INFLUENCE OF STRESS ON HEALTH AND PRODUCTIVITY OF TEACHERS IN PRIVATE PRIMARY SCHOOLS: A CASE OF NAIROBI COUNTY, KENYA

BY

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DECLARATION

I declare that this research project is my original work and has not been presented for any academic award in any university.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this research project to my father Daniel Mbatha, mother Elizabeth Mwikali, my wife Salome Ndunge and my daughter Kerensa Mwikali without whom I would not have completed this research project.

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ABSTRACT

This study sought to examine the influence of stress on health and productivity of teachers in private primary schools in Nairobi County. Primary data was collected using a survey research design. The sample size was obtained through random sampling. A sample of 384 teachers was targeted in this study. The study used the self-developed questionnaire in form of 5-points Likert's scale. Data were analyzed using statistical packages for social sciences. Both descriptive analyses were carried out. The study found that there were a reasonable number of teachers in the private school who experienced work-related stress. The stress was mainly associated with low pay, lack of promotion, lack of involvement in decision making, and lack of proper communication. The study recommends the adoption of programmes by private primary schools to enhance the management of their staff in order to promote their wellbeing.

CHAPTER ONE

INTRODUCTION

1.1 Background

Stress is referred by WHO as a health hazard of the twenty-first century. According to Harrison (1978, 1985), stress arises if; 1. There are inadequate supplies from the environment to meet the needs of the employees: 2. there are shortages in the abilities that are demanded and are the prerequisite to receiving supplies. According to the American Psychological Association (2008), workers who reported to lose productivity because of stress were sixty percent. The findings of this study indicated that stressed employees experienced burnout; they made many mistakes and were absent more often than employees who were not stressed. APA's Annual Survey on Stress (2012) indicated that employees who were doing well in managing stress were thirty-seven percent while those who could not manage stress were sixty-three percent. This confirmed that stress was an epidemic at the workplace. The employees surveyed cited the following to be the sources of work stress: low salaries, work overload, few opportunities for career growth and career development, unchallenging tasks, inadequate social support, less control over work-related decisions, ambiguous and conflicting demands, job uncertainties and performance expectations that were not clear.

Emmanuel Majekodunmi Ajala, University of Ibadan (2012), described a hostile workplace setting to lead into losses for the workers, their significant ones and the economy of the country. Conducive workplace aid to increase the performance of employees and in return improves organizational productivity. For instance, proper lighting, proper safety procedures, enhanced workers morale, and satisfactory customer care improves organizational productivity.

According to Jane, Juma et al., (2016), conflict in roles, unavailability of career development opportunities, lack of personal privacy, political intrusion, less control over work-related decision making, ICT advancement, inadequate office space, sexual violence, lack of support from top-level management, unclear and inefficient communication and little opportunities for growth had moderate effects to workplace stress. Contrary, eustress

positively influenced the performance of the employees. However working environment, the pursuit for excellence, conflicting demands from stakeholders, staff shortage, and work overload and job uncertainty, unclear job expectation had a significant influence on work stress.

Apart from the increased work stressors, low performance, and unproductive organizations, employees are still reporting they are not stressed. Employees cannot tell when they are stressed because society has normalized stress. This normalized stress by society is the cause of mental and physical illnesses (Jayson, 2012)

Every category of work has stressful elements, even if one enjoys the work they do. Some experience the pressure to beat deadlines or fulfilling challenging tasks. For example, according to French (2015), work stress increased from 10.8 percent in 2006 to 22.4 percent among U.K public servants. Twenty days of leave had been taken by third of U.K public servants due to ill-health related to stress; fifty percent were also present at the workstation while sick. Correspondingly, international labor organization 2012 also reported similar findings, whereby factors associated with stress attributed to the loss of fifty to sixty working days due to absenteeism.

Siegrist, (2010) argued that workplace stressors, particularly psychosocial stressful conditions and behind the desk jobs were rapidly contributing to cardiovascular disease. When an employee is confronted by threatening situations his or her body sets off a physical reaction. The nervous system of an employee springs into work emitting hormones which alert the employee for reaction. A serious problem will occur if the stressful conditions persist over a long period of time. The employee's body will be prone to illnesses because of the constant rush of stress hormones which puts tear and wear on the body. Health problems like fatigue, headache, difficulty sleeping, difficulty concentrating, stomach upset and irritability are short-term consequences of stress. Depression, high blood pressure, abnormal heartbeat, hardening of the arteries, heart diseases, heart attack, heartburn, ulcers, irritable bowel syndrome, weight gain or loss, changes in sex drive, flare-ups of asthma or arthritis and skin problems such as acne, eczema and psoriasis are long-term consequences of stress (Webmed, 2018).

NIOSH in 2008 stated that 60% to 90% of health care providers' poor attitude to clients is attributed to stress responses. Absenteeism, tardiness, and turnover have a negative outcome on the bottom line and are associated with stressful working conditions. Less stressed workers incur 46% less financial cost than their stressed colleagues (NIOSH, 2007).

Organizational performance and productivity are fostered by a workplace that is psychologically healthy and which enhances employees' health and wellbeing. Workplace stress plays a devastating role in employees' turnover as the organization loose human capital and profits.

Economic pressure together with chronic disease has become a great challenge to both the employers and employees alike. Even though, a majority of organizations and employees don't understand the reason why productivity as well as the health of employees, are going down. There could be a relationship between stress, health, and productivity. Negative effects of stress on workers exposed to it and organizations paying for Stress-related financial cost vis a vis lost productivity in the workplace continue to be a high devastating problem, (Doptceen & Dubois, 2014). A threat to the health of the organization has been found to be caused by job stress.

1.2 Statement of the problem

The working conditions of private primary schools do not match the abilities of the teachers to cope. This mismatch is the cause of poor health among teachers. When the teacher is unhealthy his/her productivity decreases thus the school and the particular teacher incurs high cost through absenteeism, health care and low performance (French, 1973).

Teachers have silently or otherwise expressed their grievances about low salaries, excessive workload, few openings for career growth and advancement, little control over job-related decisions, conflicting roles, unclear work expectations, and job insecurity but the employer is still adamant on traditional management systems (APA, 2012).

However, there is inadequate information available concerning the influence of stress on health and productivity among teachers in private primary schools in Kenya. The studies available examined occupational stress among teachers in secondary schools. Therefore, the

appropriate response requires information to be gathered on stress, health, and productivity among teachers in private primary schools in Kenya. In an attempt to fill the existing gap, this study sought to answer, "What is the influence of stress on health and productivity among teachers in private primary schools in Kenya?"

1.3 The purpose of the study

This study examined the influence of stress on health and productivity of teachers' in private primary school in Nairobi County – Kenya.

1.4 Specific objectives of the study

The following objectives guided this study;

i. To examine the effect of stressful conditions on the health of teachers among private primary schools in Nairobi County, Kenya.
ii. To investigate stressful conditions that cause health problems among teachers in private primary schools in Nairobi County, Kenya.
iii. To investigate stress-related problems that reduce the performance of teachers in private primary schools in Nairobi County, Kenya.
iv. To investigate the financial implications of stress-related issues among private primary schools teachers in Nairobi County, Kenya.

1.5 Research Questions

The following research questions were addressed in the study:

i. What are the effects of stressful conditions on the health of teachers among private primary schools in Nairobi County, Kenya?
ii. What stressful conditions are responsible for health problems among teachers in private primary schools in Nairobi County, Kenya?
iii. Which stress-related problems reduce the performance of the teachers in private primary schools in Nairobi County, Kenya?
iv. What are the financial implications of stress on private primary schools teachers in Nairobi County, Kenya?

1.6 Justification

This study was conducted in order to investigate stressful conditions in private primary schools which affect teachers' health and productivity. A number of studies have been conducted in Kenya about the impacts of stress on productivity of teachers in both public primary and secondary schools. However, there is inadequate information about the influence of stress on health and productivity of teachers in private primary schools in Kenya. Teachers are exposed to stressful working conditions every day in schools.

In the 21st century, every school is trying as much as possible to remain competitive in Kenya. There is a high demand for teachers to facilitate learners in order to produce good academic results and attract more learners in private schools. This competition for learners generates stressful conditions for teachers' in private primary schools in Kenya. Jagrati Jain et al, 2012 argued that the image of the workplace and the quality of education can be deteriorated by stressful conditions in the workplace. An individual mental health and physical health together with the overall productivity and effectiveness of schools can be affected negatively by the exposure to stress in the workplace. Therefore, awareness of the teachers' concern about stressful conditions in the workplace and the impacts of those conditions on health and productivity will be the foundation of managing stress before it becomes a health problem to them.

1.7 Significance of study

The study may be useful to the private primary schools in Kenya, in conceptualizing the influence of stress on health and productivity among teachers. It also identifies the stress-related problems in private schools and helps the management to devise means to counteract these problems and redesign the workplace environment. It further examined cost incurred by the schools and teachers as a result of work stress related issues. The information generated by the finding of this study will also provide the private schools' management with a stable ground to improve the working conditions of the teachers.

Further, the conclusion and recommendation of this study will guide the management on the areas that required improvement. A thorough analysis of the findings and intervention measures taken by the management may be beneficial to the wellbeing and motivation of the

teachers, hence productivity can be enhanced. This may improve the health status of teachers and save teachers and organizations a lot of money which would have been incurred through healthcare. Academically, other researchers will develop on the gaps this research has identified in the final report and build on the literature on workplace stress.

1.8 Scope

The study covered the influence of stress on health and performance/productivity of teachers in private primary schools in Nairobi County Kenya. The private schools were prioritized in this because of the pressure exerted by the management on performance and low motivation regardless of the working conditions. The population sample comprised both male and female teachers.

1.9 Limitation

This study was limited only to private primary schools in Nairobi County, Kenya. The study also focused on the influence of stress on health and productivity of teachers in private primary schools and not any other profession.

