THE RELATIONSHIP BETWEEN AN ADAPTED JOURNAL TECHNIQUE AND COPING WITH WORKPLACE STRESS AMONG TEACHERS IN REGIS SCHOOL, NAIROBI COUNTY.

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DECLARATION

I declare that the work contained in this project is my original work and has not been presented for a degree in any other university or institution.
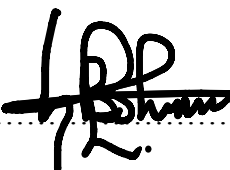
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SUPERVISOR

This project has been submitted for examination with our approval as University Supervisor.

Signature: …………………………………...... Date: …01/09/2022………………...……

Dr. Hildah Oburu

DEDICATION

This project is well devoted to my beloved family of whom have given me their love, financial support and encouragement.

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of the study was to establish the relationship between an adapted journal technique and coping with workplace stress among teachers in Regis School, Nairobi County. The design was a cross-sectional baseline survey. The target population for this study were teachers in Regis School, Runda Nairobi. The total number of respondents were 72 teachers, and a Census method was utilized to select the sample size. This is a method of statistical enumeration where all the entire group of members (72) of the population are required to participate in the study. Census was used because the number was well manageable within the constraints of the study and because the method provided a true measure of the population and also had the highest degree of accuracy. A questionnaire was used to collect primary data. Both Teacher Stress Inventory and the socio demographic questionnaires were utilized in the study. The data for the study was analyzed quantitatively. The quantitative data collected was keyed in and analyzed with the aid of SPSS to generate mean, and standard deviation which was presented using tables, frequencies, and percentages. Four-way chi square was used to show the strength of the relationship between brief motivational intervention for coping with stress. From the findings on efficacy of brief motivational intervention- Journaling technique for coping with stress among teachers, the study found that often the respondents are They are kept informed of significant events at my school, they are assigned school-related responsibilities without adequate materials and resources to carry them out, their institutional head solicits their feedback on making decisions affecting them, and they are given far too much obligation without the permission to perform it out. The survey also discovered that attempting to be sensitive to the concerns and needs of colleague faculty members may be highly stressful. From the correlation results the study found that the P value was 0.722, Sig $0.000 < 0.05$. This was an indication that a significant positive association between journaling technique for coping with stress among teachers actually exists. Thus, the null hypothesis that adapted journaling technique is not significant in coping with stress among teachers in Regis School was rejected and the alternative hypothesis that adapted journaling technique is significant in coping with stress among teachers in Regis School was accepted. The study also concluded that there was statistically significant relationship between adapted journaling technique for coping with stress among teachers ($\chi = 1.681$, $p = 0.034$ which is less than 0.05). Therefore, it can be argued that adapted journaling technique influences decisions on coping with stress among teachers. The research recommended psychological counselors should be urged to use the adapted journaling technique as an evidence-based intervention for stress management. Schools are urged to use the journaling Technique as among the therapies to help instructors who are stressed. The government and institutions dealing with coping with stress among teachers are challenged to implement structural and policy measures intended not just at preserving discipline among instructors but also at reducing the psychological and social load on teachers.

CHAPTER ONE

INTRODUCTION

1.1. Background of The Study

Occupational stress has received great attention in research worldwide. Like many other professionals, teachers experience stress and it's one of the occupations that reports highest levels of stress, Johnson, *et al.,* (2005). This phenomenon has been identified in previous research as a source of poor teaching performances, burnouts and increased pupils' misbehavior, Jennings *et al.,* (2009). International literature review has shown the association of stress and teaching occupation which is now a world phenomenon, (Brown, Howcrofs and Jacobs, 2010). By introducing Free Primary Education (2003) in Kenya, teachers' workload increased which resulted to physical and emotional stressful experiences among teachers. This was an additional source of stress considering that today's teachers' role is not only impacting knowledge but it also involves guidance and counseling, modeling, mentoring as well as settling interpersonal relationships challenges between pupils, parents, fellow colleagues, dealing with pupils' behavior and at times handling administrative issues. This role ambiguity among teachers causes stress. Due to Corona virus, we have shortened holidays and school terms in Kenya, teachers are in a rush to finish their school curriculum and this has caused lots of stress to this profession not forgetting teachers in Regis School are going through the same predicament.

Teaching is a difficult profession that has an impact on the actions, decision-making, and overall job satisfaction of individuals who work in it. According to McGrath et al. (2019), past studies demonstrate that individuals who cope effectively with stress choose to employ active rather than passive strategies among elementary instructors. Those elementary instructors who burnout from

stress, on the other hand, are often unable to participate in fun activities, and their own resentment at the circumstance adds to the pain. Furthermore, teachers who work in low-stress conditions participate in more activities than those who work in high-stress environments. As a result, putting an emphasis on the instructors' internal locus of control was suggested as a way to assist reduce the detrimental impacts of stress (McGrath, et al., 2019). School standards and administrative support, as well as a strong team attitude by members of staff toward the development of well-rounded pupils, can help teachers manage their stress. Previous studies imply that teachers' collective efficacy can have a significant, positive impact on job satisfaction; however, there are few studies that look at teachers' collective efficacy and workplace stress (Klassen, 2010).

In teaching profession, journaling may be considered as a tool to build self-care by detecting and handling daily pressures in a variety of circumstances. An individual is able to pen-down their feelings and look at them at a later moment and is able to laugh at themselves on what they felt at a particular time. Journaling has previously been researched and has proven advantages such as "stress reduction, self-reflection, goal setting and achievement, memory help, and a means of identity that lifts and enables individuals to comprehend their complicated feelings" (Ackerman, 2020). It is indeed beneficial in the treatment of depression because it allows people to release pent-up unpleasant feelings, leaving them in a more optimistic state of mind, and it aids in the development of a shield between pessimistic ideas and a perception of well-being.

There is little study on teachers' or academic staff's usage of journaling in the classroom (Jarvis, 2020). Journaling is employed in a variety of situations; It was mentioned by instructors as a tool Setting daily objectives, writing down ideas and feelings are all good things to do, but focusing on happy achievements is not. The individuals who consider journaling as a productive

movement have observed that it emphatically affects feelings of anxiety, self-esteem, and intrapersonal characteristics (Marisano, et. al., 2010). Specialists much of the time prescribe it as a procedure to foster a superior comprehension of oneself by recording one's own considerations and sentiments. The significance of journaling for educators was featured in a new scene of The Teaching Space (Ellis, 2018).

Nevertheless, whatever the style of journaling someone plans to use, the goal of the individual should be to promote critical thinking, communicate the way they view things and their experiences in a written manner which helps one unwind even as they pen down their feelings and this helps them in coping with whatever issues that come their way. In the workplace, one specialized stress management tool is journaling. Journaling can be used for a variety of objectives, including self-expression, therapy, and even reflective practice. When journaling is employed as a type of reflective practice, the writer is able to get a deeper knowledge of events and emotions.

Teachers can utilize journaling as a stress management tool because of its adaptability. It can be adjusted to the individual's needs by creating a specific structure for it or leaving it unstructured. Journaling is a cost-effective method for enterprises since it is versatile and adaptable to their needs. Journaling requires little tools and resources, making it an ideal workplace stress management strategy for teachers. Despite the importance of journaling, little research has been done in relation to journaling and coping with stress among teachers. This creates a knowledge gap which the current study seeks to fill by establishing the relationship between an adapted journal writing and coping with workplace stress among teachers in Regis School, Nairobi County.

1.2. Statement of the Problem

The teaching occupation is a highly demanding craft (Newberry & Allsop, 2017). Educators from globally report high levels of stress. Particularly, teachers beginning in the teaching profession. When contrasted to experienced instructors, new teachers appear to be more subject to the strains and stressors of the job. On a report of a recent research conducted in the United States, a quarter of the newly recruited educators are at danger of experiencing stress during their first year on the job (Fitchett 2018 et al). A high degree of stress appears to be harmful to instructors' wellness and may indirectly impact kids' success (Ronfeldt, Loeb, & Wyckoff, 2013). Moreover, it appears to have an impact on teachers' intentions to leave the career their decision to leave teaching -profession and their teaching standards.

There is an increase in stress among teachers mostly due to lack of motivation, increased workload as well as stress from real life situations. This puts many of them at risk of developing stress which impacts negatively on their health. The effects of stress disorder can be dire especially in the life of a teacher in most of the schools considering the responsibilities they handle (Park, 2019). Teaching in these times of Covid-19 has led to psychological distress, addiction, relationships that are of low quality, financial stress and depression leading to suicide. Although there are efforts that have been made to deal with stress among teachers the issues at hand still persists. It is highly prevalent among teacher due to the workload involved and the adjustment of the term dates.

At the moment, there is no specific execution that is well thought through or organized and that has been well observed or experienced and established to work in helping teachers in regard to stress. Teachers at Regis school have not been an exception as they have been faced with the

problem of heavy workloads which has made many of them getting into stressful conditions which have had die consequences. An evidence-based execution is well needed for helping teachers to cope with stress in our country Kenya. This investigation is looking out to fill this gap by establishing the relationship between an adapted journal writing and coping with workplace stress among teachers in Regis School, Nairobi County.

1.3. Purpose of the Study

The reason for this study was to establish the relationship between an adapted journal technique and coping with workplace stress among teachers in Regis School, Nairobi County.

1.4. Objectives of the Study

The specific objectives of the study were:

   i.   To find out the prevalence of stress among teachers in Regis School, Nairobi County.

  ii.   To determine the efficacy of journal technique in coping with stress among teachers in Regis School, Nairobi County.

 iii.   To establish the efficacy of journal technique in decreasing stress among teachers in Regis School, Nairobi County.

1.5. Research Questions

The study answered the following research questions:

   i.   What is the prevalence of stress among teachers in Regis School, Nairobi County?

  ii.   What is the efficacy of journal technique in coping with stress among teachers in Regis School, Nairobi County?

iii.   What is the efficacy of journal technique in decreasing stress among teachers in Regis School, Nairobi County?

1.6. Hypothesis

H$_o$. Journal technique is not significantly related to coping with stress among teachers in Regis School.

