

# Effects of Work-Related Stress on Teachers' Performance in Public Secondary Schools in Kikuyu Sub County, Kenya

Muiga Felistus Wangui<sup>1</sup>, Dr. Kepha Ombui<sup>2</sup>, Dr. Mike Iravo<sup>3</sup>

MBA: Jomo Kenyatta University of Agriculture and Technology

**Abstract:** *The main aim of the study was to establish the effects of work-related stress on teachers' performance in public secondary schools in Kenya. To capture the required information, the study was guided by four specific objectives in determining the effects of management related stress, family related stress, policies related stress and economic related stress on teachers' performance in public secondary schools in Kikuyu Sub County, Kenya. Teaching is the vital profession through which other professions are shaped and nurtured. To attain quality education for sustainable development through teachers' excellent performance, effective work-related stress management strategies must be put in place in schools. This explains the widespread concern over the negative effects and rising costs of work-related stress such as costly stress related diseases, chronic job absenteeism, poor performance and high teacher turnover. The study reviewed several theories related to work stress as possible avenues towards a framework of understanding what causes teachers' work-related stress. The study also conducted an empirical literature review in order to establish a link with similar past studies. Purposive sampling technique was used in sampling a target population of 190 teachers while Slovin's sample size formula helped select a sample size of 66 respondents from the targeted schools. The researcher administered questionnaires to the respondents to collect primary data while secondary data was collected through documents review. Data analysis was done using both descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 20 while the main methods of data presentation were frequency distribution tables, pie charts and bar graphs. The study findings indicate that work-related stress have a significant negative relationship and effects on teachers' performance in public secondary schools with both correlation and multiple regression analysis results supporting these findings. The Pearson correlation computation between all the independent variables and the dependent variable were highly significant with; management related stress at ( $r = -0.615, p = 0.000, \alpha = 0.05$ ), family-related stress at ( $r = -0.478, p = 0.000, \alpha = 0.05$ ), policies related stress at ( $r = -0.667, p = 0.000, \alpha = 0.05$ ) and economic related stress at as ( $r = -0.634, p = 0.000, \alpha = 0.05$ ). Multiple linear regression models showed that the work-related stress factors in the study explain change in teachers' performance by up to 53.3%. The study therefore recommends that the Ministry of Education, Science and Technology and the Teachers Service Commission develop a policy on effective work-related stress management in public secondary schools to ensure teachers' high performance. There is the need to provide conducive work environment and support to teachers to control individual work stress at their station as well as conducting regular assessment of work stress levels for preventive measures. Similar studies should however be done on the other public secondary schools in other counties across the country. Further research on the effects of globalization and the performance appraisal systems on teachers' performance in public secondary schools are needed since the study findings indicate that they have contradictory standards beyond teachers' abilities, resources and expectations causing work overload and negative work-related stress.*

**Keywords:** Work-related stress, management related stress, family related stress, policy related stress, economic related stress, teachers' performance

## 1. Introduction

The goal of education in developing countries like Kenya is to equip students with new skills, tacit knowledge, cultures, attitudes, behaviors and innovative ways of solving day to day problems in life. Education is aimed at supplying the economy with human capital that can convert efficiently other resources into output of high value for quality life (UNESCO, 2010). To attain quality education for sustainable development, the teacher as the core instiller of knowledge should be well motivated, healthy and satisfied with the job for excellent performance (KUPPET, 2015).

Unfortunately, previous studies indicate that teachers are usually under work-related stress hence not able to achieve the expected high levels of performance leading to ineffective education and delays in national and global development (Kyriacou & Chien, 2004). Many researchers agree that job dissatisfaction caused by multiple factors (stressors) leads to teachers' stress, ill health, poor performance and eventually high teacher turnover (Borg, 2010; Bowers et al., 2000; Kyriacou, 2001).

Work-related stress refers to the negative adaptive reactions such as anxiety, anger, frustration or depression experienced by a teacher due to new, threatening or over demanding aspects of his/her work as a teacher which is beyond his/her abilities, resources, control or needs thus affecting his/her physical, emotional and/or behavioral health, performance and quality of life (Borg, 2010; Cummings & Worley, 2008; Kyriacou, 2001). Work and workplace is itself a stressful aspect and therefore various aspects are connected to stress. Almost all dimensions of the organization including physical environment, structure, roles, policies and relationships can cause stress (Ivancevich et al., 2010; Seaward, 2004).

Teacher's performance entails the effectiveness of the teacher based on students' performance results, attendance, communication skills, syllabus coverage, professionalism, decision making, interpersonal skills and classroom management (TSC, 2008). Teaching is always marked as vital significant profession of the whole world as all the professions take their roots and nourishment from the said profession (Hanif, 2014).

