STRESS AND TEACHERS' PERFOMANCE IN SELECTED SECONDARY SCHOOLS OF KYENJOJO DISTRICT IN WESTERN UGANDA.
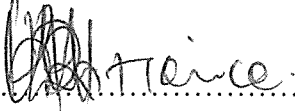
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A RESEARCH REPORT SUBMITTED TO THE BOARD OF EXAMINERS IN PARTIAL FULFILMENT FOR THE AWARD OF A BACHELORS DEGREE IN GUIDANCE AND COUNSELLING OF KAMPALA INTERNATIONAL UNIVERSITY

JULY 2011

DECLARATION

I Karungi Patience, hereby declare that this work has never been presented to any university or institution of learning.

Signed:........................... Date:....................................

KARUNGI PATIENCE

APPROVAL

This is to certify that **Karungi Patience** successfully carried out her research study titled "STRESS AND TEACHERS' PERFOMANCE IN SELECTED SECONDARY SCHOOLS IN KYENJOJO DISTRICT". Has been under supervision and the report is now ready for submission to the academic board for the award of Bachelor of Guidance and Counseling of Kampala International University.

Signed:................................ Date:..18/.7./.11...............

Mrs. TALIGOOLA DEBORAH
SUPERVISOR

DEDICATION

This report is dedicated to my adorable family, My Darling Mamacita, Lovely sisters, friends and above all to the almighty God who has brought me this far.

ACKNOWLEDGEMENT

I extend my profound gratitude to my Supervisor DEBORAH TALIGOOLA (MRS) for guiding me and also the department of guidance and counseling.

My friends for the help and encouragement in the production of this report.

To The selected secondary schools administration and staff.

To my adorable family, Especially my Darling Mamacita, my lovely sisters, Luckie, Elizabeth, Dear and Fionah (Nini), for the support and love, I surely cannot put into words how immensely I appreciate your love, care and support.

To Ebenezer God above all who has given me reason to live.

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ABSTRACT

The study was carried out in Maddox secondary school, Modern Secondary school and Camel Secondary school respectively in Kyenjojo district in western Uganda.

Stress most often refers to psychological and emotional reaction to psychological events.

The study aimed at stressing the impact of stress on teachers' performance. The respondents were selected using stratified random sampling technique. A sample size of 30 respondents was used. The data was collected using interview guides, questionnaires and discussions while secondary data was obtained from books journals about stress and the internet. The leading impact of stress on teacher's performance is reduced productivity and resulting to working for long hours was the biggest step forward reducing stress.

Findings suggested that the schools organize outings where employees can interact, relax and enjoy, that the work overload should be reduced and extra hours working should have extra pay.

The schools should establish flexible schedules and that the bosses should give realistic deadlines when the work is needed.

Others suggested that the schools' should introduce training in stress management, training in courses like computer that are at times causes of stress at work.

The schools' should ensure job security for its employees.

CHAPTER ONE

1.0   Introduction

Teaching has been recognized as a particularly stressful occupation (Brown & Raph 1998, Mwamwenda, Monyooe & Glencross 1999). School teachers face enormous problems in their daily job, such as student's disciplinary problems and misconducts or poor technical and administrative support of the schools (Horn, Schaufeli & Burke, 1997) a large proportion of high school teachers are reported to feel a high proportion of occupational stress and develop an intention of turnover which readily leads to low performance. How to improve teachers performance related to their turn over, is a crucial issue for education administrators.

Therefore stress can be defined as the physiological and emotional reaction to psychological events. Any event triggering the formerly life saving, ancient "Fight or flight" response is a stressor. The constraints of modern society clearly prohibit fleeing from or physically resisting most stressful events for example running away from a classroom when a surprise test is given, arguing with the teacher not to give the test (Sarason & Tobias 1992).Unrelied, the cumulative, Physical strain generated by physiological stress can harm the body. And stress is often experienced as a constant, exaggerated and over whelming sense of urgency, often coupled with frustration.

Achievement stress, triggered by school tasks is a learned inappropriate distress habit which impairs school performances. However although many studies in this area have been done, low commitment, stress and job satisfaction have impact on the teachers turnover and performance in high school is under explored.

Specifically questions remain unclearly answered in the education area, whether job stress, commitment and job satisfaction influence the rate of turnover and performance level of school teachers.
Performance therefore, is how well or badly one does something.

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It is the act or process of performing work or a task among others. It involves a lot of effort and trouble, sometimes when it is not necessary (Longman active study dictionary 2004)

In the study therefore, the researcher focused on the impact of stress on teachers' performances and turnover in selected secondary schools in –Kyenjojo district.

1.1 Statement of the problem

Given the advantages associated with group working, in schools, this was not possible because stress emanates from the administration itself still there remains other sources which all lead to reduced or decline in teachers' performance and schools which may have probably weighed stress on teachers' performances and therefore the researcher was investigating stress and teachers' performance'.

1.2 Objectives of the study

➤ To investigate the different causes of stress among teachers in schools.

➤ To establish how stress has negatively affected teachers' performance

➤ To establish measures of managing stress among teachers in schools.

1.3 Purpose of the study

To investigate stress and teachers' performance' in schools with the aim of getting solutions to problems.

1.4 Research questions

This research undertaking was based on the following questions.

➤ What are the major causes of stress among teachers in secondary schools?

➤ What are the impacts of stress on teachers' performances in secondary schools?

➤ What measures are used to manage stress among teachers?

1.5 Significance of the study

The study will benefit both work organizations in management of stress

This study will act as a source of information and reliable literature for other researchers who may wish to undertake scientific investigations into related issues.

The study will help students to improve their performance as a solution to teachers' stress transferred to them.

The study will suggest more and better ways of managing stress in secondary schools.

The information should be useful to such institutions concerned with Secondary school education.

It should also provide information that may be useful to other researchers, government Institutions, and Non-Government Organizations

1.6 Scope of the study
Contextual scope of the study:

The study focused on the impact of stress on teachers' performance. Efforts were focused on the indicators of stress and the causes in secondary schools and how teachers' are managing stress.

Geographical scope of the study:

The research was carried out in Kyenjojo, located between Kabarole district and the newly created district of Kyegegwa on Fort-portal –Kampala highway in the western part of Uganda. Under the schools, Maddox senior secondary school, Modern secondary school and Camel secondary school.

Time Scope

The research was carried out between the months of April and July 2011.

1.7 Limitations of the study
While carrying out the research undertaking, the researcher met the following limitations;

Inadequate funds in achieving all the intended objectives, for example procurement of stationery and upkeep to facilitate the research hence spending more time devising means for additional funding for the study.

Some respondents filling information that favored them, thereby not giving true information or data.

Limited time for carrying out the research undertaking straining the researchers' ability to interview all the respondents in person.

1.8   Definition of terms

Achievement stress; anxiety created in expectation of un informed task to be performed.

Impact; this refers to the outcome of something, it can be negative positive. Therefore its an effect that occurs after a cause.

Performance; this refers o the outcome of efforts invested in some thing for example a student at school.

Teacher: an individual who completes a course of training facilitating and directing others.

Trigger: this refers to evoking of a response or act for example rumor mongering that leads to a fight.