H$_1$. Journal technique is not significantly related to decreasing the stress levels among teachers in Regis School.

1.7. Justification of the Study

In this season of Corona virus, most people have been undergoing stress. Teachers in Regis School, have sought therapy due to psychological distress, addictions, relationships that are either dead or on the verge of collapse, financial stress, depression and many other issues. What the teachers in Regis school are going through, is closely related to what other teachers are experiencing out there. This situation of increased stress in the society puts many of them at risk of developing high stress levels which may be detrimental to their wellbeing at school as well as at home. The negative effects of stress among the teachers include alcoholism or drug addiction, depression & suicide, debt especially mobile and bank loans, absenteeism at work and poor performance in their teaching (Kahura, 2018). When you take-into-account the mental and collective health problems correlated with stress, there is a requirement to intervene so as to deal with the issue. There is less of observed studies on dealing with stress and stress related issues and thus there is great need for the current study.

1.8. Significance of the Study

The study's findings are anticipated to make major recommendations to educational management through providing teachers with the required information, skill sets, and mindsets for dealing with stress. The outcomes serve as a foundation/framework for future research on executive stress in other businesses. It may also serve as a guideline for policy formulators in terms of the importance of including stress-coping practices and information on journaling writing should be included in teachers' training and leadership programs since it adds to the body of knowledge on executive stress management in the workplace. To researchers, the study may act as a baseline for more future studies focusing on the same variables and in the same area. Community and organizational psychologists will benefit from this study in coming up with effective ways to support teachers who are less resilient due to unbearable workload levels.

1.9. Limitations of the Study

Some participants did not fully answer all the questions in the questionnaire satisfactorily due to the ignorance and knowledge in professional development. The researcher well explained the importance of the research to the participants and why they should fill in the full questionnaires. It wasn't easy to control the attitudes of the respondents which somehow affected validity and reliability of their responses. However, the researcher assured the respondents that the information would be used for academic purposes only. At times, the researcher had to repeatedly try to communicate with the participants and help remind them about their commitment to the study due to their very busy schedules. This challenge was curbed by the researcher sending constant reminders to the participants. Finally, the investigator also experienced the setback of return of filed in questionnaires. This issue was mitigated by adding

to the participants more time to return the filled in questionnaires as well as finding time to personally to collect the questionnaires.

1.10. Delimitations of the Study

The study will focus on relationship between an adapted journal technique and coping with workplace stress among teachers. The study will establish the prevalence of stress among teachers, the efficacy of journal technique in coping with stress among teachers, and the efficacy of journal technique in decreasing stress among teachers in Regis School, Nairobi County. Adapted journaling has been studied as a method to help undergraduate nursing students minimize stress and anxiety in the clinical setting. It has been proven that stress and anxiety have a negative impact on a student's ability to study and understand well, as well as patient safety. Thus the adapted journaling can also be used in helping teachers to cope with stress and thus this study focuses on establishing its efficacy.

1.11. Scope of the Study

The focus of the study was on the relationship between an adapted journal technique and coping with workplace stress among teachers in Regis School, Nairobi County. Specifically, it focused on the prevalence of stress among teachers, efficacy of journaling writing for coping with stress among teachers.

1.12. Assumptions of the Study

The assumption of this study was that the respondents are aware of stress among teachers. The study assumed that the journaling writing have a significant influence on coping with stress among schoolteachers.

1.13. Definition of Significant Terms

Coping with Stress: This is the potential or ability to deal with stress or accept and be able to live well and free. This is aimed at helping to bring down stress, especially chronic stress, ordinarily for the aim of and with the intention of enhancing day-to-day functioning.

Stress: This is an emotional or physical state that can occur as a result of any situation or thought that makes you irritated, furious, or anxious. Your body's response to a challenge or demand is called stress.

Journaling: This refers to a technique of writing where an individual pens-down his/her feelings on how their day was. The down moments and the uplifting moments, what they are grateful for and what feelings they can attribute to their day. This enables the person to relate to their feelings and observe them in written form and be able to act accordingly. Journaling refreshes and helps one pen their joys, pain etc.

Corona Virus (CoV) – This is a large family of ailments that cause illness ranging from the flu to more serious diseases.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Chapter two provides a literature review of the study at hand. It accounts for the previous written research and what has been found out in this area of study. This chapter mainly focuses establishing the relationship between an adapted journal writing and coping with workplace stress among teachers in Regis School, Nairobi County. In addition, the chapter presents the conceptual and theoretical framework.

2.2. Teacher Stress/Burnout

Teacher stress and burnout have become a significant problem in education in the 21st century, despite the various studies conducted to address this problem. There has been an increasing trend of teachers burning out of the workforce. They are too stressed and lack the inability to cope with the teaching environment and profession. This research explores the underlying problem of teacher stress and burnout, its impact on the performance of teachers, students, and the school community academically and financially. It also establishes the existing relationships between stress, burnout, and mental health among the teachers and their coping strategies.

When analyzing the causes and effects of teacher stress and burnout, appropriate solutions to mitigate the problem can be identified. The study involves analyzing various researches conducted on the causes, ramifications, and solutions to teacher stress and burnout to establish the most appropriate solutions with a special focus on journaling. It includes the symptoms, its manifestation extent, and possible strategies to keep the teachers in school. A compilation of the

various research suggests the tested programs and support systems that will retain the teachers. The impact of teacher stress and burnout on students and their overall performance due to the stress is also analyzed to provide more insights into combating teacher burnout.

2.3. Causes of Teacher Stress

One of the factors contributing to teacher burnout is the workload. Many teachers exist in the teaching industry due to the rise in workload. Much work provided to teachers results in mental, emotional, and physical exhaustion. Much work causes prolonged and excessive stress. It happens when the teacher feels drained emotionally, overwhelmed, and unable to meet the set demands. Innovative time, effective utilization of supportive staff, and use of technology are needed to address workload. The other cause of teacher burnout is the discipline of the student. The antisocial and disruptive student behavior alters the learning, diverts administrative time, and contributes a lot to teacher's burnout. When students do not cooperate with teachers, this can negatively lead to teachers developing mental and physical issues (Gastaldi et al., 2014). To lower instructor's burnout due to student's discipline, the school ought to develop necessary strategies. For instance, help the students develop pro-social skills like empathy and anger management to make sure they work socially. When a student behaves in a certain way, they are also displaying a need they have and this might be caused by issues at home or in their environment. This need of the student causes the behaviors and this affects the teachers who has so much to tackle and this might bring psychological distress. The school should establish a behavior support system that will entail teaching necessary behavior and school rules and also helping embers of the school deal with their emotional and psychological issues.

The teacher's salary can lead to burnout. It has been noted that many of the teachers are paid less compared to their needs. Their wages cannot keep pace with the increasing inflation rates (Gastaldi et al., 2014). Due to inadequate payments, teachers are forced to take side hustles after school. They engage in works like moonlighting, clothing business, teaching computer classes; hence time allocated for school tasks is more diminutive. Consequently, it results in to decline in the education quality. Teachers project burnout through strikes, where they protest for better salaries, pension, and good working conditions. The strikes interrupt the learning significantly. School facilities can be a factor contributing to teacher burnout (Gastaldi et al., 2014). The learning facility's physical features have different impacts on students, the learning process, and teachers. Poor ventilation, noises, inconsistent temperature, poor lighting, and inadequate maintenance can result in poor health in teachers and students. Library facilities, classroom size, toilets, and the staffroom needs to be in good condition to enhance teachers' working. Sometimes instructors are forced by circumstance to utilize their money in buying chalks, textbooks, and revision material. It has been stressful for teachers. It indicates that lack of resources can lead to teacher's lack of satisfaction with the job, hence affecting them.

Another cause of teacher burnout is role expectation. Teachers are expected to perform provided tasks (Ghanizadeh & Jahedizadeh, 2015). In looking at institution factors that lead to job stress, it has been noted that role ambiguity and role conflict are significant contributors. Teachers experience increased fatigue and emotional exhaustion due to role expectations and a negative attitude towards learners. Lack of autonomy and control in one's work also facilitates burnout (Ghanizadeh & Jahedizadeh, 2015). Teacher control entails the instructor's ability to decide on work scheduling and creating policies that affect the working environment directly. Role

expectation can make the teacher be burned out and stressed. Associating teachers in job programs and planning policies that work well with them is necessary.

2.4. Prevalence of Stress Levels Among Teachers

Stress is a fundamental factor in unhealthy work situations, and it has physiological, mental, and emotional consequences. When psychological stress manifests into the physical, an individual might find themselves in a place where they get psycho-somatic illnesses. Some of the psychosomatic illnesses are; high blood pressure, migraine etc. Stress is a key source of work dissatisfactions and the motivation for searching for new work, one is not able to handle a stressful environment and thus might be up and about looking out for a new job. Stress in the nursing field has an impact on interactions with colleagues, coworkers, trainees, and administrators. Whereas the literature discusses stress and healthy workplace environment in a number of settings, no comprehensive studies on the issue of establishing a safe and healthy workplace by lowering stress by using journaling for nursing professors or staff were found. Tsutsumi et al., (2009) defined occupational stress as stress at work which is as a result of discrepancies that come about due to high demands at workplace and that of a specific individual. According to World Health Organization (WHO) and International Labor Organization (ILO), Occupational health is described as a branch knowledge and ability of facilitating employees with the best health conditions, sustaining these conditions, and improving the work force, whilst also retaining this capital by supporting a secure workplace, choosing right workers for various positions, corresponding workplace conditions with workers' emotional and physical conditions, the prevention of accidents and illnesses in the workplace, training basic hygiene and job related issues, and preventing premature death. Precocious disease diagnosis and

therapy, focusing attention to employees' difficulties and challenges, as well as their family, in order to enable each worker's benefit from optimal health.

