

# **STRESS MANAGEMENT AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS OF KANUNGU DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE MASTER OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

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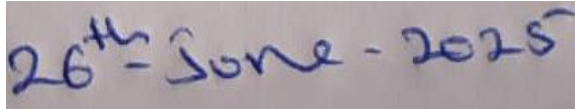
## DECLARATION

I, Arineitwe Stellah (Rev), thus certify that I am the research dissertation's author and that the dissertation fully discloses and acknowledges any support I got during its creation. Additionally, I have included citations for all the sources I consulted to get the data, concepts, or quotes.

Signature



Date



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### APPROVAL

The degree of master of Education in Administration and Planning requires completion of this dissertation, which has been approved by the undersigned. I approve of the dissertation's submission as the candidate's supervisor.

Signature.....*Tumwesigye*.....

Date.....*30/06/2025*.....

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(SUPERVISOR)

## DEDICATION

I dedicate this dissertation to my loved ones. May the All-Powerful God keep keeping you all safe and blessed.

## ACKNOWLEDGEMENT

The Almighty God for the gift of life and education. Thank you, lord.

I would like to express my sincere gratitude to my supervisor, Dr. Alice Jossy Kyobutungi Tumwesigye, for all of her help and advice throughout the research process. I learnt a lot and expanded my experience. I appreciate you for taking the time to make sure that my work is successful. Thank you and God bless you.

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To my husband, who is also my greatest friend and companion in prayer. I appreciate your unwavering support in helping me realize my dream and for being my pillar of strength and confidence. I am more courageous and able to remain faithful in all that I do because of your prayers.

Glory be to the Lord

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES .....	x
LIST OF FIGURES.....	xi
LIST OF ABBREVIATIONS.....	xii
ABSTRACT .....	xiii
CHAPTER ONE .....	i
INTRODUCTION .....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Problem Statement.....	5
1.3 Purpose of the Study .....	5
1.4 Research Objectives .....	6
1.5 Research Questions.....	6
1.6 Scope of the Study .....	<b>Error! Bookmark not defined.</b>
1.6.1 Geographical Scope.....	<b>Error! Bookmark not defined.</b>
1.6.2 Content Scope .....	6
1.6.3 Time Scope .....	<b>Error! Bookmark not defined.</b>
1.7 Justification of the Study .....	7
1.8 Significance of the Study .....	7
CHAPTER TWO .....	9
LITERATURE REVIEW .....	9

2.0 Introduction.....	9
2.2 Concept of Stress Management.....	10
2.3 Concept of Teachers’ Performance .....	12
2.4 Effect of individual stress management on teacher performance .....	14
2.5 Effect of organizational stress management on teacher performance .....	17
2.6 Effect of emotional focused stress management on teacher performance .....	23
2.7 Research gap .....	27
<b>CHAPTER THREE .....</b>	<b>28</b>
<b>METHODOLOGY .....</b>	<b>28</b>
3.0 Introduction.....	28
3.1 Research Design.....	28
3.2 Study population .....	28
3.3 Sample Size .....	29
3.4 Sampling Procedures .....	30
3.4.1 Random sampling techniques .....	30
3.4.2 Purposive sampling techniques .....	30
3.6 Data Collection Methods .....	30
3.6.1 Structured interviews .....	31
3.6.2. Structured questionnaire .....	31
3.7 Data collection instruments .....	31
3.7.1 Interview guide .....	31
3.7.2 Self-administered questionnaires .....	32
3.8 Data quality control.....	32
3.8.1 Validity .....	32
3.8.2 Reliability.....	32

3.9 Data analysis .....	33
3.10 Ethical Considerations.....	33
3.11 Limitations of the study and how they were handled.....	33
3.12 Referencing style .....	34
<b>CHAPTER FOUR.....</b>	<b>35</b>
<b>DATA PRESENTATION AND INTERPRETATION OF FINDINGS .....</b>	<b>35</b>
4.0 Introduction.....	35
4.1 Response rate.....	35
4.1.1 Respondents' bio data.....	35
4.2 Effect of individual stress management on teacher performance in secondary schools of Kanungu district .....	37
4.2.2 Correlation results on the effect of individual stress management on teacher performance in secondary schools of Kanungu district.....	40
4.3 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district .....	40
4.3.2 Correlation results on the effect of organizational stress management on teacher performance in secondary schools of Kanungu district.....	43
4.4.2 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district .....	47
<b>CHAPTER FIVE.....</b>	<b>51</b>
<b>DISCUSSION OF FINDINGS .....</b>	<b>51</b>
5.0 Introduction.....	51
5.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district .....	51
5.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district .....	53

5.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district .....	55
<b>CHAPTER SIX</b> .....	58
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS</b> .....	58
6.0 Introduction.....	58
6.1 Summary of findings .....	58
6.1.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district .....	58
6.1.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district .....	58
6.1.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district .....	58
6.2 Conclusion .....	59
6.2.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district .....	59
6.2.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district.....	59
6.3 Recommendations .....	60
6.3.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district .....	60
6.3.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district.....	60
6.3.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district .....	61
6.4 Areas of further study .....	61
<b>REFERENCES</b> .....	62
<b>APPENDICES</b> .....	66

<b>APPENDIX A: QUESTIONNAIRE .....</b>	<b>66</b>
<b>APPENDIX B: INTERVIEW GUIDE .....</b>	<b>70</b>
<b>APPENDIX C: SAMPLE SIZE DETERMINATION USING KREJCIE AND MORGAN TABLE. .</b>	<b>71</b>

## LIST OF TABLES

Table 1; Gender of the respondents.....	35
Table 2 Effect of individual stress management on teacher performance in secondary schools of Kanungu district.....	38
Table 3 Correlation results on the effect of individual stress management on teacher performance in secondary schools of Kanungu district.....	40
Table 4: Effect of organizational stress management on teacher performance in secondary schools of Kanungu district.....	41
Table 5 Correlation results on the effect of organizational stress management on teacher performance in secondary schools of Kanungu district .....	44
Table 6: Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district.....	45
Table 7 Correlation results on the effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district.....	48

## LIST OF FIGURES

Figure 1; Age of the respondents.....	36
Figure 2; Education level of the respondents .....	37

## LIST OF ABBREVIATIONS

ABC	Activating event, Beliefs, Consequences
EAPs	Employee assistant programs
ILO	International Labour Organization
US	United States

## ABSTRACT

The study looked at how teachers' performance in secondary schools in the Kanungu district was affected by stress management. The study's goals were to determine the impact of emotionally oriented stress management on teacher performance, the impact of organizational stress management on teacher performance, and the impact of individual stress management on teacher performance. Data were gathered by questionnaires and interviews in a cross-sectional research approach. The results of a study on the impact of personal stress management on the performance of teachers in Kanungu district's secondary schools primarily showed that the teachers' dietary choices helped them feel less stressed and perform better, indicating that stress levels and general performance were greatly influenced by the food choices they made. The study's findings on the impact of organizational stress management on teacher performance in Kanungu district's secondary schools primarily showed that effective communication channels in the classroom enhanced performance. Additionally, the study's findings on the impact of emotionally focused stress management on teacher performance in Kanungu district's secondary schools demonstrated that teachers adhered to the schedule and carried out their duties as expected because a clear schedule helps teachers better manage their time and workload, creating a more orderly and productive work environment. The study suggests that, in order to ensure that regular performance reviews that provide constructive feedback and identify areas for growth are implemented, teachers should be better motivated by offering incentives beyond their base pay. Teachers should also participate in social events like holiday parties and picnics to strengthen relationships among coworkers, foster a supportive work environment, and encourage relaxation and enjoyment to lower stress and boost performance.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter introduces the study and looks at its history, problem statement, purpose, objectives, justification, importance, study scope, and conceptual framework.

#### 1.1 Background of the Study

##### 1.1.1 Historical background

Selye discovered stress in 1935, but since the 1930s, when there was a great deal of interest in the stability of biological systems, it is commonly acknowledged in almost all human discourses about life and health that stress is a generic, non-specific response. Nowadays, stress is widely acknowledged as a hypothesis to explain human behaviour in contemporary industrial society. In the 1990s, stress served as a unifying paradigm for physiologists to comprehend how biological life interacts with its surroundings. As to the 2005 International Labour Organization (ILO) report, there is a growing globalization of occupational stress that impacts all nations, professions, and worker categories, including blue-collar and white-collar workers, families, and society at large. Additionally, it shows that forty percent of American workers think their occupations are very stressful. Serious financial expenditures as well as health issues have been connected to occupational stress and its impacts, which include staff conflicts, problems hiring and retaining personnel, burnout, absenteeism, lawsuits, rapid turnover, and a lack of job satisfaction. Americans have been spending an increasing amount of time at work during the past thirty years.

According to the International Labor Organization (1997), American workers put in twice as many working weeks as their Japanese counterparts. The current economic downturn, which led to layoffs and corporate downsizing, has compelled businesses to accomplish more with fewer workers, frequently increasing workloads and stress levels for the surviving staff members. Although a certain amount of stress at work is normal, it can have detrimental impacts on both individual and organizational performance.

The importance of teachers' roles at all levels is acknowledged by Becker, Moen, and Voydanoff, as quoted in Wright (2002); yet, these roles are limited by a variety of issues and challenges. Teachers may experience stress as a result of the numerous demands they confront on both a personal and professional level. Teachers who are under stress might not perform their jobs and responsibilities to the expectations. Teachers' perceptions of themselves and their performance at work are impacted by stress, and job unhappiness breeds burnout and lowers performance in both the individual and the classroom.

### **1.1.2 Theoretical background**

This study made use of Fred Fiedler and Joe Garcia's (1987) Cognitive Resources Theory. In essence, the idea contends that leaders struggle to reason critically and logically when under stress because stress is the enemy of rationality. Furthermore, a leader's efficacy in high- and low-stress circumstances depends differently on their knowledge and experience. According to Fiedler and Garcia (1987), a leader's experience correlates favorably with high stress but unfavorably with low stress, and their intellectual capacity has a good correlation with low stress performance but a negative correlation with high stress. This suggests that whether or not a person's intelligence and experience improve their ability to lead in stressful situations depends on how stressed out they are. This demonstrates that in leadership roles, clever people perform worse than their less intelligent counterparts, and more experienced people perform worse than less experienced people under low stress (Stephen, 2003).

### **1.1.3 Conceptual background**

According to the cognitive idea, stress is any specific relationship a someone has with their surroundings that they believe to be stressful, beyond their capacity, or potentially harmful to their health. "The systematic application of strategies and techniques to counteract the harmful effects of stress on the body and mind" is how Antoni & Dhabhar (2019) define stress management. Their definition emphasizes the physiological components of stress and the necessity of taking preventative or preventive action to lessen or avoid its harmful effects.

Lazarus and Folkman (1984) defined performance as an employee's individual acts and behaviors as well as their collective values as a group within the organization. According to Loyalka et al. (2019), a teacher's performance is defined as their capacity to establish a supportive and stimulating learning environment, cultivate significant relationships with students, and assist students' advancement in their intellectual, social, and emotional development. As determined by student learning results, observations made in the classroom, and ongoing self-evaluation, Aguires (2016), nonetheless, clarifies teachers' performance as the display of successful instructional techniques, curriculum development, classroom management, and professional growth.

#### **1.1.4 Contextual background**

The performance and well-being of teachers are critical in the dynamic and demanding field of education (Graham et al., 2016). Teachers are very important in forming students' academic and personal development in African nations, and a variety of factors can have an impact on how effective they are in the classroom (Anderman & Klassen, 2015). Stress management is one important aspect that has attracted more attention recently. Secondary school teachers deal with a great deal of strain and difficulty on a daily basis. Their overall performance, their degree of job satisfaction, and eventually the caliber of instruction they provide can all be greatly impacted by their capacity to manage stress (Geiker et al., 2018).

Although the global discourse has influenced the understanding and application of stress management in Africa, it is important to recognize the variety of stressors that exist on the continent. African communities face particular stresses, such as unstable political environments, health-related problems, and economic difficulties (Bliese et al., 2017). African environments recognize the value of cultural sensitivity in stress management and frequently combine Western methodologies with indigenous knowledge in their stress management approaches (Gilmoor et al., 2019).

Over the past few years, Uganda's educational scene has seen tremendous upheaval. A larger initiative to raise the standard of education includes the implementation of stress management programs for teachers (Datzberger et al., 2015). Uganda's educational

system has had to contend with issues like a lack of teachers, scarce resources, and a quickly expanding student body. Teachers are under a great deal of stress as a result, which is why educational authorities are looking into stress management programs to improve teachers' wellbeing and, in turn, their performance (Altbach et al., 2019).