Under explored; refers to not making or failure to make use of something to full capacity.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter reviews a number of sources of closely related literature about the variables and the relationship between variables and the study. This will further provide in depth insight on the nature of stress it has on teachers' performances opinions from different authors are utilized to provide a better theoretical undertaking of the nature of stress, its causes and then the impact it has on employees'/teachers'

2.1   Nature of Stress

Many teachers find the demand of being a professional educator in today's school difficult and at times stressful. when work stress results into burnout, it can have serious consequences for health and happiness of teachers, and also the student, professionals and the families they interact with on a daily basis.Freuder berger (1997) staff burnout, journal of social issues,30 (1) 159-165

When potentially a threatening event is encountered, a reflexive, cognitive balancing act ensures weighing the perceived ability to deal with them (Lazurus & Folman,1998). Events perceived as a potential threat trigger the response, a series of physiological and psychological changes that occur when coping capacities are seriously challenged. The most typical trigger to stress is the perception that one's coping resources are inadequate for handling life demands.

According to Matheny, Gfroere & Harris (2000), in current models of stress we are adequately and constantly taking the measure of the daily demands we experience in life and comparing this to the resources we posses for dealing them. if our resources appear equal to the demands, we view them as mere challenges. If however, demands are viewed as exceeding our resources, they become stressors and trigger stress response.

Troman & woods (2001) Teachers stress may be seen as the perception of an imbalance between demands at school and the resources teachers have for coping with them. Symptoms of stress in teachers can include anxiety and frustration, Impaired performance, and rupturing interpersonal relationships at work and home(Kyriacou,2001).However researchers Lecompte & Dworkin (1991), Ferber (1998) noted that teachers who experience stress over along periods of time may experience what is known as burnout.

According to Bowing & Harvey, they quoted that stress occurs with interaction from the environment. This produces emotional strain affecting a person's physical and mental condition. These authors went ahead to say that stress is caused by stressors which are created at state of disequilibrium, with an individual. They stated that in terms of days lost on the job, they estimated that each employee looses about 16 days a year because of stress, anxiety or depression.

According to Ritchie & Martin (1999) for years, stress was described and defined in terms of external usually physical forces acting on an individual. Later, it was discovered that the individual's perception of response to response to stimuli or events was very important factor in determining how that individual might react and whether or not an event must be considered stressful. These authors further agreed that most researchers acknowledged that both internal and external factors affect stress. They viewed stress as a response to external and internal processes which reach levels that strain physically and psychological capacities beyond there limit.

Blumenthal (2003) viewed stress as anything that upsets people's ability to maintain critical variables (which can be social, psychological or biological in nature) within acceptable limits. The experience of stress involves an event in demanding resources or as well as the subjective teaching of distress experienced in its face. He also said that an event could be experienced as stressful if people evaluated it as distressing.

2.2   Stress Response

According to Richard Goss et al (2000), stress can be divided into three stages; there is an initial stage of alarm, followed by a longer stage of resistance and a final stage of exhaustion.

Alarm stage produces increased physiological arousal and people become excited, anxious or frightened. Metabolism speeds up dramatically, blood is shunted to the brain at the expense of skin resulting in a pal appearance. People may experience symptoms such as loss of appetite, sleeplessness, headache, ulcers or hormonal imbalance. Still, that people can not stay aroused for so long and the alarm stage gives away to resistance stage. Here, physiological and behavioral response becomes more moderate and sustained. People in resistance stage are often irritable, impatient and angry. They also experience consistent fatigue.

The final stage according to Richard gross is exhaustion because stress involves too much energy; it tends to affect both emotional and physical health. People under extreme conditions of stress show disorganized behaviors. if their stress is not relieved, they become extremely alarmed and then give up. The result is maladjustments, withdrawal and in the same death.

2.3   Causes of stress among employees (teachers)

The workplace may influence its employees' stress levels in different ways. In the following paragraphs, causes of stress in an organization are discussed.

Joseph and Henry press, New York, asserted that the relationship between stress and the workplace stressors and health was first investigated in 1970s' studies indicate that some occupations are more stressful than others. Four of the most stressful occupations are;nursing,socialwork,teaching and working in the police force (Nortion 2004).

Luthans (2002) stated that role conflict is one of the causes of stress along work. This occurs when a person is required to do something that conflict with his/her beliefs or when he/she has to perform two incompatible duties or roles. Role conflict has been shown to be associated with physical illness like cardiovascular disorders and peptic ulcers (Richard Gross et al 2004)

Desseler (2000) asserts that work overload or role overload is a major cause of stress at work among employees. He defined work overload in two ways; qualitative and quantitative overload. Quantitative overload occurs when work is too difficult or demands excessive attention. Both are associated with anxiety and frustration leading to stress. Desseler noted that role overload was significantly associated with unsafe behaviours,increased work overload, workers are likely to adopt more risky work methods.

Kyriacon (1999) asserts that the pressure for student high achievement is mounted on teachers. The government and the school administration are also demanding superb teaching performance. In addition to regular teaching load, they are also required to shoulder extra curriculum activities, certain administrative responsibilities and further more have to undertake one hundred hours training to improve themselves. this greatly causes work stress amongst teachers.

Neustron & Davis (2002) observed that frustration is another cause of stress. It is a result of motivation being prevented from reaching a desired goal. The result for frustration may be asking for transfer or quitting the job.
According to (http//:www.kidshealth.org) being bullied or exposed to violence or injury is another cause of stress among workers. Bullying is a persistent offensive, abusive intimidating or insulting behavior, abuse of power or unfair penal sanctions which make the recipient feel upset, threatened, humiliated or vulnerable which undermines their self confidence may cause them to suffer stress. The later results are strong feelings of fear shame, guilt which are encouraged by the bully who is usually superior of the person being bullied, continuous can lead to Post Traumatic Stress Disorder (PTSD).

Bourne (2002) asserted that personality type is also one of the causes of stress. Organizational behavior and managing life at work, also asserted that the individuals who exhibited the type of a behavior pattern tended to be aggressive and ambitious. Their hostility is easily aroused and they feel a great sense of time urgency. They are impatient, competitive and preoccupied with their work.

When compared to B-type. A person resorts to heavier workloads, long hours and more conflicting work demands. Thus type- A personalities are likely to exhibit adverse physiological reactions in response to stress. These include elevated blood pressure, elevated heart rate and modified blood chemistry.

Garrison & Bly (1997) stated that robotics, computers taxes, video displays all have their stresses. Learning about those machines that carry out work means acquiring skills to run them and repair them. computers and new communication technologies involve high speed processors has even added that many people stress for looking at video monitor for much of the day. These authors further noted that the intense anxiety about technology can debilitate in many jobs from secretarial positions to management from assembly worker to accountant.

According to Cullis (2002) role ambiguity is also among the causes of stress among employees is unclear about his or her role in an organization. Lack of direction among the employees can prove stressful especially for people who are low in their tolerance for such ambiguity.

According to article published by Nancy, (PhD) and a member of the APA, shows that the environment can also be a source of stress for some employees. The physical setting can also be over stimulating with to many people around or under stimulating hence can be a source of stress (http://www.apahelpcentre.org/).
The article further explained that job security or redundancy can cause stress. These are associated with anxiety which is heightened by feelings of unfairness because the organization still requires commitment but does not offer it to the employees.