Volume 5 Issue 5, May 2016

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

Research conducted in the United States of America (USA), United Kingdom (UK), New Zealand and Australia has identified several key causes of work stress commonly associated with teachers. These include inadequate salary, work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, changing job roles, inadequate recognition, inadequate management and participation in management decision making, inadequate resources and funding, inadequate policies and student indiscipline (Borg, 2010; Bowers et al., 2000; Kyriacou, 2001). Hanif (2014) and Robbins et al. (2008) warns that negative effects of job stress impact negatively on employees leading to high cost of stress due to high turnover rates, increased absenteeism, low productivity and costly stress-related diseases. This consequently drains the resources and cause inefficiency in organizations hence the increasing widespread concern amongst policy makers, employers, employees and researchers over the high levels of stress in the world today.

Previous studies asserted that the effects of work-related stress create physical problems (heart disease, ulcers, migraine headaches and hormonal imbalances), psychological problems (low self-esteem, negative attitude, poor decisions, resentment of supervision, poor communication and job dissatisfaction) and/or behavioral problems (absenteeism, frequent mistakes, accidents and turnover) leading to employee's poor performance (Lazarus & Folkman, 2004; Luthan, 2011). In public schools, work stress can negatively affect teachers' physiological and psychological well-being which can adversely affect schools' effectiveness. Students' learning is also negatively influenced by teachers' job dissatisfaction and work-related stress causing poor grades (Milbourne, 2006).

Borg and Falzon (2010) advises that effective work-related stress management will not only help to attract, develop, motivate and retain talented teachers and reduce turnover, but also synergize their contribution within the resource base of their schools for excellent performance. MacGrath (2007) noted that particular interest is growing in the causes, effect and management of work-related stress in the teaching profession due to the increased importance and demand for quality education for national and global development causing more pressure on teachers to attain the set education goals.

In the developing countries like Kenya quality education goal have not yet been realized fully hence the need to address the challenges within their education systems such as teachers' stress in order to provide quality education to all for sustainable development (UNESCO, 2010). Locally, the increasing levels of unmanageable work stress amongst teachers in public schools in Kenya is compounded by the rapid expansion amid declining funds which has seen the schools experience challenges of poor physical facilities, overcrowding and staff disillusioned by several factors including inadequate and non-competitive salaries, poor working conditions, heavy workload, work-family conflict and institutional governance among others (TSC, 2013; Koech, 2014). The study addressed the effects of management related stress, family related stress, policies

related stress and economic related stress on teachers' performance in public secondary schools in Kenya.

The Specific Objectives of the study were:

- 1) To determine the effect of management-related stress on teacher's performance in public secondary schools in Kikuyu Sub County.
- 2) To establish the effect of family-related stress on teacher's performance in public secondary schools in Kikuyu Sub County.
- 3) To examine the effect of policies-related stress on teacher's performance in public secondary schools in Kikuyu Sub County.
- 4) To establish the effect of economic-related stress on teacher's performance in public secondary schools in Kikuyu Sub County.

## 2. Theoretical Review

### 2.1 Path-Goal Theory of Leadership

House and Mitchell (1974) Path-Goal Theory of Leadership suggests that the performance of subordinates is affected by the extent to which the manager satisfies their expectations. It holds that subordinates will see leadership behavior as a motivating influence to the extent that it means; satisfaction of their needs, depend upon effective performance, and the necessary direction, guidance, training, and support, which would otherwise be lacking, is provided. Leaders who show the way and help followers along a path are effectively 'leading' (House & Mitchell, 1974).

Path-goal theory relates to the leadership/ management related stress variable of the study in that by using a certain style of leadership, the manager attempts to influence subordinates perceptions, behavior and motivation, and smooth the path to their goals leading to employee satisfaction and retention. Poor leadership leads to subordinates job dissatisfaction, job stress and poor performance (Watson, 2009). Besides leadership, the theory also related to the policies related stress variable of the study in that education managers shapes the goals, systems and policies that determine teachers' work-related wellbeing, satisfaction and performance (Thrush, 2012).

### 2.2 Person-Environment Fit Theory

Edwards (2000) and Lewin (1935) in their Person-Environment Fit Theory of psychological stress conceptualized the interaction between the person and environment ( $P \times E$ ) as the key to understanding people's cognitive, affective and behavioural reactions such as stress. In the work stress and well-being literature, the degree of match, between the demands people confront at work and their abilities (knowledge, skills) to meet those demands is referred to as demands-ability fit; and the match between the person's needs (including physical and psycho-social needs such as good food) and the resources (such as salary) available to him/her is referred to as needs-supplies fit (Cummings & Worley, 2008). This relate to the economic related stress variable of the study in that a needs-supplies mismatch will lead to economic strain.