1.10 Assumptions

This study was guided by two assumptions: 1) that all private primary schools have similar working conditions for teachers in Kenya and, 2) that the information provided by sampled teachers in the private primary schools was honest and accurate.

1.11 Definition of key terms

Musculoskeletal disorders – William M. Morison (2018), defines musculoskeletal disorder as maladaptation of muscles, bones, and joints i.e. tendinitis, carpal tunnel syndrome, osteoarthritis, rheumatoid arthritis, fibromyalgia, bone fractures.

Psychological stressors – refers to a threatening situation that requires behavioral, cognitive and emotional responses.

Social support – refers to the availability of person(s) who are receptive to other people expressions and offer support when needs arise.

Work stress – According to National Institute of Mental health, job stress is defined as a mismatch of the capabilities, resources, and needs of the worker with the requirements of the job that elicit harmful physical and psychological responses.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter involved a review of previous studies on stress, health, and productivity of workers at the workplace. It provided an overview of how workplace stressors affect the health of the workers and further how the stress-related health problems affect productivity in organizations. The following subtopics were discussed in this chapter: workplace stressors, the impacts of the stress on employees' health, causes and effects of job stress, job stress and productivity and finally, the theoretical framework and the conceptual framework of the study.

2.1 Workplace stressors

The pressure of stress related to a job is common for anyone who has ever worked whether through employment or through self-employment. How people cope with difficult or stressful situations in their lives has been the subject of a considerable amount of research over the past decade. The conviction that stress cause health problems has generated great interest. Potential health hazard may be found in each of the condition in the work environment. Hindrance stressor is perceived as a threat to achieving the desired outcome. (Lepine, Podsakoff & Lepine 2005).

Unfortunately, absenteeism, more injuries, more mistakes, and fatigue are indications of a stressed worker (APA, 2007). More noise, poor lighting, poor ventilation, poor temperature control, inadequate facilities and lack of privacy are work setting stressors which create physical distress (Gary J. Meier, PhD. and Jo Ann Hammond PhD., 2016). Employee performance, job satisfaction, social relations, and good health are enhanced by a healthy work environment. The Hawthorne's 1920s findings reveal that the performances of the employee at workstations were affected by physical changes that are incongruent with the employees' abilities, resources, and adaptation ability. Improvement or decreasing of employees' performance may be affected by minimal or maximal alteration of the conditions in the work environment, for instance, lighting.

2.2 Impacts of stress on employee's health

According to Selye and Tache (1985), the survival of the organism is depended on the response of the nervous and hormones to stressful conditions. Selye believed that the capacity of the organism to meet challenges and capacity to adapt is enhanced by the balance of demand induced neuro-hormonal changes. Adrenaline, cortisol, and norepinephrine are hormones released by the adrenal glands to help cope with the threatening situations at hand. These hormones respond to the body in a fight and flight manner when the stress is short-lived. The changes in the nervous, cardiovascular, and immune systems are triggered by hormones released. The less critical activities like digestion are downregulated because the body diverts the energy where it is most needed. When stress becomes long term the adaptive energy or capacity to adapt to stress is limited and depletion if adaptive reserve can have devastating consequences. Such consequences lower immune, metabolic and neurological alteration and lead to behavioral changes, cognitive deficits and vulnerability to disease, Selye (1956/1984).

The disease of adaptation can occur when there is a surplus of defensive and submissive body responses. High blood pressure, disease of the heart and blood vessels, disease of the kidney, eclampsia, rheumatic and rheumatoid arthritis, inflammation disease of the skin and eyes, infections, allergies and hypersensitivity diseases, cancer, nervous and mental disease, sexual dysfunction, digestive disease, metabolic disease, diseases or compromised immune system are maladaptation conditions from stress.

The risk of heart attacks and strokes is caused by raised blood pressure over time due to chronic stress. Smoking cigarette, drinking alcohol and poor diet are some unhealthy behaviors that can result from chronic stress. In a joint review by university college London (UCL) and Harvard University (2015), the raised risk of coronary heart disease was associated with job strain, job insecurities and long working hours. Unproductivity, loss of emotional control and ill health among people are associated with chronic stress. Health care cost and lost productivity are contributed by unhealthy behaviors which are caused by stress.

According to Marco Hafner, Christian Van Stolk, Catherine Saunders, Joanchim Krapels and Beruch (RAND, 2015), the employees who reported to work and could not perform due

to mental health problems caused significant productivity loss. High rates of absenteeism were reported among employees with musculoskeletal and other chronic conditions. The Yerkes Dodson law (1908) states that when there is increased physiological and mental arousal to a certain point due to eustress then the performance also increases. The performance level decrease when the stress levels aroused increases rapidly.

Wang & Pattern and Tennant 2001 suggest that anxiety and depression are closely related to work stress. Adverse psychological consequence of exposure to work stress is most likely to be depression. A survey by Hodgson, Jones, Elliot and Osman (1993), de Jonge, Ybema, de Wolff (1998) found that most commonly mentioned problems in a UK sample were muscular skeletal pathology, job stress, and depression. Mental health commission of Canada, across the pond, stated that mental health problems led five hundred thousand Canadians to be unable to work in a week. High demands and low levels of control were stressful work conditions which if an employee was exposed to; the potential health outcome was cardiovascular illnesses (Karasek, 1979).

Further the landmark CWA national occupational stress study (1990) found that physical and psychological health complaints were caused by one stressor, electronic performance monitoring. High tension, extreme anxiety and depression, anger and severe fatigue were reported among monitored workers who claimed to be bored than the non-monitored worker. Wrist, arm, shoulders, neck and back problems and headaches were reported by monitored workers than non-monitored workers.

Richard S. Lazarus et al. (1988) studied the impacts of daily stress on Mood and health. The study examined daily stress process among 75 married couples. The participants filled a battery questionnaire and also during a period of six months they were interviewed once per month. The investigations of physical and psychological effects of everyday activities were conducted.

The outcome indicated that the relationship between daily stress and prevalence of health problems was significant. Diseases like a sore throat, flu, back pain, and headache were found to be influenced by daily stress. Mood disturbance and daily hassle stress relationship were found to complicate. The relationship between daily hassle stress and mood was

different each day for instance; negative effects of daily stress on mood would be characterized by better than usual scores of mood the following day. Additionally, the extent to which daily hassle stress was attributed to health and mood was found to be different among different individuals. Psychological and somatic problems were experienced by participants who were in unsupportive social relationships and had low self-esteem than participants who were in supportive social relationships and high self-esteem. The results suggested that vulnerability to diseases and mood instability was found to be rapid with individuals who had low psychosocial resources even when their stress levels were low.

The study was concerned with daily hassle stress on mood and health among the married couples. There was a need for another study to be conducted with a larger sample population than 75 participants so that individual difference aspect on the relationship between daily stress and health problems could be exhaustively explored. Additionally, more evaluation needed to be done on the copying mechanism and ill-behavior as mediators of stress-related illnesses (Delongis, Kessler & Bogler, 1987).

Waithanji Grace Wanjiru et al (2014) conducted a study on, impacts of burnout on secondary schools teachers' in Mathira East District. The study found out that low academic qualification contributed to teachers' burnout.

2.3 Causes and effects of job stress

Job-related stress is a widespread problem in the workplace today. According to the school of medicine, Founder and director of the Penn program for stress management (2009), stress is addictive between different domains and it is accumulated over time. The health and financial situations experienced due to stress at home are brought by the employees into the workplace, therefore affecting their performance. The stress from their job also follows them home when they leave work at the end of the day. According to the study, employees reported that work-life balance created stress while the employers reported a work-life balance to affect business.

American Institute of Stress (2014), indicated performance pressure, hostile work setting, and technological advancement and jobs insecurities to be on the rise because of workplace

stress. Workplace stress occurs when the demands of the job are perceived to exceed the available internal and external resources the employee needs to perform.

According to the American psychological association (APA) (2008) low salaries, work overloads, minimal opportunities for career advancement and growth, unrealistic role expectations, and job insecurity were the top stressors for employees in the workplace and service delivery is negatively influenced when all these stressors increase the stress of the employees.

An inter-role conflict is a form of work-life conflict. Family stresses can interfere with work life where else work stress can interfere with family life. This normally happens if there is over commitment in one role over the other for example, when one over commits to work at the expense of the family or when the stresses of the family carry over to work. (Greenhaus & Beutell 1985). There is a significant relationship between work-life conflicts and productivity of employees at work, family relationships, and health of the employees; Job satisfaction, organizational commitment, turnover intention, burnout, absenteeism, job performance, job strain, career satisfaction, and organizational citizenship behaviors are factors of employee productivity that are affected by Work-life conflict; Marital satisfaction, family satisfaction, family related performance, and family-related strain are factors of work-life conflict that affect family relationships; Life satisfaction, psychological strain, somatic or physical symptoms, depressions, substance use or abuse and anxiety are factors of the employees' health that are influenced by work-life conflict (Amstad, Meier, Fasel, Elferiug & Semmer (2011)

The motivation of employees' and abilities of employees to perform proficiently may be prevented by hindrance stressors caused by organization constraints. (Peter & O'Connor, 1980). According to Riggio, (2000) work environment has many sources of stress. Stressors in the work environment cause a great deal of stress. Job insecurity, extreme competition, antisocial relationship, hostile working conditions, work overload, unchallenging tasks, job ambiguity, lack of control over one's job and support, unusual working hours, and low-income level are some stressors in the work environment. The personality of the workers (type A and B) and some features of the job are also factors in the organization which creates stress.

According to Herschcovis, (2011) and Tepper & Henle (2011) workplace mistreatment is a major stressor. Ostracism in the workplace, interpersonal conflict, harassment, and incivility are some mistreatments in the workplace that result in stress. Some attributes like antisocial behaviors at work, shouting at others, showing preference towards some people, rudeness, and gossiping are typical workplace mistreatment. (Tepper & Henle; 2011).