People work for financial gain and /or for their own individual satisfaction. In life, most individuals get satisfaction from their family and their work; however, these two sources can be very common in releasing stress to the same individuals, Chaplain, R. (1995). Teacher stress is characterized by experiences of unpleasant emotions, frustration, anxiety, anger and depression as result of the nature of the teaching occupation, Kyriacou *et al*., (2000). According to Jackson, (2001a, 2001b) there has been a tremendous rise in teachers' responsibilities which result to teachers being overwhelmed. These occupations related challenges have caused severe stress and depression among dedicated teachers, particularly single women due to changes in education institutions in Britain, MD'Souza (1992). According to the researcher, these women felt unappreciated despite their whole lives commitment to the profession. They felt professionally unappreciated by their non-teaching, political employers who force them to do more of administration work at the expense of actual teaching.

Ever since 1930s, the idea of stress has been documented and debated in the literature. It may be defined as the organism's unanticipated response to a particular stimulus. There being stress in the place of work can result in a loss of income for employees by creating conditions that have a detrimental impact on their standard of life (Cook *et al.*, 2012). The major burden of chronic stress is undesirable medical symptoms such as elevated blood pressure and chronic exposure to stroke. Other signs, such as infections owing to a reduced autoimmune response, anorexia nervosa, gastrointestinal issues, sleeplessness, and sedentary lifestyle, have also been documented in the literature.

This accumulation of negative alterations impairs the standard of living of persons who are stressed (Belagavi, 2020). Stress has been identified as a possibility for the beginning of depression, negatively impacting a person's functioning in their biopsychosocial setting. Depression is characterized as a chronic emotional or mood disease that is regarded as the world's fourth greatest cause of social handicap, as well as one of the primary issues surrounding the suicidal thoughts (Armstrong *et al.,* 2016). Depression is an acknowledged public health concern in this respect since it produces social harm such as mood fluctuations, lower productivity, lack of initiative, overall indifference, cognitive, locomotor, and neurological changes (Cook *et al.*, 2012).

Personality traits, family background, developmental experiences, negative memories in people's daily life, and social exclusion are the main prevalent possible causes for this occurrence. A combination of variables, including early and ongoing stress and heredity, might influence a person's susceptibility to mental diseases such as depression (Belagavi, 2020). More or less every employee has experienced workplace stress. Shorter durations of job-related stress produce responses that are of serious stress but are not harmful to health and may even improve workers' abilities to deal with obstacles at work. Nevertheless, if stress becomes severe, it can have major adverse health repercussions (Bean *et al*., 2018)]. Work-related stress is also a key source of workplace health problems and a big cause of lost profits. WRS, for example, costs US companies $200 billion each year (Frost *et al*., 2018). In fact, Japan recorded 5274 teachers who were absent from schools owing to stress in 2011 (Belagavi, 2020). Furthermore, the Ethiopian study discovered that roughly two-thirds of instructors wanted to pull out of the profession (Abebe *et al.*, 2018). Additionally, as we travel west, this tendency becomes more obvious. Canadian research revealed that, during the first 5 years of teaching, there is 40% dropout rate

relating to stress (Larson & Martin, 2021). WRS, from the standpoint of public health, can result in physical sickness, diminished well-being, and emotional distress (Johnson, 2013). Due to a mix of factors with diverse traits linked with professional role, teaching is among the occupations highly vulnerable to the development of stress, sadness, and anxiety. A survey of Nigerian teachers found that 72.2 percent were stressed and 29.3 percent were depressed (Barnes & Ivezaj, 2015). Stressors have also been found in studies involving Brazilian teachers (Marshall & Nielsen, 2020). Volume of work and a negative psychological setting predicted depression, and the operational system has also been identified as a cause of depression and anxiousness amongst teachers (Lin, 2017). Teachers' everyday routines, particularly at work, might be disrupted by stress and depression, hurting their effectiveness.

This case scenario is not far from that of the Kenyan context in which politically driven Free Primary Education was hurriedly implemented without considering its impact on teachers due to the added workload in terms of more pupils or students in different levels of school education, few teachers, inadequate class rooms and desks/chairs to accommodate the increased number of pupils among many other social/economic factors thus overwhelming the teachers, Mukundi, (2014). It's important to realize the significant role teachers play in children's lives which include impacting of knowledge, enhancing social and cultural values such as forbearance, conversation and gender fairness among many others, (UNESCO, 2011). Therefore, teachers' mental wellness is of essence for the physical and emotional wellness of the children because teachers can easily transfer what they have inside to the children they are teaching because they are with them for long hours of the day at school. Teachers need to be mentally stable to help our children in a sober manner.

Health Safety Executive (HSE, 2013) reported teaching to be the most stressful occupation in the United Kingdom, with 41.5% of educators disclosing to be mostly stressed out. It was also noted that professional burnout and stress amongst teachers in the United Kingdom contributes to a higher level of transfers and change of profession in significant ways. Out of the 26 occupations that were analyzed, the teaching profession was rated as the second most stressful job. A survey published by UnumProvident (2017) reported public administration, education and health employment sectors as the main institutions that registered the highest level of mental health related illness. Lambert, et al., (2016) reported teaching profession as emotionally taxing and potentially frustrating" for a long time. In United States of America, a survey among teachers reported stress as the greatest cause of work-related dysfunction as well as the reason why teachers leave this profession, McMahon (2010).

Going to Asia, in a study among teachers in Taiwan, 26% reported teaching as a profession that is extremely stressful. In Pakistan, 28.9% of teachers reported teaching as mostly stressful notwithstanding the fact that they liked the occupation (Rune Høigaard Rune Giske & Kari Sundsli 2011). In the Sub Saharan Africa, a study in Nigeria reported that all the educators experienced excessive levels of stress which in turn exposed them to depressive disorders regardless of whatever level a teacher taught (Arikewuyo, 2014). According to Mokdad, (2015), teacher stress prevalence is for sure an international phenomenon which requires attention. KENPRO, (2012) did a study among teachers in primary public schools which revealed that 33% of teachers experienced stress that is work related to a greater extent with the main cause factors being the public attitude and misconceptions about teachers work and the workload, high number

of pupils in class, pupils' poor attitudes toward classroom tasks and participations and pupils' misbehavior.

Teachers spend more time interacting with children and children always look up to their teachers as their role models and this means that the teacher must remain the 'expected role model' at all times notwithstanding the daily career challenges she/he experiences. Teachers who are "stressed out" have qualities such as being less sympathetic toward students, having a reduced tolerance for dissatisfaction in the classroom, and planning their classes less frequently or attentively. They may fantasize or plan to leave the industry, suffer from regular mental or physical tiredness, become worried or irritated, feel less engaged and dedicated to their work, or, worst of all, become sad (Farber & Miller, 1981). These negative emotional experiences among teachers often have negative psychological, academic and/or physical impact on the growing pupils and it's often observed in their behaviors. This clearly indicates that stressful chain of reactions by teachers results to stressed pupils thus poor school performance and this goes on and on.

Burnout, as defined by Lee (2006), is a feeling of diminished personal attainment that is frequently used to tell of nurses who are weary in their roles. It is frequently a motivator for looking for new work. The lack of real leadership, according to (Laschinger, et al., 2015), adds considerably to the prevalence of burnout. Reduced stress is critical, especially as the average age of instructors rises. The normal times of doctoral-arranged showing personnel holding the positions of teacher, academic partner, and colleague educator were 62.6, 56.9, and 50.9 years old, individually, as per AACN's review on 2019-2020 Salaries of Instructional and Administrative Education Faculty.

Overwhelming demands add to tiredness and ruin feelings of accomplishment in situations where they are present. Moreover, Lee, et al. (2017) studied variables of correlations with nurse faculty job satisfaction and discovered that leadership within the nursing department was the most essential feature of work happiness. The use of journaling to treat stress symptoms in academic contexts for teachers has received little research. There are various research studies in support of nursing educators working in healthy workplaces, but none concerning using journaling to attain that goal. This study is likely to serve as a foundation for future studies on how to manage stress and realign one's sense of accomplishment when working in high-stress settings. It will fill a vacuum in the existing research on positive reflective journaling, coping with stress, and encouraging teachers and other academic staff to work in a healthy atmosphere.

2.5. Strategies to Address Teacher Stress

Herman et al. (2018) analyze the interrelationship between teacher stress, coping, self-efficacy, and burnout and how this can help establish preventive efforts to mitigate teacher burnout and stress. The study explored the constructs to understand how they relate to student academic achievement and disruptive behavior (Herman et al., 2018). The survey findings showed teachers in the high burnout, high stress, and low coping class to be highly correlated with the lowest student outcomes. Inadequate administrative assistance can also contribute to burnout in teachers (Herman et al., 2018). Administrative support is the assistance provided to teachers by the administrator so the instructor can execute daily activities in the school. Administrators can bring about stress, eruptive parents.

When administrators do not assist the teachers in executing the daily work in a school, it can stagnate the activities, and these mainly affect the teachers as they directly interact with them

(Herman et al., 2018). When parents do not support the teacher's thoughts and decisions, it can make a teacher stressed and depressed. Parents should not only learn on their students say about a particular teacher. The administrator should provide verbal praise that is honest and specific to teachers to motivate and refrain their minds. The strategies of preventing teacher stress and burnout include leaving work at work and being home and attending to those at home. It is the most crucial approach in lowering stress in work as a teacher. It is challenging for a teacher to finish their work. Even when there are holiday's teachers are busy planning for the following school year. It is significant to be in apposition to unwind at home and have time with family. The other approach to fighting burnout in teachers is through sharing the workload. Work-sharing assist teachers in lowering stress as are not loaded much. When a teacher shares the job, they can organize lessons together, assign similar homework. Having a person who can assist in planning lowers depression and stress. It enables one to feel different as the amount of burnout has been reduced. Arriving at school earlier is another approach to preventing burnout in teachers. When the teacher comes to school, they can plan for days' lessons and subsequent day work. It ensures the teachers organize themselves and hence avoiding stress.

2.6. Journaling and Coping with Stress among Teachers

There is little study on teachers' or academic staff's usage of journaling in the classroom. The current research focuses on teaching students to journal as a class assignment (Jarvis, 2020). Journaling, on the other hand, is employed in a variety of situations. Journaling was mentioned by instructors as a tool Setting daily objectives, writing down ideas and feelings are all good things to do, but focusing on happy achievements is not. The individuals who consider journaling as a productive movement have observed that it emphatically affects feelings of anxiety, self-esteem, and intrapersonal characteristics (Marisano, et. al., 2010). Specialists much of the time

prescribe it as a procedure to foster a superior comprehension of oneself by recording one's own considerations and sentiments. The significance of journaling for educators was featured in a new scene of The Teaching Space (Ellis, 2018).