Studies have confirmed that employee-work environment misfit can lead to work-related stress. Yang, Hongsheng, and Spector (2008) confirmed that a misfit between the preferred level of career advancement and promotion opportunities available to employees would lead to job dissatisfaction, mental and physical stress. This relate to the policy related stress variable in the study where inadequate career advancement and promotion opportunities are considered as work-related stress factors for public school teachers in Kenya.

They also argued that a better fit between preferred type of good social relationships both at work and home and the actual type received, would be related to greater job satisfaction and reduced turnover intentions while a misfit leads to job dissatisfaction, reduced commitment, frustration, and high turnover. This relate to the management and family related stress variables of the study under which employee-manager relationships and work-family imbalance are addressed as potential work related stressors for teachers respectively.

### 2.3 The Effort-Reward Imbalance (ERI) Theory

Siegrist (2012) Effort-Reward Imbalance (ERI) theory incorporates external and internal components of work characteristics to assess levels of job strain/stress associated with job satisfaction. The ERI model claims that an imbalance between high efforts/cost spent and low rewards/gains received in turn is likely to elicit recurrent negative emotions and sustained stress responses in exposed people. Conversely, positive emotions evoked by appropriate social rewards promote well-being, health and survival (Siegrist, 2012). This matches the notions of "a fair day's work for a fair day's pay" of the equity theory by Lewis et al. (1995).

According to the theory, high efforts spent at work are based on high workloads, time pressure, many or complex responsibilities, overtime and interruptions while low rewards refers to inadequate salary, lack of esteem and recognition from management, low promotion aspects and job insecurity. The effort-reward imbalance was shown to cause employees emotional distress, cardiovascular illnesses, job dissatisfaction and turnover (Siegrist, 2012). Previous studies have confirmed that effort-reward imbalance can lead to work related stress and high turnover among secondary school teachers. According to Unterbrink et al., (2007) study of 949 German Secondary School teachers on the relationship between teachers' burnout and their effort-reward imbalance reviewed that teachers' high efforts and low rewards imbalance lead to high rates of teachers' burnout, low productivity, premature retirement and turnover thus relate to the economic related stress variable in the study.

Further studies by Kinman and Jones (2008) on Effort-reward imbalance and work-life conflict on 1108 educators in UK universities found that the components of the ERI model are powerful predictors of work-life conflict. University employees whose reward expectancies were not fully met tended to report a poorer work-life balance than those who worked under conditions of equitable rewards,

organizational support for work-life balance and schedule flexibility. High workload and inadequate salary led to the educators' strain in meeting their family social and economic needs. The ERI model therefore related to the family related stress variable of this study in that high workload, lack of staff welfare and economic support aggravates the work-life conflicts for teachers causing stress and poor performance.

## 3. Conceptual Framework

According to Mugenda (2011, p111), "conceptual framework is the concise description of the concept or phenomenon under study accompanied by a graphic structure of the major variables according to the researcher's views of how the variables relate or interact based on guiding theories and existing literature. A variable is a measurable characteristic that assumes different values among units of a specific population." The conceptual framework of this study consist of four independent variables (management-related stress, family-related stress, policies-related stress and economic-related stress) which according to the researcher's views may influence or affect the dependent variable (teachers' performance).

### 3.2 Research Gaps

Several studies have been done on teachers' work stress and performance (Betonio, 2015; Borg & Falzon, 2010; Dizon, 2011; Fimian, 2004; Kyriacou, 2001). Previous researches into teacher's stress though substantial, have notable gaps. Most of the research is based on the western countries context and little have been researched and publicly documented on effects of work-related stress on teacher's performance in secondary schools in Kenya. The limitations of using the existing international research base to plan stress-management in Kenyan schools are compounded by the fact that studies may not generalize well across different education systems and cultures in different countries.

Whilst research has demonstrated leadership, economic pressure, policy changes, working conditions and work-family conflict as stressors in the teaching profession, little have been done into the implementation of stress management strategies in Kenyan schools in part because most of the stressf factors like education management, policies and economic changes are controlled at a national level and are not easily open to experimental manipulation at the grassroots (Koech, 2014).