Glazer and Beehr (2005), Kahn, Wolfe, Tuinn Snock & Rosenthal, (1964) identified three common role stressors as ambiguous roles, conflicting roles and overloading roles. In a case where the employee does not know clearly what is expected of him or her in a role then role ambiguity occurs. When an employee receives incompatible roles orders from different or the same supervisor, or he/she is requested to participate in a role that interferes with the employee's performance that situation is referred to as a role conflict. When the supervisor's demands are in excess of the available time to complete the demands or abilities and skills to complete the demands, role overload occurs.

According to Abrahims, 1994, Glazer & Beelnr 2005, Jackson & Schiler 1985 organizational stressors lead to job dissatisfaction, reduced organizational commitment, reduced job performance, increased tension or anxiety and increased employee turnover intention. Work-related stress can be experienced by both the employee and the organization. Employees' negative attitudes or absenteeism may result in reduced production rates and employee performance hence the organization experience strain.

With reference to industrial and organizational (IO) psychology literature, health insurance cost and accidents leave days are considered organizational strains which are observed as macro indicators where else job strains are micro-indicators which are internal to an employee and are referred to as job strains. Health and wellbeing of the workers are relative to the employee working conditions (Spector, Chen & O'Connell, 2000).

Physical, behavioral and psychological job strains are the major job strains (Jex & Beehr 1991). Employees' reactions to job stressors are the ones referred to as behavioral strains. Workers taking alcohol while in the place of work and taking sick offs when they are not ill are examples of behavioral strains (Spector et al 2000). The physiological symptoms that workers suffer as they respond to the work strains are physical strains. Physical stress, for

example, manifests through headaches and ulcers. Attitudes and emotional reactions that workers obtain as they react to job stressors are the psychological strains. Frustration, anxiety, and dissatisfaction are examples of psychological strains (Spector et al 2000).

Jane K.A Juma et al. (2016), conducted research to find out factors influencing stress among female principals in public secondary schools. The findings showed that stress among female principals as influenced working environment, deviant teachers, a pursuit for promotions, and conflicting demands from the top-level management, inadequate time to teach, shortage of teachers, work overload and uncertain job expectation. Olive Taabu Baraza et al. (2016) carried out a study about the implication of stress levels among secondary school teachers and students performance. The study revealed the main cause of stress among teachers was interpersonal relations, the culture of the school, the size of family, domestic responsibilities, indiscipline students and setting examination. The implication of stress levels among teachers culminated in a reduction in students' academic performance.

2.4 Job stress and productivity

American Institute of stress (2014) found that absenteeism, turnover and health care expenditures were caused by workplace stress and cost organization over three hundred billion dollars annually in lost productivity. According to guardian Article, stress-related issues, depression, and other mental conditions were found to cause a loss of seventy million working days each year in Britain.

According to Earn Shaw & Cooper (1994), one hundred and eighty thousand deaths and seventy million working days are lost per year because of heart diseases in Britain. Sickness absence and turn over due to alcoholism are other common issue related to work stress which cost the UK economy about 2.2 billion pounds (Earn Shaw & Cooper 1994).

Kamaldeep Bhui et al. (2016) conducted a study about causes of work stress and perceived effective intervention on employees working in public/private and non-governmental organizations in the UK, a range of organizations participated in the study where 51 employees were interviewed qualitatively. The study sample used was purposive and 12 organizations took part in the study. Employees of different positions in the hierarchy were selected. Common causes of work stress reported by the participants were adverse working

conditions and management practices. Inefficient communication, lack of trust, role conflict, subjective rewards, lack of recognition, mistreatment, lack of control over the job-related decisions, little support and unrealistic job demands were management practices that induced stress.

Although there were variations particularly on the type, location, the size of the organizations involved and the number of organizations that participated in the study. The study was related to the sample characteristics. Variety of occupations, organizations size, organization location, a large number of organizations, and a larger sample population would have provided more information about the study. Another study needed to be conducted using the quantitative method and random sampling of the population.

Syed Mubasher Hussein, (2013), conducted a study about job stress and Employee productivity. The purpose of the study was to identify and analyze the effects and causes of job strain on workers' performance in the public health sector of Kashmir. The study distributed self-administered questionnaires which were filled by 210 employees out of 400 employees in the public health sector. SPSS version 20 and Pearson correlation and regression were used to analyze data. The study indicated that job strain was contributed by inflexible working hours, little control over workplace environment, hierarchical management systems, lack of rewards, and personal problems and because of these factors there was a significant negative relationship between stress and productivity of employees.

This study was specific for the public health sector of Muzaffarabad and Poonch division of AJ&K. More research on the following areas was called for: business, education, and tourism in order to examine further the effects and causes of job strain on employee productivity. According to Lluminari landmark study (2000), Cardiovascular and heart problems, demoralization and depression, anxiety, drugs abuse, certain cancers, infectious diseases, conflicts, backache, and injuries were experienced by people worked under stressful conditions and could affect productivity.

Ian Donald, et al. (2005) conducted a study about the work environment, stress, and productivity. The study involved 15 different companies where 16001 workers took part in the study in the UK. Data were collected using self-administered ASSET questionnaire. A

number of interesting relationships were shown by the results. Psychological wellbeing was the strongest first indicator. Commitment from the organization to the employees was the second influential factor in production. How few stressors directly predicted productivity was the third interesting aspect of the results. Significance variance in productivity was accounted for by limited access to resources. No direct relationship between stressors and productivity was found by the study although individual work stressors were included in the design with exception to resources. This study was concerned with the direct relationships between stressors and productivity rather than impacts of stress on health and productivity. According to the American Psychological Association Nationwide poll (2007), above half of those surveyed showed that their productivity of work suffered as a result of stress.

According to Muiga Felistus Wangui et al. (2013) study on whether teachers performance was affected by work stress in public secondary schools of Kikuyu Sub-County. The study concluded that teachers' performance in public secondary schools had a significant negative relationship with work-related stress. Sangara Rose Kendi (2012) studied the impacts of workplace stress on head teachers' responsibilities in secondary schools of Kisumu County. The findings indicated that the position of head teacher, stakeholder, and families are the source of stress to the head teacher and the head teacher's stress affected other teachers and school performance.

2.5 Theoretical Framework

The concept of person-environment (PE) fit, referring to the congruence and alignment between characteristics of an individual and those of their employment or organization, has long held intuitive appeal as a potential influence of employee satisfaction and performance. The importance of fit between people and their jobs was introduced as early as Plato, who emphasized assigning people to the jobs that correspond to their attributes and abilities (Kaplan, 1950).

Person-environment fit theory postulates that mismatch between the person's needs and what they receive or what they confront at work will lead to high strain. Where the person strongly desires a particular feature but does not receive it, will be the condition which will create the highest level of strain. The demands placed upon the employees as well as their abilities

need to match what people want and what they receive. Lack of match minimizes their psychological well-being (French, 1973). Edwards (1995) referred to this dimension as important and it's related to Maslow's need hierarchy principle.

According to Lewin (1935) Person-environment fit model, the environment of the organization(tasks, job responsibilities and culture) and the employees must find a common ground where the characteristics of the individual worker (skills, traits, competencies, and abilities) and the organization match each other in mutually beneficial ways (Caplan, 1978). Edwards (2008) postulated that the level to which there is similarity involving the individual and a particular situation such as companies, then both employees and the organization will have a healthy workplace environment. Are the employees' skills and abilities necessary to fulfill organizations demands? Or Is the employee desire for discretion supported by the work environment (do the values correspond) or If the person organizational fit is greater the individual satisfaction of the job will also be greater while employee organizational commitment will also be greater hence lowers the person's turnover intention and employment associated stress (Meta-analysis by Assouline & Mier 1987; Kristof brown, Zimmerman, & Johnson, 2005; Verguer, Beehr & Wagner 2008).

2.5.1 Diffusion of the model with stress, health, and productivity

Teacher-Head Teacher/Director fit; the personality similarities between the teacher and the Headteacher or the Director may lead to more liking, better interaction and higher performance rating (Strauss, Barrick & Connerly, 2001). When the HeadTeacher and the Teachers have a different but complementary degree of control, the dissimilarities in the control traits is related to higher teachers' satisfaction with the employer or the Headteacher (Glomb and Welsh, 2005). If the demands of the employer are incongruent to the teachers' abilities, then the teacher will be stressed. Long-term incongruence between the employer or the Headteacher and the teacher result to turnover, depressed immunity to diseases, absenteeism, reduced productivity, high tension, and anxiety.

When there is incongruence between the teacher and the salary, the teacher gets stressed because of financial worries. Being employed in a job that doesn't pay well to cater for needs can increase stress due to incapacity to meet monthly obligations. This misfit has an effect

on families and can extend to the workplace, causing little morale and productivity. If the teachers don't earn well to provide for themselves and their relatives, irritability and fear can affect the teacher's wellbeing (Toby L. Parcel 1984).

Misfit between the teacher and the workload cause tension which leads to a series of other health difficulties. The incongruence caused by an endless flow of work can lead to heart complications, high blood pressure, loss of sleep as well as appetite. This misfit between the teacher and the workload may lead the company to incur high insurance cost while watching teacher's productivity go down. The health issue caused by the misfit between the teacher and the workload can regularly overshadow any benefit that may come from keeping a great level of performance (George N. Root III, 2017).

Incongruence between teachers and performance expectation cause stress. The most stressful part is when the teacher does not know what the Director or the Headteacher expect. When there is a mismatch between teachers and performance expectation conflict becomes inevitable. Furthermore, Headteachers who communicate in an unclear manner to their teachers head to conflict. The mismatch between teachers' expectations and the organization goal may lower teacher's self-esteem and render him/her hopeless and withdrawn. This mismatch leads to teachers' turnover (APA 2012).

