.

Frequent attendance of subject's panel meetings scored a mean of 2.04 which is interpreted as fair. This suggests that subject panel meetings are not regularly organized in most of selected primary schools in Nyamira division, Nyamira County

Kenya. This could be the reason that they lack teaching learning materials and motivation.

Continuous assessment tests to learners being administered scored a means of 2.04 which is interpreted as fair. This indicates that there are gaps in the management of those schools, otherwise for any school to perform well academically, learners need to be regularly subjected to continuous assessments.

There is motivation to learners while teaching scored 1.59 interpreted poor. This suggests that in most cases, teachers do not motivate learners when they give correct answers or when they try to answer. This could be because of poor co-operation and relationship between learners and teachers. It could also reveal that many teachers lack motivation. As Mcshane (2003) holds, workers who are not properly motivated may not easily perform to their expectations.

Regarding performance in science and language and arts subjects scored a mean of 3.07interepreted as good. This suggests that the majority of pupils score high marks in sciences and languages. This reveals that many pupils in selected primary schools in Nyamira Division, Nyamira County Kenya are bright even in the final exams, pupils performance was ranked as good.

Pupils who complete K.C.P.E. joining national schools scored a mean of 2.32 interpreted as fair. This suggests that some of the pupils who finish school drop out of school. This reveals the problem of school dropout is common in many African countries. It is in most cases attributed to poverty, social and cultural factors.

**Relationship Between Stress Management Strategies and Work output**

**Table 5: Relationship Between Stress Management Strategies and Work Output of Teachers in Selected Primary School in Nyamira Division, Nyamira County Kenya**

| Variables correlated | Means | r-Value | Sig | Interpretation | Decision on Ho |
|---|---|---|---|---|---|
| Stress management<br>Work output | 2.31<br>2.37 | .502 | .000 | Significant Relationship | Rejected |

Source: primary data, 2012

Table 5 reveals that the relationship between stress management strategy and work output of teachers in selected Primary school in Nyamira Division, Nyamira County Kenya is significant. This is revealed by the p- value of 0.000, which is less than the statistical significant level of 0.05. This means that, the level of stress management strategy determines the work output of teachers in selected primary schools in Nyamira division, Nyamira county Kenya in a significant manner.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## FINDINGS BASED ON OBJECTIVE

This study examined stress management strategies and teachers' work output in selected primary schools in Nyamira Division, Nyamira county Kenya. It rotated on four objectives namely:

1 Determine the profile of respondents in terms of gender, age, marital status, highest level of education qualifications and working experience;

2. Determine the level of stress management in selected primary schools in Nyamira Division, Nyamira county Kenya.

3. Determine the level of teachers' work output in selected primary schools Nyamira Division, Nyamira county Kenya; and

4 Determine the relationship between Stress Management strategies and teachers' work output in selected in primary schools in Nyamira Division, Nyamira county Kenya

The findings of the study are summarized as follows

### Profile of the Respondents

The study revealed that majority of teachers in selected primary schools in Nyamira Division, Nyamira county Kenya who, according to this study were the respondents, were male (59.3%). There were however also many female respondents. They were (40.0%). Regarding age, majority of the respondents (38.0%) were beyond youthful stage (36 years and above).Those who were in the age range of 26-30 years were (16.7%). Also, majority of the respondents (72.0%) were married. For educational qualifications, majority, (49.3%) held primary certificate, and only( 0.7) held masters Degree.

**Level of Stress Management Strategies.**

Overall, the level of stress management strategies was ranked fair, with a grand mean of 2.31. The stress management strategies were categorized into two, namely personal and organizational. Personal stress management strategy was ranked fair with a mean of 2. 47. Even the organizational management strategy was ranked fair with a mean of 2.14

**Level of Teachers' Work Output in Selected Primary Schools in Nyamira Division, Nyamira County Kenya.**

The finding revealed that the level of teachers' work out put basing on curriculum coverage, and overall result of pupils was good with a mean of 2.65. Curriculum coverage was ranked fair with a mean of 2.09; and overall pupils' performance was also ranked fair with a mean of 2.37.