Locally, the limited studies done on factors causing stress among teachers in Kenya (Ngeno, 2008; Nyambongi, 2013; Koech, 2014) have not related and analyzed the effects of the stress on teachers' performance in details. The effects of work-related stress on teacher's performance in Kenya, therefore remains a grey area compounded by the emerging work-related stress factors such as changes in education policies, technology and globalization effects hence the need for further in-depth studies on the effects of work-related stress on teacher's performance locally. This study sought to fill the existing research gaps locally by finding out the effects of work-related stress on teacher's performance in public secondary schools in Kikuyu Sub County, Kiambu County, Kenya.



### 3.3 Data Analysis and Presentation

Cooper and Schindler (2006) stated that research design is the manner in which data is collected, measured and analyzed in order to achieve certain research objectives. The study adopted descriptive and inferential research designs. A descriptive research design help get information on the current status of people and their attitude, opinions or habits on variety of educational or social issues (Kothari, 2008). This design made it possible to collect a large amount of data for detailed analysis on the current status of work-related stress factors in public secondary schools and their effects on teachers' performance in Kenya. Mugenda and Mugenda (2008) indicate that inferential research design basically helps in assessing relationships among variables. Through correlation and regression analysis, the study was able to determine statistically significant relationships between the independent variables and how they affect/influence the dependent variable.

### 3.4 Data Presentation

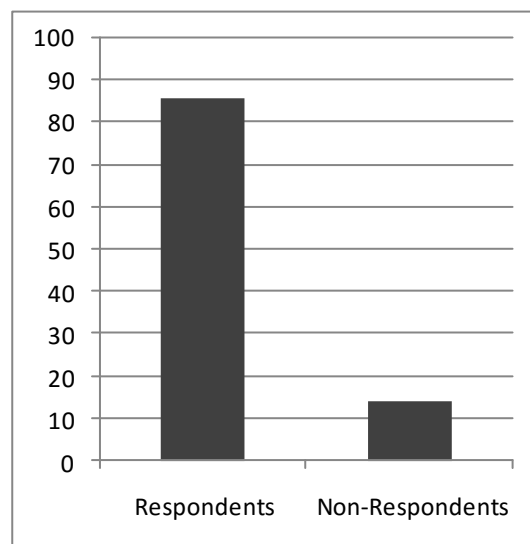
Quantitative data was presented through statistical tools such as frequency distribution tables, pie-charts and bar-graphs for easier understanding. From the evidence of the data collected, research findings were interpreted and conclusions made based on the findings. Finally, guided by the objectives of the study, the researcher made recommendations. Mugenda and Mugenda (2008) explain that recommendations must be consistent with the purpose of the study and its objectives. Qualitative data was presented descriptively.

## 4. Methodology

The study adopted a descriptive survey design. The target population was made of teachers from public secondary schools in Kikuyu Sub-county, Kiambu County. The researcher, using the Slovin's sample size determination formula identified a sample of 66 respondents. According to Mugenda and Mugenda (2003), a sample size representing 10% of the target population is adequate as long as it will have a minimum of 30 elements.

## 5. Results and Discussion

The data collection instrument was a questionnaire which was sent to a sample of 66 respondents. However, only 57 questionnaires were returned adequately filled in. This means that 86% of the respondents filled in the questionnaires and 14% did not respond.



### 5.1 Response Rate

This response rate was considered adequate for reporting and making conclusions as it exceeded the generally accepted threshold of 50% by (Mugenda & Mugenda, 2008).

### 5.2 Age of Respondents

The findings show that majority of the teachers were aged between 26-35 years 31.6% followed by ages 36-45 years with 29.2%. Teachers with age 46-55 were represented by 18.4 % while those with less than 25 years were represented by 16.7%. Those aged 56 years and above had the lowest representation of 4.1%. This shows most of the teachers are in the middle age and therefore mature and well versed with relevant information on effects of work-related stress on performance. The fact that there were only few teachers in the below 25 years category may be explained by the fact that fresh graduates are not posted to schools immediately after graduating and some join other jobs. The results agree with studies done by Borg (2010) that young novice teachers thought that teaching had become less attractive as a career and would consider joining other better jobs to avoid stress. Those who were about to reach the retirement age were also few. It affirms Bowers and Mciver (2001) observation that schools lose their highly experienced teachers through early retirement from the teaching profession due to stress related illnesses.

## 6. Management Related Stress

According to the findings, majority of the respondents strongly agreed that management related stress have significant effects on teachers' performance in public secondary schools with both correlation and multiple regression analysis results supporting the findings. In addition, most of the respondents agreed that allocation of heavy workload and inadequate recognition for teacher's good performance by the employer and the school managers cause stress among teachers and have significant effect on job performance of public secondary school teachers.