According to Stephen (2002) essentials of organizational behavior (7th edition) pointed out three potential sources of stress; environmental factors. However he only analyzed environmental factors. He asserted that environmental factors included; economic, political and technological uncertainties. Instability of uncertainty in the economy or

politics and technological innovations were a threat to many people and caused them stress.

The organizational factors were based on organizational structures and interpersonal demands. Internal demands are pressures created by other employees. Lack of support from colleagues and poor interpersonal relations leading to stress. Organizational structure defines the degree of rules and regulations and lack of participation in decisions cause stress to workers.

2.4   Impact of Stress on Employee (Teachers') Performance

Matthias & Jackson (2000) suggested that to measure productivity or performance, one has to consider unit labor cost or the total labor cost per unit of output. The authors further stated that an individual performance depends on three factors which are ability to do work level of effort and support given to that person. The relationship among these factors widely acknowledged in management literature is that performance (P) is the result of ability (A) times effort (E) times support (S) that is (P=AxExS) performance is diminished if any of these factors is reduced or absent. They further emphasized that quality of work may reduce since stress affects the above three factors.

According to Blumenthal (2003) explains the effects of stress on performance. That stress increases productivity or performance also rises. However, if stress continues to increase beyond the optimal point, performance will peak and start to decline. This shows that stress is necessary to enhance performance but once it reaches a level of acute discomfort, it is harmful and counter productive. He further argues that excess stress destructive and detrimental to human well being and productivity. Stress can have an impact on individual's wellbeing by causing dysfunctions in multiple areas. The dysfunction extends into the organizational world and leads to decreased productivity.

Garrison and Bly (1997) Corporations have become accurately aware of the problems caused by stress. The problems associated with stress are costly and they can debilitate

available worker, when stress is not handled well, absenteeism, turnover and medical compensation increases and productivity decreases.

According to Kyriacon (1992), has highlighted the reasons for the concern with levels of teacher stress, as the mounting evidence that prolonged occupational stress can lead to both mental and physical ill health.

A general concern to improve on the quality of teacher's working lives.

A concern that stress and burnout may significantly impair the working relationship a teacher has with pupils and quality of teaching and commitment he is able to display. It is the third point here that is the most revealing as the importance of researching teacher stress.

According to Kaplan (1990) while the incidence of anxiety may be no longer for teachers than other professional groups, the possible negative effects for students could be serious. On the basis of minimum incidence statistics and pupil teacher ratios in 1957 Kaplan estimated that anxiety/stress may affect as many as 20000 teachers and through then five million pupils.

According to Epstein (2000), stress on the job took its toll on non profits, lost time from work, deflated productivity, low staff morale, turnover and higher health car costs. Frost (2003) toxic emotions at work, Boston Harvard, Business school, Page 14 is of the opinion that stress shows up in an employee's diminished sense of self worth and lost of confidence and hope it is destructive to performance and morale. The tangible consequences include profit resulting from things diminished productivity. Frost continued to say that apart from quitting the job which carries its own set of cost to the company, acts of revenge, sabotage, theft, vandalism, withdrawal behaviors, spreading gossip or generally acting cynical or mistrustful can all represent direct or indirect costs to the organization and its general performance.

Desseler, (2000) was of the opinion that for the organization's job stress consequences included reduction in the quality of the job performance, increased absenteeism and employee turnover, increased grievances and health care costs. Desseler asserted that a

study of 46000 employees concluded that stress and depression may cause employees to seek for medical care for vague physical and psychological ailments and can in fact lead to more serious health conditions. The health care costs of high stressed workers are 46% higher than those of their less stressed co-workers.

2.5   The reaction towards stress

According to Mathias and Jackson (2000) asserted that stress is linked to alcoholism and drug abuse among employees at all levels in the organizational hierarchy. These two forms of withdrawal offer a Temporary respite from severe anxiety and severe frustration. They further noted that both alcohol and drugs were used by a significant proportion of employees to escape from the rigors of routine stressful job.

According to Garrison & Bly, Stress mobilizes energy for action. It prepares the human body's defense to work off infection and repair physical damage. These authors also stated that an individual's reaction to stress may differ over the course of stress response but each person began with the same physiological response. The physiology of stress response places yet another demand on the body and mind of the person experiencing.

William (2000) asserted that severe frustration can also lead to over hostility in the form of aggression occurred when individuals felt stressed and frustrated and could not find acceptable legitimate remedies for the frustrations. Aggression was subdued when employees anticipated that they would be punished if theirs peers disapproved.

Adamson (2002) asserted that the most common reaction to stress are in the form of defense mechanisms which include rationalization, projection, displaced, reaction formation, compensation and repression. Further he stated that when they become chronic reaction to stress, the picture changes radically. The problems sterns from the very character o f defense mechanisms, they simply can change the objective character of stressor and the basic conflict or frustrations may remain in operation.

2.6 Measures of managing stress

Management may be concerned when employees experience low to moderate levels of stress. The reason is that high levels of stress may be dysfunctional and lead to reduced employee performance.

Management designs organizational level of stressor in order to prevent or reduce job stress for individual employees, (Luthans, 1995)

2.6.1 Organizational strategies for managing stress

According to Robins (2002), many attempts to lower stress have to begin with the employee selection. Management needs to make sure that an employee's abilities to match the requirements of the job. An objective preview during the selection process will also lessen stress by reducing ambiguity.

Another useful instrument to eliminate stress is to establish flexible working schedules in which options are given reading the starting and ending, working hours per day, numbers of days worked per week and so on. Implementation of organizational development programmes that focus on employees' physical and mental conditions. Organizations typically provide workshops to help people quit smoking, control alcohol use and develop regular exercise and physical program (Schafer 1998/99).

An organizational structure should be made more decentralized and organized with participative decision making and upward communication flows. The structure change would create more supportive climate for employees, give them more control over their jobs and prevent their job stress.(Mathias and Jackson,2000) as was pointed out by (Robins 2001) redesigning tasks or jobs is the first step to be taken when alarming amount of stress has been diagnosed with in the company. That is because work overload is often the result of poor organized work and merely specified tasks, he pointed out that individuals perform on the job when they have specific and challenging goals. The use of goals can reduce stress as well as provide motivation. Goal feedback reduces uncertainties as actual job performance.

According to Wagner and Hollenbeck, (2003) role analysis technique is designed to clarify role expectations for a job holder to improving communication between the person and the supervisors, co-workers, subordinates and perhaps even customers. When this kind of analysis is done, throughout an organization instances of overload may be discovered and balanced roles can be developed.

2.6.2 Individual strategies for managing stress.

Many people need medical and psychological therapy to relieve the physical ailments and feelings of anxiety resulting from stress. Both physicians and psychologists have tried to give/develop methods to help people cope.

According to psychologist Lazarus, (1999) people faced with constant stress tend to become either defensive or task oriented. Defence oriented coping strategies do not reduce stress but instead help people to protect themselves from its effects.

Freud and other psychologists describe defense mechanisms by which people distort reality in order to defend themselves against the pressures in the environment for example, Sigmund Freud said that in rationalization a person interprets reality to make it more palatable, similarly, a man who expresses glee on accepting a new job but who is feeling a lot of stress and fear has developed reaction formation.