Watson (2010) led a review of 25 understudies training them on intelligent journaling for teachers. As indicated by the review, journaling permitted understudy instructors to turn out to be more involved and dynamic members in the learning system. It helped them in taking responsibility for thoughts and further developing their critical thinking abilities. The journaling tasks pushed understudies to think past the self-evident. People may appreciate information, evaluate qualities and shortcomings, and make the executives methodologies utilizing an organized structure. Through scholastic composition, understudy instructors had the option to figure out which variables hampered and which factors helped their learning cycle.

Reflective journaling has also been studied as a method to help undergraduate nursing students minimize stress and anxiety in the clinical setting. It has been proven that stress and anxiety have a negative impact on a student's ability to study and understand well, as well as patient safety. Goodman and Henry (2019) looked at the impact of reflective journaling on the anxiety of nursing students during their first clinical experience. Those who did not journal indicated that having a journaling assignment would have been beneficial. Journaling, according to the students, helped them identify and process their feelings while also increasing their confidence. The study found that using reflective journals can help nursing students feel less anxious during their first practical experience.

Fogarty & McTighe, (1993), says in clinical studies, change of behavior, perceptions is usually used to promote self-introspection and reflection when journaling. Moreover, an individual is

able to promote reflection, to use strategies that help in problem solving and thus journaling is seen as a workable tool in academics. The nature of assignments for journaling vary in a very big way depending on the profession or academic setting. This can be structured whereby the demonstrator identifies specific topics and intentions related to the journals of the students. It can also be unstructured whereby you allow individuals to think on self-identified information from a course or a certain experience.

Nevertheless, whatever the style of journaling someone plans to use, the goal of the individual should be to promote critical thinking, communicate the way they view things and their experiences in a written manner which helps one unwind even as they pen down their feelings and this helps them in coping with whatever issues that come their way. In the workplace, one specialized stress management tool is journaling. Journaling can be used for a variety of objectives, including self-expression, therapy, and even reflective practice. When journaling is employed as a type of reflective practice, the author is able to get a deeper knowledge of events and emotions (Boud, 2001).

For journaling to be beneficial to the participant, it must be free of outside judgment and evaluation. In order for the greatest and most profound reflection to occur, those who journal need it to be a secure area for their ideas (Boud, 2001). Journaling is also utilized in therapy, and it is a less controlled practice that allows patients to express themselves more freely. When working with patients who struggle with face-to-face interactions, journaling can be a beneficial tool (Kerner & Fitzpatrick, 2007). Individuals can utilize journaling as a stress management tool because of its adaptability. It can be adjusted to the individual's needs by creating a specific structure for it or leaving it unstructured. Journaling is a cost-effective method for enterprises

since it is versatile and adaptable to their needs. Journaling requires little tools and resources, making it an ideal workplace stress management strategy for businesses.

Alford, Malouff, and Osland conducted a study on journaling in the workplace (2005). Journaling as a stress management strategy for child protective agency personnel was explored. Participants were asked to complete a General Health Questionnaire-12, Positive Negative Affect Schedule (PANAS), and Job in General Scale before starting the execution (JIG). After completing the surveys, the execution group was instructed to journal for 15 to 20 minutes three days in a row about their recent pressures, feelings, and related ideas and plans. They then filled out the surveys they had done prior to the execution once more. The control group completed the surveys twice as well but did not keep a journal. A total of 61 people took part in the study, including 31 in the execution group and 30 in the control group. The journaling execution resulted in a decrease in psychological distress (p =.003) and an improvement in job satisfaction (p =.002) one week following the execution , according to the findings. The PANAS scale, which measures positive and negative affect, showed no significant changes in the study. Overall, the outcome of this study shows a workplace journaling execution had a good effect on individuals who took part. Unfortunately, aside from the aforementioned study, there is currently no research on journaling as a stress management strategy in the workplace. Instead, much of the journaling research is done in therapy settings. As a result, the remaining investigations will focus on journaling outside of the job.

Krista K. Fritson explored the effects of journaling on college students' self-efficacy and locus of control in a study (1993). A cognitive-behavioral journaling technique and a non-cognitive-behavioral journaling approach were allocated to students at random. The journaling assignment and a 10-minute weekly discussion on cognitive-behavioral tactics were given to the cognitive-

behavioral approach. The non-cognitive-behavioral group was given the same journaling assignment as the cognitive-behavioral group, but without the discussion. At a university, the execution lasted a semester. From the beginning of the year through the mid-term, both types of journaling had a substantial favorable impact on self-efficacy (p.001) (Fritson, 1993). These results indicate that journaling in either of these formats will benefit the person. It's worth noting that this study lacked a proper control group. As a result, the findings should be interpreted with caution, as it is difficult to rule out the possibility that other factors (such as the environment or teacher qualities) are to blame for the change in self-efficacy.

However, the findings are still promising in terms of demonstrating the benefits of journaling. The rest of this article will go over a style of journaling known as emotional expression journaling. This is the journaling style that will be used in the current study. In non-workplace situations, emotional expression is one of the most popular types of journaling. The participant is asked to write about stressful occurrences and their emotional reactions to them. Emotional expression is a widespread strategy for dealing with trauma victims and individuals who work in high-stress environments on a regular basis (i.e. police officers, doctors, nurses). Emotional expression is a type of psychotherapy in which a person discloses personal experiences (usually painful) and their emotional reactions to them (Pennebaker, 2013). The belief that not addressing terrible situations is a type of inhibition led to the development of writing as a cathartic practice. When this form of inhibition develops over time, it creates a stressor that the individual must now deal with (Pennebaker, 2013). Pennebaker based his theory on the premise that if a person discloses what is causing them stress, it will improve their well-being by removing the stressor (2013). Writing, specifically emotional expressiveness, is one technique to accomplish this.

The majority of journaling studies focuses on writing about a negative emotion, event, or stressor. Burton and King did research to see if writing about good occurrences had the same health advantages as writing about unpleasant events (2003). Participants were undergraduate students who were haphazardly assigned to one of two groups: a control group who wrote about mundane topics, or an IPEs group who received the execution . They were told to write for 20 minutes every day for three days in a row. At each session, they also completed a mood questionnaire. Maslow's guidelines from 1971 were used in the execution . The execution group was instructed to write about their most memorable experience. They were to imagine themselves in that situation and talk about their experiences and emotions (Burton & King, 2004). According to the findings of this study, the IPE scored much higher in positive affect soon after writing than the control group.

Teachers should fill numerous responsibilities during the day, such as record keepers, classroom instructors, playground monitors, and school committee members. Educators typically face stress every day. Teacher burnout is among the leading issues that the education system experiences in the modern world. Burnout results in teachers losing teaching will. Often, students wear the teacher down rather than emerging them. When a teacher experiences stress, all other stakeholders such as administrators, students, and other colleagues face the effects. The impacts of teacher stress and burnout can be mitigated by several techniques such as preparing ahead of schedule, talking to colleagues, leaving school work at the institution, staying healthy, among other ways. In this case, journaling would play a big role in helping teachers cope with stress and be able to manage school responsibilities and family responsibilities in a positive and healthy way.

2.7. Theoretical Framework

The theoretical framework for the current research is informed by the cognitive behavioral theory. The cognitive behavioral theory was developed by psychotherapist Aaron Becker in 1960s. The theory's main focus was on how people's thinking abilities might influence their conduct and feelings. Cognitive therapy-based counseling is natural and problem-solving oriented. When Beck worked with patients who were depressed, he discovered that the patients had negative thought deluges that appeared out of nowhere. Cognitive therapy is a psychotherapeutic method to counseling that focuses on increasing a person's capacity to think in the present rather than the past.

To begin with, the therapy's objectives are broad and geared toward increasing self-awareness and emotional intelligence. The latter is accomplished by training the patient to recognize and distinguish between healthy and unhealthy emotions. Second, to assist clients in comprehending and acknowledging the relationship between distorted perception and ideas and painful feelings. The client must realize that thinking irrationally on their negative ideas might harm their emotional and psychological well-being, as well as their ability to care for the future. Finally, quick symptom reduction is a top aim in therapy. The counselor should focus on examining the client's current condition and then resolving the issues as soon as possible.

CBT (cognitive-behavior therapy) combines aspects of behavior modification with a standard cognitive restructuring approach. In CBT, the person in charge of the therapy sessions collaborates with the patient to identify the stressful thoughts and then uses behavior therapy to improve the resulting behavior. The reason for this is that patients may have a variety of

underlying core beliefs, known as schemas, that are faulty and have a variety of repercussions on the patient's functioning and behavior.

For example, a client suffering from depression may develop social anxiety because she believes she is dull and difficult to love. As a result, the therapist will put the assumptions to the test by asking the patients to select family members who care for them and like their company. The therapist will disclose personal illogical assumptions by demonstrating the patient that they are appreciated in society and by family members. Both the client and the therapists benefit from providing a new patient's model of thought in order to change his or her prior behavior pattern.

Cognitive behavior therapy finds its biggest strengths in the way the client and therapist work together to make changes to negative thoughts and actions (Corey, 2013). Clients are not intimidated by the therapists' knowledge of psychology, but instead, are engaged in a relationship where they are empowered to make changes in their life by facing the thoughts that are incapacitating to their goals and relationships. The techniques are time-limited, directive, proactive, and self-driven; moving the client away from feeling like a victim, who is helpless in their circumstances, to understanding how their perceptions affect them - regaining a level of control over those perceptions (Corey, 2013).

Additionally, CBT is flexible in its model of treatment; which now includes the use of internet-based CBT (ICBT). Plumb, Stewart, Dahl, Lundgren, (2009) researched the use of ICBT for treatment of mood and anxiety disorders, with promising results of no drop-out rates, high patient satisfaction ratings, and improved post-treatment results for positive life changes. They found that when used in conjunction with face-to-face sessions, practitioners were able to

maintain a higher quality relationship between sessions, or as a substitute session when the client could not make a scheduled appointment (Plumb, Stewart, Dahl, Lundgren, 2009).