The congruence between the teacher and organization is associated with teachers performance (Kim, Aryee and loi 2013), satisfaction of jobs (Cable & DeRue, 2002), turnover intention (Vancouver & Schmitt 1991; Wang et al. 2011), retention of teachers (McCullocch et al., 2007) and organizational citizenship behavior (Cable at al 2002).

2.6 Conceptual framework

The conceptual framework (figure 2.1) illustrates how aspects of stress as an independent variable influence the health as a dependent variable and how health problems related to stress influence the productivity of teachers as a dependent variable. Some aspects of independent variable include low salaries, work overload, few openings for growth, Unchallenging work, unsupportive colleagues, little control over job-related decisions, Conflicting role demands, Unclear job expectation, and Job Insecurity. On the other hand, aspects of health as a dependent variable include burnout, sleeplessness, anxiety, irritation,

difficult concentration, and muscle aches. Finally, aspects of productivity as a dependent variable include Mistakes, Low, performance, absenteeism, Sick offs, Health care cost to the employee and Health care cost to the organization.

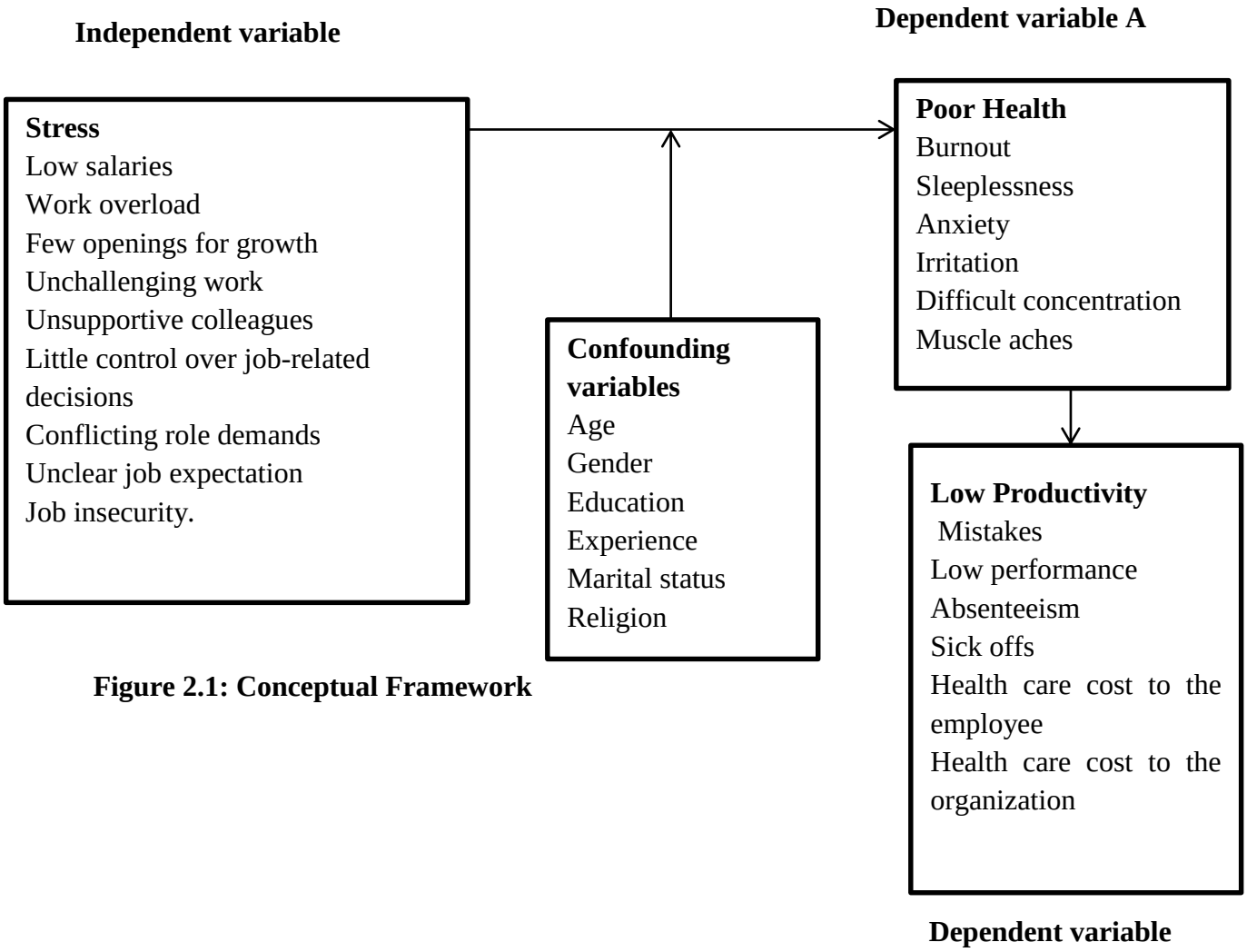

Figure 2.1: Conceptual Framework

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The study sought to examine the influence of stress on health and productivity among private primary schools teachers in Nairobi County. This chapter entailed research design, the method of data collection, group population, sample population size, sampling procedure, the instrument of data collection, the data collection procedure, data analysis, ethical issues and reliability and validity of the instrument. This study aimed at reaching 384 teachers from the private primary school in Nairobi County. The research was conducted through a self-developed questionnaire.

3.1.1 Research Design

This study used survey research design to collect data in order to examine the relationship between stress, health, and productivity of teachers in private primary schools of Nairobi County. A survey is a data collection tool used to gather information about individuals (Kendra Cherry 2008). Quantitative and qualitative approaches to survey methods were used, where numbers and description of situations were used to collect data for the study.

3.1.2 Target Population

Teachers targeted to participate in this study were from private primary schools. Since the population of teachers in private primary schools in Nairobi County is not documented. It is estimated that there are 20,000 teachers in private primary schools in Nairobi County.

3.1.3 Sample Size & Sampling Procedure

From the estimated group population of 20,000 teachers', random sampling procedure was used in this study where 384 teachers were targeted. From the 9 sub-counties in Nairobi County, 43 teachers were sampled using a simple random technique from each sub-county. The technique ensured that all teachers who participated in the sampling had an equal chance of participating in the study.

The sample size was determined using Cochrane's formula stated below.

$$n=\frac{z^2pq}{d^2}$$

Where n= the desired sample size (if the population is greater than 10,000)

z= Standard normal deviation at the required confidence interval, in this case, was 1.96

p= proportion in the target population estimated to have the desired characteristics (p=0.5)

q= (1-p) =0.5

d= the level of statistical significance which was set at 0.05

Therefore, $n=\frac{1.96^2(0.5)(0.5)}{0.05^2}$

$=\frac{0.9604}{0.0025}$

=384.16

~384

3.1.4 Data collection instruments

The research used primary sources of data collection. In this case, questionnaires were administered to the participants with two sections to fill. The first section was data on demographic factors and section two was a Likert scale in which the respondents filled. The questionnaire was designed by the researcher himself in form of 5-points Likert's scale. The questions were derived from the literature on stress i.e. factors causing stress, indicators of stress and impacts of stress on health and productivity of employees. A questionnaire had 50 questions.

3.1.5 Data collection procedure

The researcher together with two assistants administered questionnaires to the participants at their workplace. The participants ticked the questionnaires with the appropriate answers from 5-points Likert's scales given in the questionnaire. The researcher collected the questionnaires immediately after respondents filled their part for analysis. This was a one

sitting activity; no one was allowed to carry the questionnaire home with them. A total of 356 questionnaires were returned with a response rate of 92.7% which was considered adequate for analysis in this study based on Kothari (2004) who claimed that a response rate of 50% could be used to make a dedication from a study.

3.1.6 Data analysis

Exploratory data analysis (EDA) methods were used at the preliminary phase of analysis to disclose the construction of data counts and frequency distributions were used to analyze non-continuous variables. The research data were both quantitative and qualitative data, which were analyzed in SPSS. Results for the analysis were generated using frequency distribution tables.

3.1.7 Ethical issues

All research ethical issues were observed including Informed consent, Beneficence- Do not harm, Respect for anonymity and confidentiality, Respect for privacy, Honesty, and integrity, Openness and a permit to conduct research from NACOSTI was sought.

3.1.8 Reliability and validity

Kothari (2010) asserts that the degree to which an instrument measure what it is supposed to measure and can also be thought as utility indicates the validity of the instrument. The validity was carried out to test the tool for accuracy and meaningfulness. The researcher also sought an expert judgment to assess whether the data perfectly represented the concept of the study and also sought help from the supervisor to improve validity. Reliability is the degree to which measures are free from error and in effect yield consistent results (Mugenda & Mugenda, 2008).

To determine the reliability of the study 10% of the sample was piloted using private schools in Kiambu County and repeated after one week. Reliability coefficient was determined using Cronbach's Alpha which was computed from SPSS. According to Hinton, McMurray, and Brownlow (2014), an alpha of >0.70 of a study tool is sufficiently reliable. A Score above 0.7 will be acceptable for this study. The private primary school teacher health scale alpha value was 0.849, the stressful condition was 0.7925, stress-related issues were 0.893 while stress-related problems were 0.8063.

CHAPTER FOUR
RESULTS AND ANALYSIS

4.1 Introductions

This chapter presents the data results from the analysis of data. The analysis was presented based on the study objectives. However, the first section outlines the response rate and social demographic and social economic information before embarking on the objectives of the study. A total of 356 questionnaires were returned with a response rate of 92.7% which was considered adequate for analysis in this study based on Kothari (2004) who claimed that a response rate of 50% could be used to make a dedication from a study.

4.2 Presentation of Findings

The findings obtained from this study were descriptive in nature. Percentages of outcomes were used to explain the relationship between variables.

4.2.1. Social demographic information

This section provided the profile of the respondents. This information was presented on a number of basic characteristics, including age at the time of the study, gender, level and form of education. The population under the study offered a general information about the demographic factors. The socioeconomic context within which other subsequent factors fall was provided by an analysis of these variables.