Defense oriented coping strategies can ease distress and permit people to tolerate disturbances and deal with them. Researchers claim that defense mechanisms can be even more helpful than task oriented ones. (Lester 1985).According to Richard Gross et al, the authors gave physical and psychological approaches to managing stress for individual persons.

2.6.3 Physical Approaches

The authors recommended the use of psychotherapeutic drugs. Several methods exist for reducing the physiological effects which act directly on the person. In case of chronic stress, the author recommends the use of anxiety reducing drugs; these include Prozac, diazepam and Librium.

The use of bio-feedback, is also another physical approach, Bio-feed back is aimed at providing internal physiological state under voluntary control and hence modify them. A bio-feedback machine can provide precise information about certain automatic functions such as heart rate, blood pressure and muscle tension. Feed back can be presented in auditory or visual form.

Richard Gross *et al* went on to encourage physical exercise. Physical activity is generally useful in reducing incidences of stress related illness. Physical exercise promotes fitness although fitness is a complex concept. Blood circulation and heart muscles are strengthened, these exercises might also be therapeutic since sustained exercises can reduce depression and boost feelings of confidence and self esteem.

2.6.4 Psychological approaches

Gross et al recommended the use of relaxation, psychological responses to stress can also be managed through relaxation. In progressive relaxation (where one area of the body is first tightened and then relaxed progressively is also used in systematic desensitization methods used to treat phobias). When the person becomes aware of the muscle tension and relaxation technique can also be used to control stress induced –effects. It lowers arousal associated alarm reactions and reduces the likelihood of recurrent heart attacks.

Gross et al also talked about the use of meditation. A person assumes a comfortable position and with eyes closed attempts to clear all disturbing thoughts from the mind, this approach reduces oxygen consumptions and induces brain indicative of calm mental state.

According to Hill (2001) there four strategies that can help individuals deal with stress. Appropriate behaviors ,these range from dealing with the sources of stress for example time management, planning and avoiding stressful situations to natural behavior reaction that combat its effects for example resting and relaxation, laughter arguments, exercises and sports.

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Anti stress drugs; Hill (2001) recommends the use of anti stress drugs that combats anxiety without causing sleepiness. social support individuals who perceive that they have social support (re-assurance, advice and practical aid) suffers less physiological stress effects than those with no intimate friends. Alcohol and often thought for stress according to him, its sedative effects slow down neural and bodily functions and its effects on loosening inhibitions can lead to cathartic behavior.

According to Kyriacon (2000) giving teachers more preparation time each day reducing the size of classes, better organization and communication within the school and improved climate of social support, more effective programmes of staff developments, more recognition of teacher's efforts and clear description of job tasks and expectations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter includes the methods of collecting, analyzing and representing data that was used during this research study among others. This research is both quantitative and qualitative; therefore both qualitative and quantitative methods of data collection were used.

3.1   Research Design

In conducting the study, the researcher employed both descriptive qualitative and quantitative research techniques. This type of research design was employed because of its ability to explain the impact of stress on teachers' performances.

3.2   Area and population of the study

The research was carried out in selected schools in Kyenjojo district and the relevant information was gotten from Maddox secondary school, Modern secondary school and Camel secondary school respectively. The population of the study consisted of the teachers and workers at the schools'.

3.3   Data types

The researcher used both primary and secondary data. The primary data was obtained from the field by use of questionnaires, interview guides and focus group discussion while secondary data was obtained by reviewing literature about the impact of stress on teachers' performance.

Data Sources

Primary data was obtained directly from respondents using interview guides, questionnaires and discussions while secondary data was obtained from books, journals and the internet.

3.4 Sample size and selection technique

All respondents were selected using stratified random sampling technique. The study utilized 30 respondents, because of their homogeneous characteristics.

3.5 Data collection instruments

Focus group discussion and structured questionnaires and interview guides were used as instruments for collecting data from respondents.

Focus group discussion helped the researcher in collecting detailed data from the respondents by allowing them to express themselves and explaining how they are affected by stress.

Interviews were used because they are relatively convenient. Questionnaires were self administered. Self administered questionnaires helped in collecting data from respondents.

The research was conducted using both qualitative and quantitative methods of data collection.

Qualitative methods were used in order to get an in depth understanding about the study area. Here, themes, questions and personal contact as well as insight were used. On the other hand, quantitative methods of data collection were employed to provide a means of measurement of stress on teachers' performance.

3.6 Data analysis

The data collected was edited, coded tabulated both qualitatively and quantitatively to represent the findings of the study. A research report has then been prepared containing the findings of the study.

3.7 Reliability of instruments

For the purposes of obtaining reliable data, the constructed instruments were pre-tested, in order to identify those items which are ambiguous or sensitive.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0   Introduction

The study was carried out in selected schools in Kyenjojo district.

The following objectives guided the study;

- Investigating the different causes of stress among teachers in schools.
- Establishing how stress has negatively affected teachers' performance.
- Establishing measures of managing stress among teachers in schools.

This chapter presents analyses and interprets the findings of the data that were collected.

4.1   Background Characteristics of Respondents

The following table shows the respondents response. Frequency and percentages as per the questionnaires used.

Table 1: Showing the gender of respondents

Gender	Frequency	Percentage
Male	12	40%
Female	18	60%
Total	30	100%

Source: Primary data 2011

According to table 1 above table the majority of the respondents were females (60%) compared to males (40%)

It is observed further that during the collection of data there was gender imbalance

Table 2: Shows the age groups of the respondents

Age group	Frequency	Percentage
20-29	18	60%
30-39	9	30%
40-49	3	10%
50-59	0	0%
Total	30	100%

Source: Primary data 2011

Basing on table 2 above, the majority employees of Maddox secondary school ,Modern secondary school and Camel secondary school, were under the age group of 20-29 (60%) followed by 30-39 (30%) and 40-49 (10%). The schools did not have employees above 50 years.

This was attributed to the nature of work that normally demands physical and fresh sober minds therefore they end up recruiting young and energetic employees.

4.1.1 Teaching Experience

Table 3: Shows how long the respondents have been employed in the schools'

Years Spent	Frequency	Percentage
Less than one year	6	20%
2-5 years	15	50%
5-8 years	6	20%
8 years and above	3	10%
Total	30	100%

Source: primary data 2011

The results in table 3 above shows that majority of employees (50%) had worked with the schools' in a period of 2-5 years. Those who worked for less than one year (20%) were equal to those who were employed there between 5-8 years (20%).Only 10% of the total employees were employed in the schools' for at least 8 years and above.

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When asked to state the classes they were attached to respondents mentioned various areas including, S.2, S.3 and S.5

4.2. Prevalence and causes of stress among Teachers

The study sought to establish whether teachers' in secondary schools' were experiencing any form of stress. This was because many teachers find the demand of being professional educators difficult and at times stressful.

It was also hypothesized that the work place may influence its employees stress in different ways.

Table 4: Shows whether the respondents have ever been stressed at work

Response	Frequency	Percentage
Agree	30	100%
Disagree	0	0%
Total	30	100%

Source: Primary data 2011

According to the table 4 above, all the respondents (100%) agreed that they have experienced stress at work. this was not a surprise since stress is not new especially in the work environment and more so the education industry.

When respondents were asked to state the cause of stress they gave the following: Technology especially the use of computers, role conflicts and role ambiguity, lack of control over their jobs, job insecurity, the work environment especially the physical setting and work over load through working for long hours.