This is a new treatment concept that can fit within the CBT model, when appropriate; whereas other therapeutic models may only endorse face-to-face sessions - in turn reducing the regularity and strength of the therapist-client relationship. In either face-to-face or ICBT sessions, the therapist will employ a variety of techniques aimed at increasing awareness to the cognitive distortions in client's life, and that is where the use of homework is most readily employed (Corey, 2013).

The homework assignments aim to help the client continue with their therapy session away from the office, providing them with an experiment that dispels the myths that they have created for themselves (Corey, 2013). In the next session they will review what they have discovered about their perceptions and thoughts, and how those myths have previously affected their emotions and behaviors. Sachsenweger, Fletcher, & Clarke (2015) confirm in their article, Pessimism and Homework in CBT for Depression, that homework compliance correlated to positive outcomes with patients suffering from severe depression.

Shafran et al. (2009) found that the weakness of cognitive behavior therapies can be found in the lack of appropriate training for mental health professionals. Although CBT is a cost-effective treatment for most individuals, many practitioners show disbelief of: the research trial patients, therapies that are technique driven versus therapist focused, and protocol modifications). The disbelief of research trial results stem from the stigma that private practice patients are more severe than those in research trials. Because research trials provide expert supervision in a relaxed setting, the concern among mental health professionals is that severe cases of anxiety, for

example, may not be able to be fully addressed due to financial concerns, time constraints, and increased patient load (Shafran et al., 2009).

Secondly, mental health clinicians may also find that CBT may not suit their personality, and therefore, they may not be willing to learn more about it, reinforcing their belief that CBT is not a competent form of therapy (Shafran et al., 2009). Lastly, Shafran et al. (2009) also found that there are not CBT protocol guidelines; which leads to mental health practitioners picking and choosing techniques that may actually decrease positive outcomes. In response to this incompetence, a DeRubeis et al. (2005) study from Vanderbilt, discovered that less experienced therapists delivered unfavorable outcomes potentially harming the therapeutic relationship for present time and future needs. Plumb, Stewart, Dahl, & Lundgren, (2009) agreed that cognitive behavior therapists often focus on the goal of alleviating symptoms, rather than addressing the total impairment of the whole person; and that the lack of a psychological and philosophical theory created that imbalance.

Thoma, Pilecki, & McKay (2015) reviewed studies that looked at CBT techniques for long-term purposes; with findings that suggest that the two approaches of behavior therapy and cognitive therapy may have better long-term success rates, as each client may not require a cognitive restructuring, but rather only behavior modifications. Although employing both approaches are not damaging to the client, they may be unnecessary to the therapy process. In the case of depression, Dimidjian et al. (2006) both found that behavioral therapy and antidepressant medication were parallel in their success rates; but that cognitive therapies disappointed in comparison. This may be due to the fact that a behavioral approach model encourages the patient to become more engaged with others - promoting their mood state, and increasing the chances of

repeat behaviors, just as the antidepressant affects mood; whereas, cognitive therapy focuses on the faulty thinking patterns (Thoma, Pilecki, & McKay, 2015).

2.8. Conceptual Framework

A conceptual framework is a diagrammatical research tool that helps the researcher achieve awareness and knowledge of the topic under investigation, as well as communicate that knowledge (Roberts, 2011). It shows the link between the dependent and independent variables. A factor that is assumed to impact or determine the outcome of a dependent variable is known as an independent variable (Van der Waldt, 2008). Its values can be changed as needed, and they don't signify a problem that needs to be addressed in an analysis; instead, they're simply accepted as is. The relationship between several factors, as illustrated in the diagram below, served as the conceptual foundation for this investigation:

Figure 2.1. Conceptual Framework

Independent Variable   **Dependent Variable**

Confounding Variables
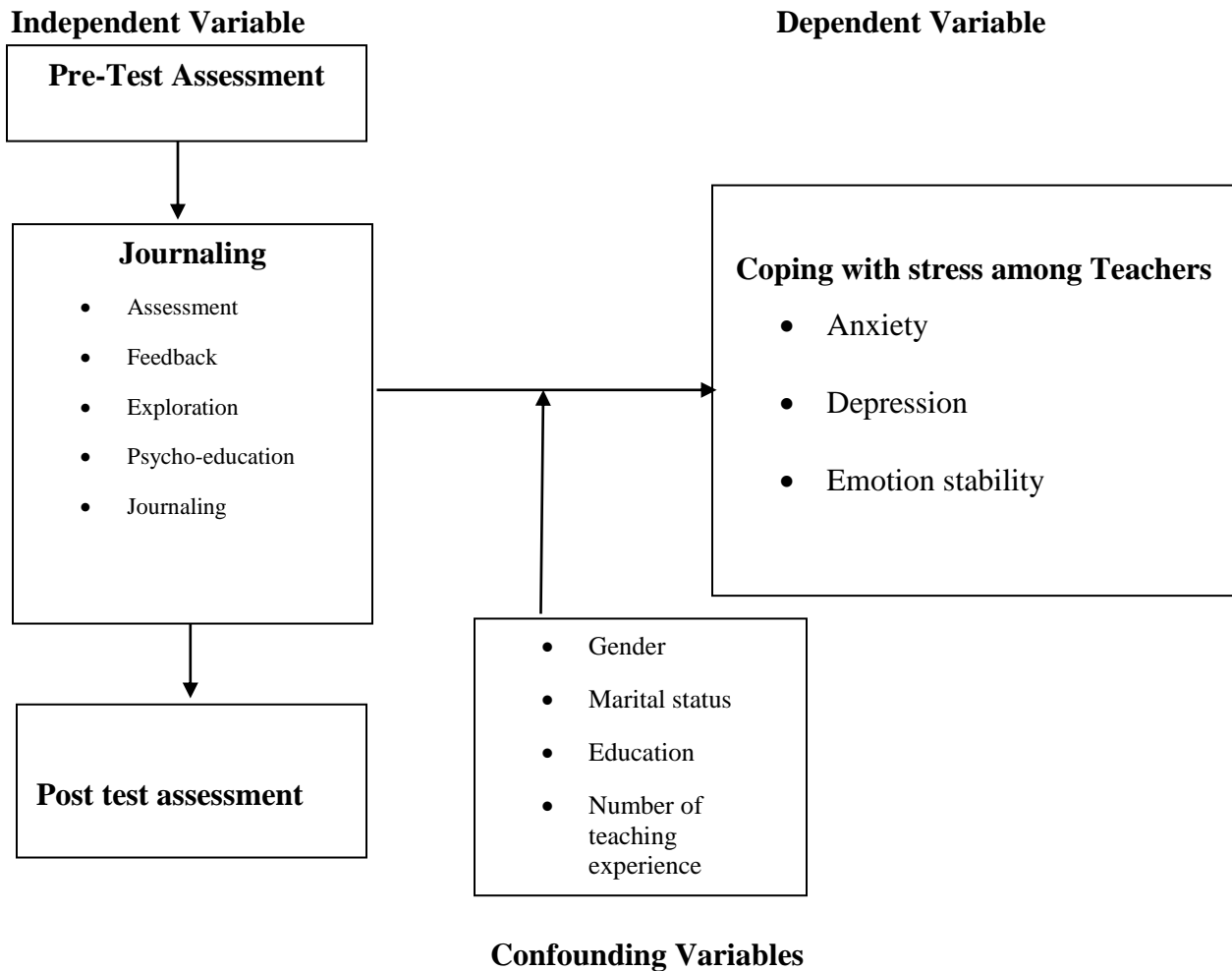
The individuals were assigned to the therapy group based on figure 1. The treatment group received journaling as an execution . Journal writing included stress behavior evaluation, feedback to respondents on their stress behavior, writing down of feelings and emotions and exploration of respondents' stress experiences. It also included psycho-education of the participants on the results of stress as well as information on many stress coping strategies available to them. The respondents were challenged to prepare and commit to dealing with stress at the end of the time frame given. A four-week follow-up post-test on the treatment group was

conducted by the researcher. This aimed at establishing whether there is significant decrease in stress, frequency to which stress occurs among the treatment group and adaption of coping mechanisms for stress.

CHAPTER THREE

RESEARCH METHODOLODY

3.1. Introduction

This chapter presents the methods that the researcher utilized so that the study objectives could be achieved. The style was constituted of research design, the population that was targeted, sample design used, the sample, the instrument for collection of data, the techniques and the analyzing of data used.

3.2. Research Design

There were three stages to this research. The first part consists of a cross-sectional baseline survey of teachers to establish their understanding of the relationship between an adapted journal writing and coping with workplace stress among teachers in Regis School, Nairobi County; this survey was repeated at the conclusion of the execution. The execution 's implementation is the second phase. The registration numbers of those who matched the inclusion requirements were coded. Before beginning the trial, the researcher explained the study to the participants and received their informed consent. The participants were assigned to the execution group and given expectations based on their knowledge of the intel. The execution was given to the treatment group by the researcher herself. This was a journaling execution of the assignment and was created by the researcher, it required some competence. Structured questionnaires were used to measure outcomes objectively. The research was carried out in September and October 2020 for a maximum of four weeks.

3.3. Location of the Study

The study was conducted at Regis school in Runda, Nairobi County.

3.4. Target Population

The term "target population" stand for a set of individual of things/objects that the scholar is aiming at to generalize their findings. The targeted population for this study were teachers in Regis School, Runda Nairobi. The total number of respondents were 72 teachers at Regis School in Runda. This formed the total target population. Census method was utilized to select the sample size. This is a statistical enumeration method in which the entire population (72) is used in the investigation because the number was achieve-able within the study's limits, and because the approach gave a real measure of the population while also having the highest degree of accuracy, the census was adopted (Babbie, 2010). In addition, census was utilized where the population is below 200 respondents. Thus, the sampling method was appropriate for the current study as the population was 72 way below 200 respondents. Adjusting for noncompliance and the study sampled 86 people in each condition, with a dropout rate of 20% (as advised by Overall, Shobaki, Shivakumar, & Steele, 1998). A total of 172 people were included in the study.