Research on how stress management enhances an organization's capacity to deliver services was done by Izzat (2014). The study's findings showed that employee leisure has a major impact on the caliber of services they provide. Similarly, a research by David, John, and Richard (2012) to evaluate the work-related benefits of counseling indicated that stress management had a positive impact on the workplace as measured by the Workplace Outcome Suite measures. According to Ho (2020), life satisfaction and leisure satisfaction were significantly correlated, whereas stress and leisure pleasure were only weakly correlated. The study was titled "Stress, Health, and Leisure Satisfaction: Teacher Example."

Some secondary schools in the Kanungu district are currently dealing with problems like teacher shortages, large class sizes, and the need for professional development. These difficulties may greatly increase teachers' stress levels and emphasize the significance of efficient stress management techniques (Turyasingura et al., 2022).

Although stress management techniques such as counseling, work design, and training have been used by schools, including the secondary schools that were chosen, to improve teachers' performance, the instructors' complaints about stress-related problems persist (Education Department report, 2022). Some instructors claim they have never benefited from the measures in place, while others who have claim they were only helpful for a little period of time. Some teachers also appear to be unaware of any stress management techniques that the schools provide. In light of this, this study aims to clarify stress management and how it affects teacher effectiveness in this particular setting, which may have consequences for other educational environments like Uganda's.

## 1.2 Problem Statement

The poor academic performance is indicative of underlying issues related to the declining teaching quality in the districts (Zikanga et al., 2021). This could be due to several multifaceted factors such as burnout, inadequate policies, workload, and job role conflict with high levels of stress. With an average teacher-student ratio of 1:70, it becomes exceedingly challenging for teachers to provide individualized attention and engage students effectively (Ainebyona & Moses, 2021). Moreover, the high-stress environment, coupled with limited support systems, can result in teacher burnout, further impacting their performance. The high level of poor teacher performance not only affects the educational outcomes of students but also contributes to a disheartened, less motivated teaching workforce, high staff turnover, and low performance in institutions of education. In order to reverse the trend, the government has implemented a number of measures, including bettering teacher preparation, building classrooms, and putting the education standards agency's processes into practice (Turyasingura et al., 2022). The performance of teachers in a few Kanungu district secondary schools has been declining despite the implementation of various initiatives (Kanungu district Education department report, 2023). Furthermore, studies on the relationship between health, stress, job demands, and teacher efficacy have been conducted in New Zealand. One such study, conducted by Taylor et al. (2021), found that more than 59% of teachers considered teaching to be either very stressful or extremely stressful. The accumulation of various stressors and workload has a number of adaptive repercussions, according to Wiradendi's (2020) study on job satisfaction, stress, and coping mechanisms in the teaching profession. Despite the fact that several researchers have conducted studies on stress, none of them have really examined how stress management affects secondary school teachers' performance in the Kanungu district. Therefore, the issue of subpar performance in Kanungu district's secondary schools was expected to worsen and impede the district's progress if this condition was not resolved. The researcher set out to examine the effect of stress management on teachers' performance in secondary schools in the Kanungu district in order to offer suggestions for improving secondary school performance.

### **1.3 Purpose of the Study**

To investigate the effect of stress management on teachers' performance in secondary schools in Kanungu district

### **1.4 Research Objectives**

- i. To find out the effect of individual stress management on teacher performance
- ii. To examine the effect of organizational stress management on teacher performance
- iii. To establish the effect of emotionally focused stress management on teacher performance

### **1.5 Research Questions**

- i. What is the effect of individual stress management on teacher performance?
- ii. What is the effect of organizational stress management on teacher performance?
- iii. How does emotionally focused stress management affect teacher performance?

### **1.6 Scope of the Study**

#### **1.6.1 Geographical Scope**

The study was conducted at a few chosen secondary schools in the Kanungu District of the South Western region of Uganda. Since the schools' performance had deteriorated over time, they were chosen as a case study.

#### **1.6.2 Content Scope**

The scope of this study was limited to how stress management affected the performance of secondary school teachers in the Kanungu area, with particular attention to the impacts of organizational, emotional, and individual stress management.

### **1.6.3 Time Scope**

The focus of the ten-year study period, which ran from 2014 to 2023, was data. I was able to evaluate instructors' performance throughout the last 10 years because to this time period.

### **1.7 Justification of the Study**

The growing concern about diminished teacher productivity, rising absenteeism, and burnout associated with uncontrolled stress justifies the study on the impact of stress management on teachers' performance in secondary schools in Kanungu District. Teachers face numerous challenges, including heavy workloads, large class sizes, limited resources, and administrative pressures, which can significantly affect their mental well-being and overall performance. Understanding how effective stress management strategies can mitigate these challenges is essential for improving teachers' job satisfaction, retention, and instructional quality. The findings of this study provided valuable insights for school administrators, policymakers, and education stakeholders in designing targeted interventions to enhance teacher performance through supportive work environments and stress reduction programs.

### **1.8 Significance of the Study**

The results of this study will contribute to a deeper knowledge of depression and academic stress, as well as potential strategies for managing them to enhance students' academic performance in Ugandan public and private universities.

The results will also assist academic planners in implementing, introducing, and enhancing mental health programs for instructors and students in order to increase academic productivity and ultimately improve academic success for both people and educational institutions.

In order to create new pedagogy targeted at improving academic performance among secondary schools, the findings should be significant for academia.

Lastly, the study's conclusions will broaden our knowledge and comprehension of the ways that depression and academic stress impact academic achievement in Uganda's public and private sectors.

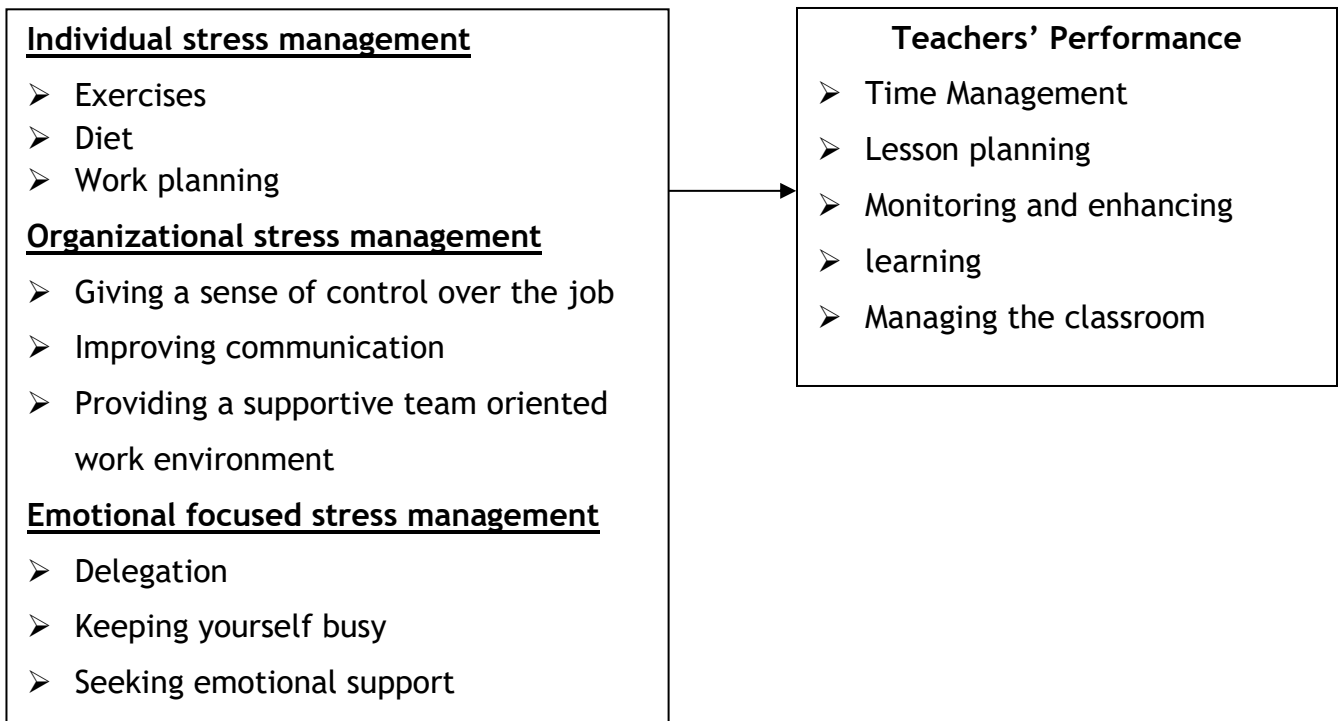
### 7.9 Conceptual framework

**Independent variable**

**Stress management**

**Dependent variable**

**Teacher performance**



**Source:** *The researcher (2024) made modifications to the adaptation from Ssebulime et al. (2022).*

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

An overview of pertinent literature regarding the subject of the study is included in this part. Under the variables that were identified in relation to the study objectives, this review was presented. Textbooks, online journals, newspapers, and other publications containing information about the topic were included in the literature review.

#### **2.1 Theoretical Review**

Stress management and teacher effectiveness were examined using the Fiedler and Garcia (1987) Cognitive Resources Theory. According to the belief, performance and stress go hand in hand, and that performance might not materialize without a certain amount of stress. Despite the theory's assertion that stress is the enemy of reason, it ignores the reality that a certain amount of stress is necessary for an individual to carry out a certain activity. But when it's too high, people perform less well as they can't function without stress. It is true that in order to complete any work that requires logical reasoning and critical analysis, stress may cause one to make poor conclusions.

According to the notion, an individual's working conditions vary based on their level of experience, whether they are in a high- or low-stress environment. For instance, someone may be able to handle the circumstance if they have lived somewhere for a long time, but there are also people who can function well under pressure, thus the hypothesis may not be accurate. People with less experience could assume that those with more experience do better under pressure, but because they take their time, they might not perform as well. Thus, in terms of stress and performance, this theory's arguments have both merits and drawbacks. Only when directed behaviour is combined with high intelligence in encouraging, low-stress environments does it lead to good performance. It goes on to state that performance and stress management are positively correlated in high-stress scenarios. There exists a positive correlation between a leader's intellectual capacity and their performance in low-stress conditions.

## 2.2 Concept of Stress Management

Stress management is "the process of actively seeking ways to reduce the negative effects of stressors, alleviate emotional distress, and promote overall psychological and physical well-being," according to Manosso et al. (2022). Their method places a strong emphasis on the cognitive assessment of stressors and the necessity of coping mechanisms for efficient stress management. However, stress management is defined as "the systematic application of strategies and techniques to counteract the harmful effects of stress on the body and mind" by Antoni & Dhabhar (2019). According to Antoni & Dhabhar (2019), stress management is "the systematic application of strategies and techniques to counteract the harmful effects of stress on the body and mind." This definition was followed by the study.

A variety of physiological, psychological, and environmental elements are included in the dynamic and multifaceted definition of stress (Lu et al., 2021). Interpersonal stressors like disagreements or social demands, environmental stressors like noise or pollution, and internal stressors like fears or personal expectations are just examples of the different ways that these stresses might manifest. According to Everly et al. (2019), stress is a subjective experience that differs from person to person depending on personal perspectives, coping strategies, and resilience. Additionally, the researchers contended that stressors can be even more prominent in educational settings, particularly in underdeveloped places like Kanungu District. In addition to dealing with internal stressors like high self-imposed expectations to succeed despite these limitations, teachers also have to manage external pressures like outdated textbooks and crammed classes. A more sophisticated and situation-specific approach to stress management is necessary due to the interaction of several stressor types.

Stress physiologically sets off a series of reactions in the body that are referred to as the stress response. This entails the release of stress hormones, including cortisol and adrenaline, and the activation of the sympathetic nervous system (RoaDueñas et al., 2021). These physiological adjustments help people deal with or flee from perceived threats by preparing the body for a "fight or flight" reaction. Although the acute stress response is an essential survival mechanism, prolonged stress exposure in the absence

of appropriate coping strategies can result in a variety of detrimental health outcomes, such as compromised immune systems, mental health disorders, and cardiovascular problems (Schreck & Tort, 2016). As a researcher, it is essential to look into the physiological effects of extended stress exposure in this field, in addition to the stressors that teachers encounter. Comprehending the correlation between long-term stress and the health outcomes of teachers will enable us to suggest more efficacious, comprehensive stress management approaches that give equal weight to their physical and mental welfare, ultimately resulting in enhanced productivity and career retention.

Psychologically, stress affects behaviour, emotions, and thought processes. It can show up as overwhelming, frustrated, or anxious sensations that interfere with focus, judgment, and general mental health. One's assessment of stressors how they see and understand the demands made of them is closely linked to their psychological experience of stress. What stresses one person out could seem like a reasonable challenge to another. As a result, the psychological reaction to stress is greatly influenced by individual characteristics, life experiences, and coping mechanisms (Szepsenwol & Simpson, 2019). It is crucial for researchers to draw attention to the psychological aspects of stress and how they profoundly affect behaviour, emotions, and thought processes. Psychological stress can take many different forms, such as emotions of overload, frustration, or anxiety. These manifestations have a direct effect on a teacher's capacity for focus, decision-making, and general mental health. These psychological impacts can make it more difficult for teachers to interact with students, run their classrooms efficiently, and uphold a happy, productive work atmosphere in educational environments.

In the grand scheme of things, stress is not always bad. It can act as a motivating factor, inspiring people to overcome obstacles and realize their objectives. "Eustress" is a term used frequently to describe this advantageous side of stress. Stress turns into "distress," though, when it becomes unmanageable, overpowering, or chronic, which can lead to a variety of physical and mental health problems. Effective stress management solutions that address the physiological, psychological, and environmental aspects of

this complex phenomenon require an understanding of the multidimensional nature of stress (Everly et al., 2019).

It is critical for researchers to recognize that stress is a multifaceted phenomenon and that it is not always bad. Stress can be a positive motivator for people to overcome obstacles and accomplish their goals. In some circumstances, this type of constructive stress, also referred to as "eustress," can promote development, creativity, and productivity. Stress can motivate teachers to try new things in the classroom, look for possibilities for professional growth, or effectively handle challenging learning conditions. It is imperative for researchers to acknowledge that stress, although commonly interpreted in a negative light, is multifaceted and encompasses both good and bad aspects. The good side of stress, or "eustress," can be a strong motivator, inspiring people to overcome challenges and go after their objectives. Teachers may use stress as a motivator to come up with innovative ideas, enhance their methods in the classroom, or pursue professional development when they are in an educational environment. Effective management of this kind of stress can result in increased productivity, personal growth, and job satisfaction for teachers.

### **2.3 Concept of Teachers' Performance**

Effective and meaningful teaching is facilitated by a diverse range of abilities, talents, and traits that teachers perform with. Fundamentally, the effectiveness of teachers is closely related to their capacity to support students' growth and learning inside the classroom (Kiyani et al., 2023). Instructional effectiveness, which involves creating and delivering relevant and engaging lessons that accommodate a range of learning styles and abilities, is a critical component of instructors' work performance. According to Kusumaningtyas and Setyawati (2015), this entails subject matter expertise, innovative pedagogy, and the development of a vibrant, welcoming classroom atmosphere that encourages critical thinking and active student participation. By using the Kanungu district as a case study, the current study addressed a potential gap in the literature on teachers' performance by focusing more on the effects of stress management on teachers' performance within the educational context.

A crucial aspect of teachers' work is managing the classroom, which entails establishing a structured and encouraging environment for learning. Maintaining order, dealing with behavioural issues, and fostering a secure and encouraging learning environment are all parts of effective classroom management (Hasbay & Altındag, 2018). An teacher's capacity to connect with kids, make enduring bonds with them, and exhibit compassion and understanding is essential to their effectiveness. Beyond scholastic success, this socioemotional factor affects students' general well-being and willingness to learn (Aguiles, 2016). Teachers in Kanungu District secondary schools sometimes deal with pressures like big class sizes, heavy workloads, and little resources, which may make it harder for them to run their classrooms efficiently. Emotional tiredness brought on by stress can make it challenging for teachers to show empathy, uphold healthy student relationships, and effectively handle behavioural issues. The current study addressed this issue and provided recommendations because it is common for studies to treat teacher stress and classroom management as distinct problems without carefully examining how stress management might help or hurt a teacher's ability to maintain a better performance in the classroom.

An integral component of an educator's work is their continuous professional growth. Effective educators participate in constant self-reflection, attend professional development programs, and stay current with breakthroughs in both education and science. Teachers who have a strong commitment to continuing learning are more flexible, resilient, and equipped to handle changing student demands as well as those in the classroom. Furthermore, formal assessment procedures are frequently used to evaluate instructors' effectiveness. These procedures may involve classroom observations, student assessments, and community service projects (Ajani, 2018). As a researcher, it is critical to stress that ongoing professional development and growth are the cornerstones of teachers' continued teaching quality, not merely extra components of their work. A dedication to lifelong learning is exhibited by successful teachers through regular self-reflection, involvement in professional development initiatives, and staying current with developing trends in education. Because of their commitment, instructors are able to adapt and persevere despite changing demands on their time

and a wide range of student requirements. In demanding settings such as secondary schools in Kanungu District, where teachers may face resource limitations and heavy workloads, teachers' capacity to grow professionally on an ongoing basis becomes crucial to sustaining their efficacy in the classroom.

Teachers' performance is, at its core, a dynamic and multifaceted concept that extends beyond the conventional measures of academic attainment. It includes both the science and the art of teaching, requiring a careful balancing act between interpersonal skills, instructional expertise, and a commitment to continuous professional development. Acknowledging and appreciating the diverse range of facets in teachers' work is essential to creating a supportive learning environment and promoting students' overall growth (Hasbay & Altındag, 2018). It is crucial for researchers to emphasize that teacher performance is a dynamic and multifaceted term that goes beyond traditional metrics of academic attainment. It entails a complex combination of instructional knowledge, interpersonal skills, and a persistent commitment to continual professional improvement; it is not just about test scores or grades. This all-encompassing perspective acknowledges that good teaching is an art that calls for not just subject-matter expertise but also the capacity to engage students, motivate them, and create a positive learning environment.

#### **2.4 Effect of individual stress management on teacher performance**

In a research on occupational stress in teachers, Siddiqui (2019) examined Hyderabad, India's public and private schools. She found that compared to their counterparts in private schools, female educators in public schools lack access to resources like cutting-edge technologies. This may be viewed in some respects as a factor that raises their stress level. Adigun & Mngomezulu (2022) developed the Urdu version of the Occupational Stress Scale, which was used to compare the occupational stress levels of private and public schools. A sample of 90 teachers, 90 from public schools and 90 from private institutions, were used by Siddiqui (2017). Nevertheless, the study omitted information about the research design as well as the entire population, making it impossible to determine whether the sample size was appropriate. As such, it is challenging to verify the study's findings. Alemu, Teshome, Kebede, and Regassa (2018)

looked at the stress experiences of student-teachers enrolled in the Postgraduate Diploma in Teaching program at Ethiopia's Haramaya University cluster centers. According to the study's findings, a sizable portion of student instructors in the field report experiencing high levels of stress.

According to Anbu's (2020) research on the stress that higher secondary school teachers face over the course of their careers, female teachers report higher levels of stress than their male colleagues. The rationale is that in addition to teaching children who are terminally sick, female educators also need to take care of their families. As a result, stress levels increase since they are unable to give job and home life equal weight. Married teachers at higher secondary schools have higher stress levels than single teachers because they are responsible for more in the community, at work, and at home. They are more capable of fulfilling all the demands made of them as a result, which increases their stress levels. Higher secondary education teachers employed by government schools face greater stress than their private school counterparts because government teachers are held more accountable to government officials and are required to fulfill regular tasks assigned by government departments and the administration. Consequently, there was proof that higher secondary school teachers in government schools were under a great deal of stress. In this inquiry, the survey method was applied. The sample consisted of two hundred postgraduate academics from public and private higher secondary schools in and around Nagercoil. Drs. Joseph and Dharmangadan created the Occupational Stress Inventory. There are 37 test items in total, with both positive and negative comments on a five-point rating system. The present study, however, did not look at stress management or the performance of secondary school teachers in the Kanungu district.

Antoniou et al. (2023) state that walking, jogging, swimming, cycling, playing football, and tennis are among the exercises that can help people manage stress. These are some particular strategies that people might use to lessen or better handle the inevitable chronic stress that comes with life. He goes on to say that biofeedback and meditation are examples of relaxation techniques that can help eliminate an immediate stressful situation or better manage a sustained stressful condition, such as lounging around

watching television. Health specialists advise people to take breaks from stress by exercising, relaxing, engaging in hobbies, talking to friends and family, learning to view problems from a different perspective that looks for the positive side of things, and using humor. As a researcher, you must draw attention to the useful strategies that Antoniou et al. (2023) found that can help people including teachers manage chronic stress. Walking, running, swimming, cycling, and team sports like tennis and football are examples of physical activities that not only help people decompress but also improve their general physical health. Endorphins are released during these activities, and since they can boost mood and relaxation, recommendations for how to improve secondary school teacher performance can be offered.

Certain foods, such as fruits, vegetables, legumes, and whole grains, can help lower stress levels. These foods aid in reducing stress-related cravings (Asaloei et al., 2020). Additionally, because they digest more slowly, they aid in blood glucose stabilization. According to the University of Maryland Medical Center, tyrosine, valerian, lemon balm, American and Siberian ginseng, and lemon balm are among the herbs and vitamins that may help reduce stress. But sometimes, natural items might have negative side effects or conflict with prescriptions. For example, ginseng can increase blood pressure and cause problems when combined with blood thinners. The American Heart Association also recommends avoiding a variety of foods and drinks. These consist of caffeine-containing foods and beverages such as tea, coffee, cola, chocolate, and drinks. These foods and beverages act as stimulants, which can make you feel more agitated and restless rather than helping you cope with stress. Alcohol is another beverage you should avoid since it makes it harder for you to fall asleep at night when your body needs time to recuperate from stress. It interferes with sleep and provides just brief moments of relaxation (Atmaca et al., 2020). It is imperative for researchers to recognize the impact of emotional stress on teachers' effectiveness. Because they digest more slowly, nutrient-dense foods like fruits, vegetables, legumes, and whole grains can help reduce cravings brought on by stress and normalize blood sugar levels (Asaloei et al., 2020). Maintaining stable energy levels and emotional equilibrium is essential, particularly in high-stress settings like schools.

It may be easier to handle the stress of the workplace when you approach each day with a positive outlook, appropriate planning, and a healthy diet (Kabuye, 2013). found that listening to music has a lot of advantages and can be a useful method of relieving stress after work. You can reduce your stress levels and be better equipped to interact with people in your life by listening to your favorite music on the drive home after a stressful day at work. Planning is essential to avoiding stress, according to Bastian et al. (2020). Being aware of prospective stressors and what to expect from them helps one get ready for them. Planning enables a person to better prepare for stressors in the event that they cannot be avoided. A vacuum exists in the literature because this study did not look into the effects of emotional-focused stress management, organizational stress management, or individual stress management on teacher performance. This disparity may pave the way for the creation of a more comprehensive strategy for stress management that improves teachers' health while simultaneously having a favorable impact on their performance and, ultimately, student outcomes.

Improving training and orientation programs will reduce stress-related employee turnover and provide a more competent and effective new staff. This is achieved by making sure that new hires receive the necessary job training and orientation to the company. According to Chandra and Qomariah (2020), proper training in conjunction with personal autonomy at work can greatly increase an individual's ability to withstand known stressors specific to their line of work. Furthermore, he claims that companies can reduce a considerable deal of stress by enhancing an individual's job fit through rigorous staff screening, selection, and placement. However, a study on stress management and teachers' performance in secondary schools in the Kanungu region was necessary in order to offer recommendations for improving teachers' performance.

## **2.5 Effect of organizational stress management on teacher performance**

Worldwide, both public and private institutions are aware of the impact that staff development and training has on total productivity. Research has been done on how training and development affect workers' and organizations' performance. Strong and positive relationships have been found by researchers such as Jeni and Al-Amin (2021) between an organization's success and its investment in staff development and training

programs (Kallerberg & Moody, 1994). There is substantial evidence in the literature that shows businesses that pursue good training have lower employee turnover. Comprehensive training and development initiatives have also been shown to have a positive correlation with productivity and lower employee intentions to leave the company (Laing, & Nguyen, 2022). Nguyen's (2020) research on the connections between training and development, job performance, job happiness, and young employee retention also demonstrated the beneficial effects of these programs on corporate success. According to earlier studies, businesses that spend above average on staff training and stress management beat the market by 45% and generate 86% better returns than businesses that spend below average. As a result, stress management in the classroom needs to be a top priority if instructors are to perform well. The preponderance of extant research centers on overall employee performance and retention in corporate environments, which leaves a vacuum in our knowledge of how these ideas relate to education. The literature, for instance, might benefit from examining how teachers' resilience and efficacy in the classroom can be increased through specialized training programs that address stress management approaches. The performance of school teachers and secondary stress management were examined in the current study.

According to DeMatthews et al. (2021), companies can improve a candidate's fit for a position by using meticulous screening, selection, and placement procedures, especially when it comes to stress management. By ensuring that workers are properly matched to their tasks, this strategy can lower stress levels, boost job satisfaction, and enhance productivity. According to the Association for Exercise in Business, many businesses now provide stress-reduction initiatives that range from complex company exercise centers where staff members can work off tension to counseling services, lunchtime stress management lectures, and wellness periodicals. It's vital for researchers to underscore the significance of job fit in reducing workplace stress and improving worker performance in general. According to DeMatthews et al. (2021), in order to guarantee that workers are properly matched to their positions, thorough screening, selection, and placement procedures must be put in place. This arrangement creates a vacuum

since instructors' job satisfaction and performance are enhanced in addition to helping to lower stress levels.

Organizational communication can help employees avoid feeling alone and stressed out about their jobs, according to Edú-Valsania et al. (2022). Farmer (2020) discovered that teachers who had regular conversations about troublesome students with their burnt-out colleagues had the best chance of picking up on the unfavorable sentiments shared by their peers. In order to consistently strive to grasp the issues that their colleagues were encountering; teachers probably need to listen to the negative comments made by their peers. It is critical for researchers to draw attention to the complex ways that organizational stress management shapes teachers' experiences, especially when it comes to how well they perform in the classroom.

Herman et al. (2021) state that the majority of companies are implementing family-friendly programs in an effort to reduce stress and conflict. These initiatives include organizational reorganizations such as job and duty changes, telecommuting, flexible scheduling, part-time work and job sharing, on-site child care, and elder care, in addition to work and life benefit policies and programs like paid family and medical leave, time off for personal or family gatherings, and limitations on the duration and frequency of business travel. It is critical for researchers to acknowledge the growing trend of family-friendly efforts being implemented by companies, especially educational institutions, with the goal of lowering stress and conflict at work. Herman et al. (2021) state that in order to give their employees a more encouraging work environment, many companies are implementing tactics including flexible scheduling, work-life benefit plans, and job restructuring.

In order to aid employees in managing their stress, organizations are increasingly turning to employee assistance programs (EAPs) (Hsu & Goldsmith, 2021). Employee assistance programs (EAPs) are presently utilized by more than half of US companies with 50 or more workers. These programs have been shown to regularly reduce absenteeism, medical expenses, and disciplinary actions. EAPs often provide their customers private counseling and follow-up on issues related to personal or professional

difficulties. In addition to lectures on stress management and relaxation, they also provide family workshops and consultations on marriage, single parenting, and working parents. Furthermore, EAP provides the company with data input on the prevalence and causes of occupational stress, according to Jeon and Ardeleanu (2020). Organizations should also assess how work is designed to help reduce uncertainty. They can initiate work enrichment initiatives to eliminate unnecessary work, decrease excessive workloads, and boost autonomy by clearly defining reporting lines and responsibilities. Furthermore, flexible scheduling can reduce the stressful consequences of family or workplace dispute (Jomud et al., 2021). Research on the impact of stress management on teachers' performance is lacking, despite the fact that EAPs contribute statistically to the prevalence of stress. To bridge this gap, research was done in the Kanungu district's secondary schools.

The efficiency of an organization depends on how well its members function as people, groups, and structures (Joseph & Jose, 2021). The organization's goals are the focal point of their performance, which is directly impacted by the stress levels of both people and groups. To guarantee effective performance, their conduct is adjusted and developed, and the company must offer the necessary resources and chances for the creation and upkeep of appropriate behaviour and performance. The writers advise organizations to set up necessary resources and chances that encourage good behaviour. This could entail building communication channels, supportive leadership structures, and a work environment that puts employee well-being first. This is in contrast to the current study, which looked specifically at how stress management affected teachers' performance in Kanungu district secondary schools.

As per Kalogiannidis (2020), organizations have the option to reassess the way work is designed. This includes reducing ambiguity by making reporting relationships and responsibilities clear, eliminating excessive workloads, initiating job enrichment programs to increase autonomy and remove work under load, and reducing the stressful effects of work or family conflicts by allowing for flexible work schedules. Organizations may also encourage employees to reframe uncertainty as an opportunity for autonomy, creativity, and innovation and provide chances for them to participate in decision-

making (Kilag et al., 2020). The researcher concluded that companies needed to adopt job enrichment programs that not only more equitably distribute responsibilities but also increase employee engagement by providing opportunities for more meaningful work experiences; therefore, addressing excessive workload was crucial. This promoted a feeling of pride in their efforts and ownership.

Management techniques including management by objective, peer review, assessment programs, and performance objectives may be helpful in determining job needs, claim Kim and Jung (2022). These tactics guard against role ambiguity and encourage candid communication inside the company. Additionally, they support open and honest organizational techniques as well as fair employment chances for all staff members. Grouping people and giving them team-building activities may improve their performance and make them more approachable by their peers while under duress. He went on to suggest that team projects, when paired with the appropriate training, can also offer more control over task administration and deadlines than a hierarchical management structure. This can significantly improve an individual's capacity to tolerate known demands unique to their field of work. In my opinion as a researcher, Kim and Jung's (2022) arguments are compelling, particularly with regard to the ways in which management techniques can foster a positive work atmosphere. However, the current study focused on the relationship between stress management and the performance of secondary school teachers.

It has been discovered that coaching helps people recognize stressors, create coping mechanisms, and approach work stress with a solution-focused mindset. According to Kumara (2021), coaching can also lessen stress indirectly by focusing on a person's areas of weakness and enhancing performance and goal-setting through encouragement. He went on to say that many people find it easier to handle the many demands made of them in both work and non-work environments when they have good time management abilities. These abilities include prioritizing among several tasks, creating a schedule for completing crucial chores, and keeping track of the development. Reducing phone calls, shortening meetings, and minimizing distractions while working are examples of time management techniques. This is corroborated by Minihan et al. (2022), who affirm

that successful stress management, in particular learning, depends on having strong time management skills. Setting priorities for activities and avoiding overcommitting are essential steps in ensuring that you are not overscheduled. He goes on to say that those who have strong social support networks suffer from stress in a lessened way than their counterparts who don't have as strong networks. Our social networks include our family, friends, neighbors, workplace, and even our pets. Conversely, creating a network of social support is good for both physical and mental health. In my capacity as a researcher, I saw how important coaching is for reducing work-related stress. According to Kumara (2021), coaching can enable people to recognize certain stressors and create useful coping mechanisms, which can ultimately promote a solution-focused approach to stress management. Recommendations were given to enhance secondary school teacher performance.

Murphy (2020) contended that organizations can reduce stress by providing individuals with a greater sense of control through decision-making relating to their jobs, higher responsibility, or greater autonomy and independence. Employees feel more in control of their work and environment when they participate in programs like authority delegation schemes, job enrichment, decision-making, and involvement. According to Oliveira et al. (2021), having more control over one's work might help employees feel less stressed, more motivated, and grow since they will have a stronger sense of control over their health, productivity, and morals. Employers could adjust their administrative structure to lessen employee stress by giving employees more control or decision-making latitude without actually reducing their workload. This would enhance job-related mental health without compromising productivity. Employing supportive organizational stress reduction strategies, like job redesign, can boost a person's resilience to stressors by giving them a sense of control. Jobs can be expanded, reorganized, and redesigned to take into account individual differences in stress tolerance as well as technological advancements. Employees who feel more in control of their work and environment are more likely to participate in work-related decision-making, have more responsibility, and be more autonomous and independent. Programs like job enrichment, participation in decision-making, and authority delegation

schemes also contribute to this feeling of control. As a researcher, I highlighted how crucial it is to increase workers' sense of control in the workplace as a stress-reduction tactic because, as Murphy (2020) notes, empowering workers with more autonomy and decision-making ability can greatly reduce workplace stress.

Better attitudes toward teaching and learning are linked to significant improvements in the learning environment. Coworker connections and an integrated, highly functional work team can be fostered by organizations that promote a team-oriented work environment with supportive colleagues, thereby mitigating job-related stress. When things are tough, employees are more likely to be able to help one another out. In my capacity as a researcher, I highlighted how crucial a team-oriented work atmosphere is to lowering stress levels at work and raising general productivity.

## **2.6 Effect of emotional focused stress management on teacher performance**

Furthermore, Prasetya (2021) highlights that employees with high emotional intelligence may respond to work-related stress and their coworkers' emotional behavior in a healthy way. These abilities greatly increase job satisfaction and performance, which reduces occupational stress and increases teacher efficacy. Seeking emotional support, positive reinterpretation, acceptance, denial, and religious conversion are some methods of stress relief. Teachers need to become more emotionally intelligent. The capacity of a teacher to regulate their emotions and preserve emotional stability affects how effective they are. Such a teacher can foster emotional intelligence in their students. The investigation of the potential long-term effects of emotional stress management development on teacher performance was warranted. This may shed light on the long-term advantages of training for teachers and their students.

According to Sarabia & Collantes (2020), there is evidence that emotional-oriented coping methods improve well-being, reduce stress reactions, and improve performance. This is in contrast to the assertion that some emotions, especially when expressed at the incorrect time, might lower teacher performance. When emotions were taken into account, the conversation centered on intensely unpleasant feelings, particularly rage,

which could impede an employee's capacity to perform their job well. Seldom were emotions thought to be limiting, capable of boosting performance, or capable of improving behaviour. Those with stronger social support networks tend to have fewer physical and psychological signs of stress than those with weaker networks. Our social networks include neighbors, friends, family, coworkers, and even pets. Although evidence indicates that teachers may perform worse if they display their emotions at the wrong time, in-depth studies that examine the subtleties of emotional expression in learning environments are scarce. Gaining knowledge about how various situations affect the impact and appropriateness of emotional displays could improve teacher effectiveness.

To lessen stress at work, teachers in general education and special needs classes can use a range of coping strategies. Teachers must learn coping skills to maintain their professional and instructional efficacy because stressors are an inevitable aspect of the educational environment (Sharma & Marwaha, 2020). Waltz provides a simple three-step stress management model known as ABC (Activating Event, Beliefs, and Consequences). The first step is to change the stressful behavior; the second is to identify the primary causes of stress and the likely effects they have; and the third is to strengthen the social ties between teachers and students as well as between parents and other school personnel. Although Sharma and Marwaha (2020) recognize the significance of coping methods for instructors, the present study concentrated on both teachers. However, there isn't much research on how these strategies can be specifically tailored for the unique challenges faced by special needs teachers in comparison to teachers in regular classrooms.

According to a study by Sharma et al. (2021) at New York University that evaluated coping strategies and stress levels in high school students, there is a growing amount of stress among these students. This stress not only has an impact on their general wellness and performance but also raises the possibility of burnout, which, if left unchecked, could last into the college years. Although the survey found that students were experiencing alarmingly high levels of stress, it did not offer any information about the stress-reduction techniques used by students or student leaders who also had to deal

with leadership challenges. Thus, assessing the impact of emotion-focused coping mechanisms on student leadership was the aim of the current study. Cultural variations in how stress is perceived and dealt with may not have been taken into consideration in the New York University research. An investigation into the unique cultural and social milieu of Kanungu District may shed light on the ways in which regional elements affect teachers' stress-reduction strategies.

In a longitudinal study on adolescent stress coping, Sudjono (2022) found that emotion-focused coping strategies that err on the side of negative feelings and thoughts increase stress because they involve overreacting and expressing emotions; seeking emotional support, on the other hand, appears to lower stress and leads to feeling regulation. Furthermore, he says that using venting to get emotional support will probably make you feel more stressed than using emotional support because it's unclear how both will affect student leadership. While Sudjono emphasizes the advantages of getting emotional support, this study addressed how managing personal stress might enhance teacher effectiveness and offered suggestions for doing so.

According to Tang et al. (2021), there is a favorable correlation between students' average performance and a lower level of stress when they receive regular emotional support from friends, teachers, and family. These studies demonstrate that receiving emotional support enables a person to do more than just take a quick break from a stressful circumstance and come up with other stress-reduction strategies. Because of this, little is known about how emotional support is employed or what effect it has on student leaders, even though it is vital for students. This leads to students using emotional support as a way to vent their negative stress-related feelings. Thus, assessing the connection between emotion-focused coping and secondary school student leadership was the aim of the current study. The impact that emotional-focused stress management can have on teachers' performance is not adequately explored in the literature that currently exists. Thus, examining this link shed light on how emotional intelligence improved teaching effectiveness.

In his investigation on the well-being of educators in New Zealand and the relationships among job demands, stress, health, and teacher effectiveness, Taylor et al. (2021) found that more than 39% of teachers thought that teaching was either extremely difficult or very stressful. It follows that the majority of instructors deal with stress. The study used a cross-sectional research design. A 10-item scale was used in the study to gauge the individuals' levels of stress. Correlation analysis was used to look at the relationship between teacher efficacy, stress, health, and job demands. This stress scale, however, is not all-inclusive because it does not address every aspect of the classroom. A total of 131 instructors were randomly selected from New Zealand schools to comprise the study sample. A somewhat small sample size of 131 teachers participated in the study. The present study used the Kanungu district to gather a larger and more diverse sample of instructors from different backgrounds and school kinds in order to get more generalizable results.

The majority of Indiana elementary principal participants in a statewide survey carried out in the United States are coping with moderate to high levels of job stress, per Van Waeyenberg et al.'s (2022) study on primary principals' coping strategies and job stress. In addition, most experienced principals say they are more stressed now than they were a year ago. 193 principals in all, representing 79 Indiana counties, answered the questionnaire. Nevertheless, it is challenging to confirm the veracity of the findings because the study did not specify the research methodology, the study population, or the instruments used to collect data. Since the emphasis on elementary school head teachers did not address the information gap about secondary school teachers, this study made an effort to fill it.

A heavy workload coupled with a range of stressors can have a number of maladaptive impacts, according to Wiradendi's (2020) research on job satisfaction, stress, and coping methods in the teaching profession. Many of the instructors suffered severe consequences, such as physical and mental tiredness, losing their social life, having to take more sick days, having their employment reduced, which affected their individual income, and for some of them, retiring early with disability payments. The study's main focus was on stress's immediate effects. The current study made recommendations for

the study and used a longitudinal strategy to shed light on how these maladaptive outcomes change over time and affect teachers' careers and well-being in the long run.

## **2.7 Research gap**

Siddiqui (2019), Alemu et al. (2018), Anbu (2020), Sharma et al. (2021), Sudjono (2022), Taylor et al. (2021), Van Waeyenberg et al. (2022), and Wiradendi 2020 are only a few of the studies that have examined stress. No research has examined how stress management affects secondary school teachers' performance. Following a thorough assessment, the researcher identified a research gap that needed to be addressed; therefore, they conducted a study in the Kanungu district.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter includes information on the target population, research design, sample size, sampling strategies, data collection methods, data collection tools, data quality control, data analysis, ethical concerns, and study constraints and how they were resolved.

#### 3.1 Research Design

A cross-sectional study is a kind of research methodology where information is gathered simultaneously from several individuals. To gather data from the representative population at a certain moment in time without repetition, the researcher used a cross-sectional study design (Patrick & Ugo, 2019). Because it offered a more comprehensive understanding of the research problem than either quantitative or qualitative approaches alone, a mixed approach—that is, both qualitative and quantitative approaches—was used in this case to collect data regarding the impact of stress management towards teachers' performance in secondary schools in the Kanungu district.

#### 3.2 Study population

The four secondary schools that were chosen for the study were Kinkizi High School, San Giovanni School, Kihiki High School, and Nyakinoni Secondary School. A total of 150 teachers and head teachers from these schools were taken into account. In order to divide the number of schools by the two constituencies and examine four secondary schools for the study, the researcher used two constituencies in the Kanungu area. In each constituency two schools were used. By doing this, the findings were more broadly applicable across the district and fostered a deeper comprehension of the administrative and instructional methods used by both constituencies.

**Table 1: Population size**

Population Category	Target population
Head-teachers	4
Teachers	146
<b>Total</b>	<b>150</b>

### 3.3 Sample Size

In establishing the sample size, the investigator used Krejcie and Morgan's 1970 methodology. For the study, a sample size of 108 respondents was taken into consideration. These were the principals and instructors of the district's chosen secondary schools.

**Table 2: Sample Size Distribution**

Category of respondents	Kinkizi' High School	San Giovanni School	Kihihi High School	Nyakinoni Secondary School	Sampling techniques
Head-teachers	1	1	1	1	Purposive sampling
Teachers	26	26	26	26	Random sampling
<b>Sub-total</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	
<b>Total</b>	<b>108</b>				

Twenty-six (26) teachers and one head teacher from each of the selected secondary schools were taken into consideration in order to collect the data required for the study. To obtain a study sample, the researcher used a combination of probability and non-probability sampling procedures. Since head teachers and other teachers were deemed to have sufficient knowledge for the topic, the researcher was interested in

speaking with them about stress management and teacher performance in secondary schools.

### **3.4 Sampling Procedures**

A subset of the population is selected for study participation using the method or technique of sampling (Matovic & Ovesni, 2023). In the study, both non-random and random sampling was used. In addition to ensuring that the study was viable, controllable, and capable of yielding significant, trustworthy data, the mix of random and non-random sampling approaches allowed the researcher to construct a representative and pertinent sample.

#### **3.4.1 Random sampling techniques**

In order to classify respondents from the various schools, cluster sampling is one of the random strategies that were employed in this study. Using stratified sampling, the respondents were categorized according to attributes like age, gender, and educational background. Teachers who were available for the survey during data collection were also chosen using simple random sampling. Inclusion in the study was restricted to those with informed permission.

#### **3.4.2 Purposive sampling techniques**

In the study, purposive sampling was used to choose participants who had important study-related information. Since head teachers were primarily in charge of making sure that there was teacher performance in secondary schools, purposive sampling was used on them.

### **3.5 Data Collection Procedures**

The researcher requested an introduction letter from the director of the postgraduate research department at Bishop Barham University in order to begin a study. A copy of this letter was sent to respondents who were contacted for data collection; questionnaires were also sent to the selected respondents, and interviews were conducted to document occurrences that were important for the interpretation and analysis of the data.

### **3.6 Data Collection Methods**

In order to obtain both quantitative and qualitative data with less bias and results that were consistent across various data sources, the researcher used two methods of data collection: questionnaires and interviews.

#### **3.6.1 Structured interviews**

In-person interviews allowed the researcher to connect with the respondents on the information they had revealed, and it also gave the researcher the chance to ask follow-up questions of any respondents at any point while they were talking. Due to the fact that head teachers are accountable for creating a better working environment for teachers, this approach collected qualitative data with less bias and maintained consistency.

#### **3.6.2. Structured questionnaire**

The researcher used a questionnaire survey, which had written and printed papers with questions on them, to fill in the blanks in the questionnaires that were provided. Using questionnaires, this method allowed the researcher to rapidly collect and examine a significant amount of data. The respondents (teachers) to the questionnaire survey were given both closed-and open-ended questions. Nonetheless, the investigator allowed participants ample opportunity to react. Given that the populace was literate, this approach was appropriate.

### **3.7 Data collection instruments**

Self-administered questionnaires and interview guides were used as the data collection tools in this study.

#### **3.7.1 Interview guide**

An interview guide was used for the face-to-face interviews with the head teachers who responded to the researcher's questions. The interview guide thus granted the researcher control over the questions to ask and provided access to historical data.

### **3.7.2 Self-administered questionnaires**

Schedules or coordination were unnecessary because self-administered questionnaires allowed respondents to do the survey whenever it was convenient for them. The investigator was able to get information from the participants as a result. Surveys with both closed- and open-ended questions were distributed to teachers in an organized format. Since questionnaires collected data from wide samples and different geographical areas and could be readily and concisely presented in writing, they were the instruments used.

## **3.8 Data quality control**

### **3.8.1 Validity**

The degree to which an instrument properly assesses what it is supposed to measure is known as validity (Sekaran, 2018). The researcher conducted a field pretest and conferred with a panel of specialists in the fields of educational research and adolescent psychosocial well-being in order to determine the content validity of the research instrument. Amin (2015) states that an instrument must get a Content Validity Index (CVI) of at least 0.70 in order to be deemed legitimate. The number of items deemed relevant was divided by the total number of experts who assessed the instrument to determine the CVI. Four experts evaluated the instrument for this study, and all experts regarded 16 of the 20 items as relevant. As a result, the CVI was calculated in this way:

$$\text{CVI} = \text{Number of relevant items} / \text{Number of experts} = 16 / 20 = 0.80$$

With a CVI of 0.80, the instrument exceeded the minimum threshold, indicating that it had strong content validity and was appropriate for data collection.

### **3.8.2 Reliability**

The degree to which an assessment tool produces steady and consistent outcomes throughout time is known as reliability (Bellier & Fournier et al., 2023). A pre-testing activity was carried out in secondary schools in Kanungu District that were not included in the main study to guarantee the validity of the qualitative data collection

instruments used in this investigation. Finding ambiguities, inconsistencies, or challenges in understanding the interview and focus group discussion questions was the goal of the pre-test. The required changes were made to improve clarity and consistency in response to the input that was received. A high degree of dependability was shown by the pre-test findings, which revealed that more than 85% of participants thought the questions were clear and pertinent to the study's goals. This process provided the researcher with refined and dependable tools for accurate and consistent data collection.

### **3.9 Data analysis**

Following the gathering of questionnaires from the study area, the researcher arranged them to determine if the answers were accurate. Only accurately completed questionnaires were taken into account for analysis. The researcher coded and created tables, graphs, and pie charts in Microsoft Excel to analyze the quantitative data that was gathered. Qualitative data analysis was done using content analysis. All interviewee information was gathered by recording, and the responses were then analyzed in accordance with the specified objectives after being transcribed onto paper.

### **3.10 Ethical Considerations**

**Informed Consent:** The researcher obtained the signed, informed, and voluntary consent of participants prior to including them in a study. Participants were fully informed about the purpose of the research, its procedures, its benefits, and their right to withdraw from it at any time without incurring any fees.

**Confidentiality and Privacy:** The researcher protected the participant's privacy and confidentiality. This included safeguarding personal data and ensuring that specific data or replies could not be connected to specific participants.

**Non-Discrimination:** The researcher treated all participants (regardless of age, gender, race, ethnicity, religion, handicap, or socioeconomic status) similarly and without bias.

### **3.11 Limitations of the study and how they were handled**

Rigidity of those who choose not to answer inquiries. The opinions of the responders on the subject led to this. The participants were made aware of the study's goal by the researcher, who also gave them the assurance that the data would only be utilized for academic research to obtain pertinent information.

The questionnaires that were filled out were not returned on time. This came about as a result of the bulk of respondents—students—being absorbed in their coursework. Still, the researcher received the data quickly, and the Participants were made aware of the study's goal.

There was not enough time for the investigation; in fact, it took a long time for the researcher to design the instruments, gather information, and draft the proposal. Still, the researcher worked very hard and gave up a number of interests to concentrate on the study and complete it on schedule.

### **3.12 Referencing style**

APA 6th edition citing guidelines were employed in my work.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This section provides the data and interprets the findings in light of the study's goals, which were to determine the effect of emotionally focused stress management, organizational stress management and the individual stress management on teacher performance.

#### 4.1 Response rate

The answers to the surveys and interviews were used in the data analysis and report writing for this study. The answers came from four head teachers who were interviewed. Furthermore, 104 questionnaires were distributed by the researcher to the secondary school instructors in the selected schools. Eighty-two of them returned the surveys fully completed, for an 88% response rate. Twelve percent of the sample, or 12 respondents, never returned the questionnaires. Morton et al. (2012) state that reporting ought to strive for a minimum of 50% survey response rate. Consequently, the study's satisfactory response rate was 88%, implying that the survey's findings accurately reflected the participants.

##### 4.1.1 Respondents' bio data

This section displays the respondents' age, gender, and educational attainment who participated in the survey. This is displayed in Table 1 below.

##### **Table 1; Gender of the respondents**

The researcher took the respondents' gender into account in order to collect data from both male and female participants.

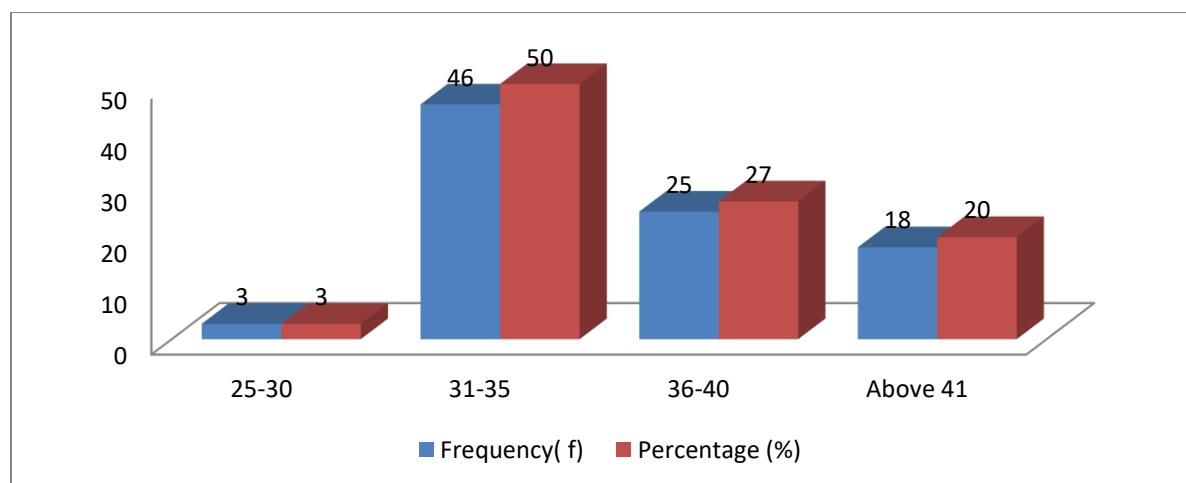
Gender	Frequency( f)	Percentage (%)
Male	44	48
Female	48	52
<b>Total</b>	<b>92</b>	<b>100</b>

Source: Primary Data, 2024

The majority of respondents, or 52% (48), were female, according to the study's findings on respondents' genders, compared to 48% (44), who were male. Both sexes provided information to the researcher.

**Figure 1; Age of the respondents**

In order to get information from the respondents based on their range of ages, the researcher took into account the respondents' age.

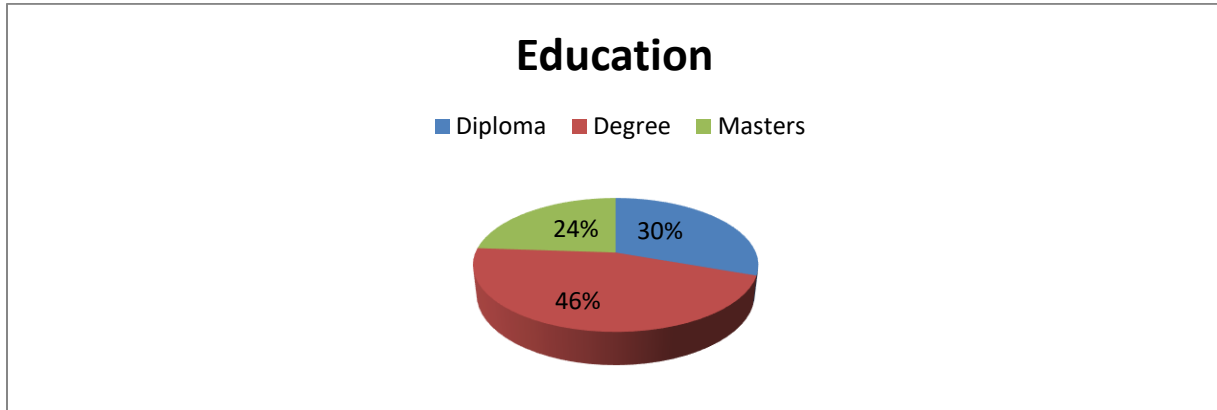


Source: Primary Data, 2024

Of the responders in the field, 50% (46) were between the ages of 31 and 35, 3% (3) were between the ages of 25 and 30, 27% (25) were between the ages of 36 and 40, and 20% (40) were older than 41. In order to gather precise data about the respondents' grasp of the study and their varied years of existence, the researcher took their age into consideration.

## Figure 2; Education level of the respondents

In order to compile information based on the respondents' understanding levels, the researcher considered their educational backgrounds.



Source: Primary Data, 2024

In terms of the respondents' educational backgrounds, the study's results showed that 46% (42 of the respondents) possessed a bachelor's degree, 24% (22) a master's degree, and 30% (28) a diploma. In order to gather precise information about the interviewees' educational attainment, the researcher took into account their educational backgrounds. According to the study's title, the findings suggest that because the respondents had greater educational backgrounds, they should have been able to grasp the questionnaire and provide accurate answers.

### 4.2 Effect of individual stress management on teacher performance in secondary schools of Kanungu district

The researcher considered the respondents' opinions about the effect of individual stress management on teacher performance in secondary schools in the Kanungu district, as shown in Table 2 below, where %= percentage and F= frequency.

**Table 2: Effect of individual stress management on teacher performance in secondary schools of Kanungu district**

Effect of individual stress management on teacher performance in secondary schools of Kanungu district	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
Exercises improve my physical fitness enabling me to perform my duties	25	23	37	34	16	15	12	11	10	9	100	92
The exercises I do help me to reduce stress and perform my work	38	35	32	29	23	21	7	7	-	-	100	92
The choice of food helps me reduce stress and my improve performance	41	38	30	27	18	17	8	7	3	3	100	92
I take all my meals daily to reduce my stress and perform my duties	38	35	19	17	26	24	17	16	-	-	100	92
Regular planning meetings are organized which reduces stress and improves my performance	29	27	41	38	30	27	-	-	-	-	100	92

**Source: Primary Data, 2024**

The research on the effect of individual stress management on teacher performance revealed that 25% of respondents strongly agreed that exercising increases their physical fitness, which enables them to carry out their duties. 37% of respondents agreed with this statement, 16% disagreed, 12% disagreed strongly, and 10% were not sure. The majority of respondents agreed, on the basis of the data, that exercising

increases physical fitness and makes it possible for them to carry out their obligations, since exercise considerably improves physical fitness, which in turn increases the capacity to carry out a variety of tasks efficiently.

According to the field data, 38% of respondents strongly agreed, 32% agreed, 23% were not sure, and 7% disagreed with the statement that the exercises I undertake enable me to accomplish my work and reduce stress. The majority of respondents agreed, based on the findings, that exercising does help them manage stress and complete their work, since the exercises did in fact improve productivity and assist people manage stress.

According to the study's findings, 83% of respondents strongly agreed, 30% agreed, 18% were not sure, 8% disagreed, and 3% strongly disagreed with the assertion that eating choices help them perform better and reduce stress. The results demonstrate that most respondents agreed with the claim that eating a healthy diet helps them feel less stressed and perform better, and that nutrition was a substantial factor in both stress reduction and performance enhancement.

According to the field data, 38% of respondents strongly agreed, 19% agreed, 26% were not sure, and 17% disagreed with the statement that they eat all of their meals every day in order to manage their stress and fulfil their obligations. The majority of respondents, according to the data, agreed with the statement that they eat a balanced meal every day in order to manage their stress and carry out their daily tasks. This is because eating a balanced meal regularly helps people stay energized and manage their stress levels.

According to the study's findings, 29% of respondents strongly agreed with the assertion that regular planning meetings are planned, which lowers stress and enhances performance, 41% agreed, and 30% were not sure. The majority of respondents, according to the data, felt that regular planning meetings are conducted in a way that lowers stress and enhances performance. In fact, regular planning meetings were found to be very useful in decreasing stress by giving tasks and goals structure and clarity.

#### 4.2.2 Correlation results on the effect of individual stress management on teacher performance in secondary schools of Kanungu district

The researcher also documented the correlation results on the effect of individual stress management on teacher performance in secondary schools of Kanungu district and the results presented below.

**Table 3 Correlation results on the effect of individual stress management on teacher performance in secondary schools of Kanungu district**

Correlations		Individual stress management	teacher performance
Individual stress management	Pearson Correlation	1	.792(**)
	Sig. (2-tailed)		.000
	N	92	92
teacher performance	Pearson Correlation	.792(**)	1
	Sig. (2-tailed)	.000	
	N	92	92

Primary Data 2024

According to table 3 above, a two-tailed test with 92 degrees of freedom yielded a correlation value of 0.792\*\*, which was significant at the 0.01 level. Therefore, the results of the study suggest that individual stress management and teacher performance in Kanungu district secondary schools have a very strong positive significant link.4.3 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district.

The results of the researcher's investigation on how organizational stress management affected secondary school teacher performance in the Kanungu district are shown below.

**Table 4: Effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

Effect of organizational stress management on teacher performance	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
I often attend refresher courses which reduce my stress and improve my performance	33	30	26	24	36	33	5	5	-	-	100	92
The teachers are promoted to motivate them and perform	16	15	21	19	30	28	19	17	14	13	100	92
Teachers are rotated within departments to avoid monotony and reduce their stress	41	38	26	24	18	17	15	14	-	-	100	92
Teachers communication with administration reduces stress	23	21	18	17	35	32	17	16	7	6	100	92
The well channels of communication in the school improves performance	45	41	28	26	27	25	-	-	-	-	100	92
We work as a team in any task we are assigned by the department	41	38	26	24	18	17	15	14	-	-	100	92

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The organization provides an enabling work environment which frees my stress	16	15	21	19	30	28	19	17	14	13	100	92
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**Source: Primary Data, 2024**

Regarding the impact of organizational stress management on teacher performance in Kanungu district secondary schools, 33% of respondents strongly agreed with the statement, 26% were not sure, 36% disagreed, and 5% strongly agreed that attending refresher courses reduces stress and improves performance. The majority of respondents, based on the findings, agreed with the statement that they frequently attend refresher courses, which help them perform better and reduce stress. This is because attending refresher courses is a great way to continue learning and develop new skills, both of which will help them perform better and reduce stress.

According to the study's findings, 16% of respondents strongly agreed with the assertion that teachers are promoted in order to motivate them and perform, 21% agreed, 30% were not sure, 19% disagreed, and 14% strongly disagreed. Because promoting instructors was a kind of encouragement and recognition that in fact increased their morale and performance in these schools, the majority of respondents felt that the teachers were promoted to motivate them and perform, according to the findings.

According to the study's findings, 41% of respondents strongly agreed with the assertion that teachers are rotated across departments to prevent boredom and lower stress levels, 26% agreed, 18% were not sure, and 15% disagreed. Revolving instructors among departments was an excellent technique to prevent monotony and maybe reduce teachers' stress at these secondary schools, according to the findings, which show that most respondents agreed that this practice prevented monotony and reduced stress.

The respondents gave varying degrees of agreement to the assertion that teachers' communication with administration lowers stress and boosts performance: 23% strongly agreed, 18% agreed, 35% were not sure, 17% disagreed, and 7% strongly disagreed. The

results showed that most respondents thought that teachers' administration and communication decreased stress and enhanced performance since these two factors were critical to instructors' ability to manage their time effectively and feel less stressed.

According to the research, 24% strongly agreed, 44% agreed, 45% of respondents were not sure, 28% disagreed, and 27% strongly disagreed with the statement that having effective channels of communication inside the school boosts performance. The results show that most respondents felt that having open lines of communication inside the school enhanced performance since it decreased miscommunication and enhanced teacher performance.

According to the findings, on we collaborate as a team to complete tasks allocated to us in order to increase performance. Of the respondents, 41% strongly agreed, 26% agreed, 18% were not sure, and 15% disagreed. The majority of responders strongly agreed that we work as a team to improve performance on any task set by the department since doing so increased performance by utilizing our combined talents and encouraging teacher collaboration.

According to the field data, 16% of respondents strongly agreed with the assertion that the organization provides an enabling work environment that relieves their stress, 21% agreed, 30% were not sure, 19% disagreed, and 14% strongly disagreed. Because an enabling work environment was essential for lowering stress and increasing teacher productivity in the selected secondary schools, the majority of respondents agreed that the organization provides a stress-free work environment.

#### **4.3.2 Correlation results on the effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

The researcher also documented the correlation results on the effect of organizational stress management on teacher performance in secondary schools of Kanungu district and the results presented below.

**Table 5 Correlation results on the effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

Correlations		organizational stress management	teacher performance
organizational stress management	Pearson Correlation	1	.825(**)
	Sig. (2-tailed)		.000
	N	92	92
teacher performance	Pearson Correlation	.825(**)	1
	Sig. (2-tailed)	.000	
	N	92	92

**Primary Data 2024**

A two-tailed test with 92 degrees of freedom yielded a correlation value of 0.825\*\*, which was significant at the 0.01 level, according to table 5 above. Therefore, the study's conclusions suggest that organizational stress management has a highly beneficial and significant impact on teachers' performance in Kanungu district secondary schools.

**4.4 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

Table 6 below shows the results of the researcher's analysis of the impact of emotionally focused stress management on teacher performance in Kanungu district secondary schools.

**Table 6: Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

Effect of emotional stress management on teacher performance in secondary schools of Kanungu district	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
I participate in all school activities to reduce stress and improve my performance	31	29	38	35	30	27	1	1	-	-	100	92
Delegation helps to improve the performance of my work	11	10	21	19	35	32	20	18	13	12	100	92
Delegation helps reduce stress	28	26	36	33	15	14	15	14	6	5	100	92
The teachers follow the timetable and perform their duties as expected	38	35	33	31	10	9	19	17	-	-	100	92
I seek emotional support when stressed and perform my duties	21	19	35	32	16	15	28	26	-	-	100	92
I control my emotions by not expressing them and performing my roles	36	33	28	26	15	14	15	14	6	5	100	92

Source: Primary Data, 2024

It was discovered that 31% of respondents strongly agreed with the statement that they participate in all school activities to decrease stress and increase their performance, 38% disagreed, 30% were not sure, and 1% disagreed about the impact of emotionally focused stress management on teachers' performance. The results demonstrate that most respondents agreed with the statement, "I participate in all school activities to reduce stress and improve my performance," since doing so was a wonderful strategy to lower stress levels and boost performance in general.

The results of the study on delegation, which indicated that 11% of respondents strongly agreed, 21% agreed, 35% were not sure, 20% disagreed, and 13% strongly disagreed, help me perform better at work. The results showed that most respondents felt that delegating improved work performance because it freed up time to concentrate on important and strategic activities that needed special knowledge and attention, which increased school productivity and efficiency.

According to the results on how delegation lowers stress, 28% of respondents strongly agreed with the assertion, 36% agreed, 15% were not sure, 15% disagreed, and 6% strongly disagreed. The results showed that the majority of respondents agreed with the claim that delegation reduced stress because it freed people up to concentrate on duties that matched their primary responsibilities and areas of expertise, which lessened their sense of being overburdened by a variety of obligations.

The study's findings regarding the claim that teachers adhere to schedules and carry out their responsibilities as expected reveal that 38% strongly agreed, 33% agreed, 10% were not sure, and 19% disagreed. The results show that most respondents agreed that teachers should adhere to the schedule and carry out their responsibilities as expected since doing so promoted effective time management and guaranteed that all subjects and activities received sufficient attention.

According to the study's findings, 21% of respondents strongly agreed with the statement, 35% agreed, 16% were not sure, and 28% disagreed that they seek emotional support while under stress and fulfil their tasks. According to the study's findings, the majority of participants agreed with the assertion that they seek emotional support

when under stress in order to carry out their obligations since such assistance can offer fresh insights and answers to stressful situations.

According to the study's findings, 36% strongly agreed, 28% agreed, 15% were not sure, 15% disagreed, and 6% strongly disagreed with the statement that I regulate my emotions by not expressing them and by carrying out my roles. The results show that I manage my emotions by suppressing them while carrying out my responsibilities since doing so kept me composed and focused, enabling me to carry out my duties without being immediately distracted.

#### **4.4.2 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

The researcher also documented the effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district and the results presented below.

**Table 7: Correlation results on the effect of emotion-focused stress management on teacher performance in secondary schools of Kanungu district**

Correlations		emotion-focused stress management	teacher performance
emotion-focused stress management	Pearson Correlation	1	.713(**)
	Sig. (2-tailed)		.000
	N	92	92
teacher performance	Pearson Correlation	.713(**)	1
	Sig. (2-tailed)	.000	
	N	92	92

**Primary Data 2024**

From Table 7 above, the correlation coefficient of 0.713\*\*, which was significant at the 0.01 level, was found in a two-tailed test with 203 degrees of freedom. Therefore, the study results suggest that teacher performance in Kanungu district secondary schools is positively correlated with emotion-focused stress management.

According to the researcher's interviews with respondents regarding the effects of stress management programs or interventions in schools on teachers' job satisfaction and performance, stress management programs helped teachers manage their stress, which in turn improved their emotional well-being and job satisfaction because less stress allowed them to be more focused and clear-headed, which allowed them to perform their duties more effectively. Additionally, having access to mental health resources and support programs relieved the symptoms of depression and anxiety, creating a healthier work environment. However, one of the respondents stated that *“the programs that I use including physical activities, relaxation techniques, and healthy lifestyle education have helped me improve my physical health, reducing my absenteeism in school and has led to my increased energy levels”*.

Effective stress management techniques, such as mindfulness, meditation, and cognitive-behavioural strategies, helped to reduce symptoms of anxiety and depression, improving mental health. Lower stress levels improved focus and concentration, allowing teachers to plan lessons, assess student work, and manage classrooms more effectively. Additionally, regular physical activity and proper nutrition, both standard stress management components, led to higher energy levels and reduced fatigue during the school day. These findings were derived from the researcher's interviews with the respondents on the effect of individual stress management on teacher performance.

Comprehensive organizational stress management policies that included mental health resources, professional development, and wellness programs helped to lower overall stress levels among teachers. Addressing stress proactively rather than reactively ensured that teachers felt supported and valued, and the provision of policies that allowed for flexible work hours helped teachers better balance their personal and professional lives, which in turn affected job satisfaction and retention rates. These findings were derived from the researcher's interviews with respondents regarding the effects of comprehensive organizational stress management policies on teacher job satisfaction and retention rates.

Based on the researcher's discussions with the participants on the effect of organizational stress management on teacher performance, it was revealed that the stress management policies reduce the cognitive load caused by stress, allowing teachers to focus better on their teaching responsibilities, with reduced stress, teachers experienced improved mental clarity, enabling them to plan and deliver lessons more effectively, teachers who managed stress well were better and able to maintain a calm and composed classroom atmosphere, which positively affected students behaviour and learning outcomes and also reduced stress levels allowed teachers to be more open-minded and creative in their teaching methods, leading to more engaging and practical lessons.

The study findings on the researcher's discussions with the participants on the on the role self-awareness played in the success of emotion-focused stress management efforts among teachers, and how self-assessment tools were utilized to enhance self-awareness, it was revealed that self-awareness of the teachers identified specific situations, behaviours, or thoughts that triggered stress, allowing them to address these issues proactively, self-awareness helped teachers to recognize when they were becoming stressed and applied techniques to manage their reactions and better self-awareness reduced impulsive reactions and promoted thoughtful responses to stressful situations.

The study findings on the researcher's discussions with the participants on the effect of emotional focused stress management on teacher performance, one of the respondents stated that” *we as teachers we learn to manage stress more effectively through the techniques we have like mindfulness and emotional awareness and this leads to reduced burnout and higher resilience and also most of our fellow teachers who practice emotionally focused stress management techniques create a more supportive classroom atmosphere hence performance .*”

## CHAPTER FIVE DISCUSSION OF FINDINGS

### 5.0 Introduction

This chapter's discussion of the results is organized according to the goals of the study.

### 5.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district

According to the study's findings on the effect of individual stress management on teachers' performance, 25% of respondents strongly agreed that working out increases their physical health, which enables them to carry out their tasks. Another 37% agreed with the statement, which is consistent with Antoniou et al.'s (2023) assertion that people can reduce stress by engaging in specific activities including cycling, walking, running, swimming, playing football, and tennis. The remaining 16% were Notsure, 12% disagreed, and 10% strongly disagreed that exercising helps them perform their duties. The majority of respondents agreed, based on the data, that exercising increases physical fitness, which makes it easier for me to carry out my responsibilities. Exercise enhances physical fitness, which makes it easier for me to carry out a variety of tasks efficiently.

The field data showed that 38% of respondents strongly agreed that working out improves their ability to do their jobs. Another 32% agreed with Antoniou et al. (2023), who claimed that health professionals advise people to take breaks to exercise, relax, engage in hobbies, talk to friends and family, learn a new perspective on the problem by looking for the positive side of it, and laugh. The remaining 23% were Notsure and the remaining 7% disagreed. The majority of respondents, based on the results, agreed that exercising does help them manage stress and complete their work, as the exercises did actually improve productivity and assist people manage stress.

Asaloei et al. (2020) state that entire grains, fruits, vegetables, and legumes can all aid in lowering stress levels. These meals are slower to digest, which helps to stabilize blood glucose levels, and they also assist to reduce stress-related cravings. The study's

findings on the statement that one's choice of food helps one reduce stress and improve performance revealed that 83% of respondents strongly agreed. According to the University of Maryland Medical Center, a number of plants and vitamins, such as valerian, lemon balm, tyrosine, American ginseng, and Siberian ginseng, may help reduce stress. Of those surveyed, 30% agreed with the statement, 18% were Not sure, 8% disagreed, and 3% strongly disagreed. The results demonstrate that most respondents agreed with the statement, "My food choices help me reduce stress and improve performance," and that "nutrition played a significant role in stress reduction and performance enhancement."

According to the field findings, 38% of respondents strongly agreed with the statement, and 19% agreed because Atmaca et al. (2020) stated that having a healthy diet, making enough plans for the day, and having a positive outlook at the beginning of the day can help you deal with the stress of the workplace more readily. While 17% disagreed with the statement, 26% were Not sure. The results show that most respondents agreed with the statement, "I eat all of my meals every day to reduce my stress and perform my duties," since eating balanced meals on a regular basis helped them manage their stress and stay energetic throughout the day.

According to the study's findings, 29% of respondents strongly agreed with the statement that regular planning meetings are organized, which reduces stress and improves performance, and 41% agreed. Bastian et al. (2020) assert that planning is a key component in stress avoidance, as it helps people prepare for potential stressors by letting them know what is expected of them. Planning enables a person to better prepare for stressors in case they cannot be avoided, leading to improved performance. However, 30% of respondents were Not sure. The majority of respondents, based on the results, agreed that regular planning meetings are conducted in a way that lowers stress and enhances performance. In fact, regular planning meetings were found to be very useful in decreasing stress by giving tasks and goals structure and clarity.

## **5.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

DeMatthews et al. (2021) claim that thorough employee screening, selection, and placement can enhance a person's job fit through attendance at refresher courses provided by businesses. This study examines the impact of organizational stress management on teacher performance in secondary schools in the Kanungu district. Of those surveyed, 26% disagreed and 33% strongly agreed with the statement.

The Association for Fitness in Business claims that stress-reduction programs are presently offered by thousands of companies. These programs include counselling services, stress management seminars over lunch, and wellness magazines in addition to state-of-the-art corporate fitness centers where staff members may work off tension. Of those surveyed, 36% were not sure and 5% disagreed. The majority of respondents, based on the findings, agreed with the statement that they frequently attend refresher courses, which help them perform better and reduce stress. This is because attending refresher courses is a great way to continue learning and develop new skills, both of which will help them perform better and reduce stress.

According to Oliveira et al. (2021), having more control over one's work might help employees feel less stressed, be more motivated, and grow since they have a stronger sense of control over their health, productivity, and morality. Consequently, 16% and 21% of respondents, respectively, strongly agreed and agreed with the statement that instructors are promoted to motivate them and perform. Employers could utilize it to reduce stress among staff members by streamlining their administrative processes, granting workers greater autonomy or decision-making latitude without really decreasing their burden, or enhancing mental health at work without compromising output. Nineteen percent were not sure, thirty percent disagreed, and sixteen percent strongly disagreed. The majority of respondents believed that teachers were promoted to inspire them and perform because awarding them was a kind of recognition and incentive that did, in fact, boost their morale and performance at these institutions.

Orhero et al. (2023) state that organizations can promote positive interpersonal interactions among employees and an integrated, highly functional work team. Rotation and a team-oriented work environment with supportive colleagues can help minimize work stress. Workers are more likely to be able to help one another during stressful situations as a result, which can significantly enhance the learning environment. Of those surveyed, 41% strongly agreed, 26% agreed, and 18% were not sure about the idea that professors are rotated within departments to prevent boredom and lessen stress. The results, which indicate that most respondents agreed that this practice minimized monotony and decreased stress, demonstrate that rotating instructors between departments was an effective strategy in these secondary schools to prevent monotony and maybe reduce teachers' stress.

Organizational communication can help employees avoid feeling alone and stressed out about their jobs, claim Edú-Valsania et al. (2022). Teachers with the highest chance of picking up on their colleagues' bad attitudes were those who spoke with their burnt-out colleagues about difficult students on a regular basis. 17% disagreed, 7% strongly disagreed, and 35% were unsure. Effective communication between educators and administrators lowers stress and boosts output. Of the respondents, 23% strongly agreed with this statement. Since good communication and efficient administration were essential for lowering stress and improving performance among instructors, the majority of respondents felt that the teachers' communication and administration lowered stress and enhanced performance.

According to DeMatthews et al. (2021), organizations can enhance employee fit by carefully screening, selecting, and placing staff members. According to the Association for Fitness in Business, hundreds of businesses today provide stress-reduction initiatives. These initiatives can take many different forms, from expensive company fitness centers where staff members can decompress to counselling services, lunchtime stress management lectures, and wellness periodicals. Of the respondents, 24% strongly agreed with the statement that having well-functioning channels of communication in schools improves performance. The remaining 44% disagreed. The findings indicate that a clear majority of participants thought that the school's efficient channels of

communication improved performance by reducing misunderstandings and increasing the efficacy of teachers.

The results showed that 41% of respondents strongly agreed, 26% agreed, and Orhero et al. (2023) stated that team-oriented work environments with supportive colleagues can help reduce work stress. Good interpersonal ties between coworkers and an integrated, highly functional work team are also fostered in these conditions, which raises the possibility that workers will be able to help one another under pressure. Notably, the improved attitudes toward teaching and learning are responsible for notable improvements in the learning environment. Of respondents were not sure and 15% disagreed. In order to increase performance, the department assigns tasks to us as a team, and the majority of respondents strongly agreed with this statement. This is because working as a team fosters collaboration among instructors and allows us to leverage our collective skills.

According to Murphy (2020), a supportive work environment and heightened employee sense of control contribute to stress reduction by offering employees greater autonomy and independence, greater responsibility, and a strong sense of control over work-related decisions. According to the field data, 16% of the respondents strongly agreed with the assertion that the organization offers an enabling work environment that relieves their stress, and 21% agreed. Thirty percent disagreed, sixteen percent strongly disagreed, and nineteen percent were Notsure. According to the findings, the majority of respondents believed that the organization offers a supportive work environment that relieves their stress. This is not surprising, given supporting work environments have been shown to lower stress levels and increase teacher productivity in the selected secondary schools.

### **5.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

When it comes to the effect of emotionally focused stress management on teacher performance, the results showed that 31% of respondents strongly agreed with the statement, "I participate in all school activities to reduce stress and improve my

performance," while 38% disagreed. Tang et al. (2021) stated that teachers should learn strategies and techniques to manage their stress in order to maintain their effectiveness as teachers and as individuals. Thirty percent were Not sure, and one percent disagreed. The results indicate that most respondents agreed with the statement, "I participate in all school activities to reduce stress and improve my performance," since doing so was a wonderful strategy to lower stress levels and boost performance in general.

Sarabia & Collantes (2020) claim that poorer teacher performance can result from delegating and specific emotions, particularly when they are expressed improperly. Research indicates that the implementation of emotional oriented coping methods improves overall well-being, reduces stress reactions, and enhances performance. With regard to this remark, 35% were Not Sure, 20% disagreed, and 13% strongly disagreed. The results of this study on delegating improve my productivity at work. According to the findings, the majority of participants said that delegation improved work performance because it allowed them to focus on crucial and strategic tasks that required specialized knowledge and care, which raised student output and efficiency.

According to research on how delegation reduces stress, 28% of respondents strongly agreed with the statement. Sarabia & Collantes (2020) claim that delegation and certain emotions, especially when displayed inappropriately, can lower teacher performance. They also found that emotional focused coping strategies improve well-being, reduce stress responses, and improve performance. The remaining 15% were Not sure, 15% disagreed, and 6% strongly disagreed with the statement. The results showed that the majority of respondents agreed with the claim that delegation reduced stress because it freed people up to concentrate on duties that matched their primary responsibilities and areas of expertise, which lessened their sense of being overburdened by a variety of obligations.

According to the study's findings, 38% of respondents strongly agreed with the statement that teachers follow the schedule and carry out their duties as expected. Sharma and Marwaha (2020) stated that teachers follow the schedule and carry out their duties in the general and special needs classrooms as expected by using a variety

of coping mechanisms to offset stress in the classroom. This helps teachers learn coping mechanisms and techniques to maintain their effectiveness as teachers and as individuals. Ten percent of respondents were Notsure, and 19% disagreed. The results show that most respondents agreed that teachers should adhere to the schedule and carry out their responsibilities as expected since doing so promoted effective time management and guaranteed that all subjects and activities received sufficient attention.

Prasetya (2021) argues that there are several strategies to reduce stress, including accepting oneself, denial, positive reinterpretation, seeking emotional support, and turning to religion. Of the respondents, 21% strongly agreed that they seek emotional support when under stress and carry out their responsibilities. Furthermore, they emphasized that workers with high emotional intelligence are better equipped to handle stress at work and react to the emotional behavior of their colleagues. This improves job satisfaction and performance, which lowers occupational stress and boosts teacher effectiveness. In the meantime, 28% of participants disapproved of the assertion. The study's findings showed that most participants agreed that they look for emotional support while under stress to fulfil their responsibilities since it might provide new perspectives and solutions to difficult circumstances.

According to the study results, 36% of participants strongly agreed with the statement, "I control my emotions by not expressing them and performing my roles." Additionally, 28% of participants agreed, supporting the claim made by Sarabia & Collantes (2020) that certain emotions, especially when expressed inappropriately, can lower teacher performance. Research has shown that using emotional focused coping strategies improves well-being, reduces stress responses, and improves performance. When it came to emotions, the conversation centered on intensely unpleasant feelings, particularly anger, that affected an employee's capacity to perform their job well. Of those surveyed, 15% were Notsure, 15% disagreed, and 6% strongly disagreed with the statement. The results showed that I was able to control my emotions by suppressing them while carrying out my responsibilities since suppressing emotions allowed me to remain composed and focused, which prevented me from being instantly distracted.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **6.0 Introduction**

This chapter includes a summary of the results based on the goals of the study.

#### **6.1 Summary of findings**

##### **6.1.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district**

The responses were obtained on the statements that; exercises improve my physical fitness enabling me to perform my duties, the exercises I do help me to reduce stress and perform my work, the choice of food helps me reduce stress and my improve performance, I take all my meals daily to reduce my stress and perform my duties and regular planning meetings are organized which reduces stress and improves my performance.

##### **6.1.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

The responses were obtained on the statements that; I often attend refresher courses which reduce my stress and improve my performance, the teachers are promoted to motivate them and perform, teachers are rotated within departments to avoid monotony and reduce their stress, the teachers communication with administration reduces stress and improves performance, the well channels of communication in the school improves performance, we work as a team in any task we are assigned by the department to improve performance and the organization provides an enabling work environment which frees my stress

##### **6.1.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

The responses were obtained on the statement that; I participate in all school activities to reduce stress and improve my performance, Delegation helps to improve the

performance of my work, Delegation helps reduce stress, The teachers follow the timetable and perform their duties as expected, I seek emotional support when stressed and perform my duties and I control my emotions by not expressing them and performing my roles.

## **6.2 Conclusion**

The following conclusions were drawn in accordance with the study's objectives based on the study's findings:

### **6.2.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district**

It was mostly revealed that the choice of food helped the teachers to reduce stress and improve on their performance meaning that the choice of food significantly impacted stress levels and overall performance. This was because the balanced meals that were provided to teachers sustained energy levels throughout the day, helping them to maintain focus and productivity. Additionally taking all the meals daily helped to reduce stress and perform duties, making exercises and having regular planned meetings which were organized also reduced stress and improved teachers' performance.

### **6.2.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

It was mostly revealed that the well channels of communication in the school improved performance, working as a team in any task assigned by the department helped to improve performance, teachers communication with administration reduced stress and improved performance, rotating teachers within the departments helped to avoid monotony and reduced their stress, promotion of teachers helped to motivate them and perform, attending refresher courses reduced teachers stress and improved performance and the provision of an enabling work environment helped to reduce stress among the teachers.

### **6.2.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

It was mostly stated that the teachers followed the timetable and performed their duties as expected because when there is a clear schedule in place, teachers can better manage their time and workload, leading to a more organized and efficient work environment. In addition the delegation helped teachers to reduce stress, seeking emotional support when stressed helped teachers to perform their duties, participation in all school activities helped to reduce stress and improve performance and also controlling of the emotions helped teachers by not expressing them and perform.

## **6.3 Recommendations**

### **6.3.1 Effect of individual stress management on teacher performance in secondary schools of Kanungu district**

Teachers should ensure that they make a thoughtful food choice to effectively manage stress and enhance their overall performance which can lead to better teacher outcomes in the secondary schools.

There should be daily morning walks or runs by an individual teacher in order to reduce stress so that his/her performance cannot be interrupted and be effectively implemented in the school.

### **6.3.2 Effect of organizational stress management on teacher performance in secondary schools of Kanungu district**

There should be improved motivation on teachers by provision of certain incentives outside their basic pay and ensure the implementation of routine performance evaluations that pinpoint areas for improvement and offer helpful criticism.

There should be proper communication channels like scheduling of regular staff meetings to discuss updates, share information, and address concerns and ensure that everyone is on the same page, fosters a sense of community, and provide a platform for open dialogue.

### **6.3.3 Effect of emotional focused stress management on teacher performance in secondary schools of Kanungu district**

There should be participation in social events by all teachers such as picnics, or holiday parties in order to strengthen bonds among staff members, create a supportive work environment, and promote relaxation and fun to reduce stress and improve performance.

There should be establishment of a support network by teachers through building a network of trusted colleagues, friends, and family members who can help when feeling stressed as this provides a sense of belonging, emotional relief, and practical advice from those who can understand the situation.

### **6.4 Areas of further study**

- i. Impact of peer support and mentoring programs on management of stress in teachers of secondary schools.
- ii. Effect of family support in control over stress and teachers job satisfaction in secondary schools.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

To The Respondent,

At Uganda Christian University, I am Arineitwe Stellah, a master's student obtaining a master's degree in administration and planning. "The effect of stress management towards teachers' performance in secondary schools of Kanungu District" is the topic of my research project. You are asked to take part in this research, and all data gathered will be used only for academic research and will be kept completely private. Would you kindly give yourself a few minutes to answer the following queries?

#### SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Please select the option that best fits your needs.

##### 1. Gender

(a). Male

(b). Female

##### 2. Age

(a) 25-30

(b) 31-35

(c) 36-40

(d) Above 41

##### 3. Education level

(a) Diploma

(b). Degree

(c). Masters

**SECTION B**

Please answer the following statements that have been presented. Use a tick to check the appropriate box. Select the options that most closely represent your position: SD stands for strongly disagree, A for agree, N for not sure, D for disagree, SA strongly Agree.

	<b>Effect of individual stress management on teacher performance</b>	SA	A	N	D	SD
1	Exercises improve my physical fitness enabling me to perform my duties					
2	The exercises I do help me to reduce stress and perform my work					
3	The choice of food helps me reduce stress and my improve performance					
4	I take all my meals daily to reduce my stress and perform my duties					
5	Regular planning meetings are organized which reduces stress and improves my performance					

Do you think there are other effects of individual stress management on teacher performance?

a) Yes

b) No

If yes mention them.

.....

.....

	Effect of organizational stress management on teacher performance	SA	A	N	D	SD
1	I often attend refresher courses which reduce my stress and improve my performance					
2	The teachers are promoted to motivate them and perform					
3	Teachers are rotated within departments to avoid monotony and reduce their stress					
4	The teachers communication with administration reduces stress and improves performance					
5	The well channels of communication in the school improves performance					
6	We work as a team in any task we are assigned by the department to improve performance					
7	The organization provides an enabling work environment which frees my stress					

Do you think there are other effects of organizational stress management on teacher performance?

a) Yes

b) No

If yes mention them.

.....  
.....

	Effect of emotional focused stress management on teacher performance	SA	A	N	D	SD
1	I participate in all school activities to reduce stress and improve my performance					
2	Delegation helps to improve the performance of my work					
3	Delegation helps reduce stress					
4	The teachers follow the timetable and perform their duties as expected					
5	I seek emotional support when stressed and perform my duties					
6	I control my emotions by not expressing them and performing my roles					

Do you think there are other effects of emotionally focused stress management on teacher performance?

a) Yes

b) No

If yes mention them.

.....

.....

**Thank you for your cooperation, good luck**

## **APPENDIX B: INTERVIEW GUIDE**

1. How does the implementation of stress management programs or interventions in schools affect teacher job satisfaction and performance?
2. What is the effect of individual stress management on teacher performance?
3. How does the implementation of comprehensive organizational stress management policies impact teacher job satisfaction and retention rates?
4. What is the effect of organizational stress management on teacher performance?
5. What role does self-awareness play in the success of emotion-focused stress management efforts among teachers, and how can self-assessment tools be utilized to enhance self-awareness?
6. What is the effect of emotionally focused stress management on teacher performance?

**APPENDIX C: SAMPLE SIZE DETERMINATION USING KREJCIE AND MORGAN TABLE.**




N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note;” N” is the population size and “S” is the sample size.

Source: Krejcie and Morgan, 1970.

# Stella Arinaitwe

## FINAL DISSERTATION

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