The study found that the majority of primary school teachers were female who accounted for 60.8% of the total respondents 39.2% of the respondents were males as indicated in figure 4.1.

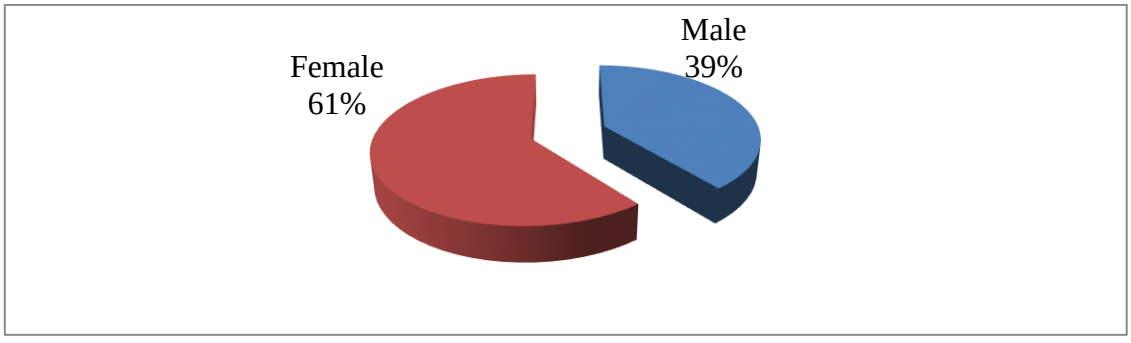

Figure 4.1: Shows Gender

The study also sought to understand the age distribution of the respondents which was a key component of any social economic study. The study found that most of the respondents were aged between 26-30 years 43.3%, 22.2%, and 18.1% were aged 20-25 years and 31-35 Years respectively implying that over 75% of private primary school teachers in Nairobi County are youth below 35 years. This information is represented in figure 4.2.

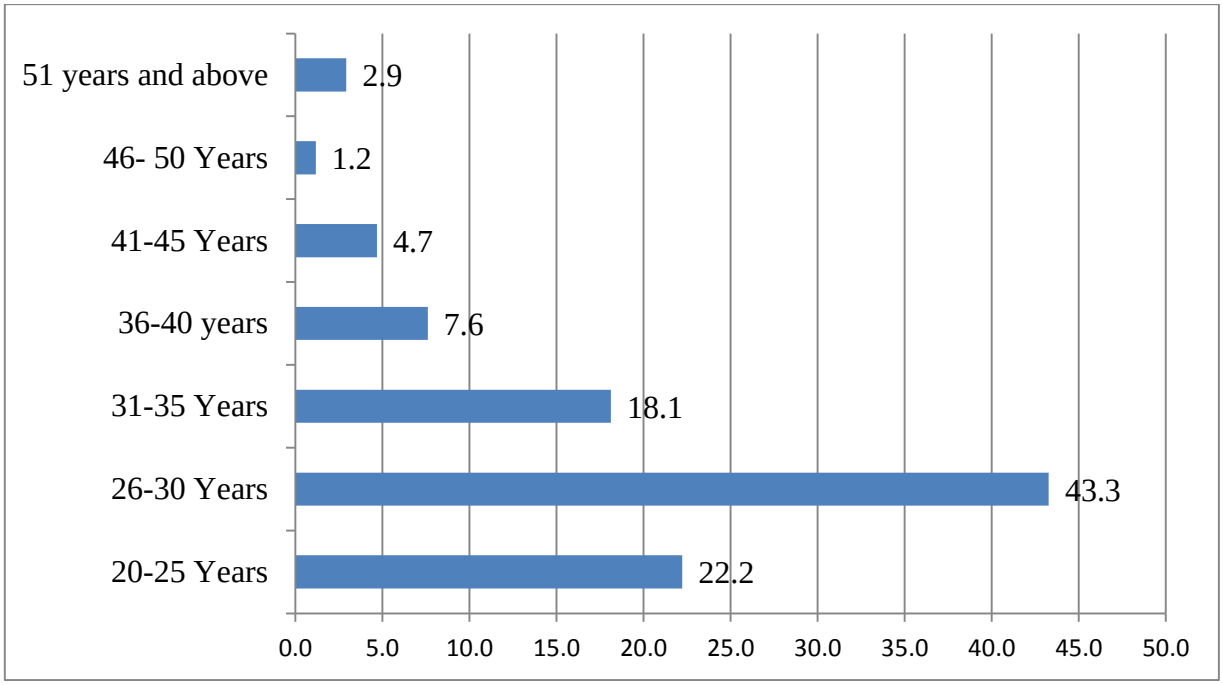

Figure 4.2: Shows Age

This study also evaluated the marital status of the teachers under the social demographic section. The study found that 66.7% of the respondents were not married but were in a relationship with only 20.8% married and 6.5% divorced as shown in figure 4.3.

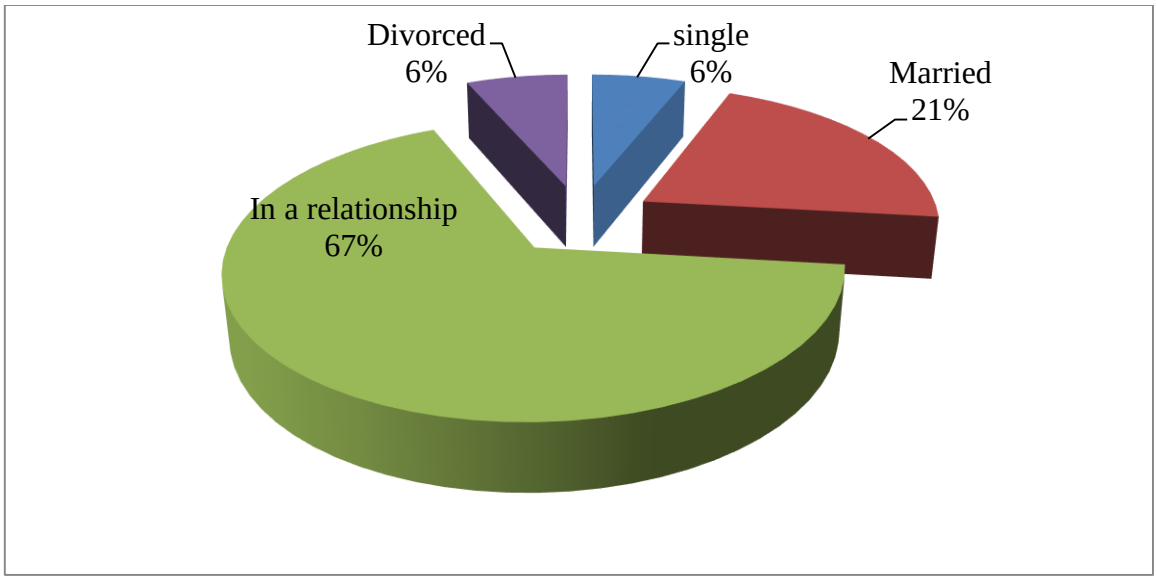

Figure 4.3: Shows Marital status

Majority of private primary school teachers who participated in this study were Christian (96%) with only 3% and 1% of Islam and Hindu religions' representation respectively. This information is represented in figure 4.4.

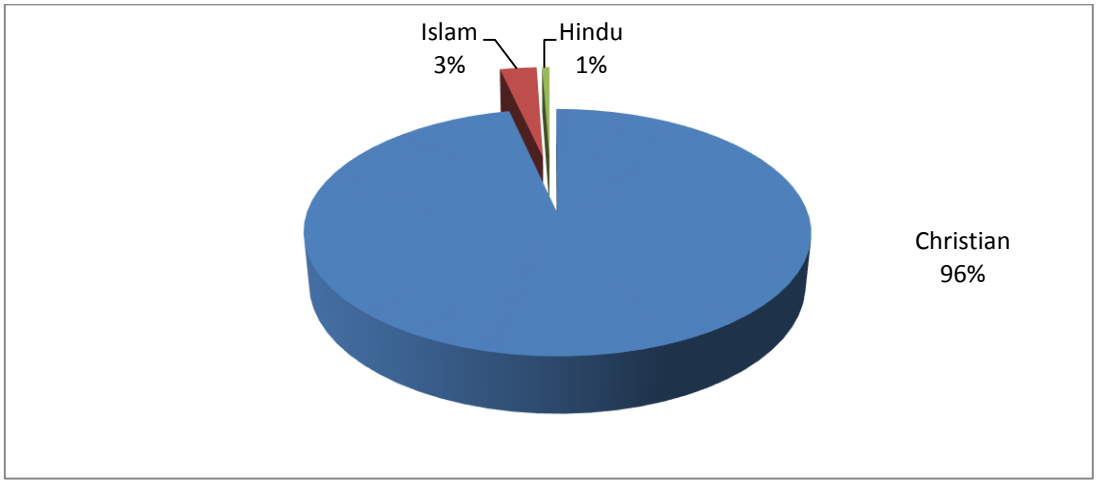

Figure 4. 4: Shows Religion

Regarding the educational achievement and work experience, the study found that majority of the respondents were P1 certificate holders (56.7%) while 29.8% were diploma holders, 8.8% were degree holders, 1.2% were postgraduates and 0.6% were others. This information is represented in figure 4.5.