3.5. Data Collection Instruments

A questionnaire was used to collect primary data. Both Teacher Stress Inventory and the socio demographic questionnaires were utilized in the study. Teacher Stress Inventory tool is revision of TSI developed by Pettergrew and Wolf (1982). Shutz and Long (1988) tested the factorial validity of the TSI using confirmatory factorial analysis, revised it and retested it in a study in Canada. TSI is a brief self-report questionnaire that was proved to be valid in a study among urban Caucasians and Africans teachers in South Africa, Boshoff, (2011). The tool identifies the

types of situations teachers report as being stressful. The TSI is a 20-item self-disclosure scale that uses five-point Likert-type response format to assesses teachers' work-related stress (Boyle et al., 1995). The TSI was calculated using the 51 stressors listed by Kyriacou and Sutcliffe (1978). Participants were given a list of probable work-related stressors and were asked to rate their severity using response options ranging from No stress to Extreme stress. Workload, student misbehavior, bad colleague relations, professional recognition, and time/resource challenges were among the five subscales identified by Boyle et al. (1995). The updated Teacher Stress Inventory was used to assess the many sorts of stressful events that teachers face. This condensed version contains 36 items are rated on a 5-point Likert scale which are classified as: 1= never, 2= rare, 3= sometimes, 4= often and 5 = always. The items are grouped into seven subscales which include:

- Role ambiguity subscale that measures an individual's understanding on work responsibilities

- Role stress subscale measures respondents' views in relation to workload.

- Organizational management measures respondents' view in relation to the management

- Job satisfaction measures respondents' level of job satisfaction

- Life satisfaction measures respondents' satisfaction in life in relation to work

- Supervisory support measures respondents' view in relation to how individual support at workplace

Socio-demographic questionnaire factored in age, gender, education level, marital status, years of experience, and years to retirement.

3.6. Validity and Reliability

The major assessment tools employed in this study were the Teacher Stress Inventory questionnaire and the Sociodemographic Questionnaire, which were used for pre-test and post-test assessments, respectively. The questionnaire items that measured stress levels were drawn from the Schultz & Long study to verify construct validity (1988). Since the questionnaire's creation, efforts have been undertaken to determine its validity. The Teacher Inventory Questionnaire's dependability has been tested, and it was discovered to have excellent internal constancy. Cronbach's alpha coefficients have ranged from.74 to.95 in preceding studies of the criterion's dependability of the Europe and USA population (Stinchfield et al., 2016). The purpose of this survey was to find out whether adapted journaling technique for stress management among teachers was effective. The questionnaire's test-retest reliability was assessed 87 individuals of both the pre and post data in the group used (this who lucked the execution s).

3.7. Data Collection Procedure

Ethical clearance and approvals were done and completed which later, the study ensured that evaluation were the four unique processes in data collection. The following are the specific procedures.

3.7.1. Recruitment

As the researcher being a staff member required a research assistant. To aid in the mobilization and recruitment of volunteers, a teacher who was also included as a study assistance was involved in the research in the location of the data collection. The assistance was fit for this study since he was familiar with what was required to see the study through. Teachers were welcomed

to take part in the study by sending electronic invitation via Short Messaging Service (SMS) and WhatsApp. The assistant also used word-of-mouth to convince teachers who were already at the school to enroll in the study. Teachers who arrived at the registration location were greeted by a researcher who screened them for study eligibility. Participants' information was captured, including their name and phone number. These particulars were required for the purposes of identification and follow-up.

3.7.2. Inclusion and Exclusion Criteria

The incorporation and lack of incorporating criteria were evaluated for teachers who consented to participate in the study. Teachers who were under stress were the only ones who could take part in the study. Those who had been in a demanding condition at work for more than a year and had experienced stress in the previous seven days were judged to be under stress. This, according to the researcher, was adequate criteria to allow any participant, regardless of any psychosocial issues, to participate in the study. A less stringent inclusion criterion was more practical and required to improve the results' external validity. Those who matched the criteria for participation were invited to participate in the research. The exclusion criterion required participants to be free of any impairment in judgment or cognition at the time of the study. Participants who appeared to be inebriated were not allowed to participate in the study. Those who haven't been stressed at work in over a year and those who haven't been stressed in over a year experienced stress in relation to workplace in the previous one week will also be excluded from the study.

3.7.3. Pre-test Assessment

The purpose of the pre-test evaluation was to establish baseline data on respondents' stress experiences prior to the execution. To see if there were any significant changes as a result of the execution, this data was statistically compared to equivalent post-execution data. The Teacher Stress Inventory questionnaire was used to conduct the pre-test assessment. They were told that they would be contacted four weeks after the execution.

3.7.4. Execution

The execution was provided to the individual's right after the pre-test evaluation. The strategy used was journaling. It was given according to the therapy regimen.

3.7.5. Post-test Assessment

All the participants were contacted by the researcher using short Messaging system, calls and WhatsApp after three weeks to schedule a post-test meeting in a school location. The teacher stress inventory questionnaire was used to conduct the post-test assessment. Because different participants may arrive at different times, the post-test was given individually. The data acquired from the participants during the pretest and post-test were matched using the codes assigned to their names. This operation took place in October of 2021.

3.8. Data Analysis

The study's data was quantitatively examined. The quantitative data was entered and analyzed using SPSS to calculate the mean and standard deviation, which were then presented in tables, frequencies, and percentages. Correlational analysis was used to show the strength of the relationship between gender, marital status, number of years in teaching (teaching experience), number of years to retirement, and education level. In addition, the study utilized regression

analysis to establish the relationship between adapted journal writing and coping with workplace stress among teachers in Regis School, Nairobi County.

3.9. Ethical Considerations

This project has been developed under the supervision of academic staff. Before commencing the study, approval was sought from the University for approval. The procedures and the objectives of the study were explained. The details of the ethical considerations were laid down in the letter of consent and this included consent explanation, confidentiality, benefits, risks and right not to participate from the research as well as to withdraw anytime was explained. The study ensured voluntary participation and informed consent so that participation was out of free will. The study ensured that informants were informed about the procedures of the research. The study-maintained confidentiality and anonymity of the subjects while being honest in all communications. The research avoided bias while acknowledging all contributions to the study. When reporting the findings, the study accurately presented the findings and observations in the appropriate context.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter entails the analysis of the data collected. The presented results are according to the study objectives which were: to find out the prevalence of stress among teachers in Regis School, Nairobi County, to determine the efficacy of journal technique in coping with stress among teachers in Regis School, Nairobi County, and to establish the efficacy of journal technique in decreasing stress among teachers in Regis School, Nairobi County.

4.2. Response Rate

The population sample size for the study was 172 respondents and the response rate were 80.4%. The respondents participated in the full interviews once they signed the consent forms.

4.3. Socio Demographic Profiles for the respondents

Table 4.1 This presents the socio-demographic characteristics of the participants who were teachers that had stress in their day-to-day activities.

Table 4.1. Respondents' Socio Demographic Profiles

		N=138	Percentage
Gender	Male	52	37.7
	Female	86	62.3
Marital Status	Single	22	37.7

40

	Married	88	63.8
	Separated	11	8.0
	Divorced	10	7.2
	Widowed	7	5.1
No. of years in teaching (Teaching experience)	Less than a year	3	2.2
	1-5	5	3.6
	5-10	10	7.2
	10-15	50	36.2
	Above 15 years	70	50.7
No. of years to retirement	Less than 1 year	5	3.6
	1-5	18	13.0
	5-10	75	54.3
	10-15	30	21.7
	Above 15 years	10	7.2
Education	Teacher's Certificate	70	50.7
	B.Ed. c) Master's in	52	37.6
	Education	16	11.6
	Ph. D.		

From the discovery's majority (62.3%) of the participants were female indicating that most of the teachers undergoing stress at school were female which may be attributed by the fact that they have more responsibilities in school as well as home. Further the findings indicated that majority of the respondents were married (63.8%), 50.7% had above 15 years in teaching (experience), 54.3% had 5-10 years to retirement and that 50.7% had teachers' certificate as their level of education.

4.4. Efficacy of Adapted Journaling Technique for Coping with Stress Among Teachers

The study was carried out to establish the efficacy of adapted journaling technique for coping with stress among teachers. The findings were presented on a scale of 1-5 where 1= never, 2 = rare, 3 = sometimes, 4 = often and 5 always. Below are the findings as shown in table 4.2.

Table 4.2. Efficacy of Adapted Journaling Technique for Coping with Stress Among Teachers

Statements	Mean	Std. Dev
I'm able to tell what is expected of me at my workplace tomorrow.	3.881	1.266
The scope of my work and responsibilities is not clearly defined.	4.041	1.126
Am unaware of the criterion used in performance evaluation.	4.092	1.225
I receive adequate information to carry out my job successfully.	4.165	1.210
I can clearly outline the demands of my job when called upon	4.133	1.234
I usually have extra work above what is expected	3.963	0.965
The work performance evaluation criterion are too high	4.121	1.912
Much responsibility is placed on me without corresponding authority to execute it.	4.173	1.902
There are conflicting demands from different groups or people in the	3.902	1.895

work setting.

