



**STRESS COPING STRATEGIES AND TEACHER PERFORMANCE IN
KAMPALA HIGH SCHOOL, UGANDA**

BY:

ANGELINE AGUTTI

REG. NO.11/MMS-PAM/26/008

**A DISSERTATION SUBMITTED TO THE HIGHER DEGREE
DEPARTMENT IN PARTIAL FULFILMENT OF THE
REQUIREMENTFOR THE AWARD OF A
MASTERS DEGREE IN MANAGEMENT
STUDIES (PUBLIC ADMINSTRATION)
OF UGANDA MANAGEMENT
INSTITUTE**

NOVEMBER, 2013

DECLARATION

I, ANGELINE AGUTTI, do hereby declare that this dissertation is my original work and to the best of my knowledge, it has never been submitted to any University /Institution of higher learning before for any academic award.

Signed

DATE:

APPROVAL

We certify that the study was carried out with our supervision and this dissertation has been submitted with our approval.

SUPERVISORS

Dr BENON BASHEKA

UMI Supervisor

Signed

Date

Mr. MICHAEL KIWANUKA

UMI Supervisor

Signed

Date

DEDICATION

I dedicate this work to my dear husband Mr. Opuwa Emmanuel Ekwam and our lovely sons Okware Vernon Williams, Okolong Michael Walter, my dear parents Mr. and Mrs. Osillo who contributed a lot both in prayer and financially. May the almighty God grant them peace, grace and blessings abundantly.

ACKNOWLEDGEMENT

I do give honour to the almighty God who guided and enabled me to complete my piece of work in time.

Appreciation goes to my academic supervisors Dr BENON BASHEKA and Mr.MICHAEL Kiwanuka who spared their valuable time, skills and knowledge to guide me in producing this Dissertation.

My gratitude also goes to Mr. Erisat Olweny Dennis, Atim Julian, Anet Nsimire, and Anet Mary Nakwi who spared their time to help in editing my work.

I wish to extend my sincere thanks to the teachers of Kampala high school for their kindness and professional contribution towards the completion of this Dissertation.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ACRONYMS	xii
LIST OF FIGURES	xiii
LIST OF TABLES	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Back ground of the study	1
1.2.1 Historical Background	1
1.2.2 Theoretical Background.....	3
1.2.3 Conceptual background	3
1.2.4 Contextual background	4
1.3 Statement of the problem	5
1.4 Purpose of the study.....	5
1.5 Objectives of the study.....	6
1.6 Research questions	6
1.7 Research hypotheses	7
1.7 Conceptual frame work.....	8

Figure 1 Conceptual frame work	8
.....	8
1.8 Scope of the study	9
1.8.1 Geographical scope	9
1.8.3 Time scope	10
1.9 Significance of the study.....	10
1.10 Justification of the study	10
1.11 Operational definition of the terms and concepts	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Theoretical review.....	12
2.3 Individual stress coping strategies and teacher performance	13
2.4 Organizational stress coping strategies and teacher performance	15
2.5 Emotional focused stress coping strategies and teacher performance.....	20
2.6 Problem focused stress coping strategic and teacher performance	20
2.7 Summary of literature review	22
CHAPTER THREE.....	23
METHODOLOGY	23
3.1 Introduction	23
3.2 Research design.....	23
3.3 Study population	23

3.4 Sample size and selection	24
3.5 Sampling techniques and procedures.....	25
3.6 Data collection methods.....	25
3.6.1 Questionnaire method	25
3.6.2 Interview Method.....	25
3.7 Data collection instruments.....	26
3.7.1. Self-administered questionnaire	26
3.7.2 Interview guide	26
3.8 Validity and Reliability.....	26
3.8.1 Validity	26
3.8.2 Reliability.....	27
3.8.3 Data Collection Procedure	28
3.9 Data analysis	28
3.9.1 Quantitative data Analysis.....	28
3.9.2 Qualitative data Analysis.....	29
3.9.3 Measurements of variables	29
CHAPTER FOUR.....	30
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS ...	30
4.1 INTRODUCTION	30
4.2 Response Rate:.....	30
4.3 Background information of the respondents.....	31
4.3.1 Years of service in the organization.....	31
4.3.2: Educational level of respondents	32
4.4.1 Individual stress coping strategies and teacher performance.....	33
4.4.2 Organisational stress coping strategies and teacher performance	37
4.4.4 Emotional focused stress coping strategies and teacher performance	42
4.4.5 Problem focused stress coping strategies and teacher performance	46

4.5 Teacher performance.....	49
4.6 Qualitative Data Results	54
CHAPTER FIVE.....	56
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	57
5.1 Introduction	57
5.2 Summary of the findings.....	57
5.2.1 Individual stress coping strategies and teacher performance.....	57
5.2.2 Organizational stress coping strategies and teacher performance	57
5.2.3 Emotional focused stress coping strategies and teacher performance	58
5.2.4 Problem focused stress coping strategies and teacher performance	58
5.3 Discussion of the findings.....	58
5.3.1 Individual stress coping strategies and teacher performance.....	58
5.3.2 Organisational stress coping strategies and teacher performance	59
5.3.3 Emotional focused stress coping strategies and teacher performance.....	61
5.3.4 Problem focused stress coping strategies affect teacher performance	62
5.3.5 Teacher performance.....	62
5.4 Conclusions of the findings	63
5.4.1 Individual stress coping strategies and teacher performance.....	63
5.4.2 Organizational stress coping strategies and teacher performance	63
5.4.3 Emotional focused stress coping strategies and teacher performance.....	63
5.4.4 Problem focused stress coping strategies and teacher performance	64
5.5 Recommendations of the findings	64
5.5.1 Individual stress coping strategies and teacher performance.....	64
5.5.2 Organisational stress coping strategies and teacher performance	64
5.5.3 Emotional focused stress coping strategies and teacher performance	64
5.5.4 Problem focused stress coping strategies and teacher performance	64
5.6 The limitations of the study	65

5.7 Contributions of the study.....	65
5.8 Areas for future research.....	65
REFERENCES.....	66
APPENDIXES	72

LIST OF ACRONYMS

DV:	Dependent Variable
EAP:	Employ Assistance Program
HSE:	Health and Safety Executive
ILO:	International Labour Organization
IV:	Independent Variable
KHS:	Kampala High School
NIOSH:	National Institute for Occupational Safety and Health
UK:	United Kingdom
US:	United State
USE:	Universal Secondary Education
WHO:	World Health Organization

LIST OF FIGURES

Figure 1 Conceptual frame work	8
Figure 2: Showing Years of service in the organization.....	31
Figure 2: Showing Years of service in the organization.....	31
Figure 3: Educational level of respondents.....	32
Figure 4: Shows respondents working days in a week.....	33

LIST OF TABLES

Table 1: Category of population and number of expected sample size.....	24
Table 2 Reliability Analysis results	27
Table 3 Respondents response rate	30
Table 4: Individual stress coping strategies and teacher performance.	34
Table 5: Correlation matrix on individual stress coping strategies and teacher performance.....	36
Table 6: Regression summary on individual stress coping strategies teacher performance.....	37
Table 7: Organizational stress coping strategies	38
Table 8: Correlation matrix on relationship between organisational stress coping strategies and teacher performance	40
Table 9: Regression summary on organizational stress coping strategies and teacher performance	41
Table 10: Emotional focused stress coping strategies and teacher performance.	42
Table 11: Correlation matrix on emotional stress coping strategies and teacher performance.	44
Table 12: Regression summary on emotional focused stress coping strategies and teacher performance	45

Table 13: Problem focused stress coping strategies and teacher performance	.46
Table 14: Correlation matrix on problems focused stress coping strategies and teacher performance48
Table 15: Regression output summary on problem focused stress coping strategies49
Table 16: Teacher performance50
Table 17: correlation matrix on all variables52
Table 18: Regression output summary on all variables53

ABSTRACT

This study examined the stress coping strategies and their effects on teacher performance in Kampala High School. The objectives of the study were to find out how individual stress coping strategies affect teacher performance, to establish the relationship between organizational stress coping strategies and teacher performance, to find out how emotional focused stress coping strategies affect teacher performance and to establish the relationship between problems focused stress coping strategies and teacher performance. The study employed a cross sectional survey design that adopted a case study design, quantitative and qualitative approaches were used to enable triangulation in the analysis. Frequencies and percentages were used to summarize data tables while regression and correlation analysis were used to determine the relationship between stress coping strategies and teacher performance. The findings revealed that Individual stress coping strategies had a weak positive relationship with a correlation of 0.387 at a significance level of 0.01. Organizational stress coping strategies had a moderate positive relationship with a correlation of 0.546 at a significance level of 0.01. Emotional focused stress coping strategies had

a moderate positive relationship with a correlation of 0.563 at a significance level of 0.01. Problem focused stress coping strategies had a moderate positive relationship with a Correlation of 0.590 at a significance level of 0.01. The following recommendations were drawn; the management should invest in sending the teachers for refresher courses involve the teachers in the planning process, encourage delegation of work and create awareness. The conclusion is that individual, organizational and problem stress coping strategies are very important in teacher performance and the alternative hypothesis that was stated was accepted, while the Null hypothesis on emotional focused stress coping strategies was rejected and the alternative hypothesis was upheld.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study investigated the relationship between stress coping strategies and teacher performance in Kampala high school. Stress coping strategies were conceived as the independent variable while teacher performance as the dependent variable. This chapter presents the background of the study, historical, theoretical, and contextual background, the purpose of the study, the objectives of the study, statement of the problem, research questions, hypotheses, and scope of the study, the conceptual framework, and significance of the study, justification and operational definitions of key concepts.

1.2 Back ground of the study

1.2.1 Historical Background

Hans Selye discovered Stress in 1935 as a syndrome occurring in laboratory rats. Selye's discovery arose out of widespread interest in the stability of body systems in 1930s' however; Selye's notion of a universal non-specific reaction has become accepted in almost all forms of human discourse about life and health. In the modern world, Stress has become a universal explanation for human behavior in industrial society. Physiologists in the 1990s use stress as a unifying concept to understand the interaction of organic life with the environment. International labor organization ILO 2005 States that occupational stress is becoming increasingly globalized and affects all countries, all professions and all categories of workers, blue and white collar workers families and societies in general. It further confirms that 40% of all American workers perceive their jobs as being extremely stressful, lack of productivity due to occupational stress and its related effects, including staff conflicts, recruitment and retention problems, burnout,

absenteeism, litigation, rapid turn-over, and lack of job satisfaction, have been reported to cause significant monetary costs, and health problems. Over the last thirty years, the amount of time Americans spend at work has steadily risen. According to the International Labor Organization (1997) workers in the United States put in the longest hours on the job which is equivalent to two working weeks more than their counterparts in Japan. The recent recession which resulted in corporate downsizing and layoffs has forced companies to do more with fewer employees often by increasing the workloads and thus stress for the remaining employees. Although a certain amount of job stress is to be expected, stress in the workplace can be costly because it affects not just individual well-being but also organizational performance. The World Health Organization WHO (2002) further confirms that the cost of stress and stress-related problems to organizations is an excess of \$150 billion annually. Job stressors and low job control have also been shown to be risk factors for patient safety that leads to poor job performance.

The Health and Safety Executive HSE (2003) Commissioned an investigation in to executive and workplace stress, about half a million people in the UK experience work-related stress at a level they believe makes them ill, up to 5 million people in Great Britain feel "very" or "extremely" stressed by their work and Work-related stress costs, about £3.7 billion every year, Work stress and related conditions are the second most commonly reported work related ill-health problem, according to the HSE half a million people suffering from work related stress.

According to Becker, Moen, Voydanoff, as cited in Wrigh (2002) the teacher's role at all levels is important; their role however is constrained by a number of matters, reasons, and problems. The school teacher face many pressures at personal and work related levels these pressures may exert stress among teachers. The teachers under stress may not fulfill their duties and responsibilities according to the demands. The stress in teachers affects their performance at the

job and their beliefs about themselves job dissatisfaction leads to stress and burnout and affects the overall performance of individuals and organizations

1.2.2 Theoretical Background

The relationship between stress coping strategies and teacher performance were studied using the Cognitive resources theory of Fred Fiedler and Joe Garcia 1987. The essence of the theory is that stress is the enemy of rationality, it is difficult for leaders to think logically and analytically when they are under stress. More over the importance of leader's intelligence and experience to his or her effectiveness differs under low and high stress situations. According to Fiedler and Garcia (1987) a leader's intellectual ability correlate positively with performance under low stress but negatively under high stress and conversely, a leaders experience correlate negatively under low stress but positively under high stress. This implies that the level of stress in the situation determines whether an individual's intelligence and experience contributes to leadership performance in such situations. And this shows how bright individuals perform worse in the leadership role than their less intelligent counterparts when stress is low more experienced individuals perform worse than the less experienced People (Stephen, 2003).

1.2.3 Conceptual background

The cognitive theory defines stress as a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing. Luthans, (1998) defined stress as a psycho-physiological process which results from the interaction of individual with the environment. According to Lazarus and Folkman, (1984) Performance refers to either employee's discrete activities and behavior or their aggregated values to the organization. Coping refers to the perceptual, cognitive

or behavioral responses used to manage, avoid or control situations that could be regarded as difficult Folkman & Lazarus, (1984).

1.2.4 Contextual background

Kampala high school is a government aided school offering secondary education .The school has increasingly registered a high number of students since the introduction of universal secondary education (USE) to 800 students (2012 enrolment), this was declared by the president of the republic of Uganda in his manifesto during the 2006 election. This was to help the students who complete primary leaving examination but are unable to continue with secondary education due to limited resources among parents. As the school goes on to carry out its programs, there are stress coping strategies that have been identified to help reduce stress in K.H.S. The school has introduced time management, lesson planning, monitoring the learning process, managing the classroom (minutes for board of governors meeting 2011) In Kampala high school some stress coping strategies like counseling, work design, training came on board to give a boost as the teachers continued to complain of stress related issues (K.H.S 2012) strategies for addressing stress however remains to be found. Despite the strategies in place, some teachers have never benefited while those who have benefited say the strategies were only useful for a short time. There are also teachers who seem not to know of any stress coping strategies that the school offers. The purpose of this study therefore is to establish the stress coping strategies and teacher performance in Kampala high school.