These findings support the views of Aquino(2008) that teachers are usually bombarded with excess work such as

preparation of teaching aids and records, intensive verbal communication in delivery of subject content while standing for long hours, evaluating students work, assisting students with varied abilities, completing syllabus coverage on time, class control, handling students' disciplinary cases, guidance and counseling, coordination of co-curricular activities, implementing changes in education policies, grading, filling out report forms and taking responsibility for students' performance hence may not have time to relax or even take care of their personal needs causing frustration.

The findings on this variable also indicated that taking responsibility for student's performance and coping with coercive leadership and unrealistic deadlines cause anxiety thus affects teacher's performance. These findings corroborates studies conducted by Watson (2009) who indicate that coercive leadership frustrates teacher's innovativeness, prompt fear and kills teamwork leading to poor performance.

### 7. Family Related Stress

Data analyzed indicated that family-related stress factors have significant effects on teachers' performance with both correlation and multiple regression analysis results supporting the findings. Majority of the respondents admitted having difficulty in balancing work and personal life due to conflicting roles at work and at home. The need to care for and counsel young children, sick family members and students from sensitive and problematic family backgrounds were considered key family related stress factors for the already overworked teacher.

It was also claimed that there was a growing shift of responsibility from families to schools. These findings are a true reflection of Sharpe et al. (2012) who indicate that overworked teachers may not have time to interact with significant other people in their lives like spouses and children or to relax due to work carried home leading to fatigue, frustration, confusion and poor performance both at work and at home.

### 8. Policy Related Stress

The findings of the study revealed that the changes and restrictions in education policies are work stress factors which have had a negative effect on the efficiency and effectiveness of teachers leading to poor performance in public secondary schools as supported by the correlation and multiple regression analysis results. Majority of the respondents argued that most of the changes and restrictions in education policies frustrate teachers' efforts to perform and tend to ignore their views and challenges at the grassroots. The findings of this study agreed that the biggest challenge to teachers' class control was dealing with the increased students' indiscipline cases due to restrictive government legislation on child rights protection. The results corroborates studies conducted by Geving (2007) who found out that student misbehavior is an increasing factor of work stress for teachers due to inadequate discipline policy

From the study findings, inadequate teacher training and promotion opportunities, overcrowded classes due to the

government free primary education and subsidized secondary education policies, preparing lessons and evaluating students' work and coping with the emerging globalization effects on education such as computerized teaching were stress factors that had effects on teachers' performance in public secondary schools in Kenya. The above notwithstanding, the study also established that inadequate stress management deteriorate stress levels in most public secondary schools. These findings agreed with findings by Borg (2010) and Kyriacou (2001) that management of work-related stress have unfortunately been left to teachers to develop their own „hardiness“ and coping mechanisms such as discussing the stressful situations with family and friends, drinking alcohol, smoking, withdrawal, listening to music and seeking promotion elsewhere.

### 9. Economic Related Stress

According to the findings, majority of the respondents agreed that economic related stress influenced negatively on teachers' performance in public secondary schools in Kikuyu Sub-county as reflected by the correlation and multiple regression analysis results. Most respondents viewed inadequate salary as the main economic related stress factor with the highest effect on teachers' job performance. The findings support studies by Kyriacou and Chien (2004) who noted that teachers' salaries tend to be lower than those of comparable jobs and hardly match the high cost of living leading to anxiety, job dissatisfaction and turnover in the profession.

Further, Ng'ethe (2013) observed that most key educators leave teaching due to poor remuneration to join sectors with more competitive rewards. For a long time in Kenya, teachers' salaries have remained very low compared to those of their counterparts in the civil service with the same qualifications. This scenario has compelled Kenyan teachers to go on strike on several occasions asking for pay increments. Usually, teachers who are not motivated can have serious negative influence on the learning process of their students. This implies that the future of the child is put at stake. The findings further support studies in British by Borg (2010) who noted that thirty percent of novice teachers exit the profession prior to their fifth year due to work-related stress.

The findings also indicated that economic downturn raises teachers' anxiety as supported by Gigam and Hoel (2013) and Powell and Snellman (2004) claims that depression in the economy creates negative stress for employees, because they will be much more anxious about making ends meet with the high cost of living than performing their jobs.

Most respondents also agreed that delays and cutbacks on government subsidies continue to affect teachers' performance negatively due to scarcity of physical resources such as textbooks, teaching aids and equipments such as computers and projectors, enough teachers and the lack of furniture which is thus hindering timely syllabus coverage and the progress of learners. The results of this study corroborates studies conducted by Chetty (2004) which indicated that teachers are sometimes forced to use their own yet scarce funds to buy their teaching aids or for self

sponsored training This agreed with McGrath (2007) observations that most schools had no budget allocation for technological integration systems, computer gadgets and refresher training for the implementation of the global education in the new secondary curriculum.