I am required to back a policy or rule before carrying it out.	3.327	1.928
Satisfying the demands of parents, students, fellow teachers and school administrators gives me a hard time.	4.044	0.907
Am assigned school duties without the right resources and materials to execute them	4.311	0.877
I influence what happens in my school.	3.952	1.044
I am briefed of important occurrences in my school.	4.392	0.915
My opinions on decisions touching on me are sought for by the administrative head.	4.255	0.808
Generally, am satisfied to a great extent with my work.	3.881	0.993
I consider my work of great importance in comparison to other interests in my life.	3.923	1.352
Based on my present knowledge, if I was to make a decision, I will still take up my job.	3.925	1.191
Generally, my current job meets my expectations of the work I wanted to do.	3.388	1.242
Am involved by my administrative head together with other faculty members in joint decision making and problem-solving meetings.	3.771	1.322
Am furnished with all information concerning my work by my administrative head.	3.479	1.453
I consider my present life very rewarding.	3.276	1.516
My present life is quite lonely.	3.749	1.361
My present life is quite enjoyable.	3.424	1.514
My present life is quite boring.	3.408	1.494
My present life is very hopeful.	3.670	1.377
A lot of stress emanates from trying to complete reports and paper work on time	3.330	1.570
Cases of student discipline stress me a lot.	3.523	1.463
Stress levels increase when trying to adjust to shifting professional requirements.	3.624	1.388
Attempting to keep my work from being routine and boring gives me a lot of stress.	3.391	1.532

Participation in school activities beyond working hours is extremely stressful.	3.609	1.544
Giving attention to challenges and needs of colleagues is very stressful.	3.379	1.481
My administrative head is willing to listen to whatever I want to voice my concerns over.	3.459	1.570
My administrative head is attentive to my concerns.	3.304	1.429
My administrative head defends the team he is supervising from those without.	3.660	1.319
I receive the required support from the administrative head when handling conflicts with parents or students.	3.443	1.622

From the findings the respondents indicated that often I am briefed of important occurrences in my school (mean=4.392), followed by I am assigned school duties without the right resources and materials to execute them (mean=4.311), My opinions on decisions touching on me are sought for by the administrative head (mean=4.255), and much responsibility is placed on me without corresponding authority to execute it (mean=4.173). The majority of MI treatment options are offered as one-on-one sessions and are frequently supplemented with other activities or approaches. Solati (2016) revealed that psychoeducation was helpful in lowering depression symptoms when compared to with group CBT, family psycho-instruction, and drug treatment in forestalling return of indications of significant gloom. Most of psychoeducational bunch treatments that have been exhibited to be viable in manifestation decrease and conduct change depend on components of intellectual social treatment.

The respondents further indicated that sometimes giving attention to challenges and needs of colleagues is very stressful (mean=3.379), followed by attempting to timely complete reports and other paper work gives me considerable stress (mean=3.33), I am required to back a policy or rule before carrying it out (mean=3.327), my administrative head is attentive to my concerns

(mean=3.304), and that I consider my present life very rewarding (mean=3.276). Hennessy &
Tanner-Smith (2015) stated that MI principles that have been demonstrated to be helpful in
individualized interventions must be tested to see if they are similarly beneficial when presented
in groups. For psycho-educational groups, MI is appropriate. It promotes group participation and
collaboration, both of which are essential for effective outcomes. Client involvement in life
choices is critical for optimal treatment outcomes, according to Navidian, Kermansaravi, Tabas,
and Saeedinezhad (2016) and Brown (2018). A therapeutic connection is critical in assisting
clients in making life changes (Brown, 2014). Among substance abusers, Shorey, Martino,
Lamb, LaRowe, and Santa Ana (2015) employed group motivational interviewing. They
discovered that it was successful in increasing change discourse. In the areas of substance use
disorders and sexual addictions, there has been some research on group MI.

Further analysis was conducted to determine if there were changes in means at pre - test and post
test as shown in Table 4.3

Table 4.3. Pre-test and Post Test Means

Statistics	Control Group		Treatment Group	
	Pretest	Posttest	Pretest	Posttest
Mean	5.35	5.50	5.65	3.89
Median	6.00	6.00	6.00	4.00
SD	2.399	2.318	2.259	2.209
SE	.244	.239	.213	.220

| Skewness | -.455 | -.561 | -.492 | .180 |

The results of table 4.3 show that the mean of the treatment group decreased (M = 3.89 at post test and M = 5.65 at pre-test). The control group's mean increased somewhat (M = 5.50 at post test versus M = 5.35 at pre-test). The treatment group's skewness shifted from negative (.-492) to positive (.180). The control group's skewness shifted even further to the negative (-.455 to -.561). The treatment group's median score decreased from 6.00 to 4.00, showing a drop in stress levels on average. At the post-test, the control group's median stayed steady. The average reduction in stress levels is just another sign that the treatment group fared better than the control group. This backs both the need for adopted journaling interventions and the broader notion that proper treatment is preferable to none at all.

4.5. The Associations between Adapted Journaling technique for Coping with Stress Among Teachers

This section presents findings on the associations between adapted journaling technique and coping with stress among teachers. The discoveries are as shown in table 4.4.

Table 4.4. Adapted Journaling Technique for Coping with Stress

Pearson Correlation Test

		Coping with Stress
Journaling Technique (N:138)	Pearson Correlation	.722[**]
	Sig. (2-tailed)	.000

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

Regression	Coefficients				
	Un-standardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	3.209	1.564		4.211	.000
Journaling Technique	.411	.034	.356	3.998	.000

B: Dependent Variable: Coping with Stress

The correlation matrix was applied to establish the extent to which changes in Journaling Technique contributed to changes in stress. The findings show P=.722, Sig 0.000<0.05. This is an indication that a significant positive association between journaling technique and coping with stress among teachers actually exists. Thus, the findings reject the null hypothesis that journaling technique is not significant in coping with stress among teachers in Regis School and accept the alternative hypothesis that journaling technique is significant in coping with stress among teachers in Regis School.

Further, the relationship between the dependent and independent variables of the study was examined through logistics regression analysis by the use of SPSS. It helped to establish the

influence of journaling technique on coping with stress among teachers in Regis School. The findings of the analysis are depicted in Table 4.3.

The resultant regression model for the two variables is;

$Y = 3.209 + .411X_1 + 1.564$

From the regression, taking the independent variable (journaling technique) at constant zero, coping with stress among teachers was 3.209. In addition, the findings indicated that considering the other independent variables at zero, then a unit rise in journaling technique leads to a 0.411 rise in coping with stress among teachers.

A chi square test was used to check whether journaling technique had a relationship with coping with stress among teachers. Results were as given below.

Table 4.5. Chi-Square Test of Adapted Journaling Technique and Coping with Stress.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.681[a]	3	.034
Likelihood Ratio	2.124	3	.051
Linear-by-Linear Association	.211	1	.044
N of Valid Cases	138		

From results shown in table 4.4, there was statistically significant relationship between adapted journaling technique and coping with stress among teachers ($\chi = 1.681$, p = 0.034 which is less than 0.05). Therefore, it can be argued that journaling technique influence decisions on coping with stress among teachers.

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4.6. Hypothesis Testing

The following hypothesis were tested:

H1. Journal technique is not significant in decreasing the stress among teachers in Regis School.

A paired samples t-test was calculated for both groups at pre-test and post test. The results are shown in Table 4.6 below.

Table 4.6. Paired Samples t-test on Stress Levels

		Mean	**Std. Deviation**	**Std. Error mean**	**Paired differences** 95% Confidence Interval of the Difference Lower	**upper**	**t**	**df**	**Sig 2-tailed**
Pair 1	C2 - C1	.223	1.007	.104	.017	.430	2.151	93	.034
Pair 2	T2-T1	-1.733	2.457	.245	-2.218	-1.248	- 7.087	100	.000

(C1: Control group pre-test, C2: Control group post test, T1: Treatment group pretest, T2: Treatment group post test).

According to table 4.6, there was a positive weak and significant mean difference between pre-test and post-test among the control group (MD =.223, t (93) = 2.151, p=.034). This indicates that during the study period, the control group, which did not receive any intervention, saw a considerable increase in stress levels. This data suggests that stress is a chronic mental health

disease that worsens with time if no intervention measures are taken to address it. At posttest, there was a severe negative significant difference between the treatment and control groups (MD = -1.733, t (100) = -7.087, p =.000). The null hypothesis that journal approach has no effect on reducing stress among Regis School teachers was rejected (p.05). The journaling technique was found to be effective in reducing stress levels. Adapted Journaling technique is a suitable harm reduction intervention for teachers who may need to reduce and control their stress levels. The decrease was an indicator that Adapted Journaling technique was effective in reducing the stress levels among teachers. The design and nature of Adapted Journaling technique was aimed at empowering the teachers to reflect about their stress levels and take specific steps to control stress. This can be attributed to the psycho-education component of the intervention and therapeutic effect of group dynamics that were at the core of the intervention.

4.7. Discussion of Findings

From the findings on efficacy of journaling technique for coping with stress among teachers the study found that often the respondents are briefed of important occurrences in their school, they are given school duties without the right resources and materials to execute them, the opinions of the respondents on decisions touching on them are sought for by the administrative head, too much responsibility is placed on the respondents without corresponding authority to execute it. An adolescent's meta-analysis of interventions conducted by Hennessy & Tanner-Smith (2015) discovered that there was effective reduction of alcohol consumption through group based brief intervention. They realized that motivational interventions, though effective, are minimally used in groups. Motivational Interventions principles need to be established and utilized in groups for they are equally successful as has been with the individualized interventions. Collaboration and engagement are critical in the successful outcomes of groups and this Motivational Interventions

encourages. The study also found that sometimes they find that trying to be attentive to the problems and needs of fellow departments can be stressful, trying to complete reports and paperwork on time causes me lots of stress, the respondents have to back up in order to carry out a regulation or policy, their administrative chief pays attention to what they are saying and that they are now finding their lives extremely satisfying.

From the correlation results the study found that the P value was 0.722, Sig 0.000<0.05. This was an indication that a significant positive association between journaling technique and coping with stress among teachers actually exists. Thus, the null hypothesis that journaling technique is not significant in coping with stress among teachers in Regis School was rejected, the alternative hypothesis journaling technique is significant in coping with stress among teachers in Regis School was accepted. The findings are in accordance to a study by Park et. al. (2019) who found that motivational interviewing had a positive effect on reduction of anxiety and depression symptoms following traumatic brain injury. Fogarty & McTighe, (1993), says in clinical studies, change of behavior, perceptions is usually used to promote self-introspection and reflection when journaling. Moreover, an individual is able to promote reflection, to use strategies that help in problem solving and thus journaling is seen as a workable tool in academics. The nature of assignments for journaling vary in a very big way depending on the profession or academic setting. This can be structured whereby the demonstrator identifies specific topics and intentions related to the journals of the students. It can also be unstructured whereby you allow individuals to think on self-identified information from a course or a certain experience.