1.3 Statement of the problem

Stress coping strategies are recognized worldwide as one of the reasons why there is poor performance in organizations (ILO 1992, 1998). Kampala High School introduced stress coping strategies as a way of reducing stress that was affecting teachers performance. The strategies introduced were time management, proper lesson planning, monitoring the learning process, managing the classroom, as a means brought on board to ensure improved performance. (Bisaso N. M. (2012).

In spite of the above stress coping strategies, teacher performance has continued to decline. In Kampala high school, the school registered about 400 absenteeism cases in 2012 according to the school attendance register and this was as a result of unspecified stress coping strategies, and this trend of poor stress coping strategies is causing poor time management, poorly taught lessons, absenteeism, and low motivation which consequently threatens the overall teacher performance of the school (Minutes for Board of Governors' meeting 2010) .This study therefore, sought to examine the relationship between stress coping strategies and teacher performance at Kampala high school.

1.4 Purpose of the study

The purpose of the study was to examine the relationship between stress coping strategies and teacher performance in Kampala high school.

1.5 Objectives of the study

The following objectives guided the study:-

1. To find out how individual stress coping strategies affect teacher performance in Kampala high school.
2. To establish the relationship between organizational stress coping strategies and teacher performance in Kampala high school.
3. To establish the relationship between problems focused stress coping strategies and teacher performance in Kampala high school.
4. To find out how emotional focused stress coping strategies can affect teacher performance in Kampala high school.

1.6 Research questions

The study posed the following questions:-

1. What are the effects of individual stress coping strategies on teacher performance in Kampala high school?
2. To which extent do organizational stress coping strategies affect teacher performance in Kampala high school?
3. What is the relationship between emotional focused stress coping strategies and teacher performance in Kampala high school?
4. How do problems focused stress coping strategies affect teacher performance at Kampala high school?

1.7 Research hypotheses

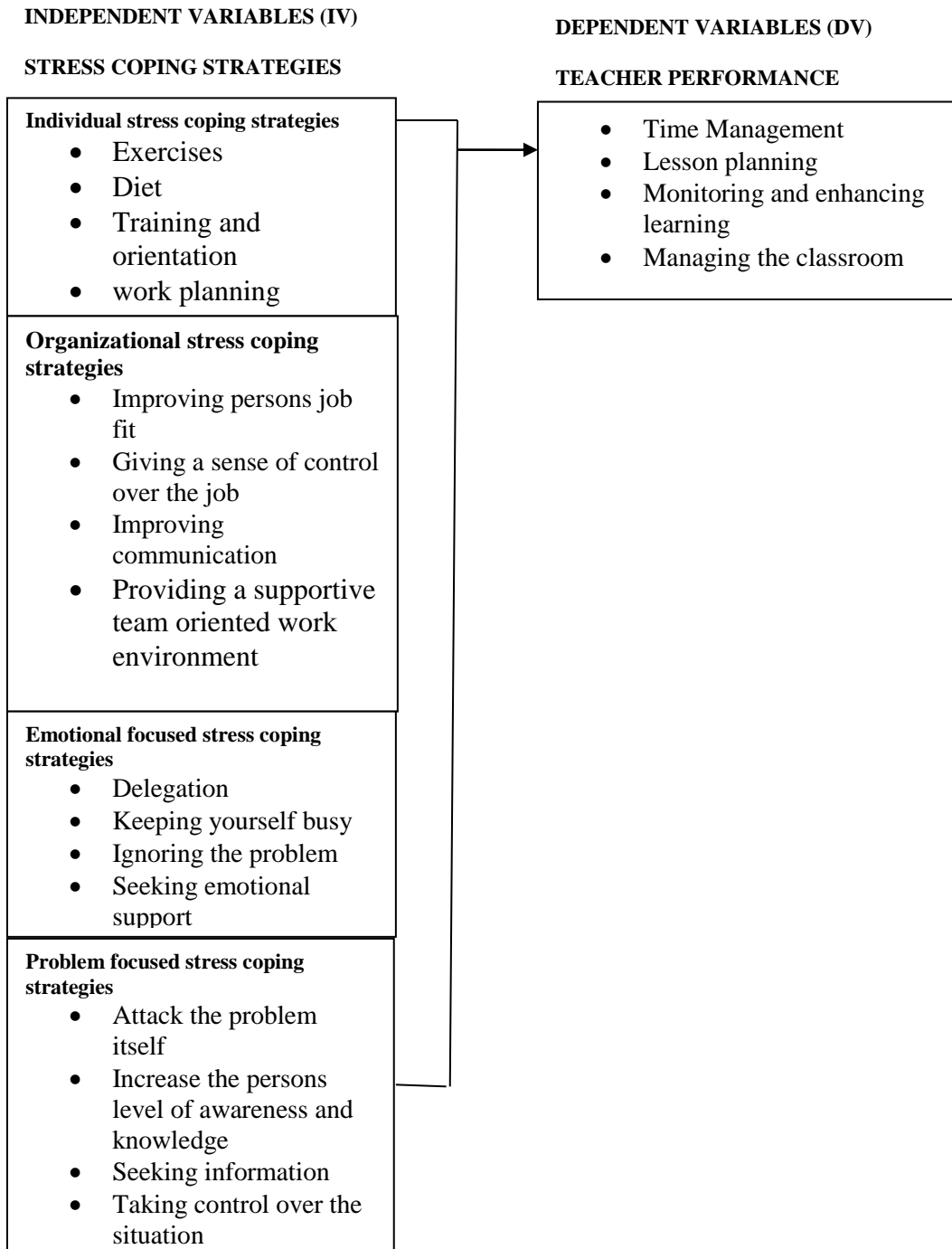
The following hypotheses were examined in the study:

1. There is a relationship between individual stress coping strategies and teacher performance.
2. Organizational stress coping strategies affects teacher performance
3. There is no relationship between emotional focused stress coping strategies and teacher Performance.
4. There is a relationship between problem focused stress coping strategies and teacher Performance.

1.7 Conceptual frame work

The conceptual frame diagram showing the relationship between stress coping strategies, and teacher performance

Figure 1 Conceptual frame work



Source: adopted from Luthans, F. (2008). *Organizational Behavior* 11th Edition published in sMcGraw-Hill/Irwin.

Roggio, E.R. (2009). *Introduction to industrial and organizational psychology* 5th Edition

Rita, A. (2001). *Stress in Life and at Work* Published by Tejeshwar Singn in New Delhi

According to Luthan (2008) Roggio (2009) Lazarus & Folkman (1984) different issues were discussed co-currently as indicated in figure 1. above Stress coping strategies are the independent variable and its dimensions are individual, organizational, Emotional focused and problem focused stress coping strategies while teacher performance is a dependent variable. Individual stress coping strategies further have indicators like exercise, diet, work planning and time management, while organizational stress coping strategies included improving person's job fit, giving a sense of control over the job, improving communication, provide a supportive team oriented work environment. Problem focused stress coping strategies included attacking the problem itself, increasing the person's level of awareness and knowledge, seeking information and taking control over the situation, while emotional focused stress coping strategies include delegation, keeping you busy, ignoring the problem, building yourself to expect the worse, teacher performance has indicators like managing the classroom, maintaining the learning environment, monitoring and enhancing learning.

1.8 Scope of the study

1.8.1 Geographical scope

The study was carried out at Kampala high school which is located in Kavule Kampala along Sir Apollo Kagwa road, Kawempe Division in Kampala District

1.8.2 Content scope

The study focused on stress coping strategies that included: individual, organizational, emotional problem focused stress coping strategies and teacher performance in Kampala high school and performance was measured using time management, lesson planning, monitoring and enhancing learning, and managing the classroom.

1.8.3 Time scope

The time scope was 2010-2011 because the different stress coping strategies were implemented during this period following several complaints from the teachers.

1.9 Significance of the study

The study provided baseline data for avoiding stress situations among teachers. The management utilized the findings got from the study to reduce stress and improve Performance, formulate policies that will reduce stress and improve teacher performance.

The study provided an opportunity for the school to forecast similar occurrences of Stress, in order to improve teacher performance.

1.10 Justification of the study

The study provided baseline data from which appropriate interventions were organized to provide the teachers with basics to reduce stress and improve their performance.

1.11 Operational definition of the terms and concepts

The following terms and concepts were used on this study according to the meaning attached to them.

Stress: means the psycho-physiological process which comes due to the communication of an individual with the environment

Coping strategies: basing on the study coping strategies are the responses to stress that leads to the development of new behaviors or introducing behaviors that had been learned before in an effort to bring the situation under control

Individual stress coping strategies: can be defined as steps that workers themselves can take to avoid personal stress

Organizational stress coping strategies: in this respect organizational stress coping strategies are the steps that organizations take to try to reduce stress levels of employees

Problem focused stress coping strategies: It is the effort to change a stressful situation

Emotional focused stress coping strategies: this is the attempts to limit the degree of emotional disruption caused by the event

Performance: performance is the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to examine the relationship between stress coping strategies and teacher performance in Kampala high school. This chapter reviewed related literature relevant to the study, and it is structured under theoretical review, individual stress coping strategies and teacher performance, organizational stress coping strategies and teacher performance, emotional focused stress coping strategies and teacher performance and problem focused stress coping strategies and teacher performance.

2.2 Theoretical review

Stress coping strategies and teacher performance were studied using the Cognitive resources theory of Fiedler and Garcia 1987. The theory looked in to how stress and performance move hand in hand in a way that without a certain level of stress, performance may not be realized. Although the theory holds that stress is the enemy of rationality it does not take in the fact that for a person to perform a particular task one has to have a certain level of stress although when it is too high the performance drops, because without stress people cannot perform. It is true that for one to perform any task it involves logical thinking and analyzing issues critically it is possible that stress can lead to making wrong decisions. The theory is also right in that the situation under which a person works differs whether under low or high stress depending on how experienced he or she is for example one may have stayed in a place for long and is able to handle the situation, but on the other hand the theory may not be right because there are people who can still perform under high stress for example the less experienced people may assume that the more experienced people perform well under low stress but since they take their time it may

lead to low performance so this theory has both strengths and weaknesses its arguments as far as stress and performance are concerned. On the other hand this theory will give strong foundation for the study in a way that when people get stressed they are unable to perform hence leading to low productivity. Directive behavior results in good performance only if linked with high intelligence in supportive low stress situations. It goes further to say that in high-stress situations, there is a positive relationship between job experience and performance. The intellectual ability of leaders correlates positively with performance in situations that the leader perceives as low in stress.

2.3 Individual stress coping strategies and teacher performance

According to Luthans (2008), some specific techniques that individuals can use to eliminate or more effectively manage inevitable prolonged stress can be exercises like walking, jogging, swimming, riding bicycles, playing football and tennis can help to combat stress. He further asserts that relaxation techniques such as biofeedback or mediation can help to eliminate the immediately stressful situation or manage prolonged stressful situation more effectively, like taking it easy and watching television. Health professionals recommend that taking some time out to exercise, relax, take part in a hobby, talking to friends or family, learning to see the problem in a new way that is trying to find the positive side to the issue and humor can help individuals get relieved from stress (Melucci 2007).

Foods that can help to reduce stress include vegetables, fruits, legumes and whole grains these foods help to curb cravings that accompany stress. They are also slower to digest, which helps to stabilize blood glucose levels. The university of Mary land Medical center explains that several herbs and supplements may help relieve stress including American ginseng, Siberian ginseng, lemon balm, tyrosine and valerian. However, natural products can cause adverse reaction or

interact with medications for instance ginseng elevates blood pressure and may interact with blood thinning medications. The American heart association also suggests a number of foods that should be avoided and these include foods and beverages that contain caffeine such as coffee, tea, cola, beverages and chocolate, rather than helping you to cope with stress these foods are stimulants and can make you feel more irritable and restless. They also make it more difficult for you to sleep when your body needs to recover from stress another beverage to limit is alcohol. Any relaxation it offers fleeting and it also disrupts sleep (Uzoma 2011).

If you start off the day with good nutrition, proper planning and a positive attitude, you may find the stress of the work place rolling off your back more easily (Kabuye, 2013) discovered that listening to music brings many benefits and can offer an effective way to relive stress after work, combating the stress of a long day at work with your favorite music on the drive home can make you less stressed when you get home and more prepared to interact with people in your life.

Champoux (2006) asserts that planning is a key element in stress avoidance, knowing what is expected and knowing the potential stressors, helps a person to prepare for them. If the stressors are unavoidable, planning helps the person prepare for the stressors in order to improve performance.

Improving employee training and orientation programs by ensuring that new workers receive proper job training and orientation to the organization, not only does this lead to a more capable and productive new work force but it also reduces the stress induced turnover of new employees. Roggio (2009) further confirms that individual autonomy at work, coupled with appropriate training, can significantly enhance personal resilience to job specific and known stressor. He further asserts that improving the persons job fit by maximizing the persons job fit through the

Careful screening, selection and placement of employee, organizations can alleviate a great deal of stress.

2.4 Organizational stress coping strategies and teacher performance

Private and public organizations in the world over today recognize the influence of employee training and development on organizational performance. Research has been done to examine the effect of training and development on employee and organizational performance. The researchers have found positive and significant links between investment in employee training and development activities and the organizations performance (Kallerberg & Moody, 1994). Strong evidence exists in literature that organizations with effective training pursuits experience low employee turnover. Researchers have also established that comprehensive training and development activities are positively related to productivity reducing staff intentions to leave the organization Arago n-sa' nchez et al ; 2003 Lee & Bruvoid, 2003 the research concluded that training and development positively affect business performance (Delaney & Huselid 1996; Jarventaus, 2007 Kelleberg & Moody, 1994; Koch & Mc Grath, 1996). Previous research have found out that companies that invest more than average in employee training outperform the market by 45% and have returns that are 86% higher than those companies that spend less than average.

Riggios (2009) suggests that organizations can improve the person's job fit through the careful screening, selection, and placement of employees. The association for fitness in business estimates that thousands of companies today offer stress coping programs ranging from counseling services lunchtime stress management seminars and wellness publications to elaborate company fitness centers where employees can sweat out the tension.