## 10. Conclusion

From the findings of the study, it can be concluded that inadequate management of work-related stress in most schools led to teachers' poor performance. The study revealed that management related stress factors such as coercive leadership, heavy work load, unrealistic syllabus coverage deadlines, inadequate recognition for good performance, low involvement in decision making and taking responsibility for students' performance have negative effects on teachers' performance in public secondary schools in Kenya.

The study further revealed that family related stress factors among them, difficulty balancing work and personal life, children and sick family members are stressful and lack of staff welfare for personal issues have effects on teachers' performance in public secondary schools in Kenya. This is true in the sense that teachers face difficulties in balancing work and personal life due to heavy workload and the conflicting roles at work and at home.

From the experience gathered during the study, it was revealed that policy related stress factors that affect teachers' performance in public secondary schools in Kenya are; adjusting to policy changes, handling overcrowded classes due to free education, preparing lessons and evaluating students' work, handling students indiscipline cases, inadequate training and promotion opportunities, coping with globalization effects like computerized teaching, records and analysis and inadequate stress management in school that deteriorate stress levels.

Economic related stress was another important factor that affects teachers' performance in public secondary schools in Kenya. According to the study, factors such as inadequate salary, economic downturn, delays and cutbacks on government subsidies, inadequate teaching aids and resources and self-sponsored computer training to match the global technological demands to a large extent affect teachers' performance in public secondary schools in Kenya.

## 11. Recommendations

The main objective of this study was to investigate the effects of work-related stress on teachers' performance in public secondary schools in Kenya. Recommendations that follow are aimed at improving areas of concern in order to enhance teachers' performance.

The study makes the following recommendations guided by the objectives of the study.

### 11.1 Recommendations on Management Related Stress

The study recommends shared leadership and cohesiveness between teachers and the principals. Policies, cultures, rules

and regulations must be disseminated and due discussions conducted among all the stakeholders before final implementation to enhance their commitment and performance. Building supportive relationships in schools will help cope with work stress as one feels that other team members really care about his/her wellbeing. Novice teachers should be well inducted and assigned mentors in their content area to share ideas, concerns, the school culture and provide expert leadership for better performance. There should be improved school management through improved training of the senior managers by the Kenya Education Management Institute (KEMI) on effective human resource and stress management.

The TSC human resource planning should be consistent with the respective strategic plans in education such as integration of technology and global education, and focus on quality education goals. Higher education and extemporary attainment of teachers should be recognized by their employers through promotion and appointment to higher posts of responsibilities with better rewards. The employer to consistently recruit and replace more teachers after retirement, dismissal or death to balance teacher workload to manageable levels. The schools' Board of Management should employ more teachers to supplement the government-employed teachers to balance workload and teacher-student ratio. The TSC should provide clear job description of a teacher's roles. Responsibility for students' performance should be shared among all the stakeholders including the parents, student, school administration, the employer and education policy makers.

### 11.2 Recommendations on Family Related Stress

The study recommends that the employer establish an effective Employee Assistance Program (EAP) for public school teachers to help identify, refer and treat teachers under stress whose personal, family, marital or financial problems affect their performance. EAP will assist employees with chronic stress, drug and alcohol abuse, problems with child or spouse, grief or financial problems through counseling, behavioral therapies, fitness clubs and programs, health checks and financial advice to balance work and personal life.

There is need for public secondary schools to have in place staff welfare programs that are conducive and relevant to emerging employee's needs. Staff Welfare should incorporate technology in developing teachers' 24/7 online confidential helpline to access confidential teacher counseling, sharing and coaching on effective stress management and other personal issues to ease the work stress burden.

### 11.3 Recommendations on Policy Related Stress

The study recommends consistency in teacher training and development activities whereby teachers will be engaged in frequent staff development programmes to constantly update their knowledge in order to be adaptive to global changes and new trends in their job. The Ministry of Education, Science and Technology (MOEST) should allocate more funding to the sub-county education departments and schools



to enable sub-county education managers and principals organize more refresher training programmes in their schools such as scholarships, workshops and seminars for teachers. There is need for government budget allocation for technological integration systems, computer gadgets and refresher training for effective implementation of the global education in the new secondary school curriculum.