4.2.1. Teaching and Stress among Teachers

Kyriacon (1999) asserts that the pressure for student high achievement is mounted on teachers. The government and the school administration are also demanding superb teaching performance, in addition to regular teaching load; they are also required to

shoulder extra curriculum activities, administrative responsibilities, hence greatly causing work stress among teachers'.

Table 5: Shows Teaching and Stress among Teachers.

Response	Frequency	Percentage
Agree	30	100%
Disagree	0	0%
Total	30	100%

Source: Primary data 2011

According to the table 5 above, all the respondents (100%) agreed that they have experienced stress at work.

Teaching is full of deadlines, frustrations and demands; stress is a commonplace that it has become a way of life for people in the education industry.

4.2.2. Stress and Burn Out At Work

A burn out is associated with individuals who experience high levels of work related stress over long periods of time, This state involves physical, mental and attitudinal exhaustion as well as feelings of low personal accomplishment.

Ferber (1998) noted that teachers who experience stress over long periods of time may experience what is known as burnout.

The study therefore investigated whether teachers were experiencing burnout at work.

Table 6: Shows whether Teachers experienced a burn out at work

Response	Frequency	Percentage
Agree	30	100%
Disagree	0	0%
Total	30	100%

Source: Primary data 2011

According to the table 6 above, all the respondents (100%) agreed that they have experienced a burnout at work. Fortunately, however, the effects of burnout can be overcome with appropriate help; Burned-out individuals can recover from their physical and psychological exhaustion. If ongoing stress is reduced, if teachers' gain added support from friends and coworkers, and if they cultivate hobbies and other outside interests, a return to positive attitudes and high levels of productivity is a psycho social remedy.

4.2.3. Stress and Imbalance between Work Place and Resources

Troman and woods (2001), teachers stress may be seen as the perception, an imbalance between demands at school and the resources they have for coping with them. Symptoms of stress in teachers can include anxiety and frustration, impaired performance, rupturing, interpersonal relationships at work and home.

Table 7: Shows whether the Teachers have any imbalance between demands at work and resources they have to cope to.

Response	Frequency	Percentage
Agree	20	67%
Disagree	10	33%
Total	30	100%

Source: Primary data 2011

According to table 7 above (67%) of the respondents agreed that they have experienced an imbalance between demands at work and resources they cope to. While (33 %) of the respondents disagreed about the imbalance between demands. It is clear that individuals differ in balance and resistance to stress. Other people, some times referred to as self healers, are able to function effectively in the face of intense, ongoing stress. (Friedman, Hawley, & Tucker, 1994).

4.2.4. Evidence of Impaired Performance as A result Of Stress

According to Blumenthal (2003) Stress is necessary to enhance performance but once it reaches a level of acute discomfort, it is harmful and counter productive. Stress causes dysfunction in multiple areas. The dysfunction extends into the organizational world and leads to decreased productivity.

Table 8: Shows whether Teachers observe impaired performance due to Stress.

Response	Frequency	Percentage
Agree	25	83%
Disagree	5	17%
Total	30	100%

Source: Primary data 2011

According to the table 8 above, (83%) of the respondents agreed that they observed impaired performance due to stress. While (17 %) of the respondents disagreed about observing impaired performance due to stress.

It is important to recognize when stress levels are out of control, The most dangerous thing about stress is how easily it can creep up on you. It starts to feel familiar –even normal hence not observing impaired performance, which is highly associated with effects on the mind, body and behavior in many ways causing impaired performance although everyone experiences stress differently.

4.2.5 Stress and Physical Ailments

Richard Gross (et al 2004) Stress produces emotional strain affecting a persons' physical and mental condition.(Many physical ailments are caused or worsened by stress, including, heart disease, insomnia, obesity, eczema, digestive problems, depression, autoimmune diseases, to mention),

Role conflict has also been shown to be associated with physical illness like cardiovascular disorders and peptic ulcers.

Table 9: Shows whether the Teachers have experienced physical ailments due to stress.

Response	Frequency	Percentage
Agree	28	93%
Disagree	2	7%
Total	30	100%

Source: Primary data 2011

According to table 9 above (93%) of the respondents agreed that they experienced physical ailments due to stress. While (7 %) of the respondents disagreed about having experienced physical ailments due to stress.

It has been found out that there is evidence that stress has adverse effects on the physical health of an individual (Kaprio etal, 1987 miller 1983). Stress causes both physical and emotional ailments like, ulcers, severe headaches, Diabetes, Hypertension, Pneumonia, to mention.

4.3. Impact of Stress

Kyriacon (1992) highlighted the reasons for the concern with levels of teacher stress as the mounting evidence that prolonged occupational stress to both mental and physical ill health.

The researcher therefore investigated how stress has negatively affected teachers in secondary schools.

Table 10: shows whether the respondents experience any Stress reactions

Response	Frequency	Percentage
Agree	30	100%
Disagree	-	0
Total	30	100%

Source: Primary data 2011

From table 10 above the respondents (100 %) agreed to have experienced reactions to stress at work.

Adamson (2002) asserted that the most common reaction to stress are in form of defense mechanisms which include rationalization, projection, displaced anger, reaction formation, compensation and repression, to mention .

Stress reactions can either be positive or negative, the latter changes moods, affects productivity, relationships and quality of life.

4.3.1. Psycho Social Effects of Stress on Teachers'

The following are some cognitive, emotional and behavioral effects of stress; Memory problems, inability   to   concentrate,   poor   judgment,   negativity,   constant worries,moodiness,irritability,agitation,loniliness,depression,Nervioushabits, procrastinating, to mention.

The study investigated the effects of stress on the teachers' in the three selected secondary schools' as follows.

Table 11: Shows psychological reaction to Stress by respondents

Psychological reactions	Frequency	Percentage
Hostility and aggression to others	9	30%
Distortions thinking	9	30%
Use of defense mechanisms	6	20%
Depression	6	20%
Total	**30**	**100%**

Source: Primary data 2011

From table 11 above, (30%) of the respondents reacted to stress by becoming hostile and aggressive to others, (30%) reacted to stress experiencing distortions of thinking while (20 %) experienced depression and another (20%) Used defense mechanisms due to stress situations.

Keeping in mind that psychological reaction to stress can also cause medical problems, experiencing any warning signs it's important to seek a doctors evaluation. So as to determine stress related reactions.

4.3.2. Stress and behavioral consequences.

According to Epstein (2000) tangible consequences include sabotage, withdrawal behaviors, diminished productivity and general acting cynical or mistrustful can all represent behavioral consequences of stress. People under extreme conditions of stress show disorganized behaviors.

The study therefore investigated whether stress had behavioral consequences.

Table 12: Shows the behavioral consequences of stress by respondents

Behavioral consequence	Frequency	Percentage
Decrease in performance	9	30%
Avoidance of stress cause	15	50%
Passivity	3	10%
Becoming hyperactive	3	10%
Total	30	100%

Source: Primary data 2011

From table 12 above, majority of the respondents (50%) tried to avoid stress while (30%) experienced a decrease in their performance.

The rest (10%) experienced passivity and (10%) became hyperactive as a result of stress at work.

These are some of the behavioral consequences of stress, eating more or less, sleeping too much or too late, isolating your self from others, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, Nervous habits like pacing.