**Relationship between Stress Management Strategies and Teachers Work output in Selected Primary Schools, Nyamira Division, Nyamira County Kenya**

The results of the study revealed that the relationship between the level of stress management strategies and teachers' work output in selected primary schools in Nyamira Division, Nyamira county kenya was significant. This was because; the p-value was 0.000, smaller than the significant level of 0.05

## CONCLUSIONS

**Based on the purpose of the study, the following conclusion was made.**

**The Hypothesis.** The hypothesis that there is no significant relationship between stress management strategies and teachers' work output in Nyamira Division, Nyamira County Kenya was rejected. This is because, the completed p-value for the relationship between the two variables was 0.000, hence revealing that the relationship was significant.

**Contributing to knowledge**

The study contributed to knowledge by revealing the fact that the strategy that can be employed to manage stress among the workers can have a significant impact on the performance of workers in selected primary schools in Nyamira Division, Nyamira county Kenya.

Also though the level of Stress Management Strategies was the level of teacher's Work output was good

## RECOMMENDATIONS

In view of the findings of the study, the following recommendation is made.

There is need for teachers to go for upgrading to raise that academic qualification. This is based on the finding that majority of the respondents (49.30) possessed primary certificate and only (0.7%) held masters Degree.

Given the challenges of stress to employees, there is need to manage it (stress) in a better way. Study findings revealed that the level of stress management strategies was fair. There is need to make it better.

Teachers should be motivated more to make them raise their work output from fair to good or very good. This can be done by for instance empower them more improve their emoluments and condition of work.

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## Appendix 1A

**OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)**

**SCHOOL OF POST GRADUATE STUDIES AND RESEARCH (SPGSR)**

.....

Dear sir/madam,

**RE: INTRODUCTION LETTER FOR TOROTHY OMANWA**

**REG:NO/MED/19893/112/DF, TO CONDUCT RESEARCH IN YOUR INSTITUTION**

The above mentioned is a bonifide student of Kampala International University pursuing a masters in educational management and administration.

She is currently conducting a field research for her thesis entitled stress management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.

Your institution has identified a valuable source of information pertaining to her research project. The purpose of this letter, then is to request you to avail her with the pertinent information she may need.

Any data shared with her will be used for academic purpose only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly

.....

**Novenbrieta R. Sumil, PhD**

**Deputy vice chancellor, SPGSR**

## Appendix 1 B

## TRANSMITTAL LETTER FOR THE RESPONDENTS

KERUBO TOROTHY OMANWA

P.O BOX 20000

KAMPALA

The Principal

Primary school

Nyamira Division, Nyamira County.

Dear sir/madam

**RE: TRANSMITTAL LETTER**

I am a master in educational management candidate of Kampala International University part of the requirements for the award is a thesis. My study is entitled **stress management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya.** Within this context I request you to allow me carry out research in your school. It will require the teachers to fill in the questionnaire. This letter therefore purposes to inquire when I can meet the intended interviewees.

Thank you and God bless you in advance.

Yours faithfully

.....

**KERUBO TOROTHY OMANWA**

## APPENDIX I

## CLEARANCE FROM ETHICS COMMITTEE

Candidate's data

Name: KERUBO TOROTHY OMANWA

REG.NO. MED/19893/112/DF

COURSE: MASTERS IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION

TITLE OF THE STUDY: Stress management and Work output of teachers in selected primary schools in Nyamira Division, Nyamira County Kenya

Ethical review checklist

- Physical safety of human subject
- Psychological safety
- Emotional security
- Privacy
- Written request for author of standardized instrument
- Coding of questionnaires/anonymity/confidentiality
- Permission to conduct the study
- Informed consent
- Citations/authors recognised

Results of ethical review

- Approved
- Conditional (to provide the ethic committee with corrections)
- Disapproved/resubmit proposal

Ethic committee (Name and Signature)

Chairperson.....

Members.....

## Appendix III

## INFORMED CONSENT

I am giving my consent to the part of the research study of KERUBO TOROTHY OMANWA that will focus on stress management and Workout put of teachers.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed the research is voluntary and that will be given to me if I ask for it.

Initials:.....

Date:.....

## Appendix IV A

## TEACHER QUESTIONNAIRE

Dear respondent,

This is a questionnaire designed to assist the researcher to complete the academic research on Stress Management and Work output of teachers which is partial fulfilment for the award of Masters Degree in educational management and administration. The result of this study will be confidentially treated and only used for research purposes. Your participation is voluntary and your name may not be required.