TSC to conduct training needs analysis to ascertain the relevance of training to the needs of the teacher trainees. Stress management courses should be incorporated in teacher training for awareness and effective stress control. The government should institute more collaborative Occupational Health and Safety programmes in public schools to create sufficient stress awareness and effectively manage work-related stress for improved occupational health and performance for teachers.

Many people experience job satisfaction when they believe that their future promotion prospects are good. Restructuring of the teaching profession is therefore recommended to invent and expand promotion opportunities since the current leadership ladder has few, precious and highly competitive rungs of being the deputy or the principal in a school. More performance based promotion opportunities with added rewards will motivate teachers to work extra hard leading to excellent performance.

At school level, the stress management should be discussed with all actors, teachers and their representatives, education employers, parents and student representatives to draw up a school risk assessment process that includes psychosocial hazards to identify the school's major stress factors and to jointly develop measures to prevent and abolish these factors. Departments must take the initiative to be creative and innovative in teaching so that students will be encouraged and motivated to participate in the learning process hence remain focused throughout. This will help contain students' discipline thus easier class control, effective content delivery and student's good pass rates.

At the national level, the teacher unions and the employer must become more pro-active in their national social dialogue structures when dealing with and setting up strategies on Health and Safety in schools, in particular as regards preventing and tackling work-related stress and including psychosocial hazards in risk assessments and collective bargaining agreements in the education sector. Teacher unions need to address teachers' work-related stress as one of their priority issues in their union agenda of activities particularly because healthy and safe working conditions are fundamental social rights for all employees including teachers.

#### 11.4 Recommendations on Economic Related Stress

There is need for the government to align teachers' reward system with those of other comparable jobs. Competitive rewards will help to retain talented and experienced teachers for better performance. When formulating reward policies, teachers must be involved so that they can be motivated to work for them for a reasonable period of time thus reduced

turnover. The reward system should also take care of the emerging teacher's needs and economic downturn effects.

The study recommends that the employer conduct seminars and symposiums for financial advice on „smart money management“ whereby economics experts will help the teachers manage their economic stress and gain control over their financial situation even at hard times of economic downturn. The government must meet its part of the bargain by supplying the education subsidies just in time to ensure a good level of resources and facilities in public schools to support teachers' performance. Donor funding and expatriates may be utilized for public school projects such as computer installation to match the emerging global education demands.

#### 11.5 Recommendations for Further Research

There is need for further research on the emerging job related stress factors such as the effects of the new performance appraisal on teachers' performance in public secondary schools in Kenya since the study findings indicate that it has contradictory standards and expectations beyond teachers' abilities, resources and job description causing role conflicts, work overload and negative work stress. Future study similar to this should be carried out in public secondary schools in other sub counties across the country and findings be compared to help education planners and managers find concrete solutions to teachers' work stress and poor job performance in Kenya. Since the study has concentrated on public secondary schools under the government, there is also need to undertake similar studies in private schools operating in Kenya.

#### References

- [1] Armstrong, M.A. (2010). *Handbook of Human Resource Management Practice*. London: Kogan Page Limited.
- [2] Aquino, G. V. (2008). *Educational Administration: Theory and Practice*. Quezon City: Rex Bookstore.
- [3] Bashir, A. (2007). *Employees' Stress and its impact on their Performance*. International Conference on Business and Technology, Iqra University, Islamabad.
- [4] Betonio, J.R. (2015), "Stress Factors and the Teaching Performance of the College Faculty", *International Journal of Social Science and Humanity*, Vol. 5 No. 7, pp. 651-655.
- [5] Borg, M. G., & Falzon, J. M. (2010). "Determinants of occupational stress in teachers", *British Journal of Educational Psychology*, Vol.2, pp.119-130.
- [6] Borg, M. J. (2010). "Occupational stress in British educational settings", *Educational Psychology*, Vol.10, pp.103-126.
- [7] Bowers, T. & Mciver, M. (2001). Ill Health, Retirement and Absenteeism Amongst Teachers. *Research Brief No 235*: Department for Education and Employment, London.
- [8] Chetty, U.P. (2004). *The Effect of Stress on Educator Efficacy*. D.Ed. Thesis, Durban: University of Zululand.