The respondents also stated that stress at times encouraged them to be alert and work upon their duties.

Teachers' also said this behavior is possible once stress is still at a low level.

4.3.3. Effects of stress on the teachers' motivation to work.

According to Desseler (2000) organizational job stress has consequences which include reduction in the quality of job performance, increased absenteeism and employee turnover.

The study therefore sought to establish if this was the case for secondary school teachers.

Table 13: Shows the impact of stress on the respondents

Effect	Frequency	Percentage
Absenteeism and high level of sickness	8	26.7 %
Reduced productivity	15	50 %
Increased conflicts among workmates	4	13.3 %
Increased sickness	3	10 %
Total	**30**	**100 %**

Source: Primary data 2011

Basing on the results in table 13, above, majority respondents (50 %) had the effects of reduced productivity, (26.7%) experienced absenteeism and high levels of sickness, and (13.3 %) experienced increased conflicts among their workmates

While 10% suffered increased sickness.

Achievement stress, triggered by school tasks is a learned inappropriate habit, which impairs school performances.

However low commitment, stress and job satisfaction have an impact on turnover and performance in schools.

4.4. Solutions to Stress Management

Management may be concerned when employees experience low to moderate levels of stress the reasons may be that high levels of stress may be lead to dysfunction and reduced employee performance.

The study therefore investigated whether there were any provisions for managing stress in schools.

Table 14: Shows whether the schools' have a Stress management programme.

Response	Frequency	Percentage
Agree	0	0%
Disagree	30	100%
Total	**30**	**100%**

Source: Primary data 2011

According to table 14 above, all respondents (100 %) admitted that the administration of Maddox secondary school, Modern secondary school and Camel secondary school respectively, do not have a stress management program.

This implied that the respondents only relied on individual strategies to manage their stress on work.

According to robins (2002) a useful instrument to eliminate stress is to establish flexible working schedules in which options are given reading the starting and ending, working hours per day, numbers of days worked per week and so on. Implementation of organizational development programmes should focus on employees' wellbeing.

4.4.1. Application of the four strategies that help individuals copes with stress.

According to Hill (2001) there four strategies that can help individuals deal with stress. Appropriate behaviors, these range from dealing with the sources of stress, relaxation, exercises and sports.

The study therefore investigated whether teachers' had individual stress coping mechanisms.

Table 15: Shows how individual respondents manage and cope with stress

Coping strategy	Frequency	Percentage
Obtain regular exercises	6	20%
Resist working long hours	12	40%
Seek for counseling	5	16.7%
Maintain a healthy	7	23.3%
Total	**30**	**100%**

Source: Primary data 2011

From the results in table 15.above, majority of the teachers' (40 %) resist working long hours as a coping mechanism.

(23.3%) of the respondents reported that they maintain a healthy diet,

(20%) obtain regular exercise

While (16.7%) seek for counseling in order to manage and cope with their work stress.

However they also reported that they utilize their free time by visiting friends, have enough sleep and rest especially over the weekends.

 When the teachers' were asked to suggest the recommendations that can reduce stress in the organization, they recommend the following;

The teachers suggested that the organization should organize outings where the employees can interact, relax and enjoy.

The respondents also suggested that work overload should be reduced and extra pay to encourage them.

They suggested that the organizations should establish flexible working schedules that enables the employee and gives him or her ample time for rest.

The teachers also suggested that the bosses should give realistic time when the work is needed.

Others suggested that the schools' should introduce training in stress management while others suggested training in courses like computer that at times sources of stress at work. The teachers also suggested that the school should ensure job security for their employees.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the discussion of the major findings, conclusion and recommendations.

The chapter also gives a summary of findings and areas for further research study.

It is presented based on the study objectives as discussed earlier.

5.1. Summary of findings and Discussions

The study aimed at assessing the impact of stress on teachers' performance in secondary schools. The study hypothesis was based on finding out the effects, causes and management strategies to cope with stress at work. It further aimed at assessing the individual's reactions to stress and their recommendations for reducing stress.

According to findings, it revealed the majority employees were female represented by 60%, of the age range between 20-29, while 40% were men. The study further established that the majority respondents were of a young and tender age. This attributed to demanding work that required people who were dedicated and eager to work.

From the findings, the study revealed that the majority employees were of the age 20-29 (60%) followed by 30-39 (30%) and 40-49 (10%).there was no employee with the age range of 50 and above a fact attributed to the nature of the job they were doing that required young people who are in most cases dedicated and ready to work for long hours and handle stress related reaction at work. also from the findings, it was revealed that the majority employees had worked between 2-5 years (50 %) those who worked for more than eight years and 10% for those who had worked for eight years and above. This kind of distribution was attributed to stress effects especially after some time, they realize and decide to change their jobs and therefore new employees are recruited.

This is in line with frost (2003) who said that employees may also quit their jobs as a result of stress leading to new recruitments in organizations which is also costly. From the findings, it was revealed that stress existed among the employees. This was in line with Elizabeth (2004) who said that stress exists in all occupations but some are more stressful than others.

5.1.1 Prevalence and causes of stress among Teachers

According to the findings teachers' in the selected secondary schools' were experiencing stress. This was because many teachers find the demand of being professional educators difficult and stressful.

According to the findings, all the respondents (100%) agreed that they have experienced stress at work. this was not a surprise since stress is not new especially in the work environment and more so the education industry.

When respondents were asked to state the cause of stress they gave the following: Technology especially the use of computers, role conflicts and role ambiguity, lack of control over their jobs, job insecurity, the work environment especially the physical setting and work over load through working for long hours.

The findings revealed that the major cause of stress in selected secondary schools' is among others working for long hours.

This was supported by Desseler (2000) who asserts that the role of work overload, defining work overload in two ways. Qualitative overload where the work is too difficult or demands excessive attention and quantitative overload when one is having too much work to do.

This is associated with anxiety and frustration leading to stress.

On the causes of stress were technology especially use of computers, Job insecurity and the work environment.

5.1.2. Teachers' experience to Stress reactions

According to the findings, respondents agreed to have experienced reactions to stress at work.

Stress reactions can either be positive or negative, the latter changes moods, affects productivity, relationships and quality of life.

The findings further established that the employees of the selected schools' had experienced reactions against stress. This was in line with Grambane (2001) who grouped individuals' reaction to stress in three categories of physiological, behaviour and cognitive reactions.

The study also revealed that employees react to stress psychologically by being hostile and showing aggressive behaviors to others and stress also distorts their thinking.

The reactions of stress were also revealed by James (2000) who said that individual employees react to stress by expression of overt hostility in form of aggression towards other people and animate objects.

He further said that aggression occurred when individuals felt stressed and frustrated and could not find a solution.

Other psychological reactions were frequent through use of defense mechanism which others could develop depression. The employees' behavioral reaction to stress revealed to be avoidance of stress cause and reduced/decrease in performance. This is supported by Grambane (2001)

5.1.3. The impact of stress on the teachers'

Basing on the majority respondents (50 %) had the effects of reduced productivity, (26.7%) experienced absenteeism and high levels of sickness, and (13.3 %) experienced increased conflicts among their workmates While 10% suffered increased sickness.