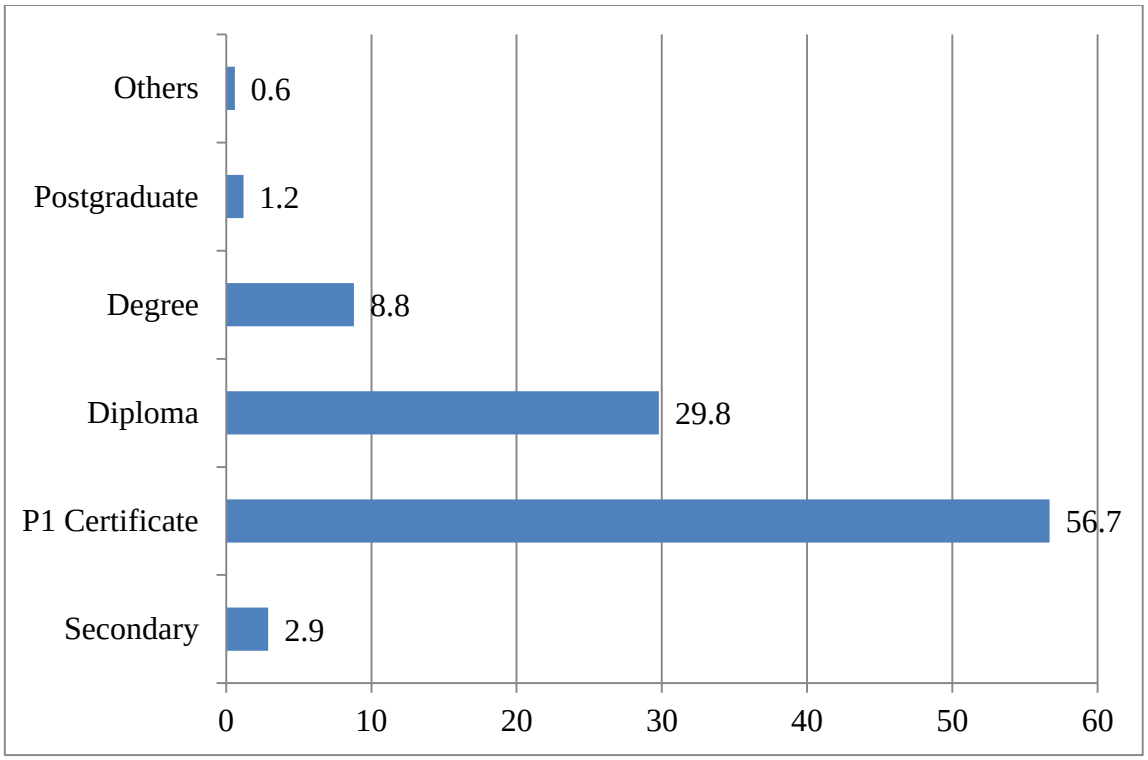

Figure 4.5: Shows Education

The study also found that 51% of the teachers had a work experience of between 1-5 years, 25% of the teachers had a work experience of 6-10 years, 11% had a work experience of 11-15 years, 6.4% had a work experience of less than a year, 3.5% had an experience of 16-20 years and finally 2.3% had an experience of 21 years and above. This information is represented in figure 4.6.

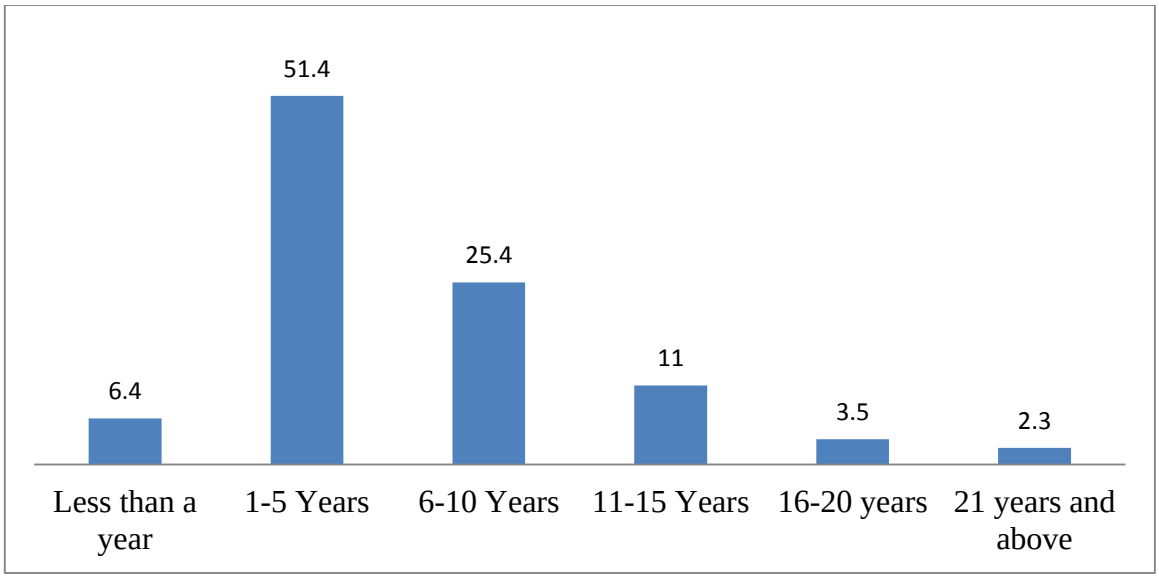

Figure 4.6: Work experience

4.3. Presentation of study variables

This section presents the findings based on various study findings; this includes stressful conditions on the health of the teachers, stressful conditions that cause health problems, Stress-related problems that reduce performance and financial implications of stress-related issues among private primary schools teachers.

4.3.1. Effects of stressful conditions on the health of the teachers in private primary schools

Table 4.4 below presents stressful conditions on the health information among private primary school teachers in Nairobi. Health of teachers which is the dependent variable of this study was evaluated based on a number of factors; frequency of back pain, headache, stomach upsets due to anxiety, sleeping difficulties at night, low resistance to infections, muscle aches as a result of work strain, increase in sick offs, frequency of sickness increased, frequent skin rashes and frequent ulcers. The factors under this variable were rated using 5-point Likert scale (1=Strongly Agree, 2= Agree, 3= Neutral, 4 =Disagree and 5=Strongly Disagree).

The study found that most of the teachers had back pain experience (42.9%) and sleeping difficulties (44%) were only two common health challenges faced by most teachers upon

joining the school. A headache at work, low resistance to infections, and ulcers were slightly not a problem to most teachers as denoted by 40.8%, 51.4% and 56.5% of those who disagreed with the argument that this could be problem respectively. Majority of the respondents strongly felt that stomach upset (61.2%), muscle aches of work strain (40.7%), increase in sick leaves (77.5%), sickness (69.0%), and skin rashes (51.7%) were not a problem in their life with respect to working conditions. This information is represented in Table 4.1.

Table 4.1: shows the effects of stressful conditions on the health of teachers

	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**		**Mean**	**Std_ Dev**
Sometimes I experience back pain	40	11.3	112	31.6	50	14.1	112	31.6	40	11.3	3.0000	1.2414
I often experience a headache since I started working here	20	5.7	38	10.9	28	8	142	40.8	120	34.5	3.8736	1.1693
I often experience stomach upsets since I started working here	16	4.5	22	6.2	22	6.2	78	21.9	218	61.2	4.2343	1.1212
I often experience sleeping difficulties at night since I joined this school	38	10.7	118	33.3	76	21.5	92	26	30	8.5	4.2921	1.1153
I have low resistance to infections	2	0.6	22	6.2	48	13.6	182	51.4	100	28.2	2.8814	1.1624
I often feel muscle aches of work strain	34	9.6	44	12.4	24	6.8	108	30.5	144	40.7	4.0056	.84824
My sick offs have increased rapidly since I started working at this school.	10	2.9	12	3.4	8	2.3	78	22.4	240	69	3.8023	1.3424
I often get sick since I started working here.	2	0.6	18	5.2	16	4.6	42	12.1	268	77.5	4.5115	.92196
I often suffer from skin rashes.	18	5.2	52	14.9	8	2.3	90	25.9	180	51.7	4.6069	.84535
I have been suffering from ulcers.	8	2.3	32	9	24	6.8	200	56.5	90	25.4	4.0402	1.2674

4.3.2. Stressful conditions that cause health problems among private primary schools teachers

One of the study objectives was to identify stressful conditions in private primary schools that cause health problems for teachers. The study examined this subject using various

factors including; Satisfaction with my salary, excessiveness of workload, presence of career training programmes, opportunities for promotions, opportunity to participate in job related decision-making, provision of all materials needed to accomplish their duties, provision of efficient communication, noise-free environment, ventilated area with fresh air, good temperature control, well lit work environment, enough space and privacy, recognition of one's effort, work relationship with other colleagues, and support from colleagues.

The study found that most respondents were not satisfied with the salary that they earned as shown by 41.6% of those who disagreed. They also reported that workload was excess which made most of them drained by end of the day as implied by 36.0% of those who agreed. Most schools were reported to provide teachers with training to develop their career (43.0%) agreed though they did not provide opportunities for promotion as implied by 37.7% of those who disagreed.

Respondents further agreed that the management provided them with an opportunity to participate in job-related decision-making; their supervisors provided them with all the materials they needed to accomplish their duties; their school management provided them with efficient communication; their workplace environment had well-regulated noise; their workplace environment was well ventilated for fresh air, their workplace environment had good temperature control; their workplace environment was well lit, had enough and private space. They also reported that the school management recognized their efforts. It was also noted that there existed a good work relationship between them and other colleagues and frequently got their support whenever needs arose. This information is represented in table 4.2.