- [9] Clarke, S. & Cooper, C.L. (2003). *Managing the risk of workplace stress: Health and Safety Hazards*. London: Routledge.
- [10] Cronbach, L. J.(1975). *Research for tomorrow's schools: Disciplined inquiry for education*. New York: Macmillan.
- [11] Cummings, T.G, & Worley, C.G.(2008).*Organization Development & Change* (9<sup>th</sup> Ed.). USA: Cengage Learning.
- [12] Dizon, M. (2005). "Relationship of stress and the teaching performance of the faculty members of Mindanao State University," Ph.D. dissertation, Dept. Educ., Liceo de Cagayan University, Cagayan de Oro City, Philippines.
- [13] Dunham, J. (1984b). *Stress in Teaching*. London: Croom Helm.
- [14] Fimian, M.J. (2004). "The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory", *Journal of Occupational Psychology*, Vol.57,pp. 277- 293
- [15] Gigam, J and Hoel, T. (2013). *Violence and Stress at Work in Financial Services*. Retrieved from: <http://www.ilo.org/public/english/dialogue/sector/papers/service/wp210.pdf>.
- [16] Gitonga, D. (2012).Influence of Teachers' Motivation on Students' Performance in Public Schools, Kenya. Ph.D. Thesis, University of Nairobi.
- [17] Ivancevich, J.M., & Matteson, M.T. (2010). *Stress and Work: A managerial perspective*. Glenview, IL: Scott, Foresman.
- [18] Jackson, L. and Rothman, S. (2006). "Work-related wellbeing of educators in district of North West Province", *Perspectives in Education*, Vol.23No.3, pp.107-122.
- [19] Jali, S. L. (2010) "Some factors influencing job satisfaction & job performance of reading teachers in the division of Iligan City, a proposal training program," Ph.D. dissertation, Dept. Educ., Liceo de Cagayan University, Cagayan de Oro City, Philippines.
- [20] Jamal, M. (2004). "Job stress and Job performance: An empirical assessment", *Organizational Behavior and Human Performance*, Vol.33, pp.1-21.
- [21] Kinman, G & Jones, F. (2008). Effort-reward imbalance and work-life conflict: Case of UK university educators. *Journal of Managerial Psychology*, Vol.23,pp. 236-251.
- [22] Kocak, R. (2006). "The validity and reliability of the teachers' performance evaluation scale", *Educational Sciences: Theory and Practice*, Vol.6 No.3,pp. 799-808.
- [23] Kothari, C. R. (2008). *Research methodology. Methods and Techniques*. New Delhi: New Age International Publishers.
- [24] Kyriacou, C., & Chien, P. (2004)."Teacher stress in Taiwanese primary school", *Journal of Education Enquiry*, Vol.5 No.2, pp. 86-104.
- [25] Kyriacou, C. (2001). "Teacher Stress: Directions for future research.", *Educational Review*, Vol.53 No.1, pp.27-35.
- [26] Lazarus, R., & Folkman, S. (2004). *Stress, appraisal and coping*. New York: Springer Publications.
- [27] Lowe, G.S. (2010). *Creating Healthy Organizations: How Vibrant Workplaces Inspire Employees to Achieve Sustainable Success*. University of Toronto Press.
- [28] Luthans, F. (2011).*Organizational Behaviour: An Evidence Based Approach*, McGraw-Hill.
- [29] Maslow, A. (1971). *Motivation and Personality*. New York: Harper and Row.
- [30] McGrath, S. (2007) "Transnational, Globalisation and education and training: evidence from the South African automotive sector", *Journal of Vocational Education and Training*, Vol.59 No.4, pp.575-589.
- [31] Mugenda, O. M. & Mugenda, A. G. (2008). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- [32] Mullins, L. J. (2007). *Management and Organization Behaviour*. England: Prentice Halls.
- [33] Robbins, S.P. et al. (2008). *Organizational Behaviour*, (5<sup>th</sup> Ed.) England: Prentice Halls.
- [34] Schultz, S. and Steyn, T. (2007). "Stressors in the professional lives in South African Secondary School Teachers", *South African Journal of Education*, Vol. 27, pp.691 - 701.
- [35] Seibt, et al., (2008). "Predictors of work ability in occupations with psychological stress", *Journal of Public Health*, Vol.17, pp. 9-18.
- [36] Thrush, A., (2012). "Leadership in Higher Education.", *International Journal of Human Humanities and Social Sciences*, Vol.2 No.13, pp.1-12.
- [37] UNESCO. (2010). National Education Support Strategy (UNES) for the Republic of Kenya, 2010-2011.
- [38] Unterbrink, T et al. (2007). Burnout and effort-reward imbalance of German teachers. *Journal of Occupational Environment and Health*, vol.80, pp.433-441.
- [39] Watson, M. W. (2009). "Leadership's influence on job satisfaction", *Radiologic Technology*, Vol.80No.4, pp.297-308.
- [40] Wilson, V. (2002). *Feeling the Strain: An overview of literature of teachers' stress*: The Scottish Council for Research in Education; Edinburgh.