**SECTION A: Face Sheet**

**Demographic profile**

Please tick the appropriate answer and kindly be objective as possible

a) Gender

_____Male

_____Female

b)Age

_____20-25

_____26-30

_____31-36

_____Over 36 years

c) Marital status:

_____single

_____ Married

_____Divorced

_____Widowed

d) Highest level of education

_____Certificate

_____Diploma

_____Degree

_____Masters

_____Phd

e) Working experience

____Below 5 years

____ 5-10 years

____ 10 years and above

## Appendix IV B

## QUESTIONNAIRE ON STRESS MANAGEMENT

**SECTION B**: please write your rating on the space after each option which corresponds to your best choice in terms of personal, organizational, curriculum coverage and overall results of students. Kindly use the scoring system below.

| Response mode | Rating | Description |
|---|---|---|
| Strongly agree | 1 | I agree with no doubt at all |
| Agree | 2 | I agree with some doubt |
| Disagree | 3 | I disagree with some doubt |
| Strongly disagree | 4 | I disagree with no doubt at all |

**Personal**

_____Employee build challenges into their work

_____ Employee assume more responsibility and autonomy over time.

_____ Management avoids overloading to employees.

_____Relaxation tours for workers are encouraged

_____Regular exercise for workers are encouraged

_____ There is design for high quality job experience

_____ There is support of effective career progression

_____Monitoring of personal health is encouraged

_____There is organizational welfare programmes to employees

_____There is good and secure atmosphere for employees

_____ Workers are able to label their personalities

**Organizational**

_____ There is use of hierarchies' in the organizational management

_____ There is more autonomy for workers

_____ There is lateral communication in an organization.

_____ There is freedom in decision making process

_____ Regular rewarding by managers are encouraged

_____ More responsibilities to workers are encouraged

_____ There is decentralization of activities

_____ There is re-designation of jobs

_____ Authority to job holders are administered

**Work output**

**Curriculum coverage**

_____ Schemes of work and lesson plans are prepared

_____ All the lessons are attended to

_____ There is use of teaching, learning aids

_____ Remedial lessons are administered to weak learners.

_____ Continuous assessment tests to learners are administered.

_____ There is motivation to learners while teaching

_____ There is adequate preparation to attend class lessons

_____ There is frequent attendance of subject panel meetings

_____ There is frequent marking of assignments and homework

_____ Syllabus coverage is in time

**Overall results of students**

_____ Students perform well in final examinations

_____ The school is ranked among the best in the county

_____ Pupils who complete K.C.P.E join national schools

_____ Girls perform well in art subject

_____ Boys perform well in science and language

## Appendix V

## TABLE 1

## Appendix VI

## SLOVEN'S FORMULA

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

where n= sample size

$e^2$=is the level of significance which is always given as $0.05^2$

N= known population size

$n = \frac{250}{1+250(0.05)^2}$

$n = \frac{250}{1.625}$

n=153.8

n=154 is a sample size.

n=154 teachers in selected schools in Nyamira Division, Nyamira county

## CURRICULUM VITAE

| | | |
|---|---|---|
| NAME | : | KERUBO TOROTHY OMANWA |
| CONTACT | : | P. O. BOX 103 KEBIRIGO |
| YEAR OF BIRTH | : | 1978 |
| MARITAL STATUS | : | MARRIED |
| RELIGION | : | CHRISTIAN |
| PLACE OF BIRTH | : | NYAMIRA DIVISION NYAMIRA DISTRICT |
| ID NO | : | 21183843 |
| SEX | : | FEMALE |
| CELL PHONE | : | +254718510498 |
| LANGUAGE | : | ENGLISH KISWAHILI AND EKEGUSII |

### PROFESSIONAL QUALIFICATIONS

| Year | Qualification | Grade | University |
|---|---|---|---|
| 2011 – 2012 | MED | | Kampala International University |
| 2008 – 2010 | BED | 2nd Class upper | Kampala University |
| 1999 – 2001 | P1 | Credit | Asumbi Teachers College |

### WORKING EXPERIENCE

2009 – 2012 Teaching at Maagonga primary school

Teaching subjects

English, Kiswahili, Maths, Social study, CRE, Science, P.E

### HOBBIES

Listening to Music, Reading Newspapers

### REFERENCES

Hyline Masese
Biego Primary
P. O. Box 1179
Nyamira Division Nyamira

Mr. Joseph Gichora
Head Teacher Maagonga
P. O. Box 103
Kebirigo