Table 4.2: shows stressful Conditions that cause health problems among teachers

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
	n	%	n	%	n	%	n	%	n	%	mean	Std. dev
I am satisfied with my salary.	12	3.4	58	16.3	48	3.691	1.118	41.6	90	25.3	3.691	1.118
The workload is excess such that by the end of the day I feel drained.	50	14.0	128	36.0	68	2.719	1.143	25.8	18	5.1	2.719	1.143
The school management provides training to develop my career.	30	8.4	154	43.0	34	2.927	1.248	25.7	48	13.4	2.927	1.248
The school management provides me with opportunities for promotions.	26	7.4	122	34.9	26	3.131	1.230	37.7	44	12.6	3.131	1.230
The management provides me with an opportunity to participate in job-related decision-making.	22	6.2	140	39.5	46	3.023	1.204	28.2	46	13.0	3.023	1.204
My supervisor provides me with all the material I need to accomplish my duties.	48	13.5	154	43.3	32	2.702	1.190	28.1	22	6.2	2.702	1.190
My school management provides efficient communication for me.	46	13.0	156	44.1	50	2.661	1.165	21.5	26	7.3	2.661	1.165
My workplace environment has well-regulated noise	54	15.3	166	47.2	32	2.574	1.182	21.6	24	6.8	2.574	1.182
My workplace environment is well ventilated for fresh air	80	22.6	174	49.2	20	2.333	1.155	17.5	18	5.1	2.333	1.155
My workplace environment has good temperature control	58	16.4	162	45.8	44	2.537	1.166	18.6	24	6.8	2.537	1.166
My workplace environment is well lit.	68	19.2	210	59.3	12	2.243	1.044	14.1	14	4.0	2.243	1.044
My workplace has enough space and privacy for me.	52	14.7	142	40.1	28	2.780	1.274	27.1	36	10.2	2.780	1.274
The school management recognizes my efforts	36	10.2	134	38.1	54	2.926	1.263	21.6	52	14.8	2.926	1.263
I have a good working relationship with my colleagues.	102	28.8	206	58.2	24	1.921	0.828	4.5	6	1.7	1.921	0.828
My colleagues and I support each other when needs arise.	108	30.3	206	57.9	20	1.882	0.789	5.6	2	.6	1.882	0.789
Sometimes I feel emotionally exhausted.	90	25.4	206	58.2	24	2.023	0.890	7.9	6	1.7	2.023	0.890

4.3.3. The stress-related problems that reduced the performance of teachers in private primary schools.

The other area of interest in this study was stress-related problems that reduced the performance of teachers in private primary schools. The problems related to stress studied in this study included; taking of alcohol to get satisfaction, smoking of cigarette for relaxation, chewing miraa in order to relax and taking of bhang for relaxation.

The study found that taking of alcohol to get satisfaction; smoking of cigarette for relaxation, chewing miraa in order to relax and taking of bhang for relaxation was a problem with 6.3% cases while 77.1% of teachers considered them not a problem at all as implied by high percentage of those who strongly disagreed with argument that they took alcohol to get satisfaction; smoking of cigarette for relaxation, chewing miraa in order to relax and taking of bhang for relaxation. This information is represented in table 4.3.

Table 4.3: Shows the stress-related problems that reduced the performance of teachers in private primary schools

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Dev
	n	%	n	%	n	%	n	%	n	%		
I often take alcohol to get satisfaction	4	1.1	6	1.7	8	2.3	12	3.4	322	91.5	4.824	.656
I often smoke cigarettes for relaxation	8	2.2	10	2.8	8	2.2	14	3.9	316	88.8	4.742	.823
I often chew miraa in order to relax	14	4.0	6	1.7	8	2.3	10	2.8	316	89.3	4.718	.909
I often take bhang for relaxation	6	1.7	36	10.1	40	11.2	136	38.2	138	38.8	4.023	1.029

4.3.4. Financial implications of stress-related issues among private primary schools teachers

Finally the study sought to examine the financial implications of stress-related issues among private primary schools teachers, and it used the following factors; Work-related anxiety, irritation due to workload, difficulty in concentration, making of several mistakes while

working, loss of morale, frequent loss of appetite, drop in their performance, absence from school due to health issues, frequent visits to health care facility for treatment, and paying money to get treated.

The research found that stress-related issues experienced and which incurred extra financial costs to both private primary schools and teachers were not common. Most respondents strongly felt that work-related anxiety, irritation due to the workload, loss of morale, frequent loss of appetite; drop in their personal performance, absence from school due to health issues, frequent visits to health care facility for treatment, and paying money to get treated were not a major challenges as implied by 51.6% of those who strongly disagreed with the statements. This information is represented in table 4.4.

Table 4.4: Shows the financial implications of stress-related issues among private primary schools teachers

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
	n	%	n	%	n	%	n	%	n	%	Mean	Std_ Dev
Work makes me anxious in my current school.	18	5.1	32	9	40	11.2	88	24.7	178	50	4.056	1.195
I often feel irritated by my work.	8	2.2	30	8.4	38	10.7	102	28.7	178	50	4.157	1.060
I often experience difficulty concentrating on the tasks before me.	20	5.6	76	21.3	46	12.9	158	44.4	56	15.7	3.433	1.152
I make a lot of mistakes while working	14	4	46	13.1	60	17	134	38.1	98	27.8	3.727	1.122
My morale often goes down.	16	4.5	34	9.6	46	13	118	33.3	140	39.5	3.938	1.147
I often experience loss of appetite for food.	10	2.8	12	3.4	14	4	26	7.4	290	82.4	4.631	0.928
There has been a drop in my performance.	12	3.4	18	5.1	30	8.4	126	35.4	170	47.8	4.191	1.017
I have been absent from school severally this year because of health problems.	14	4	10	2.8	20	5.7	134	38.1	174	49.4	4.261	0.978
I often do visit health care facilities for treatment?	24	6.8	34	9.7	42	11.9	114	32.4	138	39.2	3.875	1.225
I have been paying a lot of money to get treated since I started working here.	6	1.7	22	6.3	24	6.8	108	30.7	192	54.5	4.301	0.964

4.3.5. Effect of stressful conditions on the health of teachers among private primary schools

The study also examined the relationship between stressful work conditions and the health of private primary school teachers. The value of coefficient indicated in Table 4.5 below shows there was a significant negative relationship between stressful work conditions and the health of private primary school teachers which was indicated by a correlation coefficient r=-0.232. This implied that an increase in stressful conditions will lead increase in negative health conditions of primary school teachers.

To determine the effect of stressful work condition on the health of teachers, the coefficient of determination computed was given by r^2. Therefore, $(-0.232)^2 = 0.464$ was determined. This implied that stressful conditions led to 46.4% deterioration in health. Table 4.5 shows a correlation between stressful working conditions and health of teachers.

Table 4.5: Correlations

Correlations

			Condition	**Health**
Spearman's rho	Condition	Correlation Coefficient	1.000	-.232**
		Sig. (2-tailed)	.	.000
		N	334	302
	Health	Correlation Coefficient	-.232**	1.000
		Sig. (2-tailed)	.000	.
		N	302	324

**. Correlation is significant at the 0.01 level (2-tailed).

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This section presented the summary of the findings in chapter four analyses of field data. The study carried out targeted private primary school teachers in Nairobi County. The study sought to assess the influence of stress on health and productivity of teachers in private primary schools; a case of Nairobi County, Kenya. After the summary, the conclusion of the study was drawn and appropriate recommendations suggested as well.

5.2 Summary of the findings

The summary was presented on the basis of the study objectives; to examine the effects of stressful conditions on health of teachers among private primary schools in Nairobi County, Kenya; to assess stressful conditions in private primary schools that cause health problems to teachers; to investigate stress-related problems experienced in private primary schools that reduced performance of teachers and finally to investigate the financial implications of stress-related issues among private primary schools teachers. The study also made a summary of social-economic factors which laid a basis for any social economic study.

5.2.1 Respondents basic information

The study found that the majority of primary school teachers were female aged between 26-30 Years. The study found that the majority of the respondents were not married but were in a relationship. Regarding their religion, a majority of private primary school teachers who participated in this study were Christian who contributed about 96% of the respondents. The study further found that a majority had attained P1 certificate as their highest level of academic and had a work experience of between 1-5 years.

5.2.2. Effects of stressful condition on the health of teachers in private primary schools

The health of the teacher is very important in enhancing their productivity. The study found that most of the teachers experiencing back pain and sleeping difficulties were the only two common health challenges faced by 43.5% of teachers upon joining the school. A headache at work, low resistance to infections, and ulcers were slightly not a problem for most

teachers. Majority of the respondents strongly felt that stomach upset, muscle aches of work strain, increased their sick leaves. Serious diseases and skin rashes were not a major problem to the teacher's health with respect to the working conditions. However, there were at least 10% of teachers who experienced these problems.

5.2.3. Stressful conditions in private primary schools cause health problems for teachers.

One of the study objectives was to identify stressful conditions in private primary schools that cause health problems for teachers. The study found that most respondents were not satisfied with the salary that they earned. They also reported that workload was in excess such that it left them drained them by end of the day. It was reported that teachers provided social support to each other. Most schools managements were reported to provide teachers with training to develop their career. Communication in most schools was also found to be efficient. The findings also indicated that teachers were facilitated with the materials they require to accomplish their duties. Lack of opportunities for promotion was found to be stressful among teacher as 37% indicated they were dissatisfied. Teachers also reported that they were involved by the management to participate in job-related decision-making.

The study found that workplace environment had: proper regulation of noise, proper ventilation for fresh air, good temperature control, proper lighting, and had enough space and privacy for the teachers. They also reported that the school management recognized their efforts. It was also noted that there existed a good work relationship between them and other colleagues and social support was available whenever needs arose.

5.2.4. Stress-related problems that reduced the performance of teachers in private primary schools.

The study found that taking of alcohol to get satisfaction, smoking of cigarette for relaxation, chewing Khat/Miraa in order to relax and taking of bhang for relaxation was a problem with 6.3% of teachers while 93.7% of teachers considered them not a problem at all as implied by a high percentage of those who strongly disagreed with the argument that they took alcohol to get satisfaction (91.5%); smoking of cigarette for relaxation (88.8%), chewing miraa in order to relax (89.3%) and taking of bhang for relaxation (38.8%)

5.2.5 Financial implications of stress-related issues among private primary schools teachers in Nairobi County, Kenya.

The study found that financial implications of stress-related issues among private primary schools teachers were not common to many private schools in Nairobi County. Most respondents reported that work-related anxiety(14.1%), irritation from their work(10.6%), loss of morale(14.1%), frequent loss of appetite(6.2%); drop in their performance (8.5%), absence from school due to health issues(6.8%), frequent visits to health care facility for treatment(16.5%) and paying a lot of money to get treated(8.0%), was not a major challenges.