(Jimmieson & Terry, 1999) explained that organizational communication can prevent workers from experiencing stress from job uncertainty and feelings of isolation. (Bakker & schaufeli 2000) found that teachers who talked frequently with their burned-out colleagues about problematic students had the highest probability of catching the negative attitudes expressed by their colleagues. In repeatedly trying to understand the problems their colleagues were facing, teachers presumably had to tune in to negative attitudes expressed by their colleagues.

Luthans (2008) most firms today are trying to reduce stress and conflict through family initiatives, these involve both reorganizing initiatives like reconstruction of jobs and job duties, telecommuting, part-timework and job sharing and flexible scheduling, work and life benefit policies and programs like on-site child care and elder care, paid family and medical leave, release time for personal or family events and limits on frequency and distance of business travel.

Employee assistant programs (EAPs) have also become a very valuable organizational response to help employees cope with stress. EAPs are currently implemented in over half of the US organizations with 50 or more employee and have been found to consistently reducing absenteeism, health care costs, and disciplinary action, EAPs typically provide employees with services such as confidential counseling and follow-up on issues of personal or work-related concerns, they also provide family workshops and consultation related to marriage, single parenting, and working parents, stress management workshops, relaxation seminars, and other kinds of support. EAP also provide the organization with statistical feedback on the incidence and sources of occupational stress (Marchington & Wilkinson 2005as cited in champoux, 2006) Organizations can also review how work is designed clarifying reporting relationships and responsibilities may help to reduce ambiguity, excessive loads may be reduced, job enrichment

programs may be initiated to remove work under load and increase autonomy, flex time arrangements may reduce the stressful impact of family or work conflict (Frone & Cooper 1997 Cited in Hetherington, 2009).

Mashra (2003) Contends that performance of an organization depends on the performance of individuals, groups and structures. Their performance is directed and guided towards the objectives of the organization, the stress levels of individuals and groups' behavior has a direct influence on the performance. Their behavior is modified and developed to ensure effective performance and the organization has to provide essential facilities and opportunities for the development and maintenance of suitable behavior and performance.

According to Frone & Cooper, (1997) organizations can also review how work is designed for example clarifying reporting relationships and responsibilities may help to reduce ambiguity, excessive loads may be reduced , job enrichment programs may be initiated to remove work under load and increase autonomy, flex time arrangements may reduce the stressful impact of family or work conflict, organization may also create opportunities for employee participation in decision making employees can be encouraged to reframe their perception of ambiguity, that is to see it as an opportunity for autonomy, creativity and originality (Schuler & Jackson, 1987).

Hetherington (2001) Contends that Management techniques such as management by objective, peer review, appraisal programs and performance targets can be effective in classifying role requirements such measures promote visible and transparent organizational strategies and equal opportunities for employees they also serve to facilitate open internal communication and avoid role ambiguity. Organizing individuals in teams and training them in team development can be effective in increasing performance and increasing accessibility to peers in the event of stress. He went ahead and said team projects can also allow more control over the management and time

frame of tasks than a hierarchical management structure would allow individual autonomy at work, coupled with appropriate training .can significantly enhance personal resilience to job specific and known stressors.

Coaching has been found to assist individuals in identifying stressors, developing coping strategies and adopting a solution focused orientation to occupational stress (Gyllensten &Palmer 2005as cited in champoux 2006) assert that coaching can also reduce stress indirectly by targeting the individuals weaknesses improving personal performance and goal setting by providing support. He further asserted that time management skills help many people manage the multiple demands placed up on them in both work and nonworking settings. Such skills include setting priorities between multiple tasks and developing a schedule for doing important tasks, monitoring the progress Time management skills include reducing interruptions while working, limiting the length of telephone calls, and reducing the number of length of meetings. This is supported by (Melissa 2011) who confirms that good time management skills are critical for effective stress control in particular learning, to prioritize tasks and avoid over commitment are critical measures to make sure that you are not over scheduled. He further suggests that people with strong social support systems experience fewer physical and emotional symptoms of stress than their less-connected counter parts, loved ones, friends, business associates neighbors and even pets are all part of our social networks. Alternatively developing a social support network is healthy for both body and mind.

According to Riggio (2009) Increased employees sense of control by giving workers a great feeling of control through participation in work related decisions, more responsibility or increased autonomy and independence, organizations can alleviate some of the stress. Programs such as job enrichment, participation, decision making and systems of delegating authority

all help increase employees sense of control over their jobs and work environment. (Karasek 1979) confirms that employee control over work can reduce stress and enhance motivation and growth, because of a greater sense of control to improve health, productivity and morals, It can improve job- related mental health without sacrificing production that organizations could use to reduce job strain by increasing employee control or decision latitude without reducing actual work load, employers could fine-tune their administrative structure in order to reduce employee stress. Providing a supportive organizational stress reduction techniques such as job redesign, can promote the individuals sense of control, increasing the individual's resilience to stressors, jobs can be enlarged, restructured, and reformulated to accommodate technological changes and individual variations in capacity to cope with stress. Increasing employee sense of control gives workers a great feeling of control through participation in work related decisions, more responsibility or increased autonomy and independence ,and also programs such as job enrichment, participation decision making and systems of delegating authority all help increase employees sense of control over their jobs and work environment .

Team-oriented work environment where there are supportive colleagues can help reduce work stress and organizations can foster good interpersonal relationships among co-workers and an integrated highly functioning work team, it is more likely that worker will be able to provide support for one another in times of stress, and significant improvements in the learning environment are attributed to the better attitudes to teaching and learning (Fenlason & Beehr, 1994).

2.5 Emotional focused stress coping strategies and teacher performance

Folkman and Lazarus (1986) argue that seeking emotional support, positive reinterpretation, acceptance, denial, turning to religion, can be used to reduce stress they go further to stress that employees with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of his co-workers, these abilities greatly enhance job satisfaction and leads to job performance on this basis therefore reducing occupational stress and increasing teacher effectiveness development of emotional intelligence among teachers is a must. A teacher who has full control over his or her emotions and is emotionally stable, can inspire emotional intelligence in his pupils, thus emotional intelligence of a teacher contributes to the effectiveness of a teacher.

Stephan (2003) asserts that some emotions particularly when exhibited at a wrong time can reduce teacher performance, it has been found that emotional focused coping strategies leads to better well-being, lowers stress responses and better performance. When emotions where considered, the discussion focused on strong negative emotion, especially anger that interfered with an employee's ability to do his or her job effectively. Emotions were rarely viewed as being constrictive or able to stimulate performance or enhancing behaviors.

People with strong social support systems experience fewer physical and emotional symptoms of stress than their less-connected counterparts. Loved ones, friends, business associates neighbors and even pets are all part of our social networks.

2.6 Problem focused stress coping strategic and teacher performance

Brown et al, (2005) suggests that problem focused coping strategies aim at solving the problem and improving the situation directly, it is likely to lead to better well-being, lower stress response and better performance. However, Cohen (1986) asserts that even if the direct effect of a stressor

are neutralized by an apparently adaptive coping strategy, some negative side-effects may occur, such as cumulative fatigue or pathogenic physiological responses, for instance, it is reported that after coping with a stressor, individuals suffer from performance decrements. Likewise individuals who combine problem focused and emotional focused coping strategies in dealing with stressors may experience less psychological cost than people who exclusively rely on other coping strategies. This suggests that, if individuals combine these two strategies, then the deleterious effect of problem focused coping may be attenuated because emotional focused coping such as distraction fosters recuperation and recovery from resource loss and as a result employee well-being may be enhanced.

According to McLeod (2010) Problem-focused coping is generally found to be the most positive to overall health. Doing things like active, painful problem-solving, seeking specific kinds of assistance from others to help us work on change such as information, financial support, or expertise, and asserting opinions and boundaries lead people to not only change their circumstances, but also as a kind of “side effect” feel more empowered. This kind of coping is appropriate when there are elements of a stressful situation that we have actual influence over.

Problem-focused coping involves actively taking steps to deal with the stressor, such as information-gathering, advice-seeking, decision-making, planning, time management, action-taking, problem-solving, and interpersonal conflict resolution. It also includes future-oriented strategies, such as proactive behavior and goal-setting Champoux (2006) added that

Participation in goal setting is important when employees have high task involvement, participation increases information about the way a goal can be reached. The information can let

employees discover better ways of doing the job. People also need feedback about their performance and rewards while they are performing their work.

2.7 Summary of literature review

The literature review showed that extensive research had been carried out on stress coping strategies and its relationship to performance. However there is limited research that had been done linking stress coping strategies and teacher performance mostly in Uganda, It was also observed that the research done on stress coping strategies was from the western culture and hence creating doubt on what happens in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used to conduct the research. The chapter presents the research design, study population, sample size, research instruments, data collection methods, pre-testing (validity and reliability), and research procedures and data analysis.

3.2 Research design

A cross sectional survey design was used, that adopted a case study design, the study was carried out to obtain information about preferences, attitudes, practices and concerns or interests of a group of people on a given issue to the entire population. Cross sectional survey design was chosen because it could be used to gather data at a particular time. A case study design was used because it allowed in-depth investigation of the problem. A case study research design is an approach during which an ongoing event is studied in relation to a particular outcome of interest (Mugenda & mugenda, 1999) the use of different methods to answer the same question offers a possibility of getting closer to the answer in the way that a single method could not achieve. The method of using more than one method is called triangulation; triangulation refers to the process of ensuring that any defects in a particular methodology are compensated by others at appropriate points in the design (Barifaijo, Basheka, Oonyu 2010).

3.3 Study population

The research was conducted in Kampala high school with a population of 90 workers. It included 36 teachers, 5 Administrators, 12 members of the board of governors, 20 student leaders.

(Bisaso N. M. (2012).

The student leaders were included in the sample because they closely work with the teachers and they are involved in decision making at a certain level

3.4 Sample size and selection

The sample size was 73 and it was determined using the Krejcie and Morgan statistical table 1970 as cited in Amin (2005).

Table 1: Category of population and number of expected sample size

Category	Target population	Sample size	Sampling technique
Teachers	45	36	Simple random sampling
Administrators	5	5	Purposive sampling
Board of governors	15	12	Purposive sampling
Student leaders	25	20	Simple random sampling
<i>Total</i>	<i>90</i>	<i>73</i>	

From the above table, the total number of teachers was 45 and the sample selected was 36 the administrators were 5 and the sample selected was 5 the Board of governors were 15 and the sample selected was 12, the student leaders were 25 and the sample selected was 20. Random sampling and purposive sampling was used to select the respondents. The sample size consisted of 73 respondents of Kampala high school the sample was selected using simple random and modified using the Krejcie and Morgan sampling approach table 1970 as cited by Amin (2005).

3.5 Sampling techniques and procedures

Simple random sampling, purposive sampling techniques were used to determine the sample, Simple random sampling was used to select the teachers and student leaders' purposive sampling was used to select the board of governors and the administrators to give their views and opinion on stress coping strategies and teacher performance in Kampala high school.

3.6 Data collection methods

These were methods used for gathering information for the study. The researcher mainly used the following methods for data collection.

3.6.1 Questionnaire method

This is the method where a researcher uses questionnaires to capture data; questionnaires enable respondents to answer questions without bias, less costly and can reach many people in a short time. Questionnaires are efficient in collection of quantitative and qualitative data which enables triangulation.

3.6.2 Interview Method

An interview guide was used to collect data from key informants. The interviews provide an opportunity to the researcher to probe the respondents in case of any ambiguities in response. It also enabled the researcher to observe the body language of the respondent's interviews generally supplemented data obtained by other methods.

3.7 Data collection instruments

Primary data was collected using self-administered questionnaires and interview guide. Secondary data was collected through review of important documents related to the study area including books, newspapers, articles, dissertations, journals and articles from the internet.

3.7.1. Self-administered questionnaire

A questionnaire containing both closed-ended and open-ended questions was administered to obtain information from the teachers of Kampala high school. The questionnaire was pre-tested for consistency, clarity and relevance. A five point likert scale was used to ease analysis of data or information. Respondents were briefed before administration of the questionnaires so as to create rapport and giving opportunity for clarification. The purpose of the questionnaires was to enable the researcher to get standardized data which could be easily analyzed and compared. The teachers who were the main target to answer the questionnaires as perceived by the researcher as being more knowledgeable about stress.

3.7.2 Interview guide

An interview guide was used to provide in-depth data which may not have been possible to obtain when using self-administered questionnaires.

3.8 Validity and Reliability

3.8.1 Validity

In this study, validity was determined by expert judgment from the facilitators and the administration of KHS who were asked to pass through the questionnaire and make necessary adjustments. A number of questionnaires were pre-tested so as to find out which questions are vague, which questions are ambiguous and which ones are leading or misleading. The

questionnaires were administered to the selected school to establish the stress coping strategies and teacher performance.

Table 2 Reliability Analysis results

Variables	Cronbachs alpha co-efficient	No. of items
Individual stress coping strategies	0.866	19
Organizational stress coping strategies	0.894	19
Emotional focused stress coping strategies	0.787	14
Problem focused stress coping strategies	0.825	18
Teacher performance	0.901	16
Total Cronbachs alpha co-efficient	0.974	86

Source: primary data

3.8.2 Reliability

Reliability of questionnaires was assured through pre-testing, the reliability of instruments was established using Cronbachs Alpha reliability Coefficient and it was calculated by running a statistical test using statistical package for social scientist (SPSS) computer program. Cronbachs Alpha was used to know how well the instrument can measure individual, organizational, and emotional and problem focused stress coping strategies. In the study, the values of Cronbachs Alpha Co-efficient for individual stress coping strategies were statistically computed as 0.866 for 19 items, organizational stress coping strategies were 0.894 for 19 items, emotional stress coping strategies were 0.787 for 14 items, problem focused stress coping strategies were 0.825 for 18 items, and teacher performance were 0.901 for 16 items as shown in table 2 below. However, the overall cronbachs co-efficient alpha was 0.974 for 86 items, indicating that the data collected is

highly reliable. Because the closer the value of alpha is to 1, the higher the internal consistency of the instrument and the better the reliability when it is above 0.8 (Sekaran, 2003).

3.8.3 Data Collection Procedure

The researcher obtained an introduction letter and presented it to the authorities of Kampala high school to get permission to carrying out research in their school.

Questionnaires were distributed and each questionnaire was accompanied with an introductory note explaining the purpose and significance of the study and they were assured of confidentiality of the information presented to the researcher so as to enhance cooperation as well as encouraging honest.

3.9 Data analysis

Data was collected using both qualitative and quantitative methods, it was edited and coded. The quantitative data was entered into the computer and analyzed using statistical package for social scientists (SPSS) computer package.

3.9.1 Quantitative data Analysis

Quantitative data was processed and analyzed by editing, coding and tabulating. The coded data was entered and then statistically analyzed using the statistical package for Social Scientists (SPSS) computer program. Descriptive analysis was carried out using frequency distribution tables to describe the primary variables of the study. Frequencies and percentages were used to produce graphs were that presented in chapter 4; Regression analysis was used to establish the effects of stress coping strategies on teacher performance. This is because this kind of analysis allowed measurement and description of two variables (Amin, 2005) .Correlation analysis was essentially used to measure the direction, strength and significance of the relationship between

stress coping strategies and teacher performance. The correlation analysis thus determined whether the relationship between the variables was positive or negative.

3.9.2 Qualitative data Analysis

Qualitative data was obtained from an interview guide. Data was categorized and coded. This was done by of data included organizing of data into different themes and labeling them (Amin, 2005) the data was then analyzed using content analysis which involved quantification of the qualitative information (Sekaran, 2003) and the findings were used in the discussion in chapter four.

3.9.3 Measurements of variables

Individual, organizational problem focused, emotional focused stress coping strategies and teacher performance were measured on a five point Likert scale. (5=strongly agree to 1=strongly disagree).This scale was suitable for measuring the occurrences and behaviors that relate to employee performance.

The likert scale was later combined were strongly agree and agree to mean agree (A), strongly disagree and disagree to mean disagree (D), and undecided (U) for easy interpretation and analysis of the data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The purpose of the study was to investigate the relationship between stress coping strategies and teacher performance in Kampala high school. This chapter presents the findings of the study, analysis and interpretation of the findings. The findings were presented objective by objective. It also presents the response rate, background information and empirical findings.

4.2 Response Rate:

The response rate was calculated as ratios of the total number of responses to the total number of the sample including the findings are presented in table 3 below.

Table 3 Respondents response rate

Category	Target sample size	sample size	Response rate (%)	Sampling technique
Teachers	36	36	100	Simple random sampling
Administrators	5	5	100	Purposive sampling
Board of governors	12	10	83.3	Purposive sampling
Student leaders	20	20	100	Simple random sampling
<i>Total</i>	<i>73</i>	<i>71</i>	<i>97.2</i>	

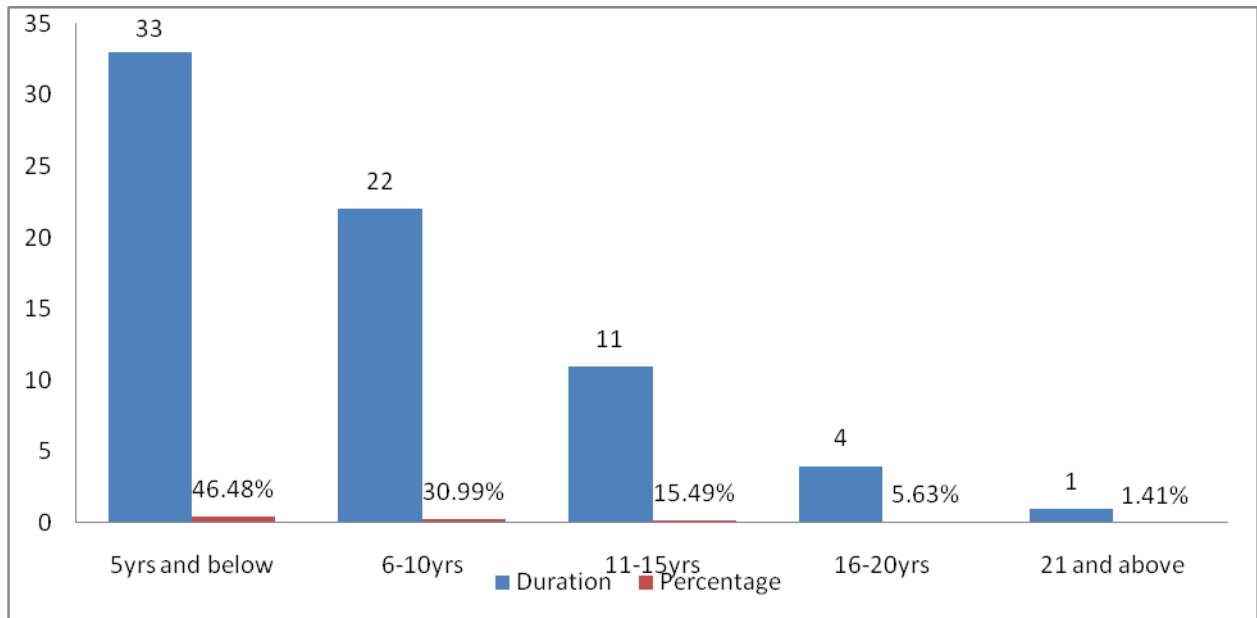
Source: primary Data

The results in table 3 show a high response rate of 97.2% for the study, the high response rate could be attributed to the fact that stress coping strategies were an issue of great concern. Amin (2005) recommends that a minimum of 70% is adequate for a valid research.

4.3 Background information of the respondents

This section presents the findings on the characteristics of the respondents which include duration of service, educational level, and number of working days in a week. This information was important as it helped determine the ability of respondents to provide information about stress coping strategies and teacher performance at Kampala high School

4.3.1 Years of service in the organization



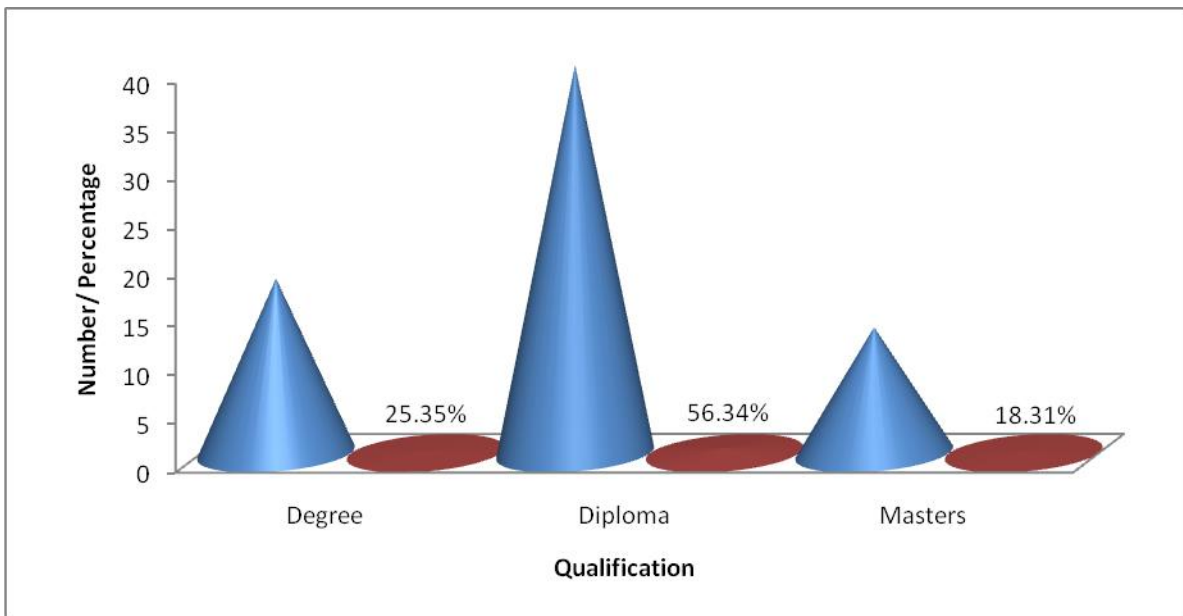
Source: Primary data

Figure 2: Showing Years of service in the organization

The years of service of respondents were investigated by the study to find out how years of service influence stress coping strategies.

From figure 2. Above 46.48% of respondents had worked for 5 years and below in Kampala high school, 30.99% worked for 6-10 years, 15.49% worked for 11-15 years, 5.63% worked for 16-20 years and 1.41 worked for 21 years.

4.3.2: Educational level of respondents

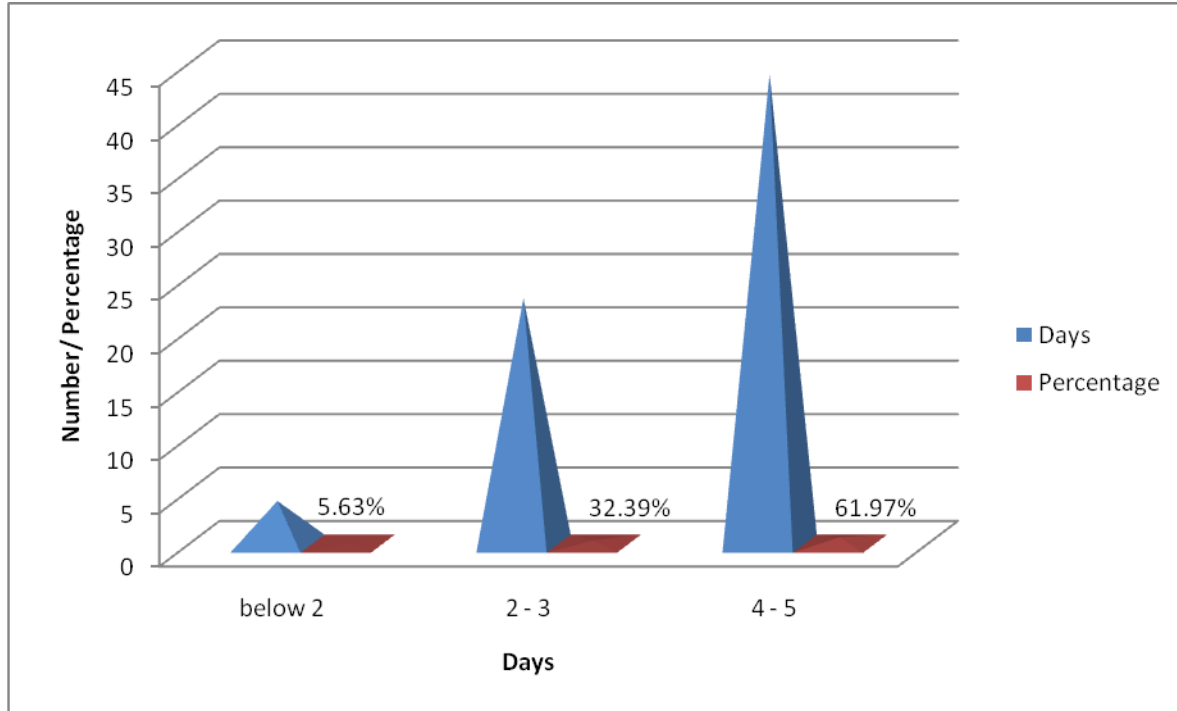


Source: primary data

Figure 3: Educational level of respondents

In the figure3 above majority of the teachers 56.34% working in Kampala high school are diploma holders. Followed by 25.35% degree holders and a minority of 18.31% with masters.

4.3.3 Respondents by number of working days in a week



Source: primary data

Figure 4: Shows respondent's working days in a week

The respondent's working days in a week were investigated by the study to determine whether working days in a week influence stress coping strategies.

From the figure5 above 61.97% of the respondents work 4-5 days a week, 32.39% work 2-3and 5.63% who work for two days and below. Respondent's number of working days in a week was investigated.

4.4.1 Individual stress coping strategies and teacher performance

The 5 likert scale of scores was collapsed into a three likert scale where strongly agree and agree means agree (A), disagree and strongly disagree means disagree (A) and undecided (U).

The researcher presented the statements which had percentages above 75%.

Table 4: summary of findings on Individual stress coping strategies and teacher performance.

Individual stress coping strategies	A	U	D
Exercise improves your physical fitness	94.3% (67)	1.4 (1)	4.2% (3)
I have a time table for exercises daily	81.7% (58)	5.6% (4)	12.7% (9)
Exercise makes me to perform better	94.4% (67)	2.8% (2)	2.8% (2)
I have different types of exercises daily	73.2% (52)	9.9% (7)	16.9% (12)
Exercise can help improve teacher performance	54.5% (50)	8.5% (6)	7 % (5)
I make proper choice of the type of food I eat daily	44% (16)	16.9 % (12)	21% (15)
I make sure I eat at the right time every day in order to perform my duties well	57.7% (31)	15.5% (11)	62.8% (19)
The choice of food helps me to reduce stress	62.8% (30)	26.8% (19)	31% (22)
I take all my meals daily	53.5% (38)	16.9% (12)	29.6% (21)
My organization has stress coping strategies in place for its teachers	41.1% (29)	18.6% (13)	29.5% (28)
Employee are regularly trained on stress coping strategies	38% (27)	19.7% (14)	42.3% (30)
I have enough stress coping strategies	54.9% (39)	25.4% (18)	19.7% (14)
I feel I can improve my performance	66.2% (47)	21.1%(15)	12.7% (9)
Employee training on stress coping strategies has improved my job performance	64.8% (20)	11.3%(8)	24% (17)
The head teacher opens up information to the teachers to improve their performance	80.3% (57)	14.1% (10)	5.6% (4)
Regular planning meetings are organized	71.8% (51)	18.8 % (13)	9.9% (7)
The school involves the teachers in planning to improve their performance	71.8% (51)	19.7% (14)	8.4% (6)
The teachers contribute and participate in the implementation plan	83.1% (59)	12.7 % (9)	4.2% (3)

Source: primary data

Results revealed that 67 (94.3%) of the respondents were in agreement with the statement that Exercise improves physical fitness, as opposed to 3(4.3%) who disagreed, While 1(1.4%) remained undecided. Therefore this implies that exercise can improve physical fitness. It was further revealed that 57 (81.7%) were in agreement with the statement that there is a timetable for exercise daily, as opposed to 4(5.6%) who disagreed to the statement. While 9(21.7%) remained undecided. Therefore this implies that there is a time table for exercise daily. It was

also revealed that 67(94.4%) were in agreement with the statement that, exercise reduces stress as opposed to 2(2.8%) who were in disagreed to the statement. While 2(2.8%) remained undecided. Therefore this implies that exercise reduces stress. It was revealed that 55(80.3%) were in agreement with the statement that the head teacher opens up information to the teachers, as opposed to 4(5.6%) who disagreed, while 10(14.1%) remained undecided therefore this implies that the head teacher is open to the teachers and provides appropriate information. In an interview with one of the respondents it was revealed that the head teacher gives an update on what is to be done.59(83.1%) were in agreement with the statement that the teachers contributed and participated in the implementation plan, as opposed to 3(4.2%) who disagreed. While 9(12.7%) remained undecided. This implies that teachers contributed and participate in the planning and implementation process.

Hypothesis Testing

Hypotheses were done in order to organize the findings from the samples to the population this was done using inferential statistics. Correlation analysis was done to determine the direction and strength of the relationship between the Independent and Dependent variables in a population based on the sample and establish the relationship model. To verify the alternative hypothesis that there is a relationship between individual stress coping strategies and teacher performance the p-value was determined using Pearson product moment correlation coefficient as shown in the table below.

Table 5: Correlation matrix on individual stress coping strategies and teacher performance

		TEACHER PERFORMANCE	INDEIVIDUAL STRESS COPING STRATEGIES
TEACHER PERFORMANCE	Pearson	1	.387**
	Correlation		
	Sig. (2-tailed)		.001
	N	71	71
INDEIVIDUAL STRESS COPING STRATEGIES	Pearson	.387**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	71	71

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

The table 5 above gives a Pearson correlation (r) of 0.387 and p-value of 0.001 which is significant at 0.01 level. This indicates a weak positive relationship between the two variables individual stress coping strategies and teacher performance, this means that changes in one variable are correlated to changes in the second variable. Regression analysis was done to determine the magnitude of the relationship between the variables and to predict the independent variable to the dependent variable.

Table 6: Regression on individual stress coping strategies and teacher performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.234	.453		4.931	.000
INDEIVIDUAL STRESS COPING STRATEGIES	.413	.118	.387	3.487	.001

a. Dependent Variable: TEACHER PERFORMANCE

The results revealed that a regression coefficient of 0.387 at a significance level of 0.01 hence a weak positive relationship. This indicates that the model is significant ($p < 0.001$) and meaningful ($R = 0.387$ and 0.150 meaning over 15% teacher performance can be predicted by individual stress coping strategies thus, when the standard deviation increases in individual stress coping strategies leads to 0.387 increase in predicated teacher performance with other variables held constant, this means that individual stress coping strategies are important in teacher performance. The results above show that individual stress coping strategies are important factors in teacher performance hence the alternative hypothesis that was stated that there is a relationship between individual stress coping strategies and teacher performance was accepted.

4.4.2 Organizational stress coping strategies and teacher performance

The second objective was aimed at finding out how organizational stress coping strategies affect teacher performance in Kampala high school.

Descriptive statistics on views of respondents

The researcher used descriptive statistics; frequencies to generate frequency tables and percentages of the tables on each of the items under organizational stress coping strategies. A summary of responses was presented in the table bellow

Table 7: Organizational stress coping strategies

Organizational stress coping strategies	A	U	D
The teachers are always sent for refresher courses in order to improve their performance	61.9% (44)	14.1 (10)	23.9% (17)
The teachers are promoted in order to motivate them to perform	61.9% (44)	15.5% (11)	22.6% (16)
The teachers are rotated in within the departments in order to avoid monotony	56.4% (40)	15.5% (11)	28% (20)
The teachers are given in house training to improve performance	45.8 % (29)	25.4% (18)	33.8% (24)
I perform my duties under no pressure	63.4% (45)	7.0% (5)	29.6% (21)
I have full control over my job	78.9% (56)	8.5% (6)	11.9% (9)
My performance improves when I have full control over my job	91.6% (65)	5.6% (4)	2.8% (2)
I benefit from full control over my job	72.4% (50)	21.1% (15)	8.5% (6)
The tasks that the teachers carry out have a great significance over their job	77.4% (55)	14.1% (10)	8.4% (6)
Teachers control over the job helps to improve performance	83.1% (59)	9.9% (7)	7.0% (5)
There is good communication between the teachers and the administration	83.1% (59)	12.7% (9)	4.2 (3)
There are well streamlined channels of communication in the school	74.7% (53)	14.1% (10)	11.3% (8)
I Receive formal feedback after training courses	72.4% (43)	23.9% (17)	15.5% (11)
Conduct or participate in informal feedback sessions after training courses	55.0% (39)	31.0% (22)	14% (10)
I get support from my colleagues whenever I have problems	90.1% (64)	2.8 % (2)	7.0% (5)
We work as a team in any task we are assigned by the department	85.9% (61)	11.3% (8)	2.8% (2)
I have a feeling that my work place is safe and secure	72.4% (59)	9.9% (7)	7.0% (5)
The organization provides an enabling work environment	84.5% (60)	8.5% (6)	7.0% (5)
I am facilitated in performing all activities in my job	64.8% (46)	14.1% (10)	21.1% (15)

Source: Primary data

The results revealed that 56(78.9%) were in agreement with the statements that the teachers had full control over their job as opposed to 9(11.9%) who disagreed to the statement. While 6(8.5%)

remained undecided. It implies that the teachers had control over their job and they were able to make decision on how to perform their duties, it was revealed that 65(91.6%) were in agreement with the statement that performance improved when teachers had full control over their job, as opposed to 2(2.8%) who were in disagreement to the statement while 4(5.6%) remained undecided. Therefore this implies that having full control over the job helps to improve teachers performance. 55(77.4%) of the respondents supported the statement that the tasks that teacher performed had a great significance over their job, as opposed to 6(8.4%) who were in disagreement to the statement while 10(14.1%) remained undecided. This shows that it is the effort that the teacher put in their work that leads to good performance. Results revealed that 59(83.1%) were in agreement with the statements that the teachers control over the job helps to reduce stress as opposed to 5(7.0%) who were in disagreement to the statement while 7(9.9%) remained undecided therefore this implies that when teachers are given the opportunity to have full control over their job it can help them reduce stress. Results revealed that 59(83.1%) were in agreement with the statement that there was good communication between the teachers and the administration. as opposed to 3(4.2%) who were in disagreement to the statement while 9(12.7%) remained undecided therefore this implies that there is good communication between the teacher and the administration and they were able to get relevant information about their work when they needed. It was revealed that 64(90.1%) were in agreement with the statement that the teachers got support from their colleagues whenever they had problems, as opposed to 5 (7.0%) who disagreed to the statement while 2(2.8%) remained undecided. Therefore it implies that the teachers had enough support from colleagues whenever they have problems. The statement that the teachers work as a team in any task they are assigned by the department, 61(85.9%) of the respondents were in agreement with the statement as opposed to 2(2.8%) who

were in disagreement to the statement while 8(11.3%) remained undecided. This implies that there was a high level of cooperation among teachers in their different departments. Results revealed that 60(85.5%) were in agreement with the statement that the organization provides an enabling work environment, as opposed to 5(7.0%) who were in disagreement to the statement while 6(8.5%) remained undecided. Therefore this implies that the organization provides a good environment that enables the teachers to perform their duties effectively.

Hypotheses Testing

To verify the alternative hypothesis that organizational stress coping strategies and teacher performance p-value was determined. Pearson’s product moment correlation coefficient was used as shown in the table below.

Table 8: Correlation matrix on relationship between organizational stress coping strategies and teacher performance

		ORGANIZATIONAL STRESS COPING STRATEGIESS	TEACHER PERFORMANCE
ORGANIZATIONAL STRESS COPING STRATEGIESS	Pearson Correlation Sig. (2-tailed) N	1 71	.546** 71
TEACHER PERFORMANCE	Pearson Correlation Sig. (2-tailed) N	.546** .000 71	1 71

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

A correlation implies a relationship while Pearson correlation value, r stands for the value (size) of correlation, N is the number of respondents and sig is the significance or probability, p correlation results if the sig, value is equal to 0.01 or less than 0.01.

The Pearson correlation (r) of 0.546 and p -value less than 0.000 which is significant at the 0.01 level. This indicates a moderate positive relationship between the two variables organizational stress coping strategies and teacher performance. This means that changes in one variable are correlated with changes in the second variable.

A Regression analysis was done to determine the magnitude of the relationship between the variables and to predict the importance of the dependent variable to the dependent variable.

Table 9: Regression on organizational stress coping strategies and teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.975	.341		5.796	.000
	ORGANIZATIONAL STRESS COPING STRATEGIESS	.475	.088	.546	5.412	.000

a. Dependent variable: Teacher Performance

The regression coefficient of 0.546 at significance level of 0.000 hence a positive relationship this indicates that the model is significant ($p < 0.001$) and meaning full ($R = 0.546$ and $R^2 = 0.298$) meaning that over 29% of teacher performance can be predicted by organizational stress coping strategies. Thus when standard deviation increases in organizational stress coping strategies it leads to 0.546 increase in predicted teacher performance with the other variables held constant, this means that organizational stress coping strategies are important factor in teacher performance.

The results above show that organizational stress coping strategies are important factors in teacher performance hence the alternative hypothesis that was stated that organizational stress coping strategies affect teacher performance was accepted.

A summary of response is presented in the table below

4.4.4 Emotional focused stress coping strategies and teacher performance

Table 10: Emotional focused stress coping strategies and teacher performance

Emotional focused stress coping strategies and teacher performance	A	U	D
There is proper delegation of responsibility by my immediate supervisor	73.2% (52)	15.5% (11)	11.3% (8)
Delegation helps to improve the performance of my work	81.7% (48)	14.1% (10)	4.2% (3)
Delegation helps reduce stress	81.7% (57)	9.9% (7)	9.8% (7)
I feel comfortable when I delegate some of my work to other people	80.3% (50)	15.5% (11)	14.1% (10)
Teachers keep themselves busy by carrying out all tasks under them	84.5% (60)	4.2% (3)	11.3% (8)
The teachers follow the timetable and perform their duties as expected	87.3% (62)	5.6% (4)	7.0% (5)
I participate in all school activities in order to improve performance	52.6% (38)	19.7% (14)	26.8% (19)
I always solve whatever problems I am faced with	68.4% (45)	18.3% (13)	18.3% (13)
At times I tend to ignore the problems	46.5% (33)	18.3% (13)	35.2% (25)
I seek emotional support when stressed	78.4% (56)	11.3% (8)	9.8% (7)
I control my emotion by not expressing them	64.8% (46)	19% (14)	15.5% (11)
When I am faced with a stressful situation, I make myself think about it in a way that helps me stay calm	77.7% (55)	18.3% (13)	4.2% (3)
I control my emotion by changing the way I think about the situation I am in	80.3% (57)	14.1% (10)	5.6% (4)
I keep my emotion to my self	56.6% (40)	16.9% (12)	26.7% (19)

Source: primary data

Results revealed that 48(81.7%) of the respondents were in agreement that delegation helped to improve performance as opposed to 3(4.2%) who disagreement to the statement while 10 (14.1%) remained undecided. Therefore this implies that work is delegated to the teachers. In an interview with one of the respondents it was reported that they are often assigned other tasks by the head teacher and heads of department. 57 (81.7%) of the respondents were in agreement that delegation helped reduce stress, as opposed to 7(9.8%) who disagreement to the statement, while

7(9.9%) remained undecided. Therefore this implies that delegation helped to reduce stress. Results revealed that 50(80.3%) of the respondents agreed that the teachers were comfortable when they delegated some of their work to other people, as opposed to 10(14.1%) who disagreed to the statement, while 11(15.5%) remained undecided. Therefore this implies that there is proper delegation of work within the organization. Results revealed that 60(84.5%) of the respondents agreed that the teachers keep themselves busy by carrying out all tasks under them, as opposed to 8(11.3%) who were in disagreement to the statement while 3(4.2%) remained undecided. And this implies that the teachers do all their work and accomplish all their tasks as expected of them. 62(87.3%) of the respondents agreed that teachers follow the timetable and perform their duties as expected as opposed to 5(7.0%) who were in disagreement to the statement while 4(5.6%) remained undecided. This implies that all lessons are taught at the right time and the syllabus is completed in time. Results revealed that 56 (78.4%) of the teachers were in agreement that they seek emotional support when they are stressed, as opposed to 7 (9.8%) who disagreed, while 8(11.3%) remained undecided. Therefore this implies that the teacher's are free with one another and are able to seek help at any time they needed. In an interview with one of the respondents, it was reported that the teachers spare their time to talk to one another about their personal problems. results revealed that 55 (77.7%) of the respondents were in agreement with the statement that the teachers thought about the situation in a way that helped them stay calm, as opposed to 3(4.2%) who disagreed to the statement, while 13(18.3%) remained undecided. therefore this implies that the teachers are able to manage stress at individual level. results reveal that 57(80.7%) were in agreement to the statement that the teachers can control their emotions by changing the way they think as opposed to 4(5.6%) who disagreed to the statement. While

10(14.1%) remained undecided. This is an implication that they have self-control over their work.

Hypotheses Testing

To verify the null hypotheses that there is no relationship between emotional focused stress coping strategies and teacher performance the p-value was determined. Person’s product moment correlation coefficient was used as shown in the table below.

Table 11: Correlation matrix on emotional stress coping strategies and teacher performance.

		TEACHER PERFORMANCE	EMOTIONAL STRESS COPING STRATEGIES
TEACHER PERFORMANCE	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	71	71
EMOTIONAL STRESS COPING STRATEGIES	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	71	71

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

The Pearson correlation(r) of 0.563 and $p <$ value less than 0.000 which is significant at 0.01 level. This indicates a positive relationship between the two variables emotional stress coping strategies and teacher performance. This means that changes in one variable are correlated with changes in the second variable.

A Regression analysis was done to determine the magnitude of the relationship between the variables and to predict the importance of the dependent variable to the dependent variable.

Table 12: Regression output summary on emotional focused stress coping strategies and teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.611	.390		4.131	.000
	EMOTIONAL STRESS COPING STRATEGIES	.577	.102	.563	5.657	.000

a. Dependent Variable: TEACHER PERFORMANCE

The results in the table 12 above give a regression coefficient of 0.563 at a significance level of 0.000 hence a positive relationship. This indicates that the model is significant ($p < 0.0001$) and meaningful ($R = 0.563$ and $R^2 = 0.317$ meaning over 31% of teacher performance can be predicted by emotional stress coping strategies. Thus, a standard deviation increase in emotional stress coping strategies leads to 0.387 increases in predicted teacher performance with the other variables held constant; this means that emotional stress coping strategies are important factors in teacher performance.

The results above show that emotional focused stress coping strategies are important factors for teacher performance hence the Null hypothesis that was stated that there is no relationship between emotional stress coping strategies and teacher performance was rejected and the alternative hypothesis was upheld meaning that there is a relationship between emotional stress coping strategies and teacher performance.

4.4.5 Problem focused stress coping strategies and teacher performance

Table 13: summary of findings on Problem focused stress coping strategies and teacher performance

Problem focused stress coping strategies and teacher performance	A	U	D
I identify the problem and find ways of solving it	95.9% (66)	4.2% (3)	2.8% (2)
I always look for other ways of doing away with the problem	84.5% (60)	11.3% (8)	4.2% (3)
I benefit from attacking the problem directly	74.5% (53)	11.3% (8)	14.0% (10)
I have control over my own problems	80.3% (57)	8.5% (6)	11.2% (8)
Attacking the problem itself helps me improve my work	74.6% (53)	14.1% (10)	11.3% (8)
The school organizes awareness seminars for teachers to improve their work	61.6% (43)	18.3% (13)	21.1% (15)
The school offer training opportunities to the teachers	53.5% (38)	21.1% (15)	25.3% (18)
I have always benefited from awareness seminars organized by the school	67.6% (48)	12.7% (9)	19.7% (14)
Creating awareness helps me to reduce stress	85.9% (61)	8.5% (6)	5.6% (4)
The information I get has helped to improve my performance	80.3% (57)	11.3% (8)	8.4% (6)
I always get information when I am in need	83.1% (59)	7.0% (5)	9.8% (7)
The information I get helps me in my daily work	83.1% (59)	11.3% (8)	5.6% (4)
The information I get helps me reduce stress	77.5% (55)	12.7% (9)	9.8% (7)
The school displays all the information needed	66.2% (47)	16.9% (12)	16.9% (12)
I am satisfied with the information I get	70.4% (50)	16.9% (12)	12.7% (9)
I take control over every situation under me	74.6% (51)	9.9% (7)	15.5% (11)
Taking control over the situation helps me reduce stress	76.1% (54)	16.9% (12)	7.0% (5)
My performance has improved because of the control I have over my work	76.1% (54)	15.5% (11)	8.4% (6)

Source: primary data

Results revealed that 66(95.9%) of the respondents agreed that teachers identify a problem and find ways of solving it, as opposed to 2(2.8%) who disagreed to the statement while 3(4.2%) remained undecided, this implies that the teachers identify the problem and find a solution to it. Results revealed that 60(84.5%) of the respondents always look for other ways of doing away

with the problem, as opposed to 3(4.2%) who were in disagreement to the statement while 8(11.3%) remained undecided, this implies that teachers are able to identify different ways of doing away with their problems. Results revealed that 57(80.3%) of the respondents agreed that the teachers had control over their problems, as opposed to 8(11.2%) who were in disagreement to the statement while 6(8.5%) remained undecided, this therefore implies that the teachers are able to manage their own problems. Results revealed that 61(85.9%) of the respondents agreed that creating awareness helped reduce stress, as opposed to 4(5.6%) who were in disagreement with the statement while 6(8.5%) remained undecided, this implies that when the teachers are provided with information about how to cope with stress, their levels of stress are reduced. Results revealed that 57(80.3%) of the respondents agreed that information got helped to improve performance as opposed to 6(8.4%) who disagreed to the statement while 8(11.3%) remained undecided; this implies that when appropriate information is provided there is an improvement in performance. Results revealed that 59(83.1%) of the respondents agreed that information is got whenever needed, as opposed to 7(9.8%) who were in disagreement to the statement while 5(7.0%) remained undecided this implies that the provision of information when ever needed simplifies their work. Results revealed that 59(83.1%) the respondents agreed that information got helped in daily work, as opposed to 4(5.6%) who disagreed to the statement while 8(11.3%) remained undecided this implies that when information is provide the teachers work is simplified. It was also revealed that 55(77.5%) of the respondents agreed that information got helped to reduce stress, as opposed to 7(9.8%) who disagreed to the statement while 9(12.7%) remained undecided; this implies that when proper information is provided teacher's levels of stress is reduced. Results revealed that 59(83.1%) of the respondents agreed that taking control over the situation helps reduce stress, as opposed to 5(7.0%) who disagreed to

the statement while 12(16.9%) remained undecided, this implies that when teacher have full control over the situation, it helps them to reduce stress.54(76.1%) of the respondents agreed that performance improves because of the control over work, as opposed to 6(8.4%) who disagreed to the statement while 11(15.5 %) remained undecided. Therefore this implies that when there is high level of control over the job the performance improves.

Hypotheses Testing

To verify the null hypotheses that there is no relationship between problem focused stress coping strategies and teacher performance the p-value was determined. Person’s product moment correlation coefficient was used as shown in the table below.

Table 14: Correlation matrix on problems focused stress coping strategies and teacher performance

		TEACHER PERFORMANCE	PROBLEM FOCUSED STRESS COPING STRATEGIES
TEACHER PERFORMANCE	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	71	71
PROBLEM FOCUSED STRESS COPING STRATEGIES	Pearson Correlation	.590**	1
	Sig. (2-tailed)	.000	
	N	71	71

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

The above table gives Pearson correlation (r) of 0.590 and a p<value of 0.000 which is significant at 0.01 level. This indicates a moderate positive relationship between the two variables problem focused stress coping strategies and teacher performance. This means that changes in one variable are correlated with changes in the second variable.

Table 15: Regression output summary on problem focused stress coping strategies

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.539	.376		4.091	.000
PROBLEM FOCUSED STRESS COPING STRATEGIES	.583	.096	.590	6.063	.000

a. Dependent Variable: TEACHER PERFORMANCE

The results in the table give a regression coefficient of 0.590 at significance level of 0.000 hence a positive relationship. This indicates that the model is significant ($p < 0.000$) and meaningful ($R = 0.590$ and $R^2 = 0.348$) meaning over 34% of teacher performance can be predicted by problem focused stress coping strategies. Thus, the standard deviation increases in problem focused stress coping strategies lead to 0.590 increases in predicted teacher performance with the other variables held constant.

The results above show that problem focused stress coping strategies are important factors for teacher performance hence the alternative hypothesis that was stated that there is a relationship between problem focused stress coping strategies and teacher performance was accepted.

4.5 Teacher performance

This section presents the findings on the dependent variable; teacher performance using questions set to generate data from the respondents.

Descriptive statistics on views of respondents

The frequency tables and percentages of the data on each of the items under teacher performance were determined.

A summary of responses is presented in the table below
Table 16: summary of the findings on teacher performance

Teacher performance	A	U	D
I Under take work as it appears , rather than in order of priority	73.2% (52)	18.3% (13)	7.4% (6)
I do not accept interruptions when doing my work.	60.6% (43)	14.1% (10)	25.4% (18)
I Rarely take proper breaks at work to improve my performance	56.3% (14)	21.1% (15)	22.6% (16)
I keep excessive amount of paper work for the next day.	50.7% (36)	21.1% (15)	28.2% (20)
I often have long or regular meetings	59.2% (42)	14.1% (10)	26.7% (13)
I plan all my work as expected for better performance	91.5% (65)	5.6% (4)	2.8% (2)
I do my schemes of work and plan work in advance	87.3% (62)	5.6% (4)	7.0% (5)
Work planning helps reduce stress	91.5% (67)	5.6% (4)	2.8% (2)
I have full control over my work	81.7% (58)	8.5% (6)	9.8% (7)
When I plan my work my performance improves	91.5% (66)	4.2% (3)	4.2% (3)
I monitor the progress of learners daily in order to check their performance	77.6% (51)	14.1% (10)	8.5% (6)
The school facilitates the monitoring of performance	67.6% (48)	19.7% (14)	12.7% (9)
The monitoring team gives guidance on how to improve performance	83.1% (59)	12.7% (9)	4.2% (3)
Content for learners is provided in time	76.1% (54)	12.7% (9)	11.3% (8)
The school provides enough materials for the teachers	63.4% (45)	16.9% (12)	19.7% (14)
The teachers prepare their lessons in time and make sure it is up to date	73.3% (52)	18.3% (13)	8.4% (6)
Providing enough work for learners helps improve my performance	88.4% (63)	9.9% (7)	1.4% (1)

Source: primary data

Results revealed that 56(91.5%) of the respondents agreed that all work is planned as expected as opposed to 2 (2.8%) who disagreed to the statement while 4(5.6%) remained undecided. Therefore this implies that all work is planned in advance, 62(87.3%) agreed that schemes of work are done in advance, as opposed to 5(7.0%) who disagreed to the statement while 4(5.6%) remained undecided. Therefore this implies that the teachers do all their schemes and plan all their work in advance preparation to teach their lessons, results revealed that 67(91.5%) of the

respondents agreed that work planning helps reduce stress, as opposed to 2(2.8%) who disagreed to the statement while 4(5.6%) remained undecided. Therefore this implies that work planning helps one do work in an organized way hence reducing stress. It was also revealed that 58(81.3%) of the respondents agreed that the teacher had full control over their work, as opposed to 7(9.8%) who disagreed to the statement while 6(8.5%) remained undecided. Therefore this implies that having full control over work makes the teachers to have authority to make decisions and hence improving their performance, results revealed that 66(91.5%) of the respondents agreed that when work is planned performance is improved, as opposed to 3(4.2%) who disagreed to the statement while 3(4.2%) remained undecided, this implies that when teachers plan their work their performance is improved, results revealed that 51(77.6%) of the respondents agreed that monitoring the progress of learners helps reduce stress, as opposed to 6(8.5%) who disagreed to the statement while 10(14.1%) remained undecided, this implies that when the teachers monitor the progress of learners it helps them to find out how well and how poorly the students perform. Results revealed that 59(83.1%) of the respondents agreed that the monitoring team gives guidance on how to improve performance, as opposed to 3(4.2%) who disagreed to the statement while 9(12.7%) remained undecided, this implies that the monitoring team helps to guide the teachers on how to improve performance. Results reveal that 54(76.1%) of the respondents agreed that content for learners is provided in time, as opposed to 8(11.2%) who disagreed to the statement while 9(12.7%) remained undecided. Therefore this implies that the teachers get all the materials that are used to improve performance of learners. 63(88.4%) of the respondents agreed that providing enough work for learners helps to improve performance, as opposed to 1(1.4%) who disagreed with the statement while 7(9.9%) remained undecided.

Therefore this implies that providing enough work for learner helps to determine the weak and strong areas hence better methods are applied to improve performance

Table 17: correlation matrix on all variables

		TEACHER PERFORM ANCE	INDEIVIDUA L STRESS COPING STRATEGIE S	ORGANIZ ATIONAL STRESS COPING STRATEGI ESS	EMOTIONAL FOCUSED STRESS COPING STRATEGIES	PROBLEM FOCUSED STRESS COPING STRATEGIES
TEACHER PERFORMANCE	Pearson Correlati on Sig. (2- tailed) N	71	.387** .001 71	.546** .000 71	.563** .000 71	.590** .000 71
INDEIVIDUAL STRESS COPING STRATEGIES	Pearson Correlati on Sig. (2- tailed) N	.387** .001 71	1 71	.492** .000 71	.508** .000 71	.438** .000 71
ORGANIZATIONAL STRESS COPING STRATEGIESS	Pearson Correlati on Sig. (2- tailed) N	.546** .000 71	.492** .000 71	1 71	.576** .000 71	.609** .000 71
EMOTIONAL STRESS COPING STRATEGIES	Pearson Correlati on Sig. (2- tailed) N	.563** .000 71	.508** .000 71	.576** .000 71	1 71	.558** .000 71
PROBLEM FOCUSED STRESS COPING STRATEGIES	Pearson Correlati on Sig. (2- tailed) N	.590** .000 71	.438** .000 71	.609** .000 71	.558** .000 71	1 71

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

Source: primary data

Results from the above table indicate that organizational stress coping strategies had the highest correlation coefficient of 0.609 followed by problem focused stress coping strategies performance with 0.590 emotional focused stress coping strategies with 0.558 and individual stress coping strategies with 0.438 and p-values of 0.000 which is significance at the 0.01, level. This indicates a weak positive relationship between the independent and dependent variables. This means that improvement in any of the independent variable leads to improvement in teacher performance.

Table 18: Regression output summary on all variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.834	.444		1.879	.065
	INDEIVIDUAL STRESS COPING STRATEGIES	.021	.119	.019	.173	.863
	ORGANIZATIONAL STRESS COPING STRATEGIESS	.165	.110	.190	1.503	.138
	EMOTIONAL STRESS COPING STRATEGIES	.274	.126	.267	2.177	.033
	PROBLEM FOCUSED STRESS COPING STRATEGIES	.313	.121	.316	2.584	.012

a. Dependent Variable: TEACHER PERFORMANCE

The results table18 shows that problem focused stress coping strategies has the largest beta coefficient 0.316 at 0.012 significance level, followed by emotional focused stress coping strategies with a beta coefficient of 0.267 at 0.033 significance level organizational stress coping strategies with 0.190 at 0.138 significance level. And individual stress coping strategies with the lowest of 0.019 thus when the standard deviation increases in problem focused stress coping strategies leads to 0.316 increases in predictor teacher performance with the other variables held

constant. This means that problem focused stress coping strategies and emotional focused stress coping strategies at significance level 0.012 and 0.033 are important factors in predicting teacher performance while organizational stress coping strategies and individual stress coping strategies at a significance level of 0.190 and 0.19 it seems to indicate that organizational stress coping strategies and individual stress coping strategies are not important factors in predicting teacher performance when all the four are used in combination . This indicates that if teacher performance is to improve problem focused stress coping strategies and emotional focused stress coping strategies should be given more attention. However organizational and individual stress coping strategies should not be neglected since when used alone they are important factor with a beta value of 0.609 and 0.438 at significance level of 0.000.

4.6 Qualitative Data Results

The qualitative data was obtained through interviews from the Administrators and the members of the board of governors, of KHS. The findings from the interview reveal that majority of the teachers of KHS have worked for 5 years indicating that the majority of the respondents have sufficient knowledge on the stress coping strategies and teacher performance. In response to the characteristics of the teachers the respondents said they are good but the head teacher said that “some of the teacher’s exhibit low levels of morals” in what they do. In addition findings reveal that yes the students are satisfied with the services delivered by the academic staff.

In response to what should be done to improve the performance of the teacher, the respondents said there is need to motivate the staff, others said there is need to send the teachers for training in short courses and increase the remuneration and also counseling is needed in order to improve their performance.

In addition the response on whether stress affects teacher performance one of the members of the board of governors said that some of the teachers resent the students due to stress it was also discovered by some respondents that monitoring of the school activities is done by unqualified personnel, stress makes the teachers to dodge lessons and high levels of absenteeism is experienced.

The response on the main problems in KHS, the head teacher further went ahead and said that there is a high population of students, poor remuneration of the teachers, poor structures, and inadequate scholastic materials and the head teacher emphasized that “we have mainly slum origin students and the school structures are poor.”

The findings about the strategies for the identified problems was that there is need to constrict better structures and provision of scholastic materials, and increased salaries for teachers. One of the administrators said that “there is need to recruit more teachers”

On the response of the level of facilitation in terms of funding and providing materials some administrators said that the level is average, but the head teacher said that “it is poor on the side of the government”

The response of whether individual stress coping strategies influence teacher performance was that it does and one of the members of the board of governors said that “if the teacher was given proper training and orientation the performance would be perfect”

Some specific techniques that individuals can use to eliminate or more effectively manage inevitable prolonged stress can be exercises like walking, jogging, swimming, riding bicycles, or playing football, tennis or racquet ball can help to combat stress. He further asserts that relaxation techniques such as biofeedback or mediation can help to eliminate the immediately stressful situation or manage prolonged stressful situation more effectively, like taking it easy

and watching television. (Melucci, M. 2007). Health professionals recommend that taking some time out to exercise, relax, take part in a hobby, talking to friends or family, learning to see the problem in a new way that is trying to find the positive side to the issue and humor can help individuals get relieved from stress.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to examine the relationship between stress coping strategies and teacher performance in Kampala high school. This chapter presents the summary, discussion, conclusion and recommendations of the study.

5.2 Summary of the findings

5.2.1 Individual stress coping strategies and teacher performance

Findings revealed that there is a weak positive relationship between individual stress coping strategies and teacher performance in Kampala high school with a correlation of 0.387 at a significance level of 0.01 and the results show that individual stress coping strategies are important factors for teacher performance hence the alternative hypothesis that was stated that there is a relationship between individual stress coping strategies and teacher performance was accepted.

5.2.2 Organizational stress coping strategies and teacher performance

The findings revealed that there is a moderate positive relationship between organizational stress coping strategies and teacher performance in Kampala high school with a correlation of 0.546 at a significance level of 0.01. And the results show that organizational stress coping strategies are important factors for teacher performance hence the alternative hypothesis that was stated that organizational stress coping strategies affect teacher performance was accepted.

5.2.3 Emotional focused stress coping strategies and teacher performance

The findings revealed that there is a moderate positive relationship between emotional focused stress coping strategies and teacher performance in Kampala high school, with a correlation of 0.563 at a significance level of 0.01. Therefore the Null hypothesis that was stated that there is no relationship between emotional focused stress coping strategies and teacher performance was rejected and the alternative hypothesis was upheld.

5.2.4 Problem focused stress coping strategies and teacher performance

Findings revealed that there is a moderate positive relationship between problem focused stress coping strategies and teacher performance in Kampala high school, with a correlation of 0.590 at a significance level of 0.01. Therefore the hypothesis that was stated that problem focused stress coping strategies had a relationship with teacher performance was accepted.

5.3 Discussion of the findings

In this section, the results of the study are discussed in the context of related literature

5.3.1 Individual stress coping strategies and teacher performance

The findings reveal that individual stress coping strategies have a weak positive relationship with the teacher performance in Kampala high school. The majority of the respondents agreed that exercise helps them to cope with stress, Employee training on stress coping strategies has improved their job performance, and they take all their meals daily, and when they plan their work performance improves. It was also revealed that the teachers undergo training and orientation and work planning is well conducted, this is in line with Champoux, (2006) who argues that planning is a key element in stress avoidance, knowing what is expected and knowing

the potential stressors, helps a person to prepare for them. If the stressors are unavoidable, planning helps the person prepare for the stressors in order to improve performance.

The study to establish the effects of training and orientation and teacher performance the majority of the respondents were in agreement that Employee training on stress coping strategies has improved their job performance, this concurs with Roggio, (2009). who argued that Improving employee training and orientation programs by ensuring that new workers receive proper job training and orientation in the organization, not only does this lead to a more capable and productive new work force but it also reduces the stress induced turnover of new employees. He further emphasizes that individual autonomy at work, coupled with appropriate training, can significantly enhance personal resilience to job specific and known stressors and improve employee performance.

The response about exercise to teacher performance the respondents were in agreement that exercise improves their physical fitness, and it also helps them to cope with stress this is in agreement with Luthans, (2008) who affirms that specific techniques that individuals can use to eliminate or more effectively manage inevitable prolonged stress can be exercises like walking, jogging, swimming, riding bicycles, or playing football, tennis can help to combat stress.

5.3.2 Organizational stress coping strategies and teacher performance

The findings that improving the persons job fit has a relationship with teacher performance, majority of the respondents were in agreement that the teachers are always sent for refresher courses and they are given in-house training in order to improve their performance this is in agreement with Roggio, (2009) who contends that organization can improve the person's job fit through the careful screening, selection, and placement of employees, the association for fitness in business estimates that thousands of companies today offer stress coping programs ranging from

counseling services lunchtime stress management seminars and wellness publications to elaborate company fitness centers where employees can sweat out the tension,

In the study that giving a sense of control over the job has a relationship with teacher performance the respondents were in agreement that they have full control over their job. And this is in line with Dwyer et al, (2001) who contends that increasing employee sense of control gives workers a great feeling of control through participation in work related decisions, more responsibility or increased autonomy and independence and also programs such as job enrichment, participation in systems of delegating authority all help increase employees sense of control over their jobs and work environment and the supervisors should be trained to eliminate punitive management as a management technique will help to control the common sources of stress.

In a similar study on improving on communication the respondents agreed that there is good communication between the teachers and the administration, and a well streamlined channel of communication in the school, and this is in line with Jimmies on and Terry (1999). Explained that organizational communication can prevent workers from experiencing stress from job uncertainty and feelings of isolation (Bakker& schaufeli 2000) found that teachers who talked frequently with their burned-out colleagues about problematic students had the highest probability of catching the negative attitudes expressed by their colleagues. In repeatedly trying to understand the problems their colleagues were facing, teachers presumably had to tune in to negative attitudes expressed by their colleagues.

In the study that providing a supportive team oriented work environment has a relationship with the academic staff performance the respondents were in agreement that, the organization provides an enabling work environment, they work as a team and they get support from their

colleagues this is in line with (Fenlason & Beehr 1994). Who assert that providing a supportive team-oriented work environment, where there are supportive colleagues, and people who can deal with stress full work situations can help reduce work stress. The more the organization can foster good interpersonal relationships among co-workers and an integrated highly functioning work team, the more likely that worker will be able to provide support for one another in times of stress.

5.3. 3 Emotional focused stress coping strategies and teacher performance

The researcher administered questions about the effect of emotional focused stress coping strategies on teacher performance, the majority of the respondents were in agreement that there is proper delegation of responsibility by the immediate supervisors.

In response about Seeking emotional support when stressed the respondents were in agreement and it is in line with Stephan, (2003) who argued that it has been found that emotional focused coping strategies lead to better well-being, lowers stress responses and leads to better performance.

People with strong social support systems experience fewer physical and emotional symptoms of stress than their less-connected counterparts. Loved ones, friends, business associates neighbors and even pets are all part of our social networks. The findings still show that the majority of the respondents control their emotion by changing the way they think about the situation they are faced with this is in line with (Folkman & Lazarus 1986) who argue that seeking emotional support, positive reinterpretation, acceptance, denial, turning to religion, can be used to reduce stress they go further to stress that employees with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of his co-workers, these abilities greatly enhance job satisfaction and leads to job performance on this basis therefore

reducing occupational stress and increasing teacher effectiveness development of emotional intelligence among teachers is a must. A teacher who has full control over his or her emotions and is emotionally stable, can inspire emotional intelligence in his pupils, thus emotional intelligence of a teacher contributes to the effectiveness of a teacher.

5.3.4 Problem focused stress coping strategies affect teacher performance

In the findings that problem focused stress coping strategies affect teacher performance, the majority of the respondents were in agreement that they always look for other ways of doing away with the problem, and they have control over their own problems. More to that, from the interviews findings reveal that some teachers have been able to solve their own problems in many occasions this is in line with Karasek, (1979) who urges that Employee control over work can reduce stress and enhance motivation and growth, because of a greater sense control to improve health, productivity and morals, It can improve job- related mental health without sacrificing production that is, organizations could reduce job strain by increasing employee control or decision latitude without reducing actual work load, employers could fine-tune their administrative structure in order to reduce employee stress and, Control influences feelings about work more broadly and autonomy, independence are very important to job satisfaction.

5.3.5 Teacher performance

The response for time management, the findings indicate that the majority of the respondents are in agreement that they under take work as it appears, rather than in order of priority and they do not accept interruptions when doing their work. This is in agreement with Gyllensten & palmer (2005) who contended that coaching can also reduce stress indirectly by targeting the individual's weaknesses improving personal performance and goal setting by providing support,

he further asserted that time management skills help many people manage the multiple demands placed up on them in both work and nonworking settings. Such skills include setting priorities between multiple tasks and developing a schedule for doing important tasks, monitoring the progress Time management skills include reducing interruptions while working, limiting the length of telephone calls, and reducing the number of length of meetings.

5.4 Conclusions of the findings

The following conclusions where drown from the research study

5.4.1 Individual stress coping strategies and teacher performance

Individual stress coping strategies are important factors in teacher performance and the alternative hypothesis that was stated that there is a relationship between individual stress coping strategies and teacher performance was accepted.

5.4.2 Organizational stress coping strategies and teacher performance

Organizational stress coping strategies are important factors in teacher performance and the alternative hypothesis that was stated that there is a relationship between organizational stress coping strategies and teacher performance was accepted.

5.4 .3 Emotional focused stress coping strategies and teacher performance

Emotional focused stress coping strategies are important factors in teacher performance and the Null hypothesis that was stated that there is no relationship between emotional focused stress coping strategies and teacher performance was rejected, and the alternative hypothesis was upheld.

5.4 .4 Problem focused stress coping strategies and teacher performance

Problem focused stress coping strategies are important factors in teacher performance and the alternative hypothesis that was stated that there is a relationship between problem focused stress coping strategies and teacher performance was accepted.

5.5 Recommendations of the findings

From the findings and conclusion made, the following recommendations were made;

5.5.1 Individual stress coping strategies and teacher performance

Since individual stress coping strategies were found affecting teacher performance, the management of KHS should effectively involve the teachers in the planning process in order to improve performance.

5.5.2 Organizational stress coping strategies and teacher performance

The organization should invest in sending the teachers for refresher courses for skills improvement in order to improve performance.

5.5.3 Emotional focused stress coping strategies and teacher performance

The management of Kampala high school should encourage delegation at all levels in order to avoid work over load.

5.5.4 Problem focused stress coping strategies and teacher performance

Management should put emphasis on creating awareness and knowledge to improve performance.

5.6 The limitations of the study

The researcher could not easily access all the teachers since some of them do part-time work in other school, and this lead to a delay in the field.

5.7 Contributions of the study

The findings will help the management to identify other stress coping strategies that can help to improve teacher performance.

The findings have contributed a lot to the field of academicians who may have interest in conducting further research.

The management can use the findings to improve the areas that have not been identified for better improvement.

5.8 Areas for future research

The research can be replicated in another setting using a different population and data collection instruments.

REFERENCES

Agrawal, R. (2001). *Stress in Life and at Work* Published by Tejeshwar Singn in New Delhi

Armstrong, M. (2001). *Human Resource Management, 8th Edition*

American Institute of Stress. (ND). Effects of stress. Retrieved June 14th 2007, from

<http://www.stress.org/topic-reduction.htm>

Anderson, C.R. (1976). Coping behaviors as intervening mechanisms in the inverted –U stress-Performance relationship, *journal of Applied psychology* 61 (1), 30-34

Akhiaq, M. Brig. Khalid, M. Dr Seed-ul-, H. Dr Samina, M. (nd). An evaluation of effects Ofstress on the job performance on secondary school teachers *journal of low and Psychology* ISSN.2078-1083, September 2010

Arago'n-sa'nchez et al (2003) effects of training on business results , international *journal of Human resources management, practice*, new Delhi Kogan India

Bakker, B.A. (2000 July). Stress and health Erasmus University Rotterdam the Netherlands
Published online in Wiley inter science Available internet [www/interscience/wiley.com](http://www.interscience.wiley.com). Doi:10.1002

Barifijo, K.M, Basheka, B. & Oonyu J. (2010). How to write a good Dissertation /thesis 1st Edition printed by the new vision publishing company Ltd first /second street, Kampala.

Beehr, T.A., Jex, S.M., Stacy, B.A. and Murray, M.A. (2000) Work stressors and coworker Support as predictors of individual strain and job performance, *journal of Organizational Behavior*, 21,391-40

Bliese, P.D. & Castro C.A. (2000) role clarity and work over load and organizational support: Multilevel evidence of the importance of support. *Work and stress*, 14(1),65-73

Champoux, E.J. (2006). *Organizational Behavior Integrated Individual groups and Organization 3rd Edition* published in the United States of America

Chaudhury, N.M., Kremer, F.H., Hammer, R.J., and Muralid, K.H. (2005). Teacher absence in India. *Journal of the European Economic Association* 3 (2-3): 658-67.

Cooper, C.L., Evers, A. and Frese, M. (2000). Revision and further developments of the Occupational stress indicators: LISREL results from four Dutch studies, *journal Of occupational psychology* 73,221-240

Cooper, C. L. (2000). *Theories of Organizational Stress* Oxford University Press.

Demerouti and Cropanzoni, (2010). *Vocational Behavior* 71 (2007)(Online serial).555-564
Available internet: www.elsevier.com/locate/jvb.

Demerouti, E. (2007). *Vocational Behavior* 71 (2007) (Online serial) 204-220
Available internet: www.elsevier.com/locate/jvb.

Delaney, J.T & Huselid, M.A (1996) the impact of human resource management on perception Of organizational performance. *Academy of management journal* 39, 949-969

Dessler, G. (2001). *A Frame Work for Human Resource Management 6th Edition* upper saddle River.

Drafke, M. Kossen, S. (2002). *The human side of organizations* 8th edition published In Printice hall of India.

Fauci, A. (2008). Principles of internal medicine 17th edition published in the United States of America Mc Graw-hill

Fiona, M.W. (2010). Organizational Behavior and work 3rd Edition Published in the United States by Oxford University press Inc. New York

Fincham, R. Rhodes, P. (1999). Principles of Organizational Behavior 3rd Edition published in United States of America by the oxford university press Inc. New York

Gibson, Ivancovich, Donnelly, Konopaske (2009). Organizations Behavior, Structure, Processes 13th edition published by Mc grow-hill/Irwin Inc. New York

Hakanen, J.J. (2006). Burnout and Work Engagement among Teachers journal of school Psychology 495-513. Retrieved 5th July 2005 received in revised form 31st October 2005

Helga, D. (2000). Introduction to Organizational Behavior published in the united states by Oxford University press Inc. New York.

Hetherington, A. (2009). Work Psychology Introduction to Human Behavior in the work place 1st Edition and published in the United States of America by Oxford University Press Inc. New York

HSE, (2006). Tackling stress: the mgt standards approach in [http:// www hse, gov.uk/public/indg 406. Pdf](http://www.hse.gov.uk/public/indg406.pdf) accessed Nov, 25, 2006, 1: 46

Kaguye, J. (2013, February 11). Avoiding work- related stress new vision page 41 vol28 No 030

ILO, (2005). What is work place stress? In [http://www.ILO.org public eng/ English protection/ Safe Work. Stress what is .htm](http://www.ILO.org/public_eng/English/protection/SafeWork.Stresswhatis.htm) (accessed sept.23 2006.11:09)

ILO (2000a). Developing a work place stress prevention program in [http:// www.ILO.org/ public English protection/safe work/stress: digest htm](http://www.ILO.org/public%20English/protection/safe%20work/stress%20digest.htm) (accessed Nov22 2006 6:00)

ILO (2000b). Conditions of work digest: preventing stress at work, in [http://www Ilo, org/public English/protection safe work/stress digest.htm](http://www.ILO.org/public%20English/protection%20safe%20work/stress%20digest.htm) (accessed Nov.18 2006 9:49)

Jackson S.E & Schuler, R.S (1985) meta-analysis and conceptual critique of research on role ambiguity and role conflict in work setting. *Organizational behavior and human Decision processes*, 3(1) 76-78

Kalleberg, A.L & Moody, J.W (1994) human resources management and organizational Performance, *American behavior scientist*, 37(7): 948-962

Koch, M.J Mc Grath, R.G (1996) improving labour productivity. *Journal, Human resource Management Policies do matter, strategic management*, 17, pp33-540

Luthans, F. (2008). *Organizational Behavior 11th Edition* Published in McGraw-Hill/Irwin
Printed in Singapore

Marshal, J and cooper, C.L. (1976). Occupational sources of Stress. Review of literature relating To coronary heart diseases and mental ill health *Journal of occupational Psychology* vol. 49 no1 pp11-28

Mbaaga, F.M.K. (2000). Introduction to Social Research, *Makerere University, press Kampala*

Mental Health America, (2007). Stress coping with everyday problems Retrieved June 14, 2007 From mental health America website [http://www nmha .org/go information get Infor/ stress/stress coping with everyday problems](http://www.nmha.org/go/information/get%20Infor/stress/stress%20coping%20with%20everyday%20problems).

Mugenda, A, and Mugenda, O. (1999). Research Methods, Quantitative and Qualitative Approaches published in Kenya by ICRAF complex, Nations Avenue

Gigiri

Mullins, J.L. (1985-1989). Management and Organizational Behavior *2nd Edition* published in London printed in great Britan

Mullins, J.L. (2007). Management and Organizational Behavior *8nd Edition* published in Great Britain pitman inprint.S

Salful M.B.Y (2010). Stress, Stressor and coping strategies among secondary school students in A Malaysian government schools *Journal of psychiatry* Vol.11 (2) July-December 2010.

Milgram, L. Specter, L. Treger, M. (1999). Managing Smart 325 High-performance tips Managers must know published by Gulf company printice hall of India New Delhi

Riggio, E.R. (2009). Introduction to Industrial and Organizational Psychology *5th Edition* Published in the University of CaliforniaIrvine

Stephen, P.R. (2003).Organizational Behavior *10th Edition*Published in the United States of America

Stephen, P.R. (ND). Organizational Behavior *9th Edition* published in Pearson education Inc. (Singapore) san Diego state university

Uma Sekaran, (2003). *Research Methods for Business, a Skill Building Approach, 4th Edition*

Uzoma,K. (2011). *Nutrition and Stress Toronto public health* Retrieved on June 14th 2011

Zoe,A.B. & Uehara,D.L. (nd) *coping with teachers stress A Research Synthesis for pacific Educators Pacific resources for educators* www.prel.org

Odhiambo, G.O.(2005). *Teacher appraisal the experience of Kenyan secondary school teachers* *Journal of education Administration* vol. 43 Lss. 4pp.402-416

Van, D.R and Wagner, U. (2001). *Stress and strain in teachers: A structural approach. British. Journal of educational psychology* June, 71 (2): 243-259

Peggy, A.T. (1995). *Stress coping and social support processes where are we? What next journal of health and social behavior* vol 35, issue 53-79 published by American Sociological association stable url: [http://www.jstor.org/stable 12626957](http://www.jstor.org/stable/12626957)

McLeod, S. A. (2010). *Problem Focused Coping Managing Stress*. Retrieved from [Http://www.simplypsychology.org/problem-focused-coping.html](http://www.simplypsychology.org/problem-focused-coping.html)

APPENDIXES

Appendix 1

QUESTIONNAIRE FOR IDENTIFYING THE STRESS COPING STRATEGIES AND ACADEMIC STAFF PERFORMANCE AT KAMPALA HIGH SCHOOL, UGANDA

Introduction

Dear Respondent!

My name is ANGELINE AGUTTI pursuing Masters in management studies in public Administration at Uganda Management institute. This questionnaire is part of an ongoing study on the stress coping strategies and teacher performance. In your response to this questionnaire, I request that you completely be true to yourself as MUCH as possible. In order to keep this information confidential, DO NOT indicate your names anywhere. There are no right or wrong answers. You have been scientifically selected and are assured that individual responses will be strictly confidential and will be used for this research.

Please circle which is appropriate to you

1. How long have you been in this organization

1) 5 years and below 2) 6-10 years 3) 11-15 years 4) 16-20 years 5) 21 years and above

2. Number of people in your department

1) 5 and below 2) 6-10 3) 11-14 4) 15-19 5) 20 and above

3. What is your highest formal qualification?

(1) Diploma (2) Undergraduate (3) postgraduate studies

4. How many days do you work a week

1) Below 2 2) 2-3 3) 4-5

Please tick appropriate answer in the boxes provided

5= strongly agree (SA), 4=agree (A), 3= Undecided (U), 2=disagree (D), and 1=strongly disagree (SD),

Strongly agree (means is very necessary/very true), agree (true/necessary), Undecided (you are not sure), disagree (Not true/ unnecessary) and strongly disagree (false)

	INDIVIDUAL STRESS COPING STRATEGIES	SA	A	U	D	SD
	EXERCISES	5	4	3	2	1
5	Exercises improve your physical fitness					
6	I have a time table for exercises daily					
7	Exercises reduce stress					
8	I have different types of exercises daily					
9	Exercises can help cope with stress					
	DIET	SA	A	U	D	SD
10	I make a proper Choice of the type of food I eat daily					
11	I make sure I eat at the right time everyday					
12	The choice of food helps me reduce stress					
13	I take all my meals daily					
	TRAINING AND ORIENTATNON	SA	A	U	D	SD

14	My organization has stress coping strategies in place for its academic staff					
15	Employees are regularly trained on stress coping strategies					
16	I have enough knowledge on stress coping strategies					
17	I feel I can manage work stress my self					
18	Employee training on stress coping strategies has improved my job performance					
	WORK PLANNING	SA	A	U	D	SD
19	The head teacher opens up information to the teachers					
20	Regular planning meetings are organized					
21	The school involves the teachers in planning to improve their performance					
22	The teachers contribute and participate in the implementation plan					
	ORGANIZATIONAL STRESS COPING STRATEGIES	SA	A	U	D	SD
	IMPROVING PERSONS JOB FIT	5	4	3	2	1
24	I often attend refresher courses in order to improve my performance					
25	The teachers are promoted in order to motivate them					
26	The teachers are rotated in within departments in order to avoid monotony					
27	The teachers are given in house training					
28	I perform my duties under no pressure					
	GIVING A SENSE OF CONTROL OVER THE JOB	SA	A	U	D	SD
29	I have full control over my job					
30	My performance improves when I have full control over my job					
31	I benefit from full control over my job					

32	The tasks that the teachers carry out have a great significance over their job					
33	Teachers control over the job helps to reduce stress					
	IMPROVING COMMUNICATION	SA	A	U	D	SD
34	There is good communication between the teachers and the administration					
35	There are well streamlined channels of communication in the school					
36	I Receive formal feedback after training courses					
37	Conduct or participate in informal feedback sessions after training courses					
	PROVIDE A SUPPORTIVE TEAM ORIENTED WORK ENVIRONMENT	SA	A	U	D	SD
38	I get support from my colleagues whenever I problems					
39	We work as a team in any task we are assigned by the department					
40	I have a feeling that my work place is safe and secure					
41	The organization provides an enabling work environment					
42	I am facilitated in performing all activities in my job					
	EMOTIONAL FOCUSED STRESS COPING STRATEGIES	SA	A	U	D	SD
	DELEGATION	5	4	3	2	1
43	There is proper delegation of responsibility by my immediate supervisor					
44	Delegation helps to improve the performance of my work					
45	Delegation helps reduce stress					
46	I feel comfortable when I delegate some of my work to other people					
	KEEPING YOUR SELF BUSY	SA	A	U	D	SD
47	Teachers keep themselves busy by carrying out all tasks under them					

48	The teachers follow the timetable and perform their duties as expected					
49	I participate in all school activities					
	IGNORING THE PROBLEM	SA	A	U	D	SD
50	I always solve whatever problems I am faced with					
51	At times I tend to ignore the problems					
52	SEEKING EMOTIONAL SUPPORT	SA	A	U	D	SD
53	I seek emotional support when stressed					
54	I control my emotion by not expressing them					
55	When I am faced with a stressful situation, I make myself think about it in a way that helps me stay calm					
56	I control my emotion by changing the way I think about the situation I am in					
57	I keep my emotion to my self					
	PROBLEM FOCUSED STRESS COPING STRATEGIES	SA	A	U	D	SD
	ATTACK THE PROBLEM IT SELF	5	4	3	2	1
58	I identify the problem and find ways of solving it					
59	I always look for other ways of doing away with the problem					
60	I benefit from attacking the problem directly					
61	I have control over my own problems					
62	Attacking the problem itself helps me reduce stress					
63	INCREASED AWARENESS AND KNOWLEDGE	SA	A	U	D	SD

64	The school organizes awareness seminars for teachers					
65	The school offer training opportunities to the teachers					
66	I have always benefited from awareness seminars organized by the school					
67	Creating awareness helps me to reduce stress					
68	The information I get has helped to improve my performance					
	SEEKING INFORMATION	SA	A	U	D	SD
69	I always get information when I am in need					
70	The information I get helps me in my daily work					
71	The information I get helps me reduce stress					
72	The school displays all the information needed					
73	I am satisfied with the information I get					
	TAKING CONTROL OVER THE SITUATION	SA	A	U	D	SD
74	I take control over every situation under me					
75	Taking control over the situation helps me reduce stress					
76	My performance has improved because of the control I have over my work					
	TEACHER PERFORMANCE	SA	A	U	D	SD
	TIME MANAGEMENT	5	4	3	2	1
77	I Under take work as it appears , rather than in order of priority					
78	I do not accept interruptions when doing my work.					
79	I Rarely take proper breaks at work					
80	I keep excessive amount of paper work for the next day					

81	I often have long or regular meetings					
	LESSON PLANNING	SA	A	U	D	SD
82	I plan all my work as expected					
83	I do my Schemes of work and plan my work in advance					
84	When I plan my lessons performance improves					
85	I have full control over my work					
	MONITORING AND ENHANCING LEARNING	SA	A	U	D	SD
86	I monitor the progress of learners daily					
87	The school facilitates the monitoring of performance					
88	The monitoring team gives guidance on how to improve performance					

	PROVIDING CONTENT FOR LEARNERS	SA	A	U	D	SD
89	Content for learners is provided in time					
90	The school provides enough materials for the teachers					
91	The teachers prepare their lessons in time and make sure it is up to date					
82	Providing enough work for learners helps improve my performance					

END

THANK YOU FOR YOUR COOPERATION

Appendix 2

Interview Guide

TOPIC: stress coping strategies and teacher performance at Kampala high school

Questions and statements to be read to the respondents and answers filled in the space provided

1. How long have you worked with Kampala high school?
2. For the time you have been in Kampala high school, what would you comment on stress among the teachers?

Do you think individual stress coping strategies influence teacher performance?

3. What do you think can be done to improve performance among the teachers?
4. How does stress affect teacher performance?
5. How does the school help the teachers in terms of improving their teacher performance in Kampala high school?
6. How do the teachers solve their problems?
7. What is the level of facilitation in terms of funding and providing of materials in the school?
8. What comments do you have on the level of performance of the teachers?

Appendix: 3: Table for determining sample size from a given population

	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size

Krejcie,Robert V.,Morgan,Darlye W.,Determining Sample Size for Research Activities”,

Educational and Psychological Measurement, 1970