Achievement stress, triggered by school tasks is a learned inappropriate habit, which impairs school performances. However, low commitment, stress and job satisfaction have an impact on turnover and performance in schools.

From the findings it was further established that the major effect of stress on the employees is reduced productively.

5.1.4 Psycho Social Effects of Stress on Teachers'

According to the findings, (30%) of the respondents reacted to stress by becoming hostile and aggressive to others, (30%) reacted to stress experiencing distortions of thinking while (20 %) experienced depression and another (20%) Used defense mechanisms due to stress situations.

Keeping in mind that psychological reaction to stress can also cause medical problems, experiencing any warning signs it's important to seek a doctors evaluation. So as to determine stress related reactions.

5.1.5. Stress and behavioral consequences.

According to Epstein (2000) tangible consequences include sabotage, withdrawal behaviors, diminished productivity and general acting cynical or mistrustful can all represent behavioral consequences of stress. People under extreme conditions of stress show disorganized behaviors.

Basing on the findings, majority of the respondents (50%) tried to avoid stress while (30%) experienced a decrease in their performance.

The rest (10%) experienced passivity and (10%) became hyperactive as a result of stress at work.

Some of the behavioral consequences of stress, eating more or less, sleeping too much or too late, isolating your self from others, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, and Nervous habits like pacing.

5.1.6. Solutions to Stress Management

According to the findings, respondents (100 %) admitted that the administration of Maddox secondary school, Modern secondary school and Camel secondary school respectively, do not have a stress management program.

This implied that the respondents only relied on individual strategies to manage their stress on work.

According to robins (2002) a useful instrument to eliminate stress is to establish flexible working schedules in which options are given reading the starting and ending, working

hours per day, numbers of days worked per week and so on. Implementation of organizational development programmes should focus on employees' wellbeing.

5.1.7. Application of individual stress coping mechanisms.

Basing on findings, majority of the teachers' (40 %) resist working long hours as a coping mechanism.

(23.3%) of the respondents reported that they maintain a healthy diet,

(20%) obtain regular exercise

While (16.7%) seek for counseling in order to manage and cope with their work stress.

However they also reported that they utilize their free time by visiting friends, have enough sleep and rest especially over the weekends.

The findings also revealed that the schools' have no stress management programme.

The findings revealed that the employees stressed that they resist working for long hours in an attempt to manage stress, as supported by Grabane (2001), who says that time management, planning and avoiding stressful situations help an individual to manage his or her stress. Other strategies used by these employees included regular training exercises, maintaining a health diet.

These strategies are also in line with Richard (2000) who says that physical exercise is generally useful in reducing the incidence of stress related illness. Richard asserted that exercise can reduce depression and boost of self esteem.

5.2. Conclusion

It is hard to tie down a strict definition of stress due to the subjective nature of the definition. Stress as a reaction that results in both negative and positive emotions then "teachers have been identified as an occupational group that functions under a high level of stress" (Malik & Mueller 2000).This stress is caused by many factors such as time pressures, poor student motivation, poor working conditions and conflict with colleagues.

Now, while it may be true that teachers are under no more or less stress than certain other professionals, they are in unique position that this stress has direct influence on the lives

of young people they are there to teach. Of concern is that stress can significantly impair the teachers/pupil relationship reducing both quality of teaching and teachers commitment to their pupils.

Teachers experiencing stress tend to be caught up in vicious circle where they are fatigued due to the time pressures that they are under and so do not take advantage of free time if they have any, which only creates more time pressure for them. They may loose their concentration and creativity leading to poor motivated students who are only a factor, through no fault of their own, in causing more stress for the teacher and exacerbating the problem and so the circle turns.

The aim to reduce teachers stress levels is one of the most challenges facing education and to go about this we need to develop climate in our schools where stress is seen as an interesting and understandable and up to a point an inevitable accompaniment to high levels of both formal and informal, of most if not all staff rooms.

5.3 Recommendations

The findings from the study revealed that stress existed and affected employees; this is where the employees tried to avoid the causes of stress there by dodging their work and absenteeism.

Stress management involves controlling and reducing the tension that occurs in stressful situations by making emotional and physical changes.

Therefore the following recommendations can reduce/manage stress among teachers' both in personal and professional lives and even the school administration;

Since every one has a unique response to stress, there is no "one size fits all" recommendation to managing stress, although it is vital to note that the following six

stress management recommendations and strategies are healthy ways of dealing with stress among others,

Avoiding unnecessary stress: There are a number of stressors in teachers' lives that can be eliminated, like knowing individual limits and sticking to them both in a personal and professional life, which involves not taking more than you can handle.
Avoiding people who stress, taking control of the personal environment.

Altering situations: when a stressful situation can't be avoided, try to alter it, by figuring out what to do to change things so that the problem does not present itself in the future. Often this involves changing the way of communication and operation in the daily life. For example expressing feelings, being willing to compromise and being assertive.

Adapting to the stressor: when a stressor cannot change, change your self by adapting to the stressful situation and regaining a sense of control hence changing expectations and attitude. For example, looking at the bigger picture, adjusting standards, focusing on the positive and adjusting personal attitude.

Accepting things you can't change: this involves not trying to control the uncontrollable like the behaviors of others; looking for the upside "what doesn't kill us makes us stronger". Looking at opportunities for personal growth and even learning to forgive.

Making time for fun and relaxation: this involves self nurturing, a better place to handle life life's stressors when they inevitably come. Not getting caught up in the hustle and bustle of life that to attention is given to individual needs. Through setting aside relaxation time, connecting with others, doing some thing enjoyable daily, keeping a sense of humor and learning the relaxation response.

Adopting a healthy life style: by strengthening physical health, through exercising regularly, eating a healthy diet, reducing caffeine and sugar, avoiding alcohol, cigarettes and drugs and getting enough sleep.

Setting up programmes that can handle stress; like workshops where employees are equipped with skills and stress management. Peer counseling among workmates.

Flexible work schedules; by analyzing schedules, responsibilities and daily tasks, by also distinguishing between the "should" and the "musts."

Observing time management; managing time better, proper time management which necessitates calmness and being focused.

Enhancement of professional counseling and on job training as a form of motivation

Employees should target people with the required skills; therefore job analysis should be critical in the selection of employees.

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APPENDICES

APPENDIX 1: QUESTIONAIRE

QUESTINAIRE FOR SELECTED SCHOOLS IN KYENJONJO DISTRICT

[Maddox senior secondary school, Modern secondary school and Camel secondary school].

STRESS AND TEACHERS' PERFOMANCE

Dear employee,

I am currently doing research on Stress and teachers' performance in secondary schools, and will generally assess its impact on all employees in the organization. I do kindly request you to complete the questionnaire carefully and honestly. The information required is purely for academic purposes and it will be kept confidential. Please tick and fill in appropriately in the boxes and purposes provided;

Section A (Demographic Information)

1. GENDER
   - ❖ Male ☐
   - ❖ Female ☐

2. AGE GROUP (IN YEAR)
   - ❖ 20-29 ☐
   - ❖ 30-39 ☐
   - ❖ 40-49 ☐
   - ❖ 50-55 ☐

3. HOW LONG HAVE YOU BEEN EMPLOYED IN THIS PLACE?

- ❖ Less than one year ☐
- ❖ 2-5 years ☐
- ❖ 5-8 years ☐
- ❖ 8 years and above ☐

To which classes are you attached?..

Section B (Stress and Employees)

4. DO YOU ENJOY TEACHING?

- A. Strongly Agree ☐
- B. Agree ☐
- C. Disagree ☐
- D. Strongly Disagree ☐

5. HAVE YOU EVER EXPERIENCED A BURN OUT AT YOUR PLACE OF WORK?

- A. Strongly Agree ☐
- B. Agree ☐
- C. Disagree ☐
- D. Strongly Disagree ☐

6. IS THERE ANY IMBALACE BETWEEN DEMANDS AT YOUR PLACE OF WORK AND RESOURES THAT YOU HAVE TO COPE TO?

- A. Strongly Agree ☐
- B. Agree ☐
- C. Disagree ☐
- D. Strongly Disagree ☐

7. DO YOU SOME TIMES OBSERVE IMPAIRED PERFOMANCE?

A. Strongly Agree ☐

B. Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

Section C (Causes of stress)

8. DO YOU AGREE THAT TEACHING CAN BE A STRESS FACTOR?

A. Strongly Agree ☐

B Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

9. DO YOU SUFFER FROM SOME PHYSICAL AILMENTS?

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

11. COULD YOU PLEASE NAME SOME PHYSICAL AILMENTS?

....

....

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....

12. DO YOU THINK FRUSTRATION COULD BE ONE OF THE CAUSES OF STRESS AMONG TEACHERS?

A. Strongly Agree ☐

B. Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

11. IS IT TRUE THAT SOME TEACHERS SUFFER FROM STRESS BECAUSE OF THEIR PERSONALITY?

A. Strongly Agree ☐

B. Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

12. DO YOU RECEIVE CLEAR GUIDELINES ABOUT YOUR ROLES?

A. Strongly Agree ☐

B. Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

IMPACT OF STRESS

13. Section E (Psychological Impact)

A. Hostility and aggression to others ☐

B. Distorted thinking ☐

C. Frequent use of defense mechanisms ☐

D. Depression ☐

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14. Any other Psychological impacts?

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15. Section F (Behavioral Impact)

A. Decrease in performance   ☐

B. Avoidance of the stress   ☐

C. Passivity   ☐

D. Become hyperactive   ☐

16. Any other Behavioral impacts?...

....

....

....

17. WHAT EFFECTS DID STRESS LEAD TO?

A. Absenteeism and high level of sickness   ☐

B. Reduced productivity   ☐

C. Increased conflict among work mates.   ☐

D. Increased sickness   ☐

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18. DOES YOUR ORGANIZATION /SCHOOL HAVE A STRESS MANAGEMENT PROGRAM?

    A. Strongly Agree   ☐

    B. Agree   ☐

    C. Disagree   ☐

    D. Strongly Disagree   ☐

19. IF YOUR ANSWER IS, AGREETO NUMBER SIX, STATE ANY PROGRAM

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....

20. AS AN INDIVIDUAL, HOW DID YOU MANAGE /COPE WITH STRESS?

    A. Obtain regular exercise   ☐

    B. Resist working long hours   ☐

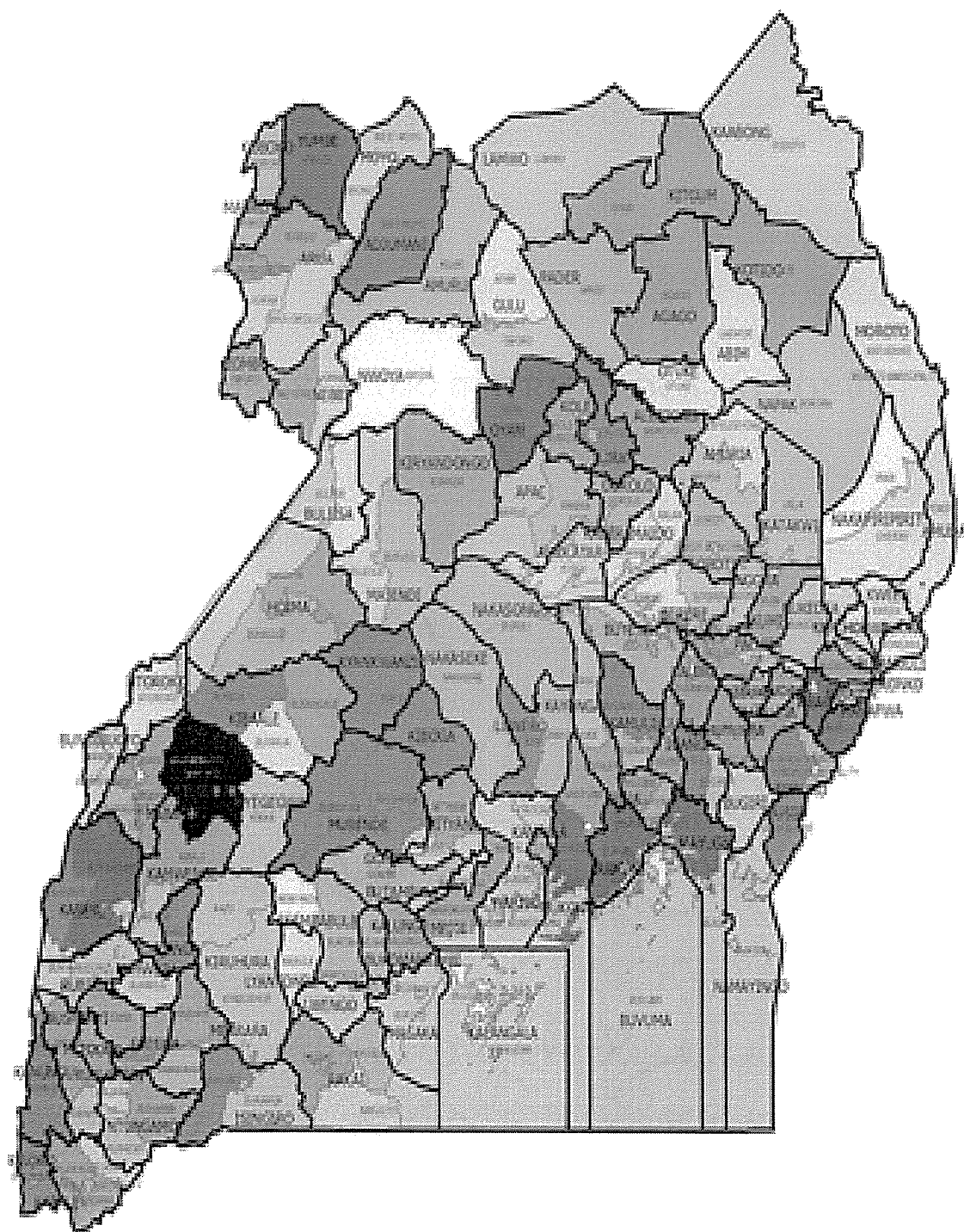   C. Seek counseling   ☐

    D. Maintain a healthy diet   ☐

21. WHAT RECOMMENDATIONS DO YOU SUGGEST TO REDUCE STRESS IN YOUR ORGANIZATION /SCHOOL?

....

....

....

APPENDIX II: KYENJOJO DISTRICT LOCATION ON THE UGANDA MAP.

KEY

KYENJOJO