From the chi square results, statistically it was found out that there was significant relationship between adapted journaling technique and coping with stress among teachers (χ = 1.681, p = 0.034 which is less than 0.05). Therefore, it can be argued that adapted journaling technique

influences decisions on coping with stress among teachers. In a one-on-one fashion, Yekovenko et al. (2016) reviewed eight studies on effectiveness of journaling technique, which were all well delivered. Solati (2016), in prevention of repetition of manifestations of major depression did a comparison of family psych-education, drug therapy and group CBT, and found out that psychoeducation was effective in reducing depression symptoms.

Psychoeducational group interventions based on Cognitive behavioural therapy has shown effective symptom reduction and behavioural change. The obtainable materials on the efficacy of brief interventions based on Motivational principles is well open to more interpretation because of the variety of methods, the individuals that are based in a particular place and the end results of measures used. Studies have been carried out among individuals who are addicted to drugs and persons with psychological and emotional issues such as anxiety. (Park, 2019). These therapeutic approaches are somewhat applicable to the form of the instances that they were capable to examine and the diagnostic methods that were utilized. A method for dealing with stress and creating a positive working environment is required and would be well appreciated in the world today.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This Chapter has the synopsis of the findings of the research intervention study on the relationship between an adapted journal technique and coping with workplace stress among teachers in Regis School, Nairobi County. The conclusions from the findings follow and lastly there are recommendations from the study.

5.2. Summary of Findings

When you look at the finding's majority (62.3%) of the respondents were female indicating that most of the teachers undergoing stress at school were female which may be ascribed to the reality that they have more responsibilities in the school as well as home. Further to the stated, the findings indicated that majority of the participants were married (63.8%), 50.7% had above 15 years in teaching (experience), 54.3% had 5-10 years to retirement and that 50.7% had teachers' certificate as their highest level of education.

From the findings on efficacy of adapted journaling technique for coping with stress among teachers, the study found that often the respondents are are kept informed of significant events at my school, they are assigned responsibilities without sufficient materials and resources to work, their institutional head solicits their feedback on making decisions affecting them, and they are given far too much obligation without the permission to perform it out. The survey also discovered that attempting to be sensitive to the concerns and needs of colleague faculty members may be highly stressful. Attempting to submit reports and documentation on time also generates a lot of stress, and the responders have to defy a rule or policy in order to do to carry it

out, their administrative head pays attention to what they are saying and that they currently find their lives very rewarding.

From the correlation results the study found that the P value was 0.722, Sig 0.000<0.05. This was an indication that a significant positive association between journaling technique and coping with stress among teachers actually exists. Thus, the null hypothesis that adapted journaling technique is not significant in coping with stress among teachers in Regis School was rejected and the alternative hypothesis that adapted journaling technique is significant in coping with stress among teachers in Regis School was accepted.

From the chi square results, it was found out that there was statistically significant relationship between adapted journaling technique and coping with stress among teachers ($\chi = 1.681$, $p = 0.034$ which is less than 0.05). Therefore, it can be argued that adapted journaling technique influence decisions on coping with stress among teachers.

5.3. Conclusion of The Study

From the findings, the following conclusions were drawn. The study concluded that a significant positive association between adapted journaling technique and coping with stress among teachers actually exists. Thus, the null hypothesis that adapted journaling technique is not significant in coping with stress among teachers in Regis School was rejected and the alternative hypothesis that adapted journaling technique is significant in coping with stress among teachers in Regis School was accepted. The study also concluded that there was statistically notable relationship between adapted journaling technique and coping with among teachers ($\chi = 1.681$, $p = 0.034$ which is less than 0.05). Therefore, it can be argued that adapted journaling technique influences decisions on coping with stress among teachers.

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5.4. Recommendations of the Study

The following recommendations are made from this study.

1. Therapists are encouraged to adopt journaling technique as a verified-based intervention for coping with stress. Schools are encouraged to embrace journaling technique as one of the interventions aimed at helping teachers who encounter issues.

2. The Government and any agencies concerned with coping with stress among teachers are encouraged to work on structural and policy mediations aimed at maintaining discipline among teachers but also reducing the mental issues on teachers.

3. Adapted journaling technique is proposed as an experiment-based intervention that can be used by strategy designers to alleviate the issues related to stress among teachers in the country.

4. Capacity building with applicable expertise on the use of adapted journaling technique is urged to train experts who may be called upon to assist instructors to cope with stress. Teachers who go through problems as a result of stress are urged to get help from professionals trained or experienced in Interventions supported by evidence such as adapted journaling technique.

5.5. Recommendations for Further Studies

Further investigations can be carried out to discover the long - term effectiveness of adapted journaling technique for coping with stress. Same kind of studies can be conducted to find out the efficacy or the effectiveness of adapted journaling technique for coping with stress among different individuals across the nations. Long- term investigations should be carried out to

determine the life-long end results of coping with stress. Investigations that takes into consideration the elimination of stress and of stress manifestations and how stress influences the all-inclusive quality of life.

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APPENDICES

Appendix 1: Social Demographics Questionnaire

Personal Data

This questionnaire seeks to get information on how how age, gender, marital status, number of years in teaching, number of years to retirement and education level contribute to stress management among teachers. Please answer all of the questions below. Kindly don't write your name on the questionnaire.

1. Indicate your age in years

   ……………………………………………………………………………………………

2. Indicate your gender

   Male   [ ]   Female   [ ]

3. Marital Status

   Single   [ ]

   Married   [ ]

   Separated   [ ]

   Divorced   [ ]

   Widowed   [ ]

4. Number of years in teaching (experience) in years:

   Less than 1 year   [ ]

1 – 5   [ ]

5 - 10   [ ]

10 – 15   [ ]

Above 15years   [ ]

5. Number of years to retirement

Less than 1 year   [ ]

1 – 5   [ ]

5 - 10   [ ]

10 – 15   [ ]

Above 15years   [ ]

6. Education

Teacher's Certificate   [ ]

B.Ed. c) Master's in Education   [ ]

Ph. D.   [ ]

Appendix 2: Teacher Stress Inventory – Revised Schultz & Long (1988)

This question will seek to get answer on efficacy of brief motivational interviewing intervention for stress management among teachers. Please answer all of the following questions using this guide: 1= never, 2 = rare, 3 = sometimes, 4 = often and 5 always. Kindly don't write your name on the questionnaire.

1. I can predict what will be expected of me in my work tomorrow. 1 2 3 4 5.

2. I am unclear on what the scope and responsibilities of my job are. 1 2 3 4 5

3. I am uncertain what the criteria for evaluating my performance actually are. 1 2 3 4 5

4. I receive enough information to carry out my job effectively. 1 2 3 4 5

5. When asked, I am able to tell someone exactly what the demands of my job are. 1 2 3 4 5

6. I find that I have extra work beyond what should normally be expected of me. 12 3 4 5

7. The criteria of performance for my job are too high. 1 2 3 4 5

8. I am given too much responsibility without adequate authority to carry it out. 1 2 3 4 5

9. I receive conflicting demands from two or more people or groups in the school setting. 1 2 3 4 5

10. I have to buck a rule or policy in order to carry it out. 1 2 3 4 5

11. I have a hard time satisfying the conflicting demands of students, parents, administration and teachers. 1 2 3 4 5

12. I am given school-related duties without adequate resources and material to carry them out. 1 2 3 4 5

13. I have influence over what goes on in my school. 1 2 3 4 5

14. I'm informed of important things that are happening in my school. 1 2 3 4 5

15. My administrative head asks my opinion on decisions that directly affect me. 1 2 3 4 5

16. All in all, I would say that I am extremely satisfied with my job. 1 2 3 4 5

17. My job is extremely important in comparison to other interests in my life. 1 2 3 4 5

18. Knowing what I know now, if I had to decide all over again whether to take this job, I would definitely do so. 1 2 3 4 5

19. In general, my job measures up extremely well with the sort of job I wanted before I took it. 1 2 3 4 5

20. My administrative head brings me together with other faculty in joint meetings to make decisions and solve common problems. 1 2 3 4 5

21. My administrative head gives me full information about the things which directly involve my work. 1 2 3 4 5

22. I currently find my life very rewarding. 1 2 3 4 5

23. My life is currently quite lonely. 1 2 3 4 5

24. I currently find my life quite enjoyable. 1 2 3 4 5

25. I currently find my life quite boring. 1 2 3 4 5

26. My life is currently very hopeful. 1 2 3 4 5

27. Trying to complete reports and paper work on time causes me a lot of stress. 1 2 3 4 5

28. I find that dealing with student discipline problems puts a lot of stress on me. 1 2 3 4 5

29. There is a lot of stress just keeping up with changing professional standards. 1 2 3 4

30. Trying to keep my work from being too routine and boring puts a lot of stress on me. 1 2 3 4 5

31. Having to participate in school activities outside of the normal working hours is very stressful to me. 1 2 3 4 5

32. I find that trying to be attentive to the problems and needs of fellow faculty is very stressful. 1 2 3 4 5

33. When I really need to talk to my administrative head, (s) he is willing to listen. 1 2 3 4 5

34. My administrative head pays attention to what I am saying. 1 2 3 4 5

35. My administrative head stands up to outsiders for the people (s) he supervises. 1 2 3 4 5

36. When I have conflicts with parents or students my administrative head gives me the kind of support I need. 1 2 3 4 5

Appendix 3: Work Plan

Activity	August 2022	Sept 2022	Oct 2022	Nov 2022
Chapter one	▰			
Literature review and Methodology	▰			
Questionnaire formulation	▰			
Field Data Collection		▰		
Data Analysis			▰	
Report Writing				▰
Submission				▰

Appendix 4: Research Budget

	Items	Cost in KSHS.
1	Stationery, typing papers, pens, flash disk	10,000.00
2	Secretarial services	20,000.00
3.	Research Assistant	10,000
4.	Printing	5,000.00
5.	Binding	6,000.00
6.	Mobile phones expenses	6,000
7.	Communication and telephone Services	10,000.00
	TOTAL	**67,000.00**

Appendix 5: Nacosti

80

Appendix 6: Turnitin Report

Document Viewer

Turnitin Originality Report

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EFFICACY OF BRIEF MOTIVATIONAL INTERVENTION- ... By Nancy Mwangi

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