5.3 Conclusion

The study concluded that stressful conditions that cause health problems among teachers in private primary schools included work overload, low pay and lack of promotion opportunities. It also concluded that 21% of the teachers experienced difficult concentration that reduced their performance. Consumption of alcohol, smoking of bhang, and cigarette smoking was not found to have significant negative effects on private primary school teachers in Nairobi County performance.

Concerning stress-related issues with financial costs to both private primary schools and teachers, the study concluded that low productivity, loss of appetite, absence from school to seek medical was a problem to private primary school teacher though not in large cases.

5.4 Recommendations for practice

Therefore the findings recommended private schools to adopt management practices that will help to boost their teachers' wellbeing. Since the findings indicated that excessive workload, low salaries and lack of opportunities for promotion to be the major stressors. Private schools management should come up with management strategies to improve teacher's social and economic well-being by increasing their salary gradually, embracing career growth and development activities and allocating appropriate work to teachers.

5.4.1 Recommendations for further study

Since this study was both quantitative and qualitative in nature, a further quantitative study should be conducted to investigate the financial implication of stress-related issues among private primary schools teachers. More research needs to be conducted targeting teachers in public primary schools. Also, a study focusing on stress coping mechanism targeting school management should be conducted relating it with school performance.

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APPENDIX I: LETTER OF INTRODUCTION

October 2018

Dear Respondent,

REF: REQUEST FOR RESEARCH DATA

I am Kennedy K. Mbatha a master of psychology student at the University of Nairobi. I am requesting your participation in filling in the questionnaire below on industrial/organizational psychology.

This data will be used for scholarly purposes and your identity will be highly confidential. Your participation will be immensely appreciated.

Thank you.

KENNEDY K. MBATHA

MPSYCH-RESEARCHER

APPENDIX II: QUESTIONNAIRE

This questionnaire has been designed to collect information from private primary school teachers in Nairobi County for scholarly purposes. The questionnaire is divided into two sections. Section A will capture demographic data while section B will collect data on the main area of study. Please fill in each section as per the instructions are given. Do not write your name on the questionnaire (or any personal identification). The information filled here will be confidential.

SECTION A: DEMOGRAPHIC INFORMATION

[Tick your answer]

Age in years

20 – 25 years ☐ 31 – 35 years ☐ 41 – 45 years ☐ 51 years and above ☐

26 – 30 years ☐ 36 – 40 years ☐ 46 – 50 years ☐

Gender

Male ☐ Female ☐

Marital status ☐ Single ☐ married ☐ in a relationship ☐

Divorced ☐

Religion

Christian ☐ Islam ☐ Hindu ☐ Buddhist ☐

Other specify: _____

Educational Qualification (Current Level)

Secondary ☐ P1 Certificate ☐ Diploma ☐ Degree ☐

Post-degree ☐ Other Specify: _____

Work experience

Less than a year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐

16-20 years ☐ 21 and above ☐

SECTION B

1. I am satisfied with my salary.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

2. The workload is excess such that by the end of the day I feel drained.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

3. The school management provides training to develop my career.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

4. The school management provides me with opportunities for promotions.
    i. Strongly agree ☐
    ii. Agree ☐
    iii. Neither agree nor disagree ☐
    iv. Disagree ☐
    v. Strongly disagree ☐

5. My job is not challenging.
    i. Strongly agree ☐
    ii. Agree ☐
    iii. Neither agree nor disagree ☐
    iv. Disagree ☐
    v. Strongly disagree ☐

6. The management provides me with the opportunity to participate in job-related decision making.
    i. Strongly agree ☐
    ii. Agree ☐
    iii. Neither agree nor disagree ☐
    iv. Disagree ☐
    v. Strongly disagree ☐

7. The school's management provides me with a clear performance expectation
    i. Strongly agree ☐
    ii. Agree ☐
    iii. Neither agree nor disagree ☐
    iv. Disagree ☐
    v. Strongly disagree ☐

8. My Head teacher's job demands are realistic.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

9. My job description is clear.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

10. I have long working hours than my colleagues in the same profession.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

11. If I get a chance elsewhere I will quit this job.
   i. Strongly agree ☐
   ii. Agree ☐
   iii. Neither agree nor disagree ☐
   iv. Disagree ☐
   v. Strongly disagree ☐

12. My supervisor provides me with all the material I need to accomplish my duties.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

13. My school management provides efficient communication for me.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

14. My workplace environment has well-regulated noise

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

15. My workplace environment is well ventilated for fresh air

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

16. My workplace environment has good temperature control.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

17. My workplace environment is well lit.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

18. My workplace has enough space and privacy for me.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

19. The school management recognizes my efforts.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

20. I have a good working relationship with my colleagues.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

21. My colleagues and I support each other when needs arise.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

22. Sometimes I experience back pain.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

23. I normally have the urge/craving for fast foods e.g. Chips, Smokies, Samosa, Fried Chicken, pizzas, other Jung food.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

24. Sometimes I feel emotionally exhausted.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

25. Time to time anger overwhelms me.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

26. I often feel fatigued by my job.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

27. I often experience headaches since I started working here.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

28. I often experience stomach upsets since I started working here.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

29. I often experience sleeping difficulties at night since I joined this school.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

30. Work makes me anxious in my current school.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

31. I often feel irritated by my work.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

32. I often experience difficulty concentrating on the tasks before me.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

33. I have low resistance to infections.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

34. I make a lot of mistakes while working

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

35. My morale often goes down.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

36. I often feel muscle aches because of work strain.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

37. I often experience loss of appetite for food.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

38. I often take alcohol to get satisfaction.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

39. I often smoke cigarettes for relaxation.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

40. I often chew Mirraa in order to relax

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

41. I often take bhang for relaxation.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

42. There has been a drop in my performance.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

43. I have been absent from school severally this year because of health problems.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

44. My sick offs have increased rapidly since I started working at this school.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

45. I often get sick since I started working here.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

46. I often suffer from skin rashes.

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

47. I have been suffering from ulcers.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

48. How often do you visit health care facilities for treatment?

i. Extremely often ☐
ii. Quite often ☐
iii. Moderately often ☐
iv. Slightly often ☐
v. Not at all often ☐

49. I have been paying a lot of money to get treated since I started working here.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

50. My organization pays for my healthcare bills when I get sick.

i. Strongly agree ☐
ii. Agree ☐
iii. Neither agree nor disagree ☐
iv. Disagree ☐
v. Strongly disagree ☐

APPENDIX III: INTRODUCTORY LETTER FROM THE UNIVERSITY OF NAIROBI

UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi
Telephone: 3318262 ext.28439
Telex: 22095

P.O. BOX 30197
NAIROBI
KENYA

16/10/2018,

TO WHOM IT MAY CONCERN

RE: KENNEDY KYALO MBATHA – C50/85610/2016

The above named is a student in the Department of Psychology undertaking a Masters degree in Industrial Psychology at the University of Nairobi. He is doing a project on *"**Influence of stress on health and productivity of teachers in private primary schools: A Case study of Nairobi County, Kenya".***
The requirement of this course is that the student must conduct research project in the field and write a Project.

In order to fulfill this requirement, I am introducing to you the above named student for you to kindly grant him permission to collect data for his Masters Degree Project.

Yours Sincerely,

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NAIROBI

Dr. Luke Odiemo
Chairman,
Department of Psychology

APPENDIX IV: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/60550/26334**

Date: **1st November, 2018**

Kennedy Kyalo Mbatha
University of Nairobi
P. O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of stress on health and productivity of teachers in Private Primary Schools; a case study of Nairobi County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30th October, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

7/12/2018
COUNTY COMMISSIONER
NAIROBI COUNTY
P.O. Box 30124-00100, NBI
TEL: 341666

The County Director of Education
Nairobi County.

APPENDIX V: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. **The License is valid for the proposed research, location and specified period.**
2. **The License and any rights thereunder are non-transferable.**
3. **The Licensee shall inform the County Governor before commencement of the research.**
4. **Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
5. **The License does not give authority to transfer research materials.**
6. **NACOSTI may monitor and evaluate the licensed research project.**
7. **The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
8. **NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 21612

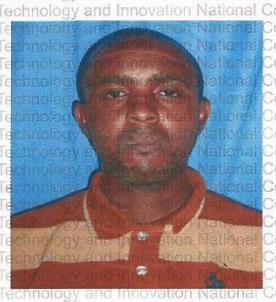
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. KENNEDY KYALO MBATHA
of UNIVERSITY OF NAIROBI, 0-90131 TALA,has been permitted to conduct research in *Nairobi County*

on the topic: *INFLUENCE OF STRESS ON HEALTH AND PRODUCTIVITY OF TEACHERS IN PRIVATE PRIMARY SCHOOLS; A CASE STUDY OF NAIROBI COUNTY, KENYA*

for the period ending:
30th October,2019

Permit No : NACOSTI/P/18/60550/26334
Date Of Issue : 1st November,2018
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX VI: RESEARCH AUTHORIZATION FROM THE MINISTRY OF EDUCATION

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

When replying please quote

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: RCE/NRB/RESEARCH/1 VOL. I

DATE: 7th December, 2018

Kennedy Kyalo Mbatha
University of Nairobi
P O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "***Influence of stress health and productivity of teachers in Private Primary Schools; a case study of Nairobi County, Kenya".***

This office has no objection and authority is hereby granted for a period ending **30th October, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

REGIONAL COORDINATOR OF EDUCATION NAIROBI 07 DEC 2018 MINISTRY OF EDUCATION P. O. Box 74629, NAIROBI

SHINU SINTAYO
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

c.c
Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI