

**PSYCHOSOCIAL STRESS AND ADJUSTMENT ON JOB PERFORMANCE OF
TEACHERS DURING COVID-19 PANDEMIC PERIOD IN SECONDARY
SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY
KENYA**

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**A Research Thesis Submitted in Partial Fulfilment of the requirements for the Degree
of Master of Education in Educational Psychology of Masinde Muliro University of
Science and Technology**

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DECLARATION

This thesis is my original work and has not been presented for any degree or any other award in this university or any other university.

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CERTIFICATION

This thesis has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This work is dedicated to my children, Awesome, Destiny and Pleasant as you face the challenges life may throw along your paths. To my dear wife Winnie Mudashi Lumiti who endured many nights with the lights on as I made progress with this work, be blessed. To my mother Clementina Ayuma Luyiakha for the many prayers you make for me.

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ABSTRACT

Psychosocial stress resulting from Covid-19 and the resultant psychosocial adjustment to the pandemic could have had a significant impact on the job performance of teachers in secondary schools. The stress may have caused psychological and social changes in teaching and learning activities in secondary schools. According to WHO report 2020, the fast-spreading infectious disease caused universal psychological ripples amongst them anxiety and distress. The purpose of this study was to determine the influence of psychosocial stress and adjustment on job performance of secondary school teachers during Covid-19 pandemic in Kakamega Central Sub-county, Kenya. The objectives of the study were: to determine the psychological effects of Covid-19 related stress on job performance of teachers, to evaluate the social effects of Covid-19 related stress on job performance of teachers; to evaluate the psychosocial adjustment strategies to Covid-19 related stress and their effects on job performance of teachers and to assess moderating effect of government regulations on the relationship between Covid-19 related stress, psychosocial adjustment to Covid-19 and job performance of teachers in secondary schools. The study was guided by the social cognitive theory. The mixed methods research approach was used and it involved two specific designs namely descriptive survey, and correlational designs. The target population consisted of 429 teachers, 24 principals, and 1 sub-county director of education. Stratified random sampling technique was used to select 228 teachers from 24 public secondary schools in Kakamega Central sub-county. Research instruments used were questionnaire and interview schedule. To cater for face, content and construct validity, the instruments were examined by the researcher and the supervisors from the department of educational psychology, MMUST before piloting. The pilot study was conducted in two sampled secondary schools to ascertain validity and reliability of the instruments. Reliability coefficient determined by Cronbach's alpha was 0.845, indicating that the reliability test for the questionnaire was good. ANOVA was used to analyze effects while regression was used to analyze relationships. Qualitative data was analyzed thematically and used to validate quantitative data. The descriptive statistics indicate that psychosocial factors affected teachers job performance. From the inferential analysis, the results of the study indicated that psychological effects of Covid-19 had a substantial impact on teacher job performance, (t-statistic = 13.625, p-value = 0.001 < 0.05). Social effects of Covid-19 had a substantial impact on Job performance (t-statistic = 23.729, p-value = 0.001 < 0.05). Psychosocial Adjustments to Covid-19 related stress had a substantial impact on job performance (t-statistic = 4.843, p-value = 0.001 < 0.05). Government regulations had a moderating role in the connection between psychological effects, social effects, and job performance of teachers (p=0.001 < 0.05). Psychological and social effect (p=0.001 < 0.05) affected job performance while psychosocial adjustments (p=0.960 < 0.05) did not significantly affect job performance of teachers. The study concluded that psychosocial stress and adjustment had a significant effect on job performance of teachers. The findings of this study may be used in decision making by policy makers and organizations interested in management of work-related stress associated with pandemics. The study recommended that: Schools should consider psychological factors that affect job performance of teachers, teachers should be provided with adequate internet access gadgets at all times and during pandemics, school managements should support improved resilience during pandemics and government should implement policies that regulate psychosocial stress causing factors in secondary schools.

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LIST OF ACRONYMS

ALHIV	Adolescents living with HIV
APA	American Psychological Approach
CBT	Cognitive behavioural therapy
KICD	Kenya institute of curriculum development
KCSE	Kenya Certificate of Secondary Education.
K.N.E.C	Kenya National Examination Council
KPSA	Kenya Private Schools Association
MMUST	Masinde Muliro University of Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NECO	National Examination Council
NGO	Non- governmental organizations
EPTSD	Effects such as posttraumatic stress disorder
PTSD	Post-traumatic stress disorder
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examination Council.
WHO	World health organization
BOM	Board of Management
PTA	Parents Teachers Association
ANOVA	Analysis of Variance
COVID	Corona Virus Disease

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter consists of background of the study, statement of the problem, purpose of the study, research objectives, research hypotheses, assumptions of the study, scope of the study, limitations of the study, significance of study, theoretical framework of the study, conceptual framework of the study, and definition of operational terms and acronyms.

1.1.2 Background of the study

Severe acute respiratory syndrome, also known as Covid-19, is a contagious respiratory disease caused by the SARS-CoV-2 virus, which was first identified in a seafood market in Wuhan in late December 2019 (Huang, 2020). The 2019 Corona Virus Disease (Covid-19) outbreak was, declared an international public health emergency on January 30, 2020 by the World Health Organization (WHO, 2020).

The rapidly disseminating infectious illness has engendered global awareness, worry, and distress, which, according to the WHO, are typical psychological responses to the unpredictable circumstances. The condition led to severe mental health issues (MedlinePlus, 2021). Adverse psychosomatic outcomes among common people had been on the increase. Rapidly expanding mass hysteria and panic regarding Covid-19 may beget enduring psychological problems in the public from all the socioeconomic domains, which could potentially have been even more detrimental in the long run than the virus itself (Rubin & Kluge, 2020).

Apart from physical sufferings, the consequences of quarantine on the mental health and well-being at personal and population-levels were many fold (Barbara Nussbaumer-Streit et al., 2020). Imposed mass quarantine applied by nationwide lockdown programs as regulation strategies to moderate the effects of the pandemic was reported to produce mass hysteria, anxiety and distress, due to factors like sense of getting cornered and loss of control. This intensified when families needed separation, by uncertainty of disease progression, insufficient supply of basic essentials, financial losses, increased perception of risk, which got magnified by vague information and improper communications through media in the early phase of the pandemic (Brooks & Rubin, 2020).

Myles (2015) notes that previous outbreaks such as Ebola had shown that psychological effects of quarantine may not be instant. Irritability, the fear of infecting and disseminating the disease to relatives, anger, confusion, frustration, loneliness, denial, anxiety, depression, insomnia, despair, and extremes of outcomes, including suicide, were such. The cases in isolation had experienced anxiety because of the indecision about their health condition and had acquired obsessive-compulsive features, including checking their temperature regularly and sterilization (Asgary et al., 2015).

Symptoms of posttraumatic stress disorder (PTSD) were strongly correlated with the period of quarantine. The psychological effects of quarantine encompassed considerable socioeconomic anguish and psychological disorders resulting from financial losses (Brooks, 2020). Other effects included stigmatization and societal rejection regarding the quarantined cordon in forms of discrimination, suspicion and avoidance by neighborhood, insecurity

regarding properties, workplace prejudice, and withdrawal from social events even after containment of epidemics (Li & Brooks, 2020).

Sherryl (2021), did research on perceived stress and work related burnout in USA and reported that pandemic restrictions increased perceived stress for all participants, while age and gender had significant effects on stress and burnout. Respondents who were already working remotely prior to Covid-19 had the highest-risk of burnouts. The causes of this burnout included challenges that were reported like issues in communication, collaboration and time management when they interact with other colleagues through technology. Working at home increased the perceived stress and work-related burnout. Of interest was burnout in the teaching profession because it was linked to low quality of instruction and a lack of capability to engage and teach effectively, which may result in possible damage to the students (UNESCO, 2020).

Bolatov et al. (2020) examined the extent to which online-learning affected mental health of students in Italy. Their findings indicated that somatic symptoms, anxiety, burnout syndrome and depression affected the mental health of students. These factors also impacted instructors, as the teaching and learning environment is same. The Covid-19 epidemic in Germany prompted extraordinary measures in the field of education. Educators were required to instruct their pupils remotely. Subsequently, schools in Germany reopened partially and incrementally. The distance education mandated by the Covid-19 Act combined elements of conventional public schooling and home-schooling. Whereas schools set up the curriculum and teachers provided tasks and instructions, parents were expected to implement these tasks and instructions. (Klapproth & Wrase, 2020).

In Poland, teachers similarly faced issues such as fatigue, isolation, and lack of compensation for extra labour. Klapproth (2020) asserts that distance education necessitates collaboration among parents, teachers, and students. Parents often struggled to engage in their children's education and attempt to communicate with teachers outside of working hours, thereby exacerbating teachers' stress and frustration (Buchner, 2020).

Covid-19 precipitated interruptions in educational processes at schools. After the shutdown of schools, some parents encountered disorganized work assignments from instructors and an absence of feedback from educators (Wildemann & Hosenfeld, 2020). Educators faced challenges in maintaining their ties with students and lacked guidance and support from their institutions. Goetz (2020) asserts that disparities in student accomplishment between families of high and poor socioeconomic level were exacerbated by variations in material and educational resources, living conditions, and the availability of time for home instruction. Anger and Plünnecke (2020).

In Africa, Covid-19 has induced stress among educators in several manners. The initial concern pertains to stress associated with online teaching competencies. Hassan (2020), an educator in Rabat, Morocco, stated that he discovered through a televised discussion with the education minister that instructors were required to utilize Microsoft Teams for the creation of remote lessons. The professors admitted their lack of technical abilities, which led them to abandon the project. The substantial workload resulting from insufficient ability to manage the large populations of children throughout Africa has been a significant source of stress in the teaching profession on the continent.

Teachers who remained resilient amid these shocks implemented adjustment techniques such as transitioning to remote learning and providing home-based social support through private tuition (Shawna et al., 2020). Physical classrooms converted into virtual environments. The lectures, assignments, tests, and presentations were all executed online. These techniques were not novel in rich nations, but they were unprecedented in emerging nations. Consequently, the abrupt adoption of e-learning may not be devoid of errors, since individuals in poor nations are unacquainted with the system and lack essential resources (Raza et al., 2021).

According to Puyat *et al.* (2020), apart from government regulations such as isolation, quarantine and social distancing, solitary religious counseling activities played a major role in keeping mental health of teachers and learners. The scholars also observed that when the teachers and the students have not been trained and they are not equipped with the information about e-learning, this reduces their desire to communicate online. The approaches employed to adjust to the situation consisted of team-building activities to promote the supportive relationships in the workplace environment; the information on how to provide mental assistance, how to manage a crisis and how to become resilient and build up the positive listening and empathy skills. These types of programs have proven to be critical in crisis situations (Brooks *et al.*, 2019; Gayed *et al.*, 2017 ; Vershitskaya *et al.*, 2020).

Governments implemented psychosocial adjustment strategies that influenced the interplay between psychosocial factors, adjustment, and the job performance of educators. In India, adherence to psychosocial adjustment protocols, such as enforced home quarantine, was

frequently disregarded, contrasting with the experiences observed in other nations (Laurie et al., 2023). This must have been executed with the highest level of diligence; otherwise, the official endorsement of such a barrier would merely exacerbate these occurrences. Ultimately, these factors culminated in acts of social disobedience, a decline in responsible behaviour, and a diminished perception within society. A thorough examination of the psychological profiles of these individuals is essential, as the overarching goal is to safeguard the broader community (Edwards, 2021). Encouraging altruistic behaviour regarding self-isolation and voluntary quarantine necessitated clear communication through mass channels to alleviate distress and mitigate potential long-term complications associated with enforced quarantine measures.

According to Abioui et al. (2020), the crisis had undeniably placed teachers in significant distress, particularly those employed in the private sector under precarious contracts. In Morocco, for instance, 15% of educational institutions are privately operated, and educators often find themselves in precarious situations, frequently lacking adequate social protection. A significant number found themselves at home overnight without compensation. As schools progressively reopen, they find themselves increasingly vulnerable, both in terms of individual health and the broader implications of responsibility. Government regulations included confinement (Miranda, 2023) Unfortunately, teachers in most African countries had very little involvement in government decision-making, whether it is the implementation of educational continuity during confinement or the breaking out of confinement.

Teachers' capacity to maintain education quality was destabilized following abrupt school closures caused by the Covid-19. According to UNESCO UIS (2020), teachers were not well prepared to teach, more so during a time of crisis. The Sub-Saharan Africa region records the lowest proportions of teachers with the minimum qualifications for provision of quality education (e.g., only 37% had minimum qualifications in Equatorial Guinea, 27% in São Tomé and Príncipe, and 15% in Madagascar). According to Allesia (2015), teachers had insufficient opportunities to build their pedagogical and content knowledge especially online leading to job losses. Teacher shortages during Covid-19 were most acute in sub-Saharan Africa, where 70% and 90% of the countries face shortages at the primary and the secondary level, respectively (UNESCO-UIS, 2016).

Tairu and Oyeboade (2021) reported that the shutdown of schools made it so difficult for science teachers to prepare students in Nigeria, especially those preparing for the 2020 West African Examination Council (WAEC) and National Examination Council (NECO) exams to learn physics through the conventional model. In a concerted effort to bypass this restriction and prevent the obvious disruption to the learning of physics, both the teachers and learners switched to different modes of electronic learning (e-learning). The outbreak of the Covid-19 pandemic in Nigeria seems to have prevented teachers from maintaining physical interactions with their students during the process of teaching and learning for fear of contracting the virus (Adebayo, 2021). Odusanya and Adetutu (2020) noted that internet access is a significant indicator of human and socio-economic development.

In an interview to expose the relationship between Ebolavirus and Covid-19 in Guinea, Weyer (2021) suggests that the coping strategies for the two pandemics were the same.

There are many important lessons but, arguably, swift and sure action makes the difference. In the aftermath of the 2014-2016 Ebola outbreak, the apparent lag in the initial responses was a major critique of the response efforts. Time would tell how efforts to deal with the Covid-19 pandemic would impact on Ebola containment efforts (Weyer,2021). In Uganda many teachers were also concerned about the imbalance in society, where the closure of schools in attempt to moderate the effects of Covid-19 and switch to online learning automatically meant leaving behind those without gadgets. Education was not therefore equitable and effective in that manner and their job would not be well performed (Gathuru, 2021).

Kenya, like other countries, implemented the closure of schools as a regulation at all levels. The closure of learning institutions has entrenched inequalities between the rich and poor, accentuated the digital divide, compromised nutrition and was likely to elevate school drop-out rates. According to Damaris and Jepkemei (2020), teachers had it difficult and stressful in balancing dissemination of knowledge to the different groups stratified by economic status as the government encouraged shift to mediatory option from media services. Older persons including teachers in Kenya took precautions during this pandemic time because they were more susceptible to the infection due to the number of underlying conditions they had. The authorities put in measures like social distancing in places of communal eating or worship, limited or no visitation, providing enough food, water and medication for them, making sure that even the staff taking care of the elderly have been tested and have the masks and adhering to the measures put in place. (Kathula ,2020)

Covid-19 was a great threat to the economic welfare of teachers in Kenya. The abrupt closure of institutions affected learners and teachers. Additionally, it also led to challenges on economic and social issues including interrupted and loss of learning, financial constraints on households, homelessness, poor childcare and sexual exploitation especially to the underprivileged in the urban centers (Kathula,2020). Some of the private schools were reduced to a total since they were unable to cover the rental building expenses, thus, a lot of teachers and employees were rendered jobless. The situation was extremely disorientated and hopeless (Kathura and Mweyeri, 2021).

According to Ayoyi (2020), in the Kakamega County, teachers were under Covid-19 induced stress particularly when teachers interacted with their students normally in school. The challenges that teachers faced comprised boredom, anxiety over educational development, irritability, developmental problems, fear of infection, loneliness, panic, depression, hampered routine, domestic violence, drug abuse among many others.

Juma (2023), noted that Covid-19 prevalence of Covid-19 infection by teenagers was 47% compared to 6.7% adults suggesting significant spread in schools in Kakamega county according to Sero prevalence surveys conducted by the Swedish Public Health Agency. The above statistics and parameters are indicators that teachers found it difficult to perform their duties hence the study for psychosocial stress and adjustment on job performance of teachers in Kakamega central sub-county, Kenya. This study was methodologically stronger in that it not only described data in form of numbers but also used inferential statistics to predict trends

using models for correlation of findings. It also categorized teachers at greater risks showing relationship between specific psychosocial stressors and specific categories of teachers.

1.2 Statement of the problem

Psychosocial stress resulting from Covid-19 and psychosocial adjustment to the pandemic caused a great impact on the job performance of teachers in secondary schools (WHO, 2020). The stress had a direct effect on how well secondary school teachers did their job after causing psychological and social changes in teaching and learning activities in secondary schools. Teachers were expected to overcome or cope with any form of stress and still be able to maintain high standards of job performance at their work place. When teachers employ adjustment strategies whenever faced with a challenging situation, work performance improves. During emergencies, the burden has been on abrupt closure of programs, which disturbs the education systems.

According to Ng'ang'a (2021), 18% of teachers in Kenya showed significant anxiety and burnout symptoms. A report by Minet Kenya Insurance reported that 400 teachers sought mental health services in different mental health facilities across the country. Kathula (2020) notes that 43.3% of learners were not taking online teaching services. These statistics were implied in Kakamega County in Kenya and the study determined the extent to which this Covid-19 related mental health issues affected job performance of teachers and how teachers overcame them.

The Covid-19 had an impact on the education sector landscape that restricted the access to social learning interactions among the students nationwide. According to Simba (2020), the net impact of variations in infrastructure implied that teachers in state schools and students Kenya were at a disadvantage in relation to their counterparts in the private schools. It was true that even the option of remote learning existent, there were no socializing devices on both sides of the teaching

and the student. The students were also restricted to opportunities to learn at home as they cannot get a conducive environment because some of them live in households where they occupy single rooms. It was hence more stressing to the teachers to lead their students through remoteness.

Teachers experienced difficulties in accessing their students and a few who have access through digital platforms went through professional stress trying to work from home. Less than 10% of learners had access to digital learning materials such computers, iPads, and laptops, while only 18% had access to learning through the internet and 26% had access to electricity in rural areas showing glaring disparities in home learning (Al-Samarrai ,2020).

Teachers in public schools in Kenya were among the most affected by the pandemic. Psychosocial stress emerged from socioeconomic imbalance. The government catered for the teaching staff employed by TSC in public schools by paying them salaries for the duration the schools were not in session. This came as a relief to many. However, teachers paid by boards of management in public schools did not receive their salaries. They went without this type of income since for about a year. A good number of teachers resorted to home tuition for students – a move that the education ministry backed, on the condition that Covid-19 rules were observed (Ayoyi,2020).

The government of Kenya put in place mechanisms that could enable teachers mitigate the effects of Covid-19 on teaching and learning activities. These mechanisms played a moderating role on the relationship between Covid-19 related stress, psychosocial factors and job performance of teachers (Ahmad, 2020). Measures for social support such as social

distancing, digital migration of learning, online communication, remote learning, and online assessment were encouraged by the government to fight the effects of this virus on teaching and learning (Phori et. al., 2022) Equally, psychosocial adjustment on the side of teachers to overcome the stress caused by these measures and maintain high job performance standards were key.

Juma et al. (2023) noted after a research on curriculum delivery in secondary schools in Kakamega county that Covid-19 had adverse effects on curriculum delivery. Their analysis of variance accounted for 32.5% variability in curriculum delivery whereas 65% was determined by other factors. Online teaching may become a new normal, it was noted that 30% of learners were not able to catch up with online classes due to lack of learning gadgets and poor network connectivity (Nguka, 2023).

Anxiety-induced depression, post-traumatic stress disorder, and other types of psychological symptoms have been reported by both adults and children in Kakamega Central sub-county of Kakamega County, western Kenya since the beginning of the Covid-19 pandemic. Existing study examined the economic impacts of Covid-19 on all citizens of the County. Ayoyi (2020) asserts that interrupted movements and supply chains considerably impacted people of the sub-county, resulting in economic stress. This study focused on psychosocial stress and how teachers adjusted to it for improved job performance of only secondary school teachers.

To overcome the psychosocial effects which resulted from economic strains, teachers decided to conduct home tuitions and online lessons as permitted by the county government as so long as the Covid-19 rules are observed. This study focused on psychosocial factors of Covid-19 related stress specifically on teachers and not economic effects. Teachers among the county residents experienced psychological and social effects such as boredom, anxiety related to educational development, irritability, developmental issues, fear of infection, loneliness, panic, depression, hampered routine, domestic violence, internet addiction among others. Those who suffered the disease experienced isolation, discrimination, travel restrictions and stigma. These indeed affected mental health of teachers and detached them from their students hence interfered with their normal teaching and learning processes such as lesson preparation, lesson delivery, assessment, program supervision and curriculum delivery and implementation hence teachers' job performance (Namenge *et al.*, 2023). (Ayoyi, 2020) studied economic effects of the pandemic to the general public. The above scholars did not address the challenge of adjustment as it was (Nga'ng'a, 2023). This is why the researcher sought to determine the effect of psychosocial stress and adjustment on job performance of teachers during Covid-19 pandemic in secondary schools in Kakamega central sub-county, Kenya.

1.3 Purpose of study

The purpose of this study was to determine the influence of psychosocial stress and adjustment on job performance of secondary school teachers during Covid-19 period in Kakamega central sub-county, Kenya.

1.3.1 Research objectives

The objectives of this study were as follows:

- i. To determine the psychological effects of Covid-19 related stress on job performance of teachers.
- ii. To evaluate the social effects of Covid-19 related stress on job performance of teachers.
- iii. To evaluate the psychosocial adjustment strategies to Covid-19 related stress and their effects on teacher job performance.
- iv. To assess the moderating effect of government regulations on the relationship between psychosocial stress and adjustment on job performance of teachers in secondary schools in Kakamega central sub county, Kenya.

1.4 Research hypothesis

The study tested the following null hypotheses.

H₀₁; There is no significant relationship between the psychological factors of Covid-19 related stress and job performance of teachers.

H₀₂; There is no significant relationship between the social factors of Covid-19 related stress and job performance of teachers.

H₀₃; There is no significant relationship between psychosocial adjustment strategies to Covid-19 related stress and job performance of teachers.

H₀₄: Government regulation has no significant effect on relationship between the psychosocial factors of Covid-19 related stress, adjustment and job performance of teachers.

1.5 Assumptions of the study

- i) Respondents were affected by Covid-19 leading to stress that affected their performance at place of work. Such participants did cooperate, read, understand,

remember and provide honest and reliable information that formed the basis of accurate data in this study.

- ii) All other forms of stress other than Covid-19 related stress were not significant during the pandemic to affect job performance of teachers.
- iii) Schools put in place psychosocial adjustment strategies to mitigate the effects of Covid-19 related stress such as migration to online mode of curriculum delivery as a policy by Kenyan Government.
- iv) Teachers did not forget Covid-19 pandemic experiences regardless of passage of time
- v) The questionnaire items had high internal consistency; whereas reverse coding of some items could have been most appropriate, the usability of the questionnaire is not undermined

1.6 Scope of the study

The study examined the effects of Covid-19 induced job stress and psychosocial adjustment on teachers' job performance and not stress induced by other factors in schools. The study focused on the effect of the Covid-19 stressors on teacher professional performance for that matter not looking at other competencies apart from teaching job. The study targeted secondary school teachers as the target population of Covid-19 induced job stress in Kakamega central sub- county and did not consider primary and tertiary level teachers.

This study focused only on psychological and social effects of Covid-19 on job performance hence did not emphasize on other effects such as economic, health, and academic effects despite their interrelationship. The research was only limited to the period of time when

school's programs were disrupted during Covid-19 pandemic period. The study was conducted only in public secondary schools in Kakamega central sub- county.

1.7 Limitations of the study

The following factors may not have favored data collection.

- i) The study employed questionnaire in collecting data which likely suffered from ceiling and the floor effect and may not have allowed the respondents to give reasons for their opinions thus leaving out some crucial information. This may have lowered the validity and reliability of the study because the respondents could have given information to please the researcher or may have hoarded the needed information. This limitation was overcome by administering interview guides to school principals and sub county director so as to enable the researcher get information that the researcher could not collect using questionnaires from the secondary school classroom teachers.
- ii) The findings of this study were not generalized to other parts of the country because the effects of Covid-19 related job stress at its peak in Kakamega central sub-county were not the same as in other sub counties in other counties. This is because the sub-county environment is fairly urban compared to other sub-counties. However, similar study should be conducted in a different geographical area for comparison of results.
- iii) Some respondents may have misinterpreted the questions. The researcher therefore made use of a detailed variety of items in specific order on each variable of the questionnaires in order to help capture information from respondents.

1.8 Significance of the study

This research may help school managers or administrators such as BOM, PTA, principals, and heads of departments to develop policies that may mitigate the challenges associated with Covid-19 pandemic and other future health pandemics which may affect secondary school teachers' productivity or professional performance. Because this study was looking out for adjustment strategies used by teachers during Covid-19, it is highly likely to offer timely advice to the MOE on the most suitable strategies of managing pandemic induced stress among teachers should there be a similar future health pandemic. It may also provide feedback to educational stakeholders like parents, teachers, community, unions, NGOs on the factors hampering job performance of teachers hence may influence decision making and creation of support programs. Teachers in Kakamega Central sub-county may use the findings of this research to overcome the effects of social and psychological stress on teaching and learning processes and prepare to deal with future health pandemic related stress.

1.9 Theoretical framework of the study

The study was guided by two theories; Stress as a stimulant theory by Rahe and Holmes which explains psychosocial stress and its effects on job performance, Social cognitive theory by Albert Bandura which explains psychosocial adjustment for job performance among teachers at the peak of Covid-19 pandemic.

1.9.1 Stress as a stimulant theory

Rahe and Holmes (1967) proposed the stimulus theory of stress, which conceptualizes stress as a stimulus and a major life event or change that necessitates a reaction, adjustment, or

adaptation. The stress as stimulus hypothesis postulates that: first, change is intrinsically stressful; second, life events necessitate uniform degrees of adjustment across the population; and third, there exists a universal threshold of adjustment beyond which sickness ensues.

This theory was developed to support stimulus response theory proposed by Edward Thorndike (1960) who believed that learning is a result of two things- stimulus and response. All learning depends on the strength of relationship between stimulus and the response. In order to elicit a specific response to a specific stimulus, the relationship must be strengthened. The theory attempts to explain the nature of human beings, their behavior, and decision making. Rahe and Holmes (1967) initially viewed the human subject as a passive recipient of stress, one who played no role in determining the degree, intensity, or valence of the stressor. They further proposed that change or life experience could be viewed as a positive or negative experience on the basis of cognitive and emotional variables.

The implications of this theory to this study was that Covid-19 is considered as a negative change or stimulus due to financial losses, sicknesses, deaths, worry, anxiety, panic or even burnout which were the main causative reasons for the likelihood of suffering from Covid-19 related job stress. These destabilized learning process and learning environment placed demands for change of attitudes and behavior among teachers in order to cope with the challenges and still perform the responsibilities of teaching despite the challenges. This theory connects the first variable thus psychosocial stress factors and the second independent variable which is adjustment for job performance.

1.9.2 Social cognitive theory (SCT)

The Social cognitive theory was propounded by Bandura (1977). Albert Bandura's theory postulated that effective interactions were among the factors that contributed towards improving individual behaviors and attributes. Self-efficacy was the main determinant of social cognitive theory. Self-efficacy refers to the individual self-ability of performing a task most especially in a challenging period hence adaptation. Teachers needed self-efficacy during Covid-19 pandemic. According to Bandura (1977), many factors determine the level of self-efficacy of individual behavior and attributes. These factors may include factors such as years in service, motivation, in-service training, and feelings, among others. These same factors correlate with psychosocial factors which determine how teachers adjust and job performance of teachers during hard times.

The implications of the theory to this study were that Covid-19 limited effective social interactions that would improve individual behaviors and attributes hence becoming a major cause of psychosocial stress among teachers who depend on such social interactions with their students. For teachers to optimize job performance during this Covid-19 challenging period, psychosocial adjustment strategies like mode of instruction delivery had to change from traditional method to online teaching and learning interaction. However, a teacher needs to undergo training on competencies needed to effectively handle digital technology tools and self- ability to deliver lecture online and provide home based social support to students. A teacher also needs to change attitudes, attributes and behavior in order to fit into a covid-19 related learning environment. This theory therefore links the variables psychosocial adjustment to Covid-19 and job performance of teachers.

The stress as a stimulant theory was inadequate in explaining all the variables because it focused on Covid-19 related stress as a stimulant that required a response in terms of adjustment. Social cognitive theory strengthens the first theory by explaining how self-efficacy plays a major role in adjustment for better job performance during a difficult time such as Covid-19.

1.10 Conceptual framework

Independent Variables

Dependent Variable

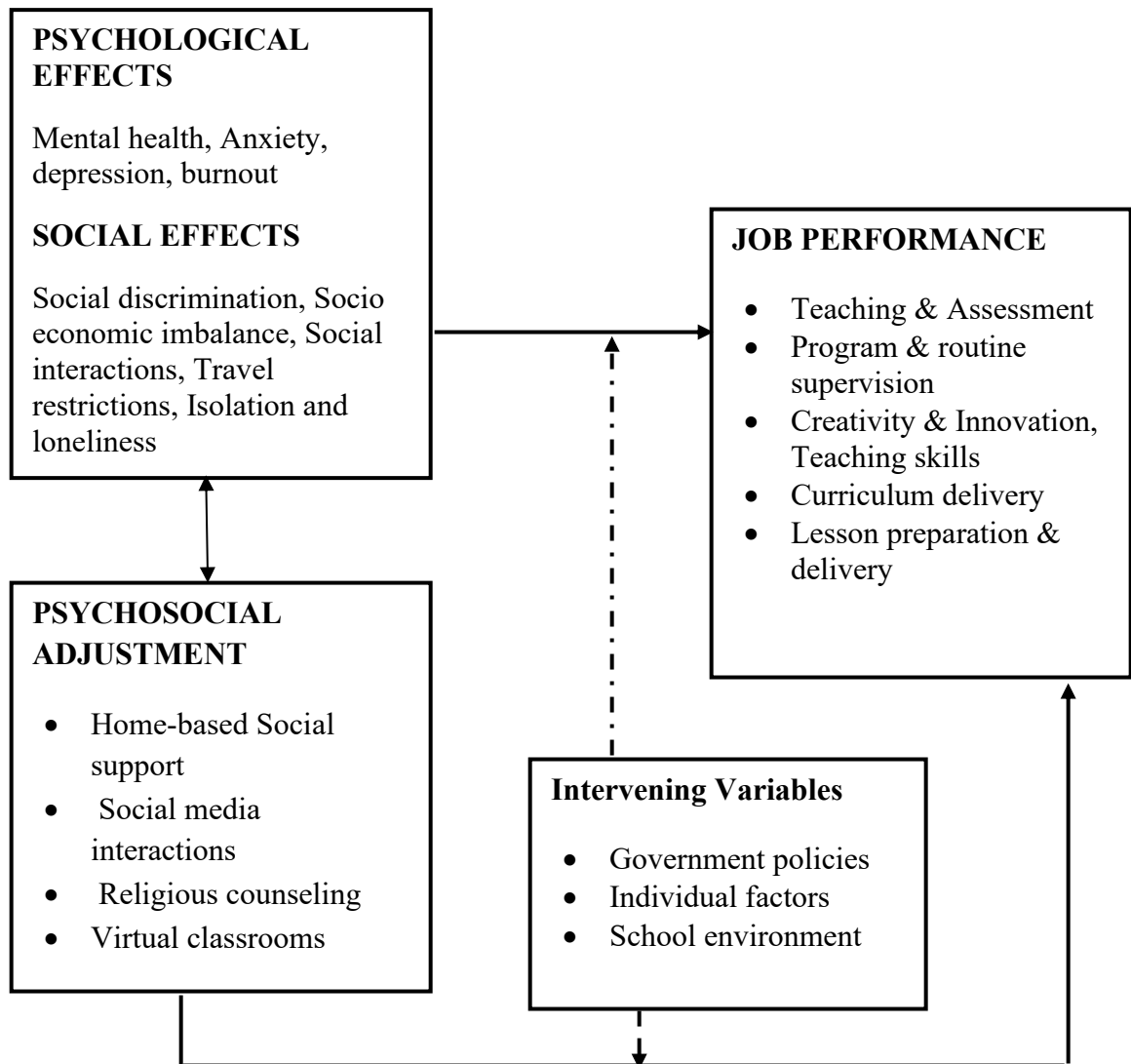


Figure 1.12.1 Conceptual framework

Source: Researcher 2022

Osierno (2012) supports the use of a conceptual framework for diagrammatic presentation of variables in a study. It serves as a simplification to the understanding or relationship between the independent, dependent and intervening variables. The change in independent variable usually will have a counter effect on the dependent variable. For instance, Covid-19 related stress may have needed teachers to adjust in order to function optimally and perform their daily roles such as attending to lessons, marking of assignments, assessments of students, supervising learning activities and daily school routine. Psychosocial stress from Covid-19 is the first independent variable. Teacher job performance depends on the effect of the psychosocial stress on the teacher hence the dependent variable is teacher job performance. Teacher job performance also depends on the psychosocial adjustment of teachers to the effects of Covid-19 related psychosocial stress. Psychosocial adjustment therefore is another independent variable of this study.

The intervening variables are the factors like government policies, individual factors and school environment which may link dependent and independent variables. The only dependent factor is job performance of teachers. According to Haraldsson (2004), this will create understanding of connections between seemingly isolated things in order to bring out causal relationships and feedbacks of a problem. The variables of the conceptual framework connect with themes in literature review hence helped the researcher to remain focused on the gaps the study was filling.

1.13 Operational Definition of Terms

The following are the operational definition of terms used during the study:

- Anxiety -** Refers to a state of worry or nervousness that comes from Covid-19 and poses threat to the psychological wellbeing of a person in this case secondary school teachers.
- Burn out-** Denotes severe physical, mental, and emotional fatigue resulting from continuous and persistent stress, such as that associated with Covid-19, which adversely impacted teachers' professional efficacy, rendering them ineffective.
- Covid-19** Refers to be contagious respiratory disease caused by the SARS-CoV-2 virus which is believed to have started in the year 2019 leading to a pandemic that limited social interactions between teachers and learners.
- Depression –** Refers to mental state characterized by pessimistic sense of inadequacy in the mental and psychological wellbeing of a person in this study as caused by Covid-19 related stress.
- E-learning -** Refers to a learning system mode that involves use of electronic digital media such as laptops, smart phones, and computers.
- Job performance –** Refers to the ability of a teacher to effectively do all the roles and functions such as strict lesson attendance, assessment of academic performance of students, strict

observance of students to school routine, guidance and counselling, supporting co-curricular activities such as games and sports.

Pandemic – Refers to a condition which is widespread in nature as in the case of highly contagious diseases like Covid-19.

Psychosocial adjustment – Refers in this study to any changes of aspects in the mental and emotional areas but relating to human society which teachers underwent during Covid-19 pandemic.

Psychosocial stress – Stress caused by mental, emotional and people related factors in an environment where teachers operate according to this study, schools

Public schools- In this study refers to schools which are formally supported by government particularly in employment of teachers which are classified as secondary day and boarding schools..

Remote learning – Means in this study as development and acquisition of knowledge from a remote location away from working environment.

Secondary school - Refers in this study as public school at third level of education in Kenya which may be categorized as boys, girls or co-educational where teachers affected by Covid-19 worked.

Stress – Refers to disequilibrium between the body and mind of a teacher characterized by tension, anxiety, depression, irritation, worries and fatigue in this study referring to state of mental or emotional strain especially such as caused by the effects of Covid-19.

Teacher productivity – Used in this study to mean the positive outcomes or consequences performance of a teaching role or responsibility assigned to a teacher therefore meeting certain expected standards.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed related literature in accordance to the following topics according to research objectives: Effects of Covid-19 related stress on job performance, Psychological effects of Covid-19 on job performance, social effects of Covid-19 on job performance, effect of psychosocial adjustment to Covid-19 related stress on job performance of teachers. Summary of gaps to fill was included. Review of related literature was done globally, continentally, nationally and regionally in that order.

2.2 Covid-19 and its general effects

The Covid-19 epidemic generated opportunities for heightened stress among employees worldwide. The World Health Organization (WHO) classified Covid-19 a pandemic on March 11, 2020. Consequently, having been designated a worldwide emergency, it has experienced several changes, so its impact on education has been extensive. The fear of viral transmission and concern over the future impacted global workers, diminishing social connections and disrupting academic schedules (WHO, 2020).

Generally, stress is caused by varied factors, both internal and external factors, demands or stressors (Miyata et al., 2015; Skaalvik & Skaalvik, 2021). The external factor for this research is Covid-19 related stress factors and its effects on teachers. Teachers experienced boredom, anxiety related to educational development, irritability, developmental issues, fear of infection, loneliness, panic, depression, hampered routine, domestic violence, drug abuse,

internet addiction among others. Those who suffered the disease experienced isolation, discrimination, travel restrictions and stigma (Ayoyi, 2020). In Africa, Covid -19 promoted stress among teachers in diverse ways. The first one is stress related to online teaching skills. Teachers lacked skills of conducting online lessons whereas their students could not join the online lessons for lack of gadgets (Hassan, 2020).

To adjust to stress related to Covid-19 and still perform their jobs, while following government regulations like mask wearing, social distancing, avoiding social gatherings, travel restrictions and working from home, teachers had to switch to online mode of instructions, social media, virtual classrooms, and find homebased social support and religious counseling (Ngwacho, 2020).

2.3 Psychological effects of Covid-19 related stress on teacher job performance

Psychosocial effects include all psychological and social factors that caused Covid-19 related stress. According to WHO (2020), Covid-19 was fast-spreading infectious disease that had been causing universal awareness, anxiety and distress, all of which according to WHO are natural psychological responses. Covid-19 had psychological effects on teaching and learning which included mental and emotional responses. Teaching and learning are both mental processes which require participants to be mentally stable. Job performance of teachers therefore relies on their mental health. Stress is a disequilibrium between the body and mind of a teacher characterized by tension, anxiety, depression, irritation, worries and fatigue or state of mental or emotional strain especially such as caused by the effects of Covid-19. The components of stress can be measured using Likert scales basing on for example frequency of occurrence within a specific period of time. We cannot ignore the

mental health issues (stress, depression, sleeplessness, etc.) of front-line workers such as, doctors, other health workers, police, and others who have tirelessly been working day and night to fight the pandemic (Anger & Plünnecke, 2020).

Globally, the Covid-19 effect on mental well-being manifested and was on an increased level. Global concerns had been raised on its impact on the mental well-being of professionals in various sectors who thrive in different economies in the world (Mrklas et al., 2020). This infectious disease negatively impacted many sectors globally including, economic, tourism, not forgetting education sector with the unpredicted closure of learning intuitions and immediate suspension of face- face learning activities (Areba & Ngwacho, 2020). The above scholars looked at the general impact on all sectors and all professionals. This particular research was concerned about mental health and the negative impact on teachers and the education sector.

Proper job performance of workers requires smooth running of programs in the working environment. Sahu (2020) investigated the extent to which employee behavior in terms of stress and coping mechanism being impacted by the Covid-19 pandemic in Saudi Arabia. Sahu found out that interruptions during work-in-progress, inadequate communication at the workplace, inadequate direction were among induced stress factors that seem to have affected workers' mental health. The scholar did not give special attention to teachers as the most disturbed by the pandemic. Teachers among these workers were interrupted by abrupt closure of schools hence interfering with job performance.

Mental illness among teachers has also been associated with Covid-19. Victims of this have been unable to access professional help for them to overcome its effects. Giorgi *et al.* (2020) examined the mental health effects of Covid-19 in the workplace in Italy. During the research it was found out that the imposition of Covid-19 protocols resulted in income reduction, increase level of anxiety, forced suspension of workplace activity all of which has jointly impacted the mental health of workers. Teachers in schools cannot deliver fully under such circumstances hence affecting job performance. Giorgi did this research on all workers in general, but this research gave special attention to teachers only in secondary schools.

The job effectiveness of teachers is significantly correlated with their mental and emotional well-being. Rubin (2020) observes that this unexpected, rapidly disseminating infectious disease has engendered global awareness, worry, and anguish, which, according to the WHO, are reasonable psychological responses to the erratically evolving situation. Kluge (2020) asserts that adverse psychosomatic outcomes among the general populace were anticipated to rise markedly due to the pandemic and the incessant influx of accessible information and amplified messaging disseminated through various online social networking platforms. The swift escalation of widespread frenzy and terror surrounding Covid-19 could have led to persistent psychological issues across all socioeconomic sectors, perhaps proving more harmful in the long term than the virus itself.

Teachers at secondary schools subjected to lockdowns were unable to reach their students, so impeding their professional efficacy. Weyer (2021) observed that prior outbreaks, such as Ebola, have indicated that the psychological ramifications of quarantine can range from

immediate effects, including irritability, fear of infection transmission to family members, anger, confusion, frustration, loneliness, denial, anxiety, depression, insomnia, and despair, to severe outcomes, such as suicide. Brooks (2020) posits that individuals with suspected isolated instances may experience anxiety stemming from ambiguity over their health status, perhaps leading to the emergence of obsessive-compulsive symptoms, including repetitive temperature assessments and sterilizing practices. Skaalvik and Skaalvik (2018) indicate that a greater number of students and educators are encountering unpleasant emotions, with a significant rise in symptoms such as anxiety, sadness, and stress during the Covid-19 school closures.

Bolatov et al. (2020) investigated the impact of online learning on the mental health of students in Italy. Their studies revealed that physical complaints, anxiety, burnout syndrome, and depression had adversely impacted students' mental health. The sudden closure of schools and transition to online instruction, due to the shared physical environment of instructors and students, hindered lesson planning and delivery, hence diminishing teachers' work effectiveness. This research concentrated on pertinent data, particularly anxiety and depression as the primary psychological variables influencing teachers' job performance and not student academic performance.

Technology addiction was a mental health concern stemming from ennui. Social alienation and self-isolation have significantly led to the increased utilization of technology. Sahni and Sharma (2020) observed that these impacted individuals of all ages as a result of boredom. Remote learning may denote education conducted from a location apart from a traditional

classroom setting. Virtual space learning and its abrupt transition have been significant sources of stress. Sitko and Dominik (2021) indicate that instructors suffer stress at a medium to high level, mostly due to the transition of education to a virtual environment. Dhawan (2020) emphasizes that instructors' transition to distant education has occurred rapidly, thereby creating stress. Consequently, following the first surge of fatigue and scepticism, an enhancement in the efficacy and significance of instructional activities was noted, as teachers recognized both the merits and drawbacks of the approach. Panisoara et al. (2020) investigated the stressors encountered by instructors regarding online education during the Covid-19 outbreaks in Romania. It was shown that sadness and anxiety were significant stressors for teachers throughout the pandemic outbreaks.

Numerous investigations have documented the psychological impacts of Covid-19. A recent research by Li (2020) indicated that variables such as age, gender, educational level (primary, middle, high school, and university), and geographical location of the school were associated with teachers' anxiety levels connected to Covid-19. A separate study evaluated the correlation between mask usage and anxiety levels among educators in China. The majority of teachers had discomfort wearing masks while instructing, perhaps due to the absence of facial input from students and respiratory challenges. Simultaneously, an additional research investigated the frequency of anxiety disorders among educators during the Covid-19 pandemic (Li, 2020). The particular causes for instructors' worry around Covid-19 have not been examined. Recognizing educators' apprehensions over Covid-19 infection and education during the pandemic enabled us to tackle the fundamental sources of Covid-19-related fear. Study by the above scholars were to determine the impact of Covid-

19 one of which was stress. This study aimed to determine the psychological impact of Covid-19 related stress on job performance of teachers in Kakamega Central Subcounty, Kenya.

Another study by Lin (2020) revealed that addictions to technology gadgets also led to various psychological problems such as attention/concentration issues, alexithymia (dysfunction in emotional expression, interpersonal relation and experience detachment), which limited lesson delivery and assessment for teachers, and other biological concerns as well such as strain in the eyes, headache, which supported the psychological effects influenced job performance of teachers (Lin, 2020). This is probably because people were bored and were left with no other choices but to use internet on their phones and other electronic gadgets.

Rehman *et al.* (2021) investigated the nature of depression, anxiety, and stress among Indians in times of Covid-19 lockdown. Their findings revealed that Covid-19 brought about economic challenges such as shortage of food and other resources supplies were among the factors that caused acute stress, depression and anxiety during the lockdown. However, for this research, the researcher was concentrating on those factors which may directly affect teacher professional performance such as anxiety and depression as brought out by Rehman (2021).

In Africa, as opposed to other continents teachers faced a challenge in mitigating the challenges of mental health. Ruthie and Lucy (2021) note that there is still long-standing

stigma around seeking mental health care in Africa. This justifies the need for this study in Kakamega central sub county in Kenya. Over 70 percent of workers do not access professional help due to many barriers such as low mental health literacy, lack of awareness on availability and how to access counseling and psychotherapy support, treatment related doubts, and fear of negative social consequences, among many others (Murphy and Busittil, 2015; Seymour, 2019; Kantor, Knefel, and Lueger-Schuster, 2017; De Klerk, 2019). This including tight schedule of teachers and the number of counsellors available for assisting teachers are also few considering the large number of teachers affected by mental health issues. The study done by the scholars focused on all professional workers including teachers; this study focused on secondary school teachers as a smaller sample in Kakamega County.

Toquero (2020) notes that changes in learning process like introducing online classes and closing of schools to prevent the spread of the virus have been detrimental to many students in Kakamega County. This is because majority of teachers lacked skills of conducting online classes hence finding stressful and challenging to teach online. A few teachers attempted to create platforms for interaction through social media. Many students would however not manage online classes for lack of gadgets hence creating detachment from their teachers and preventing social interactions. Toquero's study focused on students' academic performance, and the effects were not largely psychosocial. This particular study focused psychosocial effects on teacher job performance.

2.4 Social effects of Covid-19 related stress on teacher job performance

Social effects included changes on interactions of people especially those in teaching and learning environments. Social discrimination came out clearly as infection cases began to affect teachers and students hence affecting job performance of teachers. UNESCO (2020) teachers may also have been worried about discrimination if they become infected. Nevertheless, teachers must instruct numerous students daily. In such circumstances, educators may experience many psychological fears, including concerns around coronavirus infection and the potential for an outbreak within the school. Psychological stressors, including anxiety, cause instructors to exhibit signs of burnout. Burnout is a significant issue in the teaching profession, linked to teacher withdrawal behaviours such as absenteeism, decreased instructional quality, and a lessened capacity to engage and educate effectively, all of which may adversely affect students. The duration of interaction between teachers and students is a critical criterion for evaluating teacher effectiveness, which was impacted by Covid-19.

The other important factors included stigma associated with Covid-19. Bhattacharya *et al.*, (2020) noted that those infected by the disease faced stigma and discrimination from those who were not. That generally people had negative beliefs and attitudes towards those that were infected. This had a great impact on the mental and emotional health of the infected therefore affecting job performance (Bagchhi, 2020) This research was to find out how these factors affected teaching and learning during the pandemic.

Teaching and learning requires a level of social equity and justice. Brooks et al. (2020), exposes another very important aspect as stigmatization and societal rejection regarding the quarantined cordon in forms of discrimination, suspicion and avoidance by neighborhood, insecurity regarding properties, workplace prejudice, and withdrawal from social events even after containment of epidemics. HCPs are also likely to perceive greater stigmatization than the general public for being quarantined and consistently more affected psychologically. Children who are (or suspected to be) infected with Covid-19 and need isolation or quarantine might require special attention to meet their fear, anxiety and other psychological effects. (Liu, 2020). Teachers must have experienced stress dealing with such students or themselves as victims of social discrimination.

Job performance may differ between male and female instructors based on the nature of their responsibilities. International study indicates that women are more frequently affected by symptoms of sadness and anxiety than males as a result of the pandemic (Alzueta, 2020). According to Alazueta, female teachers experience more stress than their male colleagues and although they employ stress management techniques, they often find themselves in a dilemma whereby they have to take care of their children and at the same time, perform their duties. Conversely, educators have discovered novel opportunities in remote learning. The burdens and expenses associated with commuting have vanished, allowing for improved time management opportunities. To effectively manage anxiety, individuals engage with family, explore new hobbies, or participate in social media (Talidong, 2020). Consequently, remaining at home has served as a stress alleviator for female instructors in contrast to their male colleagues. This study focused on the perceived stress factors related to Covid-19 that

instructors encountered when remaining at home, rather than examining the good opportunities they experienced in addressing their learners' needs.

Remote learning transformed the instructional approach in secondary education. Teachers have encountered considerable pressures related to their profession because to Covid-19. The epidemic necessitated an abrupt transition to remote learning, compelling teachers to facilitate students' academic progress and well-being throughout this transition, all while managing their own challenges and stressors. In several nations, kids have resumed attending classes, and educators have been tasked with facilitating a seamless transition. Considering previous studies on the detrimental effects of significant social upheavals on teachers' well-being (Malinen et al., 2019), the likelihood of teachers encountering maladaptive consequences during Covid-19 is increased. Nevertheless, such extensive disruption has rarely transpired within living memory, underscoring the necessity for study to investigate teachers' experiences during Covid-19. This study sought to address this information deficiency.

Limited physical interactions were replaced with virtual learning which required immediate availability of electronic gadgets. The big question was, were these gadgets available to all students and teachers? E-learning simply refers to a learning system that is conducted via electronic media. It is the synchronous or asynchronous process of teaching and learning engagement between the teachers and learners via the internet (Basilaia & Kvavadze, 2020). Under virtual learning, the usage of information and communication technologies is implemented to facilitate the process of creating and gaining knowledge in a remote area.

Virtual learning employs the use of internet, video, audio and text communication and software to establish a learning environment. Thus, asynchronous virtual instruction does not involve the process of learning in real-time, but students receive learning materials and required instructions regularly. Synchronous teaching on the other hand is real time teaching that is done with a live teacher. It normally has a predetermined time to access the online learning platform and the participants interact directly with the teachers and other group members which can also be called face to face learning.

Virtual instruction depends largely on the availability of some relevant electronic gadgets and infrastructure such as computer system, browse-able smartphones, smart television, stable source of electricity and internet connectivity. All participants and facilitators of the process did not have these facilities (Odusanya, 2020). The researcher agreed with this finding and studied the role of virtual classrooms in adjusting to psychosocial stress in the study area.

In Italy the gap in students' achievement between families of high and low socioeconomic status widened due to differences in material and educational resources, living space, or availability of time, when children were taught at home (Anger and Plünnecke, 2020). This means that teachers could not equally access their students for smooth instructional process. The teachers must have therefore concentrated on the children from families of high socioeconomic status.

Rubin (2020) observes that, in addition to physical afflictions, the ramifications of isolation on mental health and well-being, both individually and collectively, are multifaceted. Enforced mass quarantine resulting from state-wide lockdown initiatives can induce widespread panic, anxiety, and anguish, stemming from feelings of entrapment and loss of autonomy. This can be exacerbated by familial separation, uncertainty regarding disease progression, inadequate supply of basic necessities, financial losses, and heightened risk perception, often amplified by ambiguous information and ineffective media communication during the initial phase of a pandemic (Brooks et al., 2020). This study was to determine the extent to which these socioeconomic factors affected teachers from public schools.

The eLearning Africa / EdTech Hub Survey (2020) research indicates that Covid-19 has changed the course of education in Africa and impacted the use of technology. They discovered that at the school level, primary level and the secondary level differed yet there existed a lot of similarity. They remarked that both levels were anxious about the examination classes (students taking the primary and secondary leaving examination) and several countries provided especially with them. But its perception that the learning process should not be examination oriented but rather acquisition of knowledge is what the researcher feels. Thus, the teachers were not able to provide instructions to all students in a fair manner. As a matter of fact, without fostering the provision of examination classes on the national level, then the local and institutional level, they were top of the agenda. But, at the primary school level, there was no experience on part of the students and teachers to teach and learn outside the classroom setting. The learning curve of the two was thus very steep and in some instances impossible.

Odusanya and Adetutu (2020) also reported that the Internet access is an important gauge of human and socio-economic development. However, there exists a massive digital divide in the degree of Internet penetration amongst developing nations of Sub-Saharan Africa such as Nigeria as against the rest of the globe. This disparity has resulted in low internet access which consequently created a barrier in uptake of information and communication technologies. According to the regional broadband statistics, sub-Saharan Africa has the lowest internet penetration and wireless broadband infrastructure per capita with respect to other regions in the world (Odusanya and Adetutu, 2020). This is definitely a digital setback that impacts on the engagement of the students with their teachers and therefore the effectiveness with which the process of instruction was done.

Martin (2021) conducted study on the impact of Covid-19 on relationship quality. Increased intergenerational closeness correlated with enhanced relationship quality with family and friends during the Covid-19 pandemic, as well as greater happiness and life satisfaction, according to the research findings. Increased intergenerational individuation correlated with reduced stress due to the Covid-19 pandemic, diminished coping reasons for alcohol consumption, and enhanced pleasure and life satisfaction. Reduced stress associated with the Covid-19 pandemic and an increase in positivity Alterations in relationship quality with family and friends due to the Covid-19 pandemic were linked to more favourable results (Martin, 2021). However, the researcher in this particular study wanted to find out the negative impacts of the broken relationships between teachers and their learners which may have affected the learning process therefore hampering job performance of teachers.

According to Anger (2020), clarity and certainty are unreachable and ambiguity is taken to be a significant aspect of our lives. Work/education has become more stressful than ever due to the virtual condition and has brought much confusion to the two spheres. The other added source of stress during the pandemic is relationship management particularly, romantic relationships where people have been more critical of each other. Besides, boredom and excessive time togetherness have caused relationship problems. These activities must have led to change that reveals the perceived Covid-19 stress among the teachers.

Bikash *et al.* (2020) did a research and noted that food shortages and stress were cited as major challenges in Pakistan, Nepal and Malawi due to the pandemic. Financial challenges, creating difficulties in buying food and essential items, were identified as a major challenge in the livelihoods survey. This research however focused on the economic livelihoods of teachers that may have affected performance of their jobs. Respondents in this research also identified increases in gender based violence during the crisis, disproportionately affecting women, children and people with disabilities. As to whether these findings had direct implications on teachers was the concern of the researcher. The main coping strategy used was to borrow money from family, friends and neighbors, but this is not considered effective in the long term as many respondents said their strategies could not last more than three months.

Another issue that made it to the concern of many teachers in Uganda was the unequal balance in society where the shutting down of schools automatically implied the

abandonment of the gadgetless. The researchers suggested that the teachers were aware that such a form of education would not be equitable and effective and their work will not be well done. Education thus turned out to be a luxury of the upper echelon of the society. It is a needless fact that we live in an economically stratified society, and it is understandable that the poor class lives just by their bare necessities. The society that lives below a dollar an average a day, to lose just about 100 dollars in order to get an Internet-enabled device, is insanity (Gathuru,2021).

In Kenya, the teaching and learning activities in schools are controlled environments where there are social and economic factors that are curtailed in the learning environment. Gathuru (2021) further argues that 2020 started off on a credible note with a lot of anticipations. Everything was alright in January and February and teachers and learners had sharpened their academic tools to begin the year. But on 15 th March, 2020, the Kenyan government suddenly and without warning closed all schools and colleges of the country as a result of the first positive Covid-19 test. This caused the interference of educational activities across. Institutions failed and this affected both students and teachers. Moreover, it created other barriers related to economic and social concerns such as interrupted learning, economic constraints of owning houses, homelessness, insufficient childcare and the sexual exploitation especially of the poor in metropolitan centres. These issues hindered the effectiveness of learning because teachers were forced to face their consequences when the classes began again.

Economic challenges hit people of all ages. Jessica *et al.* (2020) did a study on the psychosocial effects of Covid-19 among adolescents living with HIV (ALHIV) in Kenya and to assess the feasibility of conducting behavioral surveys by phone. Their study revealed that generally people lost jobs and business opportunities hence could not meet basic needs like food. These economic challenges according to Jessica *et al.* (2020) manifested in terms of increases in general cost of living, food, and transportation; some mentioned that they or their caregiver had reduced income due to Covid-19; and others mentioned unmet basic needs, hunger, and food scarcity. Their study was done among adolescents. Jessica's study was interested in economic challenges induced by Covid-19 and affecting job performance of teachers. The study methodology included use of behavioral surveys by phone. This study used survey by using direct administration of questionnaires as opposed to behavioral surveys by phone.

Ng'ang'a (2021) noted that teachers in Kakamega County were affected by Covid-19 pandemic as a number of them lost their jobs especially those in private schools and those employed by the Board of management in schools. A number contracted the disease while others succumbed to the disease. This affected curriculum delivery by teachers in schools hence poor job performance of teachers. Ng'ang'a's study looked at economic effects of Covid-19 on teacher job performance in all schools including private schools while this particular study focused on psychosocial effects of Covid-19 related stress on job performance of teachers in public secondary schools only. This is because psychosocial factors affected teaching and learning interactions.

2.5 Strategies for psychosocial adjustment to Covid-19 related stress on job performance

The main factors for measuring adjustment were home based social support, social media interactions, virtual classrooms and religious counseling. For teachers to optimize job performance during this Covid-19 challenging period, psychosocial adjustment strategies like mode of instruction delivery had to change from traditional method to online teaching and learning interaction. This adaptive mechanism ensured that teachers cope with the stress despite its challenges on teaching and learning. Arunaz et al. (2021) did a research among universities in Switzerland and noted that adjustment strategies to Covid-19 related stress included considering change (meeting, planning and problem solving); creating change (constructing the required teaching resources or processes, including learning new systems to be able to do so); delivering change (any increase/decrease in teaching delivery time); and supporting change (managing and answering student academic queries and welfare). The research was done in universities in Switzerland, this particular research was done in secondary schools in Kenya.

Anger and Plünnecke (2020) conducted a comparison of instructors in public and private institutions, revealing disparities in their adaptation to Covid-19. Limited information exists about the variables that hindered teachers from maintaining instructional continuity throughout the period of predominantly remote teaching. For instance, educators were further reliant on digital technologies for instructional and communicative procedures. While some educators found utilizing the Internet, engaging through social media platforms, or employing video conferencing technologies to be manageable, others perceived remote

instruction as a burden and a cause of stress (Quezada et al., 2020). Some teachers may have seen the scenario positively based on their technical talents, while others deemed it meaningless. Furthermore, some individuals may have seen it as detrimental and anxiety-inducing (Drossel, 2019). If this is the case, it may serve as a possible stressor, subsequently leading to stress and diminished well-being. Individuals who embraced the situation positively and adapted likely engaged their pupils more effectively than those who did not.

Paula (2020) Ecuador Educators with prior training and expertise in online instruction exhibited reduced discomfort, less perceived stress, and elevated life satisfaction. The predominant coping mechanisms were soliciting social support, participating in physical exercise, and partaking in recreational activities. Since the onset of the Covid-19 pandemic, the education sector has seen significant transformations, including the use of remote learning. Consequently, educators have been compelled to persist in their duties despite a multitude of conditions and stresses that may have adversely affected their mental health. This study aimed to examine the emotional well-being and coping methods employed by Ecuadorian teachers who participated in an online survey during the Covid-19 global health crisis. Results demonstrate that individuals with prior training and expertise in online teaching exhibited reduced mental distress and enhanced life satisfaction.

Furthermore, WHO (2021) recommends several psychosocial adjustment strategies which have been employed to mitigate the effect of Covid-19 related stress on job performance. This include: remote learning; policy practice and infrastructure for school personnel ;behavioral practices such as wearing of masks, community based measures such as social

distancing, isolation and hand washing; safety and security measures especially during opening and closing of schools to protect the vulnerable; hygiene and daily classroom practices such as spacing of desks, wearing age appropriate masks, daily education of staff, frequent sanitization and classroom ventilation; protection of high risk individuals such as those with pre-existing conditions; communication with parents to avoid visiting in boarding schools; enforcing of homecare for sick cases; avoiding contact games and sports outside classroom, frequent testing and counselling, and vaccination.

Paula (2020) suggested that the Covid-19 pandemic was evolving, and other challenges seemed ahead. The scholar included efforts to understand the perceptions and willingness of teachers to get vaccinated against Covid-19. This was done to determine whether vaccination as an adjustment strategy from Covid-19 related stress had any impact on job performance of teachers. This is because the psychological impact of returning to face-to-face teaching which, in countries such as Spain, has already increased educators' discomfort according to Paula (2020). Providing further information on the Covid-19 pandemic is highly needed to get a wider picture of today's "new normal" education and to develop supportive strategies to enhance educators' well-being in future pandemics or emergency confinements. (Paula, 2020).

In Germany, the distant education mandated by the Covid-19 Act combined elements of conventional public schooling with home schooling (Wrase, 2020). Nonetheless, a difficulty emerged during the encounter. While schools established the curriculum and instructors assigned responsibilities and directives, parents were anticipated to execute these chores and

directives. Consequently, both the parents and the educators were inadequately equipped to navigate the numerous obstacles these developments presented. Numerous parents saw uncontrolled work delegation by educators and an absence of teacher response (Wildemann & Hosenfeld, 2020). Educators faced challenges in maintaining their relationships with students and lacked guidance and assistance from their institutions (Goetz, 2020). This separation may have contributed to stress and sadness in these partnerships.

Greenglass (2023) observed that educators employed, on average, more functional coping strategies (e.g., planning or seeking social support) than dysfunctional coping strategies (e.g., relinquishing efforts to achieve goals or consuming alcohol), highlighting that the majority felt capable of actively and intentionally managing distance education. Nonetheless, while some educators favoured functional tactics over dysfunctional ones, nearly all employed dysfunctional strategies, such as increased television viewing or neglecting personal objectives. Educators were more like to employ functional coping methods rather than dysfunctional ones when they ascribed the origins of their limitations to external issues, such as parental apathy or the school's inadequate organization. Nevertheless, when they internalized the limitations, such as expressing dissatisfaction with their organizational skills or their inadequate digital proficiency, they favoured dysfunctional coping techniques over functional ones. Female educators experienced greater stress than their male counterparts; nevertheless, they also employed effective coping techniques more frequently than male instructors. Elevated work stress of females might stem from gender differences in domains outside of work, such that female teachers may experience higher workload for teaching and domestic tasks at the same time or a sharper

conflict between work and family roles (Greenglass & Burke, 2003). It may also be that teachers who perceived greater stress from responsibility for students' achievement exerted more effort during lesson planning and distance teaching and thus used more functional than dysfunctional coping strategies (Klassen & Chiu, 2010).

One of the Covid-19 protocols is to maintain physical distancing and avoid social gathering among people. Aperribai *et al.* (2020) stated that the outbreaks of the Covid-19 pandemic have drastically changed the mode of instruction delivery from normal lecture to online methods of teaching to preventing physical contact with the teacher and students. They noted that the teacher seems to have expressed some concerns in resuming back to the classroom. They brought out that most of the teachers were worried, panicky, and even experienced depression-related distress for the fear of contracting the virus.

Observations have also shown that Covid-19 might have brought some forms of psychological effects to teachers. (Ozamiz-Etxebarria, 2020) lamented that the outbreak of Covid-19 further increased the stress faced by the teachers most especially in the transition to online teaching. There are some skills and competencies teachers need to be familiar with before online teaching and learning can take place. The acquisition of such skills and competencies by the teachers seems to have posed serious challenges might have resulted into additional workplace acute stress. Their research used qualitative approach. This research used mixed methods approach in data methodology because qualitative data was used to complement quantitative data.

Klapproth et al. (2020) notes that perhaps little is known about factors that contributed to difficulties of teachers to ensure continuation of instruction, when most teaching was conducted from home. Very few researches were done due to travel restrictions by governments. Indicatively, schools and teachers were more reliant on digital tools in the teaching and communication processes. In contrast to the case with some educators where the Internet, social-media channel communication, or video-conference tools were not an actual issue, other educators may find remote teaching a burden (Quezada, 2020). The situation may have been interpreted positively by some teachers based on their (technical) skills, and had been held as irrelevant by other teachers. In addition, it might have been interpreted by others as bad and stressful (Drossel, 2019). In the latter scenario, it may be a possible stressor and may consequently lead to the stress experience and reduced well-being (Skaalvik and Skaalvik, 2018).

In Kenya, Jessica et al. (2020) identified psychosocial adjustment measures utilized by the government to alleviate the impact of Covid-related stress on job performance. Following the confirmation of the initial Covid-19 case on March 13, 2020, the Kenyan government implemented measures to mitigate the virus's transmission, which included the closure of schools and tertiary institutions, travel restrictions, prohibition of social gatherings, imposition of curfews, and mandatory face masks in public areas. This ultimately caused instructors' engagement with their students ineffective, so impairing their role as educators. This research therefore validated the findings from Kakamega central sub-county, aiming to identify particular psychosocial influences on teaching and learning.

The KICD focused its resources in centralizing teaching and learning resources and made them more accessible to learners. This was a risky move but of course short changed by the absence of resources necessary to sustain the cost of the Internet. This left the students with the accessibility as the priority of the materials to download thus limiting them. When this was occurring in the public schools, the private schools were having their learners involved in virtual learning but naturally to keep the learners occupied since they were not allowed to attend the next lesson. This frustrated some parents hence, they opted to enroll their learners to the international system of education in an attempt to also learn online. Unquestionably, this was an disadvantage to the private schools (Gathuru, 2021) Universities were also using this mechanism. This study was further reduced to the public schools in order to determine whether the learners in the public schools experienced any smooth interactions with their teachers throughout the lockdowns..

Schools in Kakamega county needed well trained guiding and counseling staff to deal with the challenges of pandemics. Remote learning as the new norm required improved electricity and Internet connectivity in normal times apart from pandemic times as a containment measure to Covid-19 (Ng'ang'a, 2021). This research looked at remote learning and counseling as adjustment strategies to the psychosocial effects of the pandemic. Mukoche et al. (2023) did research on containment measures among TVET students in Kakamega county Kenya, they noted that the main containment measures employed were mask wearing, social distancing and avoiding public places worked for students in TVETs. This particular research discusses the same containment measures as employed by teachers in public secondary schools and not TVETs. The Mukoche et al. (2023) used cross sectional

designs and online questionnaires. This research used ex-post facto design because the respondents were to accurately remember what transpired during Covid-19 and questionnaires were filled manually. Cross sectional design was insufficient because it cannot be used to establish the cause effect relationship between variables of this study. Interviews were also included to verify data collected by questionnaires.

2.6 Government regulations, Covid-19 related stress, psychosocial adjustment and Job performance

Arunaz et al. (2021) observed that during the Covid-19 epidemic, instructors and students encountered a distinctive circumstance. This distinctive experience likely generated uncertainty and stress, necessitating adaptation and adjustment to the novel circumstances presented by the epidemic and its unexpected obstacles.

Ynon *et al.* (2021) did research on temporary burnout and professional crisis among teachers in Israel and noted that Covid-19 pandemic and related stress led to changes in three aspects, which affect teaching methods – teachers had to teach remotely or by a hybrid model; classroom management changed – teachers shifted to virtual classrooms, small groups, or the inclusion of home-schooled children; and student engagement in lessons and school life changed too – as a result of the effects of the pandemic and distancing on the student's emotional state. They used interviews only, this research used both interviews and questionnaires.

Gema *et al.* (2021) did a research in Arkansas U.S. A and noted that teachers had to adapt to unexpected conditions, teaching in unprecedented ways, using synchronous and asynchronous instructions while being challenged to establish connections with students and

still perform their duties. As a result, teacher's level of stress and burnout increased raising concerns about turnover and future teacher shortages because most teachers expressed desires of leaving the profession in future.

Chan et al. (2021) indicated a significant reduction in teachers' professional confidence during the initial wave of the pandemic in the USA, attributing this drop to job uncertainty, emotional tiredness, and an overwhelming workload. Proposed strategic interventions to address these concerns encompass augmented administrative assistance, heightened professional autonomy, stress alleviation initiatives, promotion of work-life equilibrium, and possibilities for technical training. Kraft and Simon (2020) saw a decline in the proportion of instructors who perceived themselves as successful, decreasing from 96% to 73% owing to problems associated with Covid-19. The perceived success rate among novice educators declined by 29 points. This is a definitive sign of inadequate performance. Their research employed qualitative content analysis. This study employed a mixed methods approach so that qualitative data is used to verify quantitative data.

Malipot (2020) states that teachers also had problems on modular distance learning such as reproduction costs and being forced to attend school to very late to complete the printing on time. That teachers in Filipino in Asia has experienced extra workload, health risks and additional expenses which causes teachers to beg for donations of bond papers and ink to print. The study employed qualitative research design, this particular study used both qualitative and quantitative approaches.

Kumar et al. (2021) evaluated the effects of the Covid-19 epidemic on education and learning within health professional training in Australia. They observed that the intricate structure of healthcare professionals' tasks and obligations renders the education of this sector complicated and arduous. The Covid-19 pandemic had adversely affected several teaching and learning opportunities, particularly those requiring large groups or in-person interactions with peers and patients, hence resulting in increased stress. A significant portion of the curriculum had been modified for an online format, the long-term implications of which remain unacknowledged. The altered format is expected to influence pedagogical practices, affecting both students and educators. The psychosocial strategy necessitated a methodical assessment of the adaption of online teaching and learning, contrasting it with the prior model that emphasized in-person education. The research employed focus group discussions for students and structured interview aids for teachers. This study included questionnaires for educators and interview protocols for administrators.

Madhulika *et al.* (2023) did a research on the psychological role of self-efficacy in teacher's adoption to remote learning during Covid-19 pandemic. The found out that learning by remote teaching cannot be guaranteed without consistent access to gadgets and internet. Missing concrete channels to Internet inhibited teachers to interact with pupils. Teachers however were faced with the challenge of abrupt closure of schools. This meant several difficulties for teachers, requiring them to rapidly adapt their teaching practices to an online environment (Panisoara *et al.*, 2020). This change made it difficult for many teachers to prepare and deliver high-quality lessons remotely during the epidemic. Teachers modified their pedagogical techniques to facilitate remote learning as they modified how they

delivered knowledge. During this transition, teachers had to take a number of factors into account, including the platform's requirements, features that met that need, evaluation, responsive application, learning, and learning management system customization was used (Ladendorf *et al.*, 2021).

Psychosocial stress resulting from Covid-19 also called for knowledge on psychosocial adjustment strategies in order to improve teacher job performance. Knowledge about interventions that could mitigate the potential effects of the pandemic on teachers' mental health were needed. A study done among teachers in China reported that the most preferred psychological intervention during the pandemic was practice of stress management skills followed by reading psychology education materials, receiving online psychological counseling, and using telephone hotline (Lizhi *et al.*, 2021). The study was done on the effects of Covid-19 on school teachers emotional reactions and mental health in public schools in general. This particular study was done specifically public secondary schools in Kakamega central sub county.

Sun *et al* (2020) notes that teachers were prone to anxiety, stress, and trauma during the Covid-19 health menace. This must have affected teaching and learning. Most teachers sought for guiding and counseling services and religious counseling as a coping mechanism. (Ng'ang'a, 2021). It's for the same reasons that teachers who faced insecurity, discrimination, and fear of infection sought for religious counseling. (Brooks *et al.*, 2020).

Home confinements and restrictions of movements in public places and gatherings instigated people's depressions as reported by (Mirembe, 2020; Mowbray, 2020). Among these were teachers and students facing challenges of meeting face to face for lessons and even private tuition. The catastrophe spurred up mental health disorders and post traumatic disorders which were detrimental in effects to job performance of teachers. (Horesh & Brown, 2020).

Hammoumi et al. (2020) conducted study on the impact evaluation of containment measures against the spread of Covid-19 in Morocco. The effectiveness of confinement and its required duration remain uncertain. They concluded that an extended duration of containment would exacerbate the socioeconomic conditions of the country. The study examined how stress induced by containment measures impacted instructors, in addition to its effects on health care teams.

Mukoche et al (2023) did a research on the Knowledge and attitude about containment measures among students of technical institutions in Kakamega county Kenya. Their study's findings provided strong evidence that exposing participants to additional information about Covid-19 improved their impressions of the virus hence reducing anxiety and improving mental health for better academic performance. This particular research investigated whether the same containment measures could apply to teachers who interacted with students in the same learning environment. Results of their study also showed that those with good knowledge level were less confident in their immunity to Covid-19 than those with acceptable knowledge level. On top of that, just 26% of their respondents indicated they were confident in the ability of local authorities to effectively deal with confirmed and suspected cases of Covid-19. Their research was done to look at government regulations as a moderating factor on the relationship between Covid-19 related stress, and adjustment

measures in health care systems. This research was looking at adjustment measures by school systems in combating the effects psychosocial stress related to Covid-19. This is because whereas hospitals remained open, the government ordered abrupt closure of schools interfering with physical interactions among teachers and learners hence calling for adjustment mechanisms.

2.7 Literature gaps

Earlier researchers for instance by Ayoyi (2020) did not avail any information on job performance of teachers but instead focused on performance among students. Other stress related researches did not focus on Covid-19 induced stress, this research was interested on effects of Covid-19 induced stress on job performance of teachers. There is therefore no research available in Kakamega county on job performance of teachers. Available researches on job performance by Adusanya (2020) were done in other countries like Nigeria. This research looked at it in Kakamega central sub-county Kenya. Widespread disruption has not occurred in living memory, highlighting the need to research this to examine teachers' experiences during Covid-19. Other researches by Giorgi (2020) used narrative review and content analysis in their methodology. This one used quantitative approach and survey design. This research as suggested by the scholar included efforts to understand the perceptions and willingness of teachers to get vaccinated against Covid-19 which was a suggestion for further research by Paula *et al* (2020).

Table 2.7.1 Literature gaps

Researcher	Research topic	Findings	Gaps
Ayoyi (2020)	Economic effects during Covid-19 in Kakamega county.	Covid-19 had an impact on academic performance of poor students.	The study did not look at the effects of Covid-19 among teachers eg job performance.
Giorgi , Balatov (2020)	Mental effects of Covid-19 in the work place in Italy	Introduction of Covid-19 measures led to loss of income and nervousness.	Did not give special emphasis to education. Used narrative and content analysis, ignored descriptive survey
Sahni , Bagchhi (2020)	Effect of Covid-19 on employee behavior and coping mechanisms in Saudi Arabia	Covid-19 induced factors caused mental health among workers	Coping mechanisms were not psychosocial
Kathula (2020)	Effects of Covid-19 on education system in Kenya	Teachers and parents lost jobs, students could not access online learning	Focused on vulnerability of students rather than teachers, used cross sectional design and not descriptive survey.
Gathuru(2021)	Coping mechanism for the effects of Covid-19 in universities in Kenya	Parents shifted learners to international systems for continuity of learning	Focused on universities, this research focused on public secondary schools.
Balatov (2020)	The extent to which online-learning resulted to mental health of students in Italy.	Somatic symptoms, anxiety, burnout syndrome and depression affected the mental health of students.	Left out the mental health effects on teachers
Ozamiz-Etxebarria (2020)	Covid-19 and online teaching.	The outbreak of Covid-19 increased the stress faced by the teachers most especially in the transition to online teaching.	Used qualitative approach, this study will use mixed methods and triangulation of instruments.
Weyer (2021)	Relationship between Ebolavirus and Covid-19 in Guinea.	The coping strategies for the two pandemics are the same.	Did not look at coping strategies in schools.

Jessica (2020)	Adjustment strategies employed by the Kenyan government in order to mitigate the effects of covid-19	Closing schools and higher-level learning institutions, limiting travel, banning social gatherings, enacting curfews, and requiring face masks in public spaces.	Did not bring out psychosocial adjustment strategies which this research brings out.
Rehman (2021)	Nature of depression, anxiety, and stress among Indians in times of Covid-19 lockdown.	Shortage of food and other resources supplies were among the factors that caused acute stress of depression and anxiety during the lockdown.	Did not focus on psychological factors that caused the stress
Bhattacharya (2020)	Beliefs and attitudes in the face of Covid-19	Those infected by the disease faced stigma and discrimination from those who were not.	This research isolated beliefs and attitudes of teachers from other victims.
Paula (2020)	Impact of vaccination on effects of Covid-19	COVID-19 pandemic is evolving, and other challenges seem ahead.	Did not predict the psychosocial challenges affecting teachers

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, methods that were used to carry out the research are outlined. The chapter included sections such as research design and approach, location of the study, target population, sample techniques and sample sizes, research instruments, quality assurance of research instruments, data collection procedure, data analysis and interpretation procedure and ethical considerations.

3.2 Research design

This study examined the psychological impact of Covid-19 associated job stress and psychosocial adjustment on the job performance of secondary school teachers in Kakamega central sub-county, Kakamega county. The research employed a mixed methods strategy advocated by Tasshakkori and Teddlie (1998). Robinson (2014) asserts that mixed approaches are beneficial for examining the psychological and social dimensions of human behaviour in psychology. Both quantitative and qualitative methodologies were utilized sequentially and accordingly in the mixed methods design. The two methodologies, where quantitative methods nested qualitative, were employed since the results from one method served to corroborate the other. This also enhanced generalizability, complementarity, and triangulation of the results. Quantitative methods encompassed a descriptive survey utilizing numerical data to examine general characteristics and circumstances among teachers through questionnaires, while qualitative data was obtained from school principals and the sub-county director of education via interview schedules to corroborate the information

gathered from teachers.

The descriptive survey approach which can be used for both quantitative and qualitative research was suitable for examining the impact of Covid-19 associated stress, psychological variables, social factors, and psychosocial adjustment on teachers' job performance in Kakamega central sub-county. Kombo and Kasilu (2006) assert that data must accurately reflect the current condition of affairs to effectively address research questions or objectives derived from the target community. This assesses the existing state of circumstances and practices to formulate informed strategies for enhancement. Fraenkell and Wallen (2009) assert that descriptive surveys are the most appropriate and often employed method for data gathering in educational and behavioural sciences. This design allowed the researcher to produce a confident study report.

Correlational methodology aimed to examine the correlation between Covid-19 related stress, psychosocial adjustment, and teachers' work performance in the sub-county, based on the premise that respondents would reliably recall the reasons of the independent variables post-pandemic. This strategy was effective to link between two or more variables, specifically the moderating influence of government laws on the relationship among psychological, social, and adjustment characteristics and the work performance of teachers (Orodho, 2003).

3.3 Area of the study

The study was conducted in public secondary schools found in Kakamega central sub county, Kakamega County in Western Kenya as in Appendix VI. This is because the sub-county had a very high population of teachers. Kakamega Municipality would otherwise be

used to describe the geographical location of this sub county. It covers a total of approximately 419.7 km² with a population of 188212, retrieved from (<http://kakamega-assembly.go.ke>). The general population mainly comprises of Abatsotso and Abisukha sub groups of the Luhya tribe mixed with the Luo and Kikuyu immigrants. Its 125-2000m above sea level altitude, hence attracting sufficient rainfall for agricultural activities. The area has a high population density of 709/km² leads to emergence of social amenities in the area such as churches, health centers, markets, sports and games, banks, NGOs, and secondary schools with high populations.

The selection of this sub-county for study was also necessitated by the fact that most of the schools are surrounded by urban population of Kakamega town and its outskirts which were vulnerable to the rapid spread of Covid-19 as compared to other rural sub-counties. Teachers in these area were most likely affected by enforcement of government regulations such as curfew, social distancing, and ban of social gatherings which forced migration from physical to online mode of delivery of teaching. However, the few rural schools in the sub county provide opportunity for comparison of findings because rural residents are significantly less likely to have adhered to government regulations (Callaghan,2021). According to Ayoyi (2020), disrupted movements and supply chains significantly affected residents of the sub county leading to economic, psychological and social strains.

3.4 Target population

Target population is the unit of analysis or entirety of individuals eligible for study which may include entities as individual people (Singleton, 2010). Kakamega central has 24 public schools with total population of 429 teachers, 24 principals and 1 sub-county director as shown in Table 3.4.1. The schools are categorized the public schools into boys boarding,

girls boarding and mixed day schools. The urban schools are surrounded by social amenities which make social interaction environments for the teachers hence creating fear and anxiety of infection. The high population of schools caused anxiety due to high risk of infection making teachers avoid social interactions which may have led to poor job performance.

The number of schools are shown in the table below:

Table 3.1 Target population

Nature of secondary school	Number	No. of teachers	No. of principals
Boys Boarding	1	66	1
Girls Boarding	5	104	5
Mixed Day	18	25	18
Total	24	429	24

Source: Field data, 2022

3.5 Sampling techniques and sample size

Stratified random sampling was employed to delineate sub-groups within the target population, specifically principals and teachers, taking into account age, gender, department, residence status, and school type of the respondents. These categories took care of bias. Purposive sampling is a technique employed to choose people with characteristics of interest (Oso & Onen 2009). Consequently, purposive sampling was employed to pick public secondary/high schools in Kakamega central sub-county, Kakamega county, since they were likely to possess the requisite information, thereby offering insights into the study topic and providing credible results. Simple random sampling was employed to choose samples impartially from the accessible population. Each member was assigned a random number considering the above demographic characteristics and sample generated from the list of respondents. This method was warranted as it provided each member of the population with an equal and independent probability of selection. Gregoire and Valentine (2008) advocate

for the implementation of simple random sampling to ensure that each participant has an equal opportunity of selection, hence minimizing bias.

3.5.1 Sample size determination

A sample is a smaller group obtained from the accessible population. This research drew a sample size using Yamane's formula (Yamane, 1967).

$$n = \frac{N}{1 + N(e^2)}$$

n = the desired sample size

N = the total population

e = the level of statistical significance

Therefore, the sample size for teaching staff

$$n = \frac{429}{1 + 429(0.05^2)} = 207$$

$$\text{Non-response} = \frac{5}{100} \times 429 = 21.45 \approx 21$$

$$\text{Total sample size} = 207 + 21 = 228$$

The stratification was done through a proportionate stratification method to determine the sample size. Under the proportionate stratification, each stratum is proportionate to the size of the population under that stratum. The size of stratum samples is calculated using the equation below..

Where

$$n_h = \frac{N_h}{N} \times n$$

n_h = sample size for strata

N = the total population size

n = the total sample size

N_h = population size for strata

$$n_h = \frac{66}{429} \times 228 = 35$$

$$n_h = \frac{54}{429} \times 228 = 29$$

$$n_h = \frac{144}{429} \times 228 = 76$$

$$n_h = \frac{165}{429} \times 228 = 88$$

Therefore, the sample for the schools and sample size of principles is given by

$$n = \frac{24}{1 + 24(0.05^2)} = 23$$

$$\text{Non-response} = \frac{5}{100} \times 24 = 1.2 \approx 1$$

$$\text{Total sample size} = 23 + 1 = 24$$

Sample proportionate for principles and school is given by

$$n_h = \frac{1}{24} \times 24 = 1$$

$$n_h = \frac{2}{24} \times 24 = 2$$

$$n_h = \frac{8}{24} \times 24 = 8$$

$$n_h = \frac{13}{24} \times 24 = 13$$

Table 3.2 Sample size

School category	Sample of schools	Census of principals	Sample size of teachers
National	1	1	35
Extra county	2	2	29
County	8	8	76
Sub-county	13	13	88
Total	24	24	228

3.6 Research instruments.

The data gathering instruments included questionnaires and interview schedules. A questionnaire was employed to gather data from classroom teachers on the impact of Covid-19 associated stress and psychosocial adjustment techniques on their job performance of teachers. The questionnaire was categorized into parts based on the study goals. The initial segment had demographic data, then inquiries regarding psychological concerns such as mental health, anxiety, depression, and burnout. The second segment contained inquiries designed to gather data on social issues such as social discrimination, socioeconomic disparity, and social distance. The fourth segment focused on the adjustment mechanisms that instructors may have employed to mitigate the effects of Covid-19, while the last component gathered data on teachers' work performance.

According to Matula *et al.* (2018), a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Interview schedules were used to collect data from principals and the sub county director of education. This is because interview schedule is likely to increase the reliability and credibility of data gathered (Lindlof &

Taylor, 2019). A standardized 5 point Likert scales which are often used to measure attitudes in survey researches by means of questionnaires were adopted and used to measure Covid-19 related job stress, psychosocial adjustment and job performance of teachers (Roxana, 2021). The rating system where respondents chose from five options (Strongly agree, Agree, Neutral, Disagree, strongly disagree) was used to collect ordinal data from teachers.

According to Lindlof & Taylor (2019), interview schedule is a list containing a set of structured questions that are prepared to serve as a guide to interviewers when collecting qualitative data. Interview schedules can increase the credibility and reliability of data gathered hence support and strengthen or validate quantitative data gathered using questionnaires.

Table 3.3 Research instruments

Specific objectives	Measurable variables/indicators	Research instrument
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Psychological effects of Covid-19 related stress.	Psychological indicators eg mental health, anxiety, depression, burnout Job performance indicators e.g. teaching & assessment, program and routine supervision, creativity and innovation, Teaching skills , curriculum delivery, lesson preparation and delivery	Questionnaire
Social effects of Covid-19 related stress	Social indicators e.g. social discrimination, socioeconomic imbalance, social interactions, travel restrictions, isolation and loneliness	Questionnaire
Psychosocial adjustment strategies and effects	Job performance indicators Adjustment indicators Job performance indicators	Questionnaire
Government regulating effect on Relationship between of Covid-19 related stress, Psychosocial adjustment and job performance	Covid-19 stress related factors Psychosocial adjustment indicators e.g. social support, religious counseling, virtual classroom, social media interactions Job performance indicators	Questionnaire and interview schedule

Source: Researcher (2022)

3.7 Pilot study

A pilot research was conducted to evaluate the validity and reliability of the data collecting tools at two selected secondary schools in Kakamega central sub-county. A pilot research was conducted on a random sample of 20 teachers (10 men and 10 females) from public secondary schools in the sub-county. This represented about 23% of the sample size. According to Totton (2023) 10 % of sample size is considered sufficient for pilot study. The pilot research was conducted to pre-test the questionnaires, interview guides, and statistical formulae and methodologies to ensure the clarity of instructions and items. The researcher deemed it essential to assess the time and financial resources necessary for the investigation.

The pilot study was utilized to assess the feasibility of the research aims and designs. The acquired data was utilized to assess the feasibility of the research (Enago, 2024).

3.8 Validity and reliability of research instruments

Validity and reliability were used to ascertain quality assurance of research instruments.

3.8.1 Validity of research instruments

According to Fraenkel and Wallen (2009), validity entails suitability, relevance, precision, and usefulness of the inferences made by a researcher. The quality of the procedural measurement guarantees the credibility of the measurement as well as precision. Middleton (2023) advocates for the employment of experts or statistical techniques in assessing various forms of validity. Content validity was employed to guarantee that the research instruments encompassed all relevant components and accurately measured the intended content. Construct validity was employed to assess if the study instruments accurately reflect their intended measurements. Face validity was utilized to confirm that research tools accurately measure what they are intended to assess. Criterion validity was employed to assess the predictive capacity of the research question items about the study results. All forms of validity are distinct (Messick, 1994). To address face, construct, content, and criterion validity, the researcher, along with supervisors from the Department of Educational Psychology at Masinde Muliro University of Science and Technology, reviewed the questionnaire prior to piloting it to ensure the inclusion of all essential items in the questionnaires and interview schedules.

3.8.2 Reliability of research instruments

According to Mugenda and Mugenda (2012), research equipment has to give the same results or data when it is used repeatedly to be considered credible. The test-retest method was used to measure the reliability of the instruments in two schools in Kakamega Central sub-county in 2 weeks. The surveys were done twice after two weeks. The results of the two tests were compared and Cronbach alpha coefficient of internal consistency was used to determine the reliability coefficient and the results are given in Table 3.4. Turney (2023) posits that a correlation coefficient ranging from 0.7 to 1 is deemed credible. Consultation was conducted with specialists from MMUST department of educational psychology to revise the research instruments prior to field piloting. Modification was done after piloting especially in sections that were not very clear to the respondents. Additional verification was conducted throughout the pilot trial.

3.8.3 Reliability and validity tests

Reliability quantifies the extent to which a research instrument yields consistent results over repeated trials, assuming all other variables are held constant. Scholars concur on four methodologies for assessing the reliability of a questionnaire: test-retest, equivalent form, split-half, and Cronbach's alpha coefficient of internal consistency (Ritter, 2010). The study employed the Cronbach alpha coefficient of internal consistency due to its practicality, utilization of all elements in the research instrument, and convenience relative to alternative approaches, as it necessitates only a single test administration (Tavakol & Dennick, 2011). A pilot research was conducted in two selected secondary schools in Kakamega Central Sub County that did not partake in the main study. The three independent variables (psychological impacts, social effects, and psychosocial adjustment), the intervening

variable (government policies), and the dependent variable (job performance) underwent a reliability test. The alpha was calculated with data acquired from the pilot testing of the surveys.

$$\alpha = \frac{\left[\frac{k}{k-1} \right]}{\left[1 - \left(\frac{1 - \sum_{i=1}^n S_i^2}{S_x^2} \right) \right]}$$

where

k = the number of items on the test

S_i^2 = the obtained variance for item i

S_x^2 = the variance of the total test scores

Various studies employ distinct cut-off values for alpha, which, according to Tavakol & Dennick (2011), vary from 0.7 to 0.95. George and Mallery (2003) provided the following interpretation of alpha coefficient values as a guideline: > 0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, > 0.5 – Poor, and < 0.5 – Unacceptable. This interpretation was utilized in this investigation. The reliability findings are displayed in Table 3.4 using SPSS.

Table 3.4: Reliability test for data collection instruments

Variable	Cronbach alpha teachers	Cronbach alpha teachers
Psychological effects	0.883	
Social effects	0.789	
Psychosocial adjustment	0.812	
Job performance	0.715	0.845

Source: (Researcher’s Pilot survey, 2023)

From Table 3.4, the results show that Cronbach's alpha is **0.845**, which indicates that the reliability test for the questionnaire was good for the scale with this specific sample. The formula was important to check the reliability of multi-item scales, especially those using Likert-style questions to measure specific constructs associated with Covid-19 related stress.

The data obtained from interviews was juxtaposed with the data gathered from questionnaires. The comparisons indicated that the data was predominantly consistent, with few outliers. The absence of notable discrepancies in the questionnaire data rendered the interview data credible.

3.9 Data collection procedure

The researcher secured an introduction letter from the office of Director of Postgraduate studies in Masinde Muliro University of Science and Technology, which included authorization from the Institutional Research and Ethics Committee (IREC) to conduct the research. The researcher obtained a study authorization from the Ministry of Education and NACOSTI using the introduction letter. Authorization was obtained from the Kakamega County Director of Education, who issued an introduction letter to the sub-county Director of Education, Kakamega central, prior to the commencement of data collecting. This facilitated the researcher in obtaining consent from school principals to engage with

respondents. In June 2023, questionnaires were distributed by researcher in all four zones of the sub-county. Questionnaires were sent to secondary school teachers to gather data on psychological, social, and psychosocial adjustment factors connected to Covid-19 stress and its impact on job performance. Interview schedules were employed to gather data from school principals on the correlation between Covid-19 related stress, psychosocial adjustment, and teachers' job performance. The researcher allocated 5 days (Monday to Friday) for each zone, first with Lurambi Central, followed by Lurambi East, and concluding with Lurambi South, to interview principals in July while collecting the completed questionnaires. The sub-county director of education was interviewed last in order to provide information that would verify data collected from school principals.

Table 3.5 Data collection requirements

Stage	Requirement	Institution
1	Introduction letter	MMUST
2	Research permit	NACOSTI
3	Transmission letter	Ministry of Education
4	Questionnaire Issuance	Researcher

Source: Researcher (2022)

3.10 Data analysis procedure

Data collection was done according to objectives of the study. Collected data was entered into the computer program (SPSS). Raw data was analyzed by a qualified statistician. Qualitative data obtained from the interviews and some questionnaires was coded, analyzed, and presented in themes. These two data collection tools produced data unconstrained by the researcher (Rovai et al., 2006)

The researcher used descriptive statistical data analysis procedures such as percentages, frequencies, means and SDs to analyze the data. Qualitative data was transcribed, put into various categories and reported as themes and sub-themes (Creswell, 2009). The data collected was presented in form of frequency tables, graphs and charts. Descriptive statistics was used to draw conclusions about the target population using a representative definite sample. This is because it provides a detailed and accurate picture of the characteristics and behaviors of a population (Shrutika, 2023). Inferential statistics was employed because measurements from a sample of subjects were compared among different treatment groups and hence used to make generalizations about the larger population (Kuhar,2010).

Table 3.6 Data analysis plan

Specific objectives	Measurable dependent variables	Measurable independent variable	Statistical Data analysis technique
To determine the psychological effects of Covid-19 related stress	Job performance indicators eg (Teaching, assessment, supervision)	Psychological indicators e.g. mental health, anxiety, depression, burnout	Descriptive statistics (Mean, frequency distribution and SD) Inferential statistics (Pearson Correlation coefficient)
To evaluate the social effects of Covid-19 related stress	Job performance indicators eg (teaching, assessment, supervision)	Social indicators e.g. social discrimination, socio economic imbalance, social interactions, travel restrictions, isolation and loneliness	Descriptive statistics (Mean, frequency distribution and SD) Inferential statistics (Pearson Correlation coefficient)
To evaluate the psychosocial adjustment strategies to Covid-19 related stress and effects	Adjustment indicators e.g. counseling, social support, virtual classroom	Adjustment strategies e.g. home-based social support Social media interactions, religious counseling, virtual classrooms	Descriptive statistics (Mean, frequency distribution and SD) Inferential statistics (Linear regression)
To assess the effects of government regulations on relationship between Covid-19 related stress, Psychosocial adjustment and job performance	Job performance indicators eg (Teaching, assessment, supervision)	Covid-19 related stress indicators Psychosocial adjustment indicators	Descriptive statistics (Mean, frequency distribution and SD) Inferential statistics (Linear regression)

Source: Researcher (2022)

3.11 Ethical considerations

The researcher had the following ethical considerations as a set of guidelines to assist in making difficult research questions and reconciling conflicting values:

Consent of participants- Participants filled a consent form before data collection through questionnaires. The researcher also sought consent of participants from authorized institutions before data collection. This included Masinde Muliro University of science and technology, Ministry of education, and even NACOSTI.

Anonymity, confidentiality and privacy- The identity of the respondents was anonymous and was not in the public domain in order to protect the rights of the respondents. The information captured from this research remained purposeful to this research and not for other unethical purposes. That's why the research instruments did not have the names of the respondents. The confidentiality of information collected was therefore considered important by the researcher. This is because of stigma associated with Covid-19 victims.

Deceptions – the true nature of this research was revealed in the letters of authorization. All respondents were informed prior to data collection. The primary data collected from this research was original and not falsified.

Plagiarism- All authors words have been duly acknowledged. All sources of information to support this research have been cited according to APA requirements.

Table 3.7 Ethical considerations

Ethical issue	Explanations
Consent of participants	Participants filled a consent form before data collection through questionnaires. The researcher will also seek consent of participants from authorized institutions before data collection. This included Masinde Muliro University of science and technology, Ministry of education, and even NACOSTI.
Anonymity, confidentiality and privacy	The identity of the respondents was anonymous and was not in the public domain in order to protect the rights of the respondents. The information captured from this research would remain purposeful to this research and not for other unethical purposes. That's why the research instruments did not have the names of the respondents. The confidentiality of information collected would therefore be considered important by the researcher. This is because of stigma associated with Covid -19 victims.
Deceptions	The true nature of this study was revealed in the letters of authorization. All respondents were informed prior to data collection. The primary data collected from this research was original and not cooked.
Plagiarism	All authors words have been duly acknowledged. All sources of information to support this research have been cited according to APA requirements.

Source: Researcher (2022)

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Overview

This chapter presents the analysis of the acquired data and the discussion of the findings. The presentation is structured into the following sections: reliability and validity assessments, response rate, demographic profiles of respondents, fundamental testing of statistical assumptions, and Analysis of Likert scale data. The remaining findings are given according to the study's goals. The study's aims were:

- i. To determine the psychological effects of Covid-19 related stress on job performance of teachers.
- ii. To evaluate the social effects of Covid-19 related stress on job performance of teachers.
- iii. To evaluate the psychosocial adjustment strategies to Covid-19 related stress and their effects on job performance of teachers.
- iv. To assess the moderating effect of government regulations on the relationship between Covid-19 related stress, psychosocial adjustment and job performance of teachers in secondary schools in Kakamega central sub-county, Kenya.

4.2 Rate of questionnaire return

A total of 228 questionnaires were distributed to participants. A total of 212 questionnaires, representing 93%, were returned. Out of these 10.5% were excluded from the count due to substantial gaps in their responses for various items.

Table 4.1: Questionnaire return rate

Unit of observation	Data collection method	Target population	Sample size	Usable response	% effective response rate
Teachers	Questionnaires	429	228	202	89

Table 4.1 represents that the data were analyzed on 202 questionnaires. This was 89 percent of the turnover of the questionnaire.. According to Kothari (1993) over 60% return rate was acceptable return for survey study such as this one. Moreover, some studies propose a response rate of over 85% as appropriate in order to draw meaningful findings from survey research (Hopkins, Richardson & Kuiper, 2021).

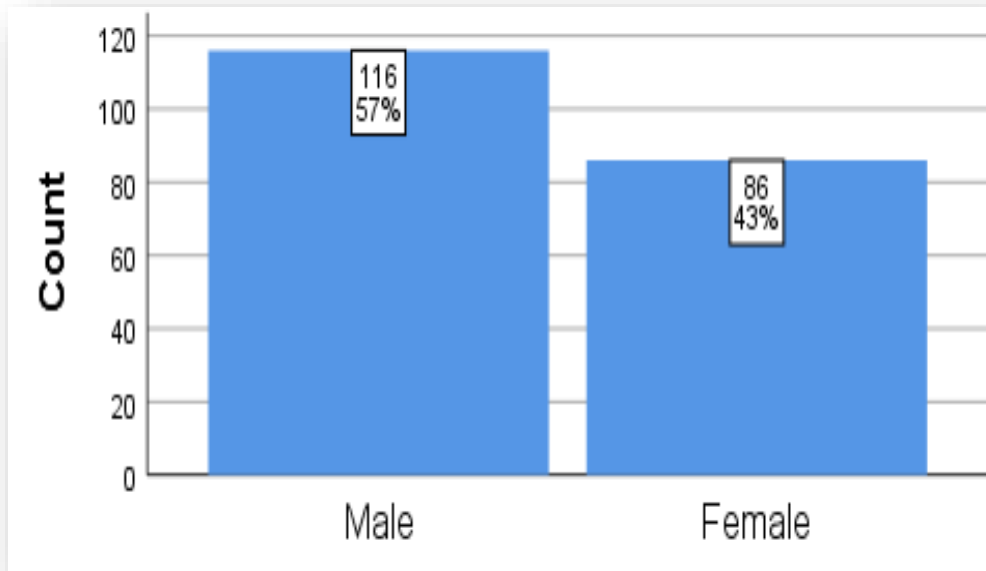
4.3 Demographic characteristics of the respondents

The respondents were to report their demographic details to enable provision of a reasonable background and thus contextualization of the study. This part will give the demographic information of the respondents..

4.3.1 Respondents by gender

The study collected information on gender of respondents. It was aimed at establishing gender disparities in teaching of secondary school.

Figure 4.1: Respondents by gender



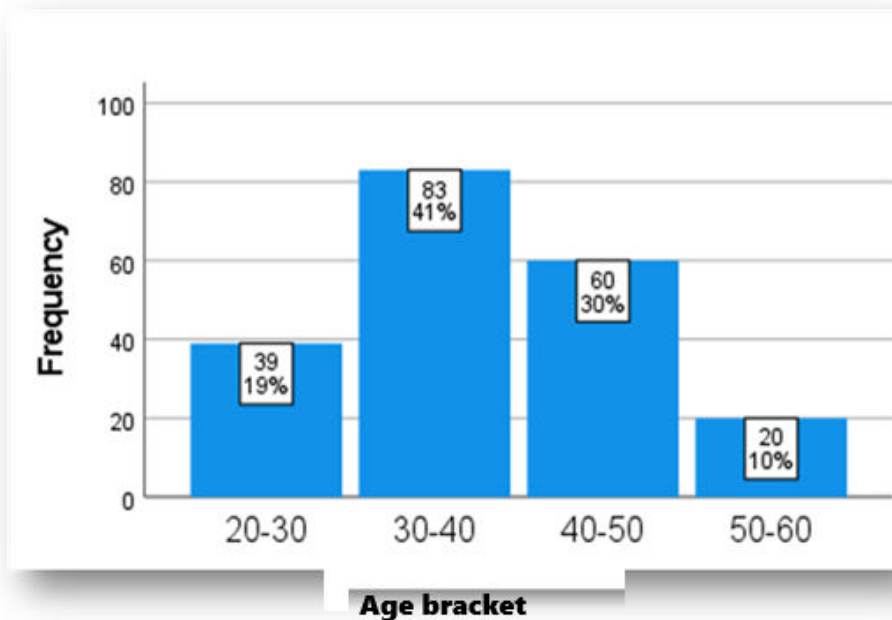
The results in Figure 4.1 illustrates that 116 (57%) and 86 (43%) of the respondents were male teachers and female teachers, respectively. The findings reveal the gender disparity in favor of male teachers as compared to the female. Though there are more male teachers, both sexes were represented in the study and thus there was no biasness in terms of gender representation. Number of male teachers exceeded that of female teachers by 14%. This result is important to this study given that adjustment differ by gender as reported by Sánchez-Teruel, Robles-Bello, and Valencia-Naranjo (2021) who recognized the role of gender in psychosocial adjustments amongst individuals, by taking note of the fact that women presented the higher levels of resilience than men; probably due to the fact that they have higher levels of self-efficacy. Since none of the study objectives in the current research focused on analyzing the divergence in self-adjustment between males and females, the 14% difference may not significantly alter the findings and subsequent generalization. It may also imply that male teachers were the most

affected by Covid-19 related stress due to their high numbers in schools compared to their female counterparts.

4.3.2 Respondents by age

The researcher sought to find out the age of the respondents. The findings are shown in Figure 4.2. The findings in Figure 4.2 shows that 83(41%) of teachers were between the age of 30-40 years, followed by 60(30%) of teachers who were between age 40-50 years. This implies that the most vulnerable groups to Covid-19 related stress were between these age brackets. This age group was also exposed to social interactions which could have led to infection. The results only show that 20(10%) of teachers were between 50-60 years. The immunocompromised age was above 65 years due to underlying conditions individual factors that come with old age (Sanghavi,2024).

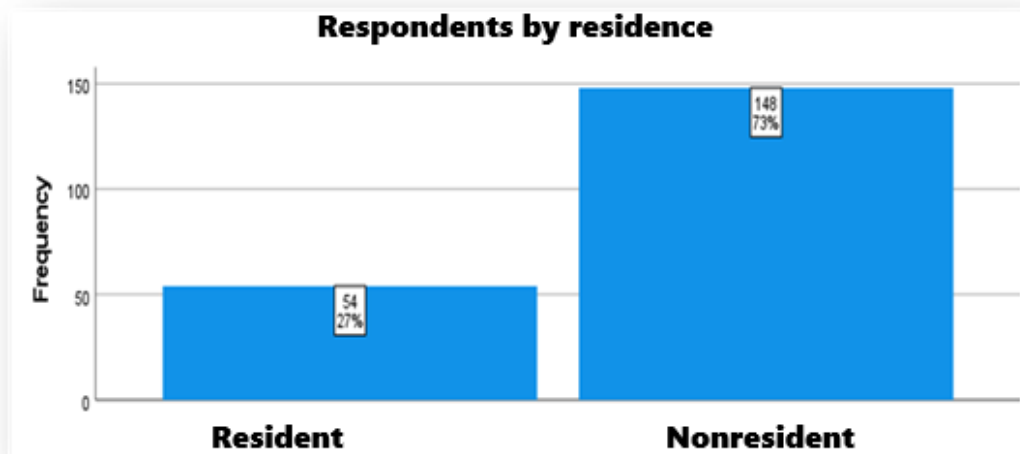
Figure 4.2: Respondents by age



4.3.3 Residence of the respondents

The researcher sought to find out the residential status of the respondents. The results are shown in Figure 4.3.

Figure 4.3: Respondents by residence

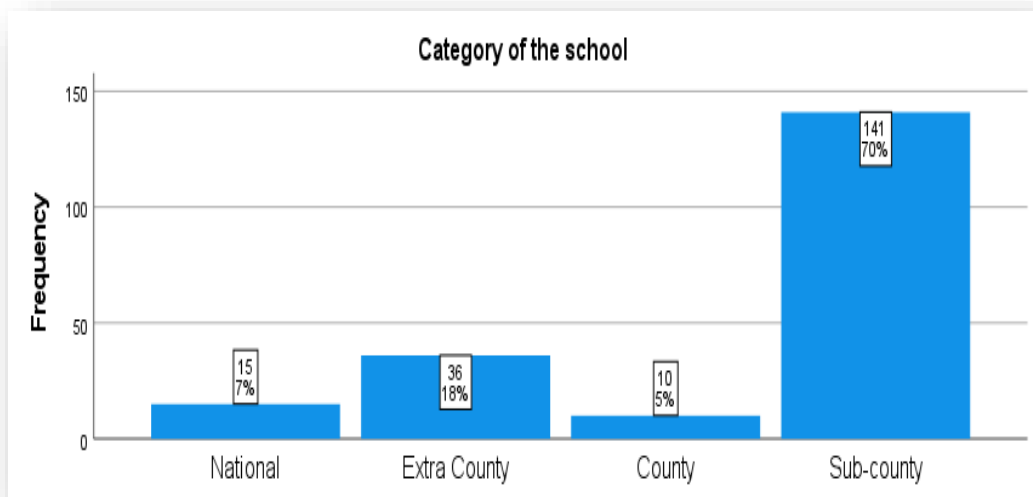


The results from Figure 4.3, shows that 148(73%) of the teachers in schools are commuters while 54 (27%) are housed in school. This implies the majority of commuters were affected by government regulations such as curfew hence reducing interaction with students even at home (Connielove,2024). Reduced teacher learner interactions is what led to poor job performance among teacher as brought about by the scholar.

4.3.4 Respondents by category of schools

The investigator aimed to ascertain the classification of educational institutions attended by the participants. The findings are illustrated in Figure 4.4.

Figure 4.4: Respondents by category of schools



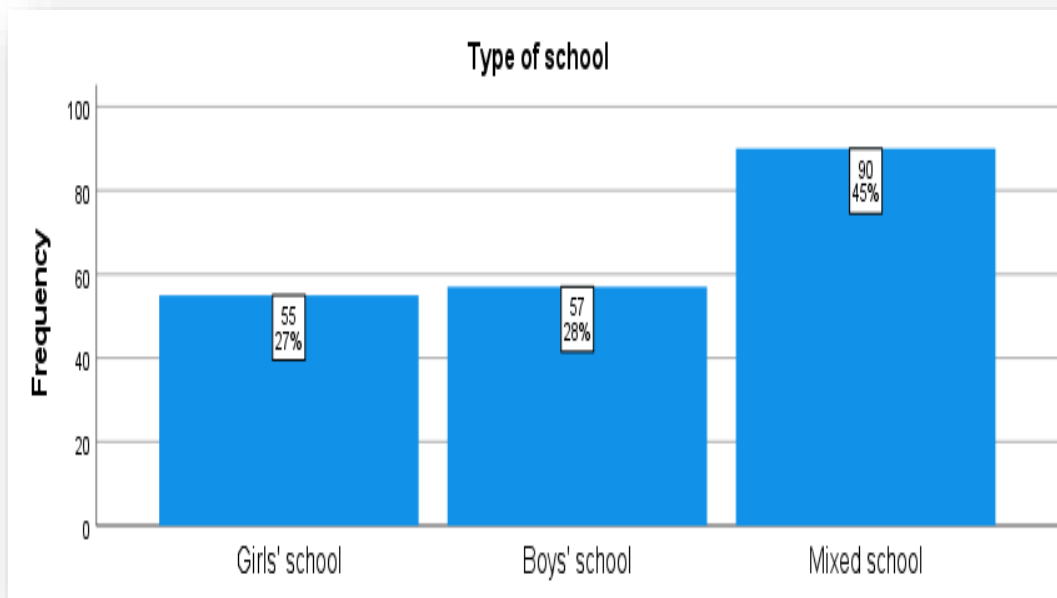
The results in Figure 4.4, shows that 141 (70%) of teachers are in sub-county schools, those in County schools were 10 (5%) while those in Extra County schools were 36 (18%) and 15 (7%) were in National schools. This may mean that a majority of the teachers teach in day schools which may lack facilities for online interactions were affected by government regulations such as curfew according to (Amutabi,2022).

4.3.5 Respondents by type of school

The researcher sought to find out the type of schools of the respondents. It was necessary to show the extend of vulnerability to stress comparing different types of schools which were indicators of extent of effect on job performance of teachers in different schools. The results are shown in Figure 4.5. The results in Figure 4.5, shows that 90 (45%) are mixed schools,

Boys' schools were 57 (28%) and Girls' schools were 55 (27%). Educational demographic factors rather than age structure bring demographic dividends (Crespo, 2019). Zhongren *et al.*, (2021) noted that post-traumatic stress disorders (PTSD) were significantly higher in boarding secondary schools as compared to day primary schools. Li (2020), factors such as age, sex, teaching level (primary, middle, high school, and university), and school location were related to teachers' Covid-19-related anxiety levels. This implied that teachers in boarding schools could have poorly adjusted to the effects of Covid-19 related stress due to lack of homebased social support.

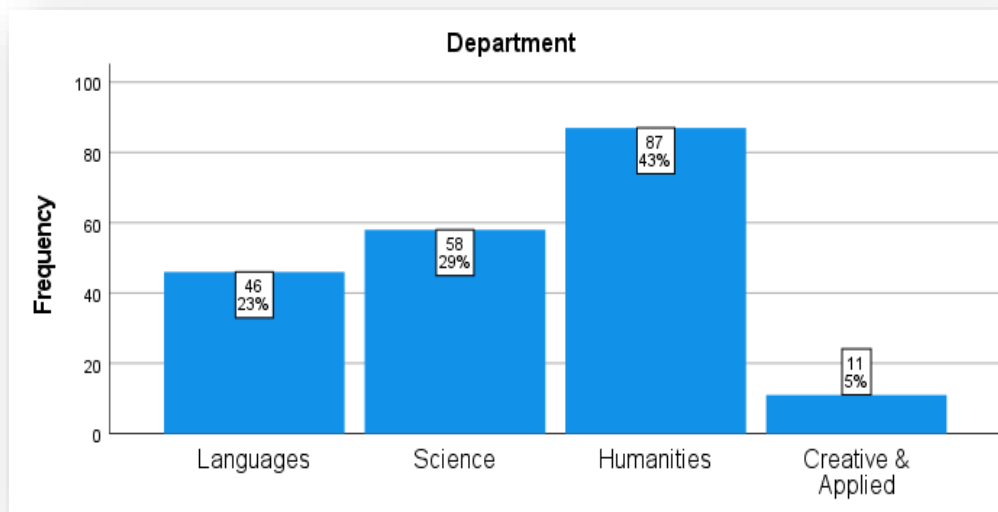
Figure 4.5: Respondents by type of school



4.3.6 Respondents by departments

The researcher aimed to ascertain the classification of departments to which the participants belong. The findings are illustrated in Figure 4.6.

Figure 4.6: Respondents by departments



The results in Figure 4.6 shows that 87 (43%) of respondents came from Humanities Department, Science Department 58 (29%), Language Department 46 (23%) and Creative & Applied Department 11 (5%). This demographic factor is important for the government to plan for educational systems (Nathaniel, 2020). These demographics may imply that majority of teachers hit by Covid-19 related stress were from humanities and science departments and planning for educational resources may require the government to consider this numbers in the sub-county.

4.4 Analysis of Likert scale

The research employed a five-point Likert scale to gather Likert-type data about the study variables. The scale consisted of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). While the study researcher regarded individual Likert scale items as ordinal data, the aggregation of several Likert scale items to assess a concept on a summative scale allows the resultant Likert-type data to be classified as interval scale (Carifo & Perla, 2007). Benard (2006) asserts that a researcher may consider an ordinal scale with five or more ranks as if it were an interval-level scale. Likert-type questions were employed in this study to gather data, utilizing items designed to collect Likert-type data on a single variable in a summative scale, hence facilitating the application of parametric tests. To fulfil the Likert scale assumption of equidistance, the study utilized the equidistance of 8 proposed by (Carifo & Perla, 2007). Given that each variable was assessed using distinct Likert scale items (e.g., 5 to 7 items) on an attitudinal scale of 1 to 5, the resultant summative score varied from 10 to 50. Utilizing an equidistant scale for the outcomes pertaining to goals 1 to 5, as follows: 0 - Irrelevant, 10 - Irrelevant, 20 - Somewhat Irrelevant, 30 - Relevant, 40 - Very Relevant, 50. For individual items rated from 1 to 5, the following scale was utilized: 0 - Irrelevant, 1 - Irrelevant, 2 - Somewhat Irrelevant. 3, 3 relevant; 4 and 4 very relevant; 5.

The assumption of equidistance among the Likert scales was maintained to facilitate parametric studies (Lantz ,2013). This research employed an equidistance of 0.8. For example, individual items ranging from a minimum of 1 to a maximum of 5 utilized the same scale as follows: $1 < \text{Strongly Disagree} < 1.8$; $1.8 < \text{Disagree} < 2.6$; $2.6 < \text{Neutral} <$

3.4; $3.4 < \text{Agree} < 4.2$; and $4.2 < \text{Strongly Agree} < 5$. The findings were categorized by consolidating the aforementioned five-level scale into three clusters: disagree, uncertain, and agree. The "disagree" cluster included responses of strongly disagree and disagree; the "not sure" cluster had the not sure responses; whereas the "agree" cluster encompassed agree and strongly agree responses. The descriptive data were conveyed using means and SDs. The Mean is the average of all scores, while the SD indicates the variability of the responses. A low SD indicates a high level of consensus over the responses. A high SD signifies a broad spectrum of responses, reflecting discordance. The means and SDs are evaluated against the composite mean and SD.

4.4.1 Psychological effects of Covid-19 related stress

The researcher aimed to investigate the psychological impacts of Covid-19 on job performance. Psychological indicators including mental health, anxiety, depression, and exhaustion. The participants were instructed to evaluate their views on five statements using a five-point Likert scale, where a score of 1 represented 'Strongly Disagree' and 5 denoted 'Strongly Agree'. The ratings were examined in terms of frequency, mean, SD (Std), composite mean, and composite SD. The findings are displayed in Table 4.3.

Table 4.2: Psychological effects of Covid-19 related stress

	Statements	SA	A	D	SD	Mean	Std
1	I had no peace of mind due to Covid-19	56 (27.7%)	127 (62.9%)	11 (5.4%)	8 (4%)	1.86	0.687
2	Relaxing was my main challenge	37 (18.3%)	110 (54.5%)	43 (21.3%)	12 (5.9%)	2.15	0.874
3	I had interactions online with my students during the pandemic	19 (9.4%)	39 (19.3%)	64 (31.7%)	80 (39.6%)	3.01	0.985
4	I had a laptop or phone to access internet	43 (21.3%)	67 (33.2%)	36 (17.8%)	56 (27.7%)	2.52	1.112
5	I lacked internet bundles to teach online	37 (18.3%)	59 (29.2)	59 (29.2)	47 (23.3%)	2.57	1.04
6	I avoided meeting my students physically for fear of infection	78 (38.6%)	72 (35.6%)	30 (14.9%)	22 (10.9%)	2.08	1.720
7	I conducted home tuition with my students	24 (11.9%)	28 (13.9%)	72 (35.6%)	78 (38.6%)	3.01	1.002
8	I had problems getting closer to my students at classroom level	69 (34.2%)	73 (36.1%)	44 (21.8%)	16 (7.9%)	2.23	2.192
9	I was uncomfortable with my mask on during lessons	92 (45.5%)	76 (37.6)	21 (10.4%)	13 (6.5%)	1.78	0.878
10	I was confident to teach with my mask on	37 (18.3%)	80 (39.6%)	46 (22.8%)	39 (19.3%)	2.43	1.001
Composite Mean and SD						2.364	1.149

Table 4.2 reveals that a significant majority of respondents, 183 (90.6%), acknowledged experiencing a lack of peace of mind as a consequence of Covid-19, whereas 19 (9.4%) expressed disagreement. This suggests that anxiety serves as a significant indicator of psychosocial stress within the educational profession (Rubin, 2020). The mean score was 1.86, accompanied by a SD of 0.687. The item mean was less than the composite mean of 2.364, indicating a negative effect on the composite mean. The SD of the item was lower than the composite SD of 1.149, suggesting a more concentrated range of responses for the item in relation to the variable.

The information presented in the table above reveals that a significant portion of respondents, 147 (72.8%), agreed that relaxation constituted their foremost concern, whereas 55 (27.2%) expressed a differing opinion. This suggests that a significant number of educators encountered anxiety and a lack of mental peace throughout the pandemic, as supported by a study conducted by Balatov et al. (2020). The mean score was 2.15, accompanied by a SD of 0.874. The mean of the item fell short of the composite mean of 2.364, indicating a negative impact on the overall composite mean. The SD of the item was less than the composite SD of 1.149, suggesting a more concentrated distribution of responses for the item in relation to the variable.

This investigation centred on remote learning as a pivotal topic of inquiry. The information presented in the table reveals that 58 respondents (28.7%) affirmed their participation in online discussions with my students during the pandemic, whereas 144 respondents (71.3%) expressed dissent. The mean score was 3.01, accompanied by a SD of 0.985, indicating that the majority of respondents expressed disagreement regarding the establishment of online interactions with students during the pandemic. The item mean surpassed the composite mean of 2.364, indicating a favourable influence on the composite mean. The SD of the item mean was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item in relation to the variable. The results align with the research conducted by Anger & Plünnecke (2020), suggesting that frontline workers experience the greatest impact during pandemics, thereby limiting their social interactions with fellow students. Ken (2023) agrees that the stress associated with Covid-19 had a considerable effect on the performance of academic staff at public institutions in western Kenya. This particular study focused on public secondary schools in Kakamega central sub-county.

The findings reveal that a significant portion of participants, 110 (54.5%), confirmed ownership of a laptop or phone for internet connectivity, whereas 92 (45.5%) did not concur. The mean score was 2.52, accompanied by a SD of 1.112. The item mean surpassed the composite mean of 2.364, indicating a positive influence on the composite mean. The item mean's SD was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item relative to the variable. The findings presented here stand in opposition to those of Malinen et al. (2019), which suggested that both instructors and students faced significant barriers in accessing devices necessary for online interactions during the epidemic.

Furthermore, the results reveal that 96 (47.5%) of the participants agree that they do not possess internet packages for online teaching, while 106 (52.5%) of the participants disagree. Odusanya (2020) underscored the importance of internet connectivity for effective online interactions. The mean score was 2.57, accompanied by a SD of 1.04, indicating that the majority of respondents expressed disagreement with the proposition that they are deficient in internet packages for online teaching. The item mean surpassed the composite mean of 2.364, indicating a favourable influence on the composite mean. The item mean's SD was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item in relation to the variable.

The examination of the psychological ramifications of Covid-19 on job performance, especially in the context of social distancing, was conducted. The information presented in the table reveals that a significant portion of respondents, 150 (74.2%), acknowledged that they abstained from meeting students in person due to apprehensions regarding infection,

whereas 52 (25.8%) expressed a differing opinion. The study conducted by the WHO in 2021 advocated for social separation as an effective strategy to mitigate infection rates. The mean score was calculated to be 2.08, accompanied by a SD of 1.720. The mean of the item fell short of the composite mean of 2.364, indicating a negative impact on the overall composite mean. The item mean's SD surpassed the composite SD of 1.149, indicating a wider range of responses for the item in relation to the variable.

The findings reveal that a significant portion of participants, 150 (74.2%), expressed disagreement with the claim that educators offered home tuition to their pupils, whereas 52 (25.8%) concurred. Anger (2020) highlighted the importance of home-based tuition during the pandemic, a practice that, as indicated by this study, was largely neglected by the majority of teachers. The mean score was 3.01, accompanied by a SD of 1.002. The item mean surpassed the composite mean of 2.364, indicating a favourable influence on the composite mean. The SD of the item mean was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item relative to the variable.

The results indicate that a significant portion of respondents, 142 (70.3%), acknowledged facing challenges in building rapport with students in the classroom, while 60 (29.7%) expressed disagreement with this statement. This was probably due to the apprehension surrounding infection experienced during the epidemic in Kakamega County (Ayoyi, 2021). The mean score was calculated at 2.23, with a corresponding SD of 2.192. The mean of the item fell short of the composite mean of 2.364, indicating a negative impact on the overall composite mean. The SD of the item mean surpassed the composite SD of 1.149, indicating a wider range of responses for the item in relation to the variable.

The investigator sought to evaluate the psychological ramifications of Covid-19 related stress on occupational performance, with a particular focus on the utilization of masks. The information presented in the table reveals that a significant portion of respondents, 168 (83.1%), reported feeling discomfort with their masks during lectures, whereas 34 (16.9%) expressed a contrary opinion. The implementation of mask-wearing as a strategy to mitigate infection rates probably intensified levels of anxiety. (Li, 2020). The mean score was calculated to be 1.78, accompanied by a SD of 0.878. The item's mean fell short of the composite mean of 2.364, indicating a negative impact on the overall composite mean. The item mean's SD was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item relative to the variable.

The findings indicate that a significant portion of participants, 117 (57.9%), conveyed assurance in their ability to teach while donning a mask, whereas 85 (42.1%) did not share this sentiment. This stands in stark contrast to Li's (2020) findings regarding the effectiveness of masks in reducing infection rates and mitigating anxiety levels. The mean score was 2.43, accompanied by a SD of 1.001. The item mean surpassed the composite mean of 2.364, indicating a favourable influence on the composite mean. The SD of the item mean was less than the composite SD of 1.149, indicating a more concentrated distribution of responses for the item in relation to the variable. This indicates that educators experienced significant pressure during instructional periods, necessitating the use of masks while communicating, which could ultimately contribute to feelings of burnout.

4.4.2 Social effects of Covid-19 related stress

The researcher aimed to investigate the social impacts of Covid-19 on job performance. Indicators encompassed social prejudice, socioeconomic disparity, social interactions, travel limitations, isolation, and loneliness. The participants were instructed to evaluate their thoughts on five statements using a five-point Likert scale, where a score of 1 represented 'Strongly Disagree' and a score of 5 denoted 'Strongly Agree'. The ratings were examined in terms of frequency, mean, SD (Std), composite mean, and composite SD. The findings are displayed in Table 4.3 (SA - Strongly Agree, A - Agree, FA - Fairly Agree, D - Disagree, SD - Strongly Disagree).

Table 4.3: Social effects of Covid-19 related stress

Statements	SA	A	D	SD	Mean	Std
1. I was isolated because of Covid-19 infection	16 (7.9%)	34 (16.8%)	56 (27.7%)	96 (47.6%)	3.15	0.971
2. Other people avoided me for fear of infection	14 (6.9%)	44 (21.8%)	69 (34.2%)	75 (37.1%)	3.01	0.933
3. I have suffered stigma as a result of infection	7 (3.5%)	21 (10.4%)	71 (35.1%)	103 (51%)	3.34	0.801
4. Travel restrictions did not affect my interactions with my students	12 (5.9%)	30 (14.9%)	70 (34.7%)	90 (44.5%)	3.18	0.897
5. I could not interact with my students due to travel restrictions	57 (28.2%)	84 (41.6%)	33 (16.3%)	28 (13.9%)	2.16	0.990
6. My students could not access my classes due to lack of phones	68 (33.7%)	59 (29.2%)	38 (18.8%)	37 (18.3%)	2.32	1.776
7. Socioeconomic factors hinder achievement of lesson objectives	73 (36.1%)	76 (37.6%)	29 (14.4%)	24 (11.9%)	2.07	1.174
8. I suffered boredom during isolation	53 (26.2%)	58 (28.7%)	45 (22.3%)	46 (22.8%)	2.51	1.768
9. I was not easily affected by isolation	28 (13.9%)	47 (23.2%)	69 (34.2%)	58 (28.7%)	2.78	1.015
10. I could not interact with my students due to fear of infection	57 (28.2%)	77 (38.1%)	40 (19.8%)	28 (13.9%)	2.19	1.001
11. I could not interact with other teachers for fear of infection	57 (28.2%)	73 (36.1%)	42 (20.8%)	30 (14.9%)	2.22	1.02
Composite Mean and SD					2.63	1.122

The researcher sought to determine the societal ramifications of the Covid-19 pandemic in relation to bias. The information presented in the preceding table reveals that 50 respondents (24.7%) agreed with the claim of experiencing isolation as a result of Covid-19 infection, while 152 respondents (75.3%) disagreed. Ayoyi (2020) recognized isolation as a notable consequence of the pandemic affecting teachers, thereby underscoring its implications. The mean score was 3.15, accompanied by a SD of 0.971, indicating that the majority of

respondents expressed disagreement with the idea of experiencing isolation as a result of Covid-19 infection. The item mean surpassed the composite mean of 2.63, indicating a favourable influence on the composite mean. The SD for the item mean was lower than the composite SD of 1.122, suggesting a reduced dispersion in responses for the item relative to the variable.

The results reveal that 58 (28.7%) of the participants agreed that they were shunned by others out of fear of infection, while the majority, 144 (71.3%), disputed this assertion. The mean score was 3.01, accompanied by a SD of 0.933. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the overall composite mean. The mean's SD for the item was lower than the composite SD of 1.122, indicating a reduced dispersion in responses for the item relative to the variable.

The data concerning the experience of stigma associated with infection reveals that 28 respondents, representing 13.9%, agreed with this sentiment, whereas a substantial majority of 174 respondents, or 86.1%, expressed disagreement. Lucy (2021) supports the findings that stigma and prejudice solely affected those individuals who were afflicted by the virus during the epidemic. Bhattacharya and colleagues, 2020 The mean score was 3.34, accompanied by a SD of 0.801, indicating that the majority of respondents did not concur with the idea that they faced stigma as a result of their infection. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the overall composite mean. The item mean's SD was lower than the composite SD of 1.122, suggesting a more concentrated distribution of responses for the item in relation to the variable.

The findings indicate that 42 respondents, representing 20.8%, agree that travel restrictions did not affect their interactions with students; conversely, the majority, 160 respondents or 79.2%, disputed this assertion. Martin (2021) supports these findings, suggesting that governmental restrictions, such as travel limitations, hinder the relationships between educators and students, thereby negatively affecting the performance of teachers. The mean score was 3.18, accompanied by a SD of 0.897. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the composite mean. The item mean's SD was lower than the composite SD of 1.122, suggesting a reduced dispersion of responses for the item in relation to the variable.

The findings indicate that a significant portion of respondents, 141 (69.8%), acknowledged that travel restrictions impeded their engagement with students, whereas 61 (30.2%) expressed a differing opinion. The mean score was 2.16, accompanied by a SD of 0.990. The item's mean fell short of the composite mean of 2.63, suggesting a negative impact on the overall composite mean. The SD of the item mean was found to be lower than the composite SD of 1.122, suggesting a reduced dispersion in responses for the item in relation to the variable.

The investigator sought to determine the societal consequences of the Covid-19 pandemic on socio-economic inequalities. The information presented in the preceding table reveals that a significant portion of respondents, 127 (62.9%), agreed that students were unable to participate in my lessons due to a lack of phones, whereas 75 (37.1%) expressed

disagreement. Malinel et al. (2019) observed the lack of communication devices among educators and students during the pandemic, thereby hindering effective online instruction. The mean score was 2.32, with a SD of 1.776. The item's mean fell short of the composite mean of 2.63, suggesting a negative impact on the overall composite mean. The item mean's SD surpassed the composite SD of 1.122, indicating a wider range of responses for the item in relation to the variable.

In conclusion, concerning the influence of socioeconomic factors on the achievement of educational objectives, the findings reveal that a significant majority of participants, 149 (73.7%), agreed, whereas 53 (26.3%) expressed disagreement. Ayoyi (2020) noted that the economic inequalities exacerbated by the pandemic had significant effects on the residents of Kakamega county, particularly affecting teachers, parents, and students within public secondary schools. The mean score was 2.07, accompanied by a SD of 1.174, indicating that a majority of respondents conveyed a sense of agreement. The item mean was lower than the composite mean of 2.63, indicating a negative impact on the composite mean. The SD of the item mean surpassed the composite SD of 1.122, indicating a higher level of variability in responses for the item relative to the variable.

The researcher sought to determine the societal implications of the Covid-19 pandemic in relation to isolation and loneliness. The findings reveal that a significant portion of participants, 111 (54.9%), acknowledged experiencing boredom in moments of solitude, whereas 91 (45.1%) expressed a contrary viewpoint. Brooks (2020) suggests that teachers encountered analogous social repercussions as a result of the epidemic. The mean score was

2.51, accompanied by a SD of 1.768, suggesting that a majority of respondents conveyed a sense of agreement. The item mean was inferior to the composite mean of 2.63, suggesting a negative impact on the overall composite mean. The SD for the item mean surpassed the composite SD of 1.122, indicating a more pronounced variability in responses for the item relative to the variable.

The results reveal that 75 respondents (37.1%) agreed that isolation did not significantly affect them, while the majority, 127 respondents (62.9%), expressed disagreement. The mean score was 2.78, accompanied by a SD of 1.015, indicating that the majority of respondents conveyed a sense of disagreement. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the overall composite mean. The item mean's SD was lower than the composite SD of 1.122, suggesting a reduced variability in responses for the item relative to the variable.

The investigator sought to evaluate the societal ramifications of the Covid-19 pandemic on interpersonal connections. The information presented in the table reveals that a significant portion of respondents, 134 (66.3%), expressed agreement regarding their inability to interact with their children due to concerns about infection, whereas 68 (33.7%) voiced disagreement. The mean score was 2.19, accompanied by a SD of 1.001, indicating a general consensus among the respondents regarding the argument presented. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the composite mean. The item mean's SD was lower than the composite SD of 1.122, suggesting a reduced dispersion in responses for the item relative to the variable.

The findings indicate that a significant portion of respondents, 130 (64.3%), expressed agreement regarding their inability to interact with fellow instructors due to concerns about infection, whereas 72 (35.7%) held a contrary view. The Covid-19 pandemic consequently interrupted the interactions among educators due to the apprehension surrounding infection, as these relationships are crucial for effective job performance (Martin, 2021). The mean score was 2.22, accompanied by a SD of 1.02, indicating a general consensus among the respondents regarding the statement. The item mean surpassed the composite mean of 2.63, indicating a positive influence on the composite mean. The item mean's SD was lower than the composite SD of 1.122, suggesting a more concentrated distribution of responses for the item in relation to the variable. Similarly, tangible interactions proved crucial for specific scientific fields, particularly physics, as some scholars contend that the Covid-19 pandemic in Nigeria obstructed educators from participating in physical engagements with their students, owing to apprehensions regarding virus transmission (Adebayo, 2021). This indicates that the teaching of science courses was inadequate, even in a virtual setting, owing to the lack of direct interactions with students, especially in cases where hands-on experiments were essential.

4.4.3 Psychosocial Adjustment for Covid-19 related stress

The researcher aimed to investigate the psychological impacts of Covid-19 on job performance. The indicators were home-based social support, religious counselling, virtual courses, and social media contacts. The participants were instructed to evaluate their views on five statements using a five-point Likert scale, where a score of 1 represented 'Strongly Disagree' and a score of 5 denoted 'Strongly Agree'. The ratings were examined in terms of frequency, mean, SD, composite mean, and composite SD. The findings are displayed in

Table 4.3 (SA - Strongly Agree, A - Agree, FA - Fairly Agree, D - Disagree, SD - Strongly Disagree).

Table 4.4: Psychosocial Adjustment of Covid-19 related stress

Statements	SA	A	D	SD	Mean	Std
I conducted home based tuition during the pandemic	56(27.7%)	78(38.6%)	28(13.9%)	40(19.8%)	2.26	1.071
My family members helped me deal with my problems	100(49.5%)	52(25.7%)	22(10.9%)	28(13.9%)	1.89	1.073
1. I had interactions online with my students during the pandemic	14(6.9%)	30(14.9%)	48(23.8%)	110(54.4%)	3.26	0.953
2. I send assignments to my students using social media	54(26.7%)	72(35.6%)	30(14.9%)	46(22.8%)	2.34	1.104
2. I discussed my problems with my religious leader	50(24.8%)	54(26.7%)	48(23.8%)	50(24.8%)	2.49	1.116
3. Religious groups played a major role in dealing with my problems	89(44.1%)	61(30.2%)	22(10.9%)	30(14.9%)	2.01	1.246
1. I conducted virtual classrooms during the pandemic	21(10.4%)	54(26.7%)	33(16.3%)	94(46.55)	2.99	1.074
3. I lack knowledge on how to conduct virtual lessons	84(41.6%)	69(34.2%)	20(9.9%)	29(14.3%)	1.97	1.046
Composite Mean and SD					2.40	1.085

The findings reveal that a significant portion of participants, 134 (66.3%), confirmed their engagement in home-based tuition during the epidemic, whereas 68 (33.7%) expressed dissent. Anger (2020) underscored the importance of home-based tuition as a method to promote ongoing education during the pandemic, notwithstanding governmental directives to work remotely. The mean score was 2.26, accompanied by a SD of 1.071, suggesting that a significant proportion of respondents agreed that they engaged in home-based tuition during the pandemic. The item mean fell short of the composite mean of 2.4, indicating a negative impact on the overall composite mean. The SD for the item was lower than the composite SD of 1.085, suggesting a more concentrated distribution of responses for the item in relation to the variable.

The participants were requested to assess the degree to which their family members provided support in navigating their challenges. A significant portion, comprising 152 individuals (75.2%), agreed with the statement, whereas 50 individuals (24.8%) voiced their disagreement. Paula (2020) posited that social support within the home is crucial for mitigating anxiety levels during crises such as the Covid-19 pandemic. The mean score was 1.89, accompanied by a SD of 1.073, suggesting that a significant number of respondents agreed that their family members played a supportive role in addressing their concerns. The item mean was less than the composite mean of 2.40, indicating a negative effect on the composite mean. The SD for the item was less than the composite SD of 1.085, suggesting a more concentrated distribution of responses for the item in relation to the variable.

Regarding the respondent's online interactions with students during the epidemic, the results

indicate that 44 (21.8%) concurred with the assertion, whereas a higher number, 158 (78.2%), refuted it. The shift from traditional classroom engagements to virtual interactions was a necessary evolution for educators during the pandemic, despite the fact that many were unfamiliar with digital platforms (Arunaz et al., 2021). The mean score was 3.26, accompanied by a SD of 0.953, suggesting that most respondents expressed disagreement regarding their online interactions with children during the epidemic. The item mean surpassed the composite mean of 2.40, indicating a positive influence on the composite mean. The SD for the item was less than the composite SD of 1.085, suggesting a more concentrated distribution of responses for the item in relation to the variable.

The participants were additionally requested to assess their perspectives on the use of social media as a medium for delivering assignments to students. The findings reveal that a significant portion, amounting to 126 individuals (62.3%), expressed agreement with the statement, whereas 76 individuals (37.7%) voiced their dissent. The assessment of students was thus shifted to online platforms, greatly assisting educators in enhancing their professional efficacy (Kvavadze, 2020). The mean score was 2.34, accompanied by a SD of 1.104, suggesting that a significant proportion of respondents agreed on their use of social media for assigning tasks to students. The mean of the item fell short of the composite mean of 2.40, suggesting a negative impact on the overall composite mean. The SD of the item surpassed the composite SD of 1.085, indicating a higher degree of variability in responses for the item relative to the variable.

A significant portion of the respondents, 104 (51.5%), indicated that they confided their

challenges to their religious leader, whereas 98 (48.6%) expressed a contrary view. The mean score was 2.49, accompanied by a SD of 1.116, suggesting that a significant proportion of respondents agreed that they effectively conveyed their concerns to their religious leader. The item mean surpassed the composite mean of 2.40, indicating a beneficial influence on the composite mean. The SD for the item surpassed the composite SD of 1.085, indicating a wider range of variability in responses for the item relative to the variable.

The participants assessed the impact of their religious affiliations in confronting their challenges, with a predominant 150 individuals (74.3%) in agreement and 52 individuals (25.8%) in disagreement. Ng'ang'a (2021) noted that religious counselling played a significant role in reducing anxiety levels during the epidemic. Lizhi et al. (2021) highlighted the critical importance of online counselling services in the absence of in-person sessions. The average score was 2.01, accompanied by a SD of 1.246, suggesting that most respondents agreed that their religious affiliations played a substantial role in alleviating their challenges. The item's mean fell short of the composite mean of 2.40, suggesting a negative impact on the overall composite mean. The SD for the item surpassed the composite SD of 1.085, indicating a greater variability in responses for the item relative to the variable.

Concerning the execution of virtual classrooms by the respondents amid the pandemic. The findings reveal that a significant portion of participants, 127 (62.85%), expressed disagreement with the statement, whereas 75 (37.1%) were in agreement. This arises from

the complexities and pressures linked to remote education (Drossel, 2019). The mean score was 2.99, accompanied by a SD of 1.074, suggesting that a significant portion of respondents expressed disagreement with the proposition that they engaged in virtual classes during the pandemic. The item mean surpassed the composite mean of 2.40, indicating a positive influence on the composite mean. The SD for the item was less than the composite SD of 1.085, suggesting a more concentrated distribution of responses for the item in relation to the variable.

Furthermore, the participants were prompted to assess their views regarding their deficiencies in comprehending the execution of virtual courses. The findings reveal that a significant majority, comprising 153 individuals (75.8%), expressed agreement with the statement, whereas 49 individuals (24.2%) voiced their disagreement. The limitations imposed by the government on social gatherings evidently influenced virtual classrooms, serving as a means of adjustment or adaptation, which subsequently affected the performance of teachers (Arunaz et al., 2021). The mean score was 1.97, accompanied by a SD of 1.046, suggesting that most respondents acknowledged their insufficient comprehension regarding the implementation of virtual lectures. The mean of the item fell short of the composite mean of 2.40, suggesting a negative impact on the overall composite mean. The SD for the item was less than the composite SD of 1.085, suggesting a more concentrated distribution of responses for the item in relation to the variable. The findings are rigorously supported, suggesting that the sudden implementation of e-learning may not be without its flaws, as individuals in underprivileged nations were unfamiliar with the system and lacked necessary resources (Raza et al., 2021).

4.4.4 Teacher job performance

The researcher aimed to investigate the impact of Covid-19 on teacher work performance. Indicators encompassed instruction, evaluation, curriculum implementation, program oversight, and innovation. These were included for this discussion since they exemplify performance measures for educators during the epidemic. The participants were instructed to evaluate their views on five statements using a five-point Likert scale, where a score of 1 represented 'Strongly Disagree' and a score of 5 denoted 'Strongly Agree'. The ratings were examined in terms of frequency, mean, SD (Std), composite mean, and composite SD. The findings are displayed in Table 4.3 (SA - Strongly Agree, A - Agree, FA - Fairly Agree, D - Disagree, SD - Strongly Disagree).

Table 4.5 Teacher job performance

Statements	SA	A	D	SD	Mean	Std
It was difficult to teach many students online	59(29.2%)	84(41.6%)	31(15.3%)	28(13.9%)	2.29	2.388
Mode of teaching lowered my performance	43(21.3%)	92(45.2%)	38(18.8%)	29(14.4%)	2.31	1.135
I gave online exams during the pandemic	29(14.4%)	51(25.2%)	69(34.2%)	53(26.2%)	2.72	1.009
I could not monitor my students progress	39(19.3%)	70(34.7%)	52(25.7%)	41(20.3%)	2.47	1.023
I had a schedule to help my students	24(11.9%)	64(31.7%)	69(34.2%)	45(22.3%)	2.67	0.954
I evaluate my accomplishments at the end of each study session.	32(15.8%)	64(31.7%)	62(30.7%)	44(21.8%)	2.58	1.000
I counseled those who had anxieties during the pandemic	38(18.8%)	88(43.6%)	51(25.2%)	25(12.4%)	2.31	0.918
Covid-19 interfered with my counseling roles	40(19.8%)	76(37.6%)	49(24.3%)	37(18.3%)	2.41	1.005
I came up with new ways to teach	35(17.3%)	94(46.5%)	49(24.3%)	24(11.9%)	2.31	0.895
My creative ways of teaching were limited by Covid-19 restrictions	35(17.3%)	105(52%)	36(17.8%)	26(12.9%)	2.26	0.895
I made lesson plans for my lesson during the pandemic	20(9.9%)	71(35.2%)	61(30.2%)	50(24.8%)	2.80	1.658
studied to prepare for my classes during the pandemic	21(10.4%)	83(41.1%)	61(30.2%)	37(18.3%)	2.57	0.909
Composite Mean and SD					2.475	1.149

The data presented in Table 4.5 reveal that a significant portion of respondents, 143 (70.8%), acknowledged the difficulties associated with teaching a substantial number of pupils online, whereas 59 (29.2%) expressed a contrary viewpoint. Panisoara et al. (2020) note that the abrupt cessation of educational institutions profoundly impeded educators, preventing them from adequately preparing for and delivering lessons, which led to substantial levels of stress. The mean score was 2.29, with a SD of 2.388 accompanying it. The item's mean fell short of the composite mean of 2.475, indicating a negative impact on the overall composite mean. The SD of the item mean surpassed the composite SD of 1.149, indicating a higher level of variability in responses for the item relative to the variable.

The information presented in the table above reveals that a significant portion of respondents, 135 (66.5%), agreed that the teaching methods negatively impacted their performance, whereas 67 (33.2%) expressed disagreement. Madhulika et al. (2023) investigated the levels of self-efficacy and adoption among educators regarding remote learning, noting that the abrupt shift presented considerable challenges for instructors, thereby reducing their effectiveness in the workplace. The mean score was calculated to be 2.31, with a corresponding SD of 1.135. The item mean was inferior to the composite mean of 2.475, suggesting a negative impact on the overall composite mean. The SD of the item was less than the composite SD of 1.149, suggesting a more concentrated range of responses for the item in contrast to the variable.

The investigator sought to determine whether the participants engaged in online assessments throughout the pandemic. The information presented in the table reveals that 80 respondents,

constituting 39.6%, affirmed their participation in online examinations during the epidemic, whereas 122 respondents, representing 60.4%, expressed disagreement. The facilitation of this phenomenon can be attributed to social media platforms, which functioned as the exclusive means of communication between educators and students throughout the epidemic (Quezada et al., 2020). The mean score was 2.72, accompanied by a SD of 1.009, indicating that the majority of respondents expressed disagreement regarding their experience with online examinations during the epidemic. The item mean surpassed the composite mean of 2.475, indicating a positive influence on the composite mean. The SD of the item mean was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item relative to the variable.

The findings reveal that a significant portion of respondents, 109 (54%), expressed agreement regarding their inability to track their pupils' progress, whereas 93 (46%) voiced disagreement. The mean score was 2.47, accompanied by a SD of 1.023. The mean of the item fell short of the composite mean of 2.475, indicating a negative impact on the overall composite mean. The SD for the item mean was lower than the composite SD of 1.149, suggesting a more concentrated distribution of responses for the item in relation to the variable.

Furthermore, the results reveal that 88 participants, representing 43.6%, affirmed their adherence to a timetable designed to support their students, while 114 participants, accounting for 56.5%, expressed disagreement. The mean score was 2.67, accompanied by a SD of 0.954, indicating that the majority of respondents expressed disagreement with the proposition that they possessed a schedule to aid their children. The item mean surpassed the

composite mean of 2.475, indicating a positive influence on the composite mean. The SD for the item mean was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item in relation to the variable.

The investigator aimed to ascertain if the participant reflects on their achievements following each study session. The data illustrated in the table indicates that a notable segment of respondents, 106 (52.5%), articulated disagreement with the statement, while 96 (47.5%) conveyed agreement. The average score was 2.58, with a SD of 1.000. The item mean exceeded the composite mean of 2.475, suggesting a positive impact on the composite mean. The SD for the item mean was less than the composite SD of 1.149, indicating a lesser degree of variability in responses for the item concerning the variable.

The results indicate that a notable segment of participants, precisely 126 individuals (62.4%), acknowledged their involvement in counselling for those experiencing anxiety during the pandemic, whereas 76 individuals (37.6%) articulated opposing perspectives. The average score was 2.31, accompanied by a SD of 0.918. The average of the item did not reach the composite mean of 2.475, suggesting a detrimental effect on the overall composite mean. The item mean exhibited a SD that was less than the composite SD of 1.149, suggesting a diminished variability in responses for the item when compared to the variable.

The findings indicate that a significant portion of participants, 116 (57.4%), acknowledged that Covid-19 interfered with their counselling roles, whereas 86 (42.6%) expressed a contrary viewpoint. The mean score was calculated to be 2.41, accompanied by a SD of

1.005. The mean of the item fell short of the composite mean of 2.475, indicating a negative impact on the overall composite mean. The item mean's SD fell below the composite SD of 1.149, suggesting a more concentrated distribution of responses for the item in contrast to the variable.

The investigator sought to determine if the participants employed novel pedagogical approaches. The information presented in the table reveals that a significant portion of respondents, 129 (63.8%), affirmed their engagement in the development of innovative teaching methods, whereas 73 (36.2%) expressed dissenting views. The mean score was 2.31, accompanied by a SD of 0.895. The mean of the item fell short of the composite mean of 2.475, indicating a negative impact on the overall composite mean. The SD of the item mean was less than the composite SD of 1.149, indicating a more concentrated range of responses for the item relative to the variable. The findings indicate that a significant portion of respondents, 140 (69.3%), agreed that their innovative teaching approaches were limited by Covid-19 regulations, whereas 62 (30.7%) expressed disagreement. The mean score was 2.26, accompanied by a SD of 0.895. The mean of the item fell short of the composite mean of 2.475, indicating a negative impact on the overall composite mean. The SD of the item mean was lower than the composite SD of 1.149, suggesting a reduced dispersion in responses for the item in relation to the variable.

In reference to the respondents' formulation of lesson plans amidst the epidemic, the findings reveal that 91 individuals (45%) expressed agreement, whereas 111 individuals (55%) voiced disagreement. The mean score was 2.80, accompanied by a SD of 1.658,

indicating that the majority of respondents expressed disagreement with the proposition that they developed lesson plans during the epidemic. The item mean surpassed the composite mean of 2.475, indicating a favourable influence on the composite mean. The item mean's SD surpassed the composite SD of 1.149, indicating a more pronounced variability in responses for the item relative to the variable.

Furthermore, the investigator sought to assess the perspectives of the participants regarding their study practices in anticipation of courses amidst the pandemic; a significant portion, 104 (51.5%), agreed with the statement, whereas 98 (48.5%) disagreed. Yvon et al. (2021) noted that the shift from conventional to online teaching methodologies disrupted the established norms of course planning and delivery. The average score was 2.57, with a SD of 0.909, indicating a widespread agreement among the respondents over the statement. The item mean exceeded the composite mean of 2.475, signifying a beneficial impact on the total composite mean. The item's SD was less than the composite SD of 1.149, indicating a more concentrated range of answers for the item compared to the variable. This indicates that educators might lack sufficient training in the preparation for online instruction and, as a result, in the diversification of their teaching methodologies.

4.4.5 Intervening factors during Covid-19 related stress

The researcher aimed to identify characteristics influencing work performance. The participants were instructed to evaluate their views on five statements using a five-point Likert scale, where a score of 1 represented 'Strongly Disagree' and a score of 5 denoted 'Strongly Agree'. The ratings were examined in terms of frequency, mean, SD (Std),

composite mean, and composite SD. The findings are displayed in Table 4.3 (SA - Strongly Agree, A - Agree, FA - Fairly Agree, D - Disagree, SD - Strongly Disagree).

Table 4.6 Government policies during Covid-19 related stress

Statements	SA	A	D	SD	Mean	Std
I could not perform my duties due to closure of schools	89(44.1%)	91(45%)	9(4.5%)	13(6.4%)	1.73	0.821
Government policies did not affect my teaching	14(6.9%)	17(8.4%)	67(33.2%)	104(51.5%)	3.29	0.892
I was not paid my salary during the Covid-19 pandemic	52(25.7%)	66(32.7%)	44(21.8%)	40(19.8%)	2.36	1.070
Test for Covid-19 exposed my other health weaknesses	8(4%)	16(7.9%)	72(35.6%)	106(52.5%)	3.37	0.795
I still managed to teach regardless of my health challenges	22(10.9%)	17(8.4%)	60(29.7%)	103(51%)	3.21	0.996
I was not affected at all by Covid-19	12(5.9%)	34(16.8%)	70(34.7%)	86(42.6%)	3.14	0.904
Composite Mean and SD					2.85	0.913

Ultimately, the researcher sought to determine the social ramifications of Covid-19 related stress on job performance. The information presented in the table reveals that a significant portion of respondents, amounting to 180 (89.1%), acknowledged their inability to meet their obligations due to school closures, whereas 22 (10.9%) voiced a differing opinion. Panisoara (2020) suggests that the abrupt cessation of school activities hindered the engagement between educators and their pupils. The mean score was 1.73, accompanied by a SD of 0.821, suggesting that most respondents agreed they were hindered in meeting their obligations as a result of school closures. The item's mean was below the composite mean of 2.85, indicating a detrimental effect on the overall composite mean. The item's SD was less than the composite SD of 0.913, indicating a more concentrated response distribution for the item concerning the variable.

The analysis of the Likert Scale reveals that 31 respondents (15.3%) agreed with the assertion concerning the negligible influence of Government policies on teaching, while 171 respondents (84.7%) expressed disagreement. The study conducted by the WHO in 2021 supports these observations, revealing that most governments implemented measures such as isolation, social distancing, mask mandates, quarantine, and lockdowns, which hindered the processes of teaching and learning. The mean score was 3.29, accompanied by a SD of 0.892, suggesting that a significant portion of respondents expressed disagreement with the statement. The item mean surpassed the composite mean of 2.85, indicating a favourable influence on the composite mean. The SD for the item was less than the composite SD of 0.913, suggesting a more concentrated response distribution for the item in relation to the variable.

The query concerning pay receiving during the Covid-19 epidemic indicates that 118 respondents (58.4%) concurred with the assertion, although a notable segment, consisting of 84 respondents (41.6%), expressed dissent. Given that the instructors' Service Commission consistently compensated educators throughout the pandemic, it can be deduced that those who did not receive payment were likely instructors employed by school Boards of Management, as many individuals lost their positions during this period (Ng'ang'a, 2021). The average score was 2.36, with a SD of 1.070, indicating that most respondents disagreed with the statement. The item mean was inferior to the composite mean of 2.85, signifying a detrimental effect on the composite mean. The SD of the item mean exceeded the composite SD of 0.913, signifying a higher variability in answers for the item compared to the variable. The findings indicate that 24 individuals (11.9%) concurred that the Covid-19 test revealed

several health vulnerabilities, however the vast majority, 178 participants (88.1%), disputed this claim. The average score was 3.37, with a SD of 0.795. The item mean exceeded the composite mean of 2.85, signifying a favourable impact on the composite mean. The SD of the item mean was less than the composite SD of 0.795, signifying less variability in responses for the item compared to the variable.

Concerning the capacity to teach in the face of health challenges, the results reveal that 39 (19.3%) of participants agreed, whereas 163 (80.7%) expressed disagreement. The failure of the majority of educators to meet their obligations can largely be ascribed to restrictions on travel and the ban on social gatherings (Jessica et al., 2020). The mean score was 3.21, accompanied by a SD of 0.996, indicating that the majority of respondents expressed disagreement with the proposition that they persisted in teaching despite health-related apprehensions. The item mean surpassed the composite mean of 2.85, indicating a positive influence on the composite mean. The SD of the item mean surpassed the composite SD of 0.913, indicating a more pronounced variability in responses for the item relative to the variable.

Furthermore, the investigator sought to evaluate the respondents' perceptions concerning their perceived lack of influence from Covid-19 related stress; a significant majority, 156 (77.3%), expressed disagreement with this assertion, whereas 46 (22.7%) agreed. The average score was 3.14, with a SD of 0.904, indicating that most respondents conveyed a sense of disagreement with the statement. The mean of the item exceeded the composite mean of 2.85, suggesting a favourable impact on the overall composite mean. The SD for

the item was lower than the composite SD of 0.913, indicating a more focused response distribution for the item concerning the variable.

4.5 Basic tests for statistical assumption

Diagnostic assessments were conducted to evaluate the adequacy of the data in fulfilling the fundamental criteria of statistical assumptions.

4.5.1 Tests for normality

The normality assessment was performed utilizing a 95% confidence interval. Should the p-value fall beneath 0.05, one must reject the null hypothesis, thereby suggesting that the data under examination is likely derived from a normally distributed population. The null hypothesis is not rejected if the p-value is greater than 0.05, suggesting that the data most likely did not come from a population that is regularly distributed. This research undertook the Kolmogorov-Smirnov (K-S) test alongside the Shapiro-Wilk (S-W) test. The null hypothesis positing that "the data does not originate from a normally distributed population" was subjected to evaluation. The determination and ruling were made in accordance with a p value of 0.05. The null hypothesis is dismissed when the p-value falls below 0.05, whereas it is upheld when the p-value exceeds 0.05.

H_o: The data is not drawn from the normal distribution

The findings are as shown in Table 4.7.

Table 4.7 Test for normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Psychological effects of Covid-19	.084	198	.002	.974	198	.001
Social effects of Covid-19	.083	198	.002	.963	198	.000
Psychosocial Adjustments to Covid-19 related stress	.152	198	.000	.891	198	.000
Government Regulation	.152	198	.000	.891	198	.000

a. Lilliefors Significance Correction

Source: Research Data (2024)

The findings presented in Table 4.7 indicate that the data concerning the psychological impacts of Covid-19 related stress, the social effects of Covid-19 related stress, psychosocial adjustments to stress related to Covid-19, and government regulations resulted in a p-value of less than 0.05. The null hypothesis, which posits that the data does not emanate from a normally distributed population, is dismissed, resulting in the conclusion that there exists adequate evidence to affirm that the data for the variables is sourced from a normally distributed population.

In contrast, the findings presented in Table 4.7 reveal that the data collected encompasses the psychological impacts of Covid-19 related stress, the social consequences associated with it, the psychosocial adjustments made in response to Covid-19-related stress, and the relevant government regulations that were in effect. The null hypothesis, which posits that the data does not stem from a normally distributed population, is dismissed, resulting in the conclusion that there exists adequate evidence to affirm that the data for the variables is derived from a normally distributed population.

The SW results supported the KS findings, suggesting that the data gathered from the respondents' questionnaire stemmed from a population characterized by normal distribution and demonstrated normal distribution properties. This suggests that the normality tests yielded significant results, thereby necessitating the use of parametric tests for analysis.

4.5.2 Tests for multi-collinearity and singularity

The researcher sought to ascertain the existence of multi-collinearity among the variables. Multi-collinearity arises when the variables under examination are influenced by multiple interrelationships, signifying that two or more independent variables are interconnected (Duzan & Shariff, 2015). This situation arises when independent variables demonstrate a notable correlation. Multi-collinearity renders redundant or correlated variables unreliable, thereby reducing the clarity of the parameters' interpretation. The assessment of multi-collinearity was performed through the application of the tolerance value and the variance inflation factor (VIF). The tolerance value ranges from 0 to 1, where a value beneath 0.1 indicates a notable multi-collinearity concern. The VIF statistic serves as the inverse of the tolerance value and does not possess explicit cut-off thresholds; however, a VIF value ranging from 1 to 10 suggests that multi-collinearity is not present. Should the VIF value fall below 1 or exceed 10, one can ascertain the presence of multi-collinearity. The results of the multi-collinearity test are presented in Table 4.8.

Table 4.8: Test for multi-collinearity

Model	Collinearity Statistics	
	Tolerance	VIF
1	(Constant)	
	Psychological effects of Covid-19	.894
	Social effects of Covid-19	.844
	Psychosocial Adjustments to Covid-19 related stress	.921
	Government Regulation	.830

Source: Research Data (2024)

The findings presented in Table 4.8 indicate that the tolerance values surpass 0.5, approaching the upper limit of 1 rather than the lower threshold of 0, thereby demonstrating a lack of multi-collinearity. The VIF values are predominantly nearer to 1 than to 10, indicating an absence of collinearity and bias within the regression model.

4.5.3 Test for homoscedasticity

The researcher was tasked with assessing homoscedasticity and heteroscedasticity prior to engaging in thorough inferential data analysis. Homoscedasticity refers to a condition in which the variances remain consistent across all levels of the predictor variable, whereas heteroscedasticity indicates a lack of this consistency, characterized by varying error variances across different levels or observations. Neglecting to tackle heteroscedasticity undermines the validity of statistical significance tests, including regression analysis, thus increasing the likelihood of erroneous conclusions. This may potentially lead to a Type I error. This study employed Levene's test to evaluate the null hypothesis, which asserts that the variance of the dependent variable is uniform across all levels of the independent variables. The findings are delineated in Table 4.9.

Table 4.9: Test for homogeneity of variance

	Levene Statistic	df1	df2	Sig.
Psychological effects of Covid-19	1.219	1	198	.271
Social effects of Covid-19	.433	1	198	.512
Psychosocial Adjustments to Covid-19 related stress	.014	1	198	.906
Government Regulation	.065	1	198	.799

Source: Research Data (2024)

The Levene statistic demonstrates significance when $p < 0.05$, leading to the rejection of the null hypothesis; in contrast, when $p > 0.05$, the null hypothesis is upheld. The results presented in Table 4.7 are significant, as they reveal that $p < 0.05$. This suggests the acceptance of the null hypothesis, leading to the conclusion that the variances of the dependent variable are stable across different values of the explanatory factors, thereby fulfilling the principle of homogeneity of variance.

4.5.4 Correlation analysis

The bivariate correlation, which measures the relationship between two variables, was computed for the observed data using the Pearson product-moment correlation coefficient (r). The values of r range from indicating the absence of correlation to signifying perfect correlation, thereby illustrating the extent to which a linear relationship is present between two variables. The results of the correlation analysis are presented in Table 4.10.

Table 4.10: Correlation analysis

		Psychological effects of Covid-19	Social effects of Covid-19	Psychosocial Adjustments to Covid-19 related stress	Job performance	Government Regulation
Psychological effects of Covid-19	Pearson Correlation	1	.276**	.172*	.694**	.223**
	Sig. (2-tailed)		.000	.014	.000	.001
	N	202	202	202	202	200
Social effects of Covid-19	Pearson Correlation	.276**	1	.134	.859**	.337**
	Sig. (2-tailed)	.000		.057	.000	.000
	N	202	202	202	202	200
Psychosocial Adjustments to Covid-19 related stress	Pearson Correlation	.172*	.134	1	.180*	.255**
	Sig. (2-tailed)	.014	.057		.010	.000
	N	202	202	202	202	200
Job performance	Pearson Correlation	.694**	.859**	.180*	1	.429**
	Sig. (2-tailed)	.000	.000	.010		.000
	N	202	202	202	202	200
Government Regulation	Pearson Correlation	.223**	.337**	.255**	.429**	1
	Sig. (2-tailed)	.001	.000	.000	.000	
	N	200	200	200	200	200

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

*. Correlation is significant at the 0.05 level (2-tailed).

The findings presented in Table 4.10 indicate a noteworthy positive correlation between the study variables, with the predictor variables demonstrating significance at the 0.01 level.

4.6.1 Objective 1: To determine the psychological effects of Covid-19 related stress on job performance of teachers

The investigator engaged in hypothesis testing to determine the correlation between the independent variable and the dependent variable. The evaluation of statistical significance regarding the connection was conducted to determine the appropriateness of accepting or rejecting the null hypotheses formulated for the study. Regression analysis was utilized to ascertain the correlation between the independent variable and the dependent variable.

This research sought to evaluate the psychological effects of stress associated with Covid-19 on the job performance of educators. A linear regression analysis was employed to determine this. The research utilized the subsequent null hypothesis, which was assessed at a significance threshold of 0.05.

H₀₁; There is no significant relationship between the psychological effects of Covid-19 related stress and job performance of teachers.

The results are shown in Table 4.11(a-c)

Table 4.11a: Model summary for psychological effects of Covid-19 related stress on job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.694 ^a	.481	.479	11.031	.481	185.632	1	200	.000

a. Predictors: (Constant), Psychological effects of Covid-19

b. Dependent Variable: Job performance

Table 4.11a reveals that the R-squared value stands at 0.481. The results of this investigation reveal that the psychological impacts of Covid-19 related job stress were responsible for 48.1% of the variation in work performance. The remaining 51.9 percent can be attributed to factors not specifically analysed in the study, which focused on the relationship between the psychological impacts of Covid-19 related stress and job performance.

Table 4.11b: ANOVA for psychological effects of Covid-19 related stress on job performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22589.668	1	22589.668	185.632	.000 ^b
	Residual	24338.055	200	121.690		
	Total	46927.723	201			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Psychological effects of Covid-19

The data illustrated in Table 4.11b reveals that the independent variable, psychological impacts of Covid-19 related stress, exerts a noteworthy predictive influence on job performance. The conclusion is derived from the analysis performed utilizing the variance (ANOVA) test, carried out at a significance level of 0.05. The significant value of $F(1, 200) = 185.632$, $p = 0.001$ is below the established significance threshold of 0.05, thus bolstering this claim.

Table 4.11c: Psychological effects of Covid-19 related stress on job performance Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.143	6.737		7.295	.000
	Psychological effects of Covid-19	1.406	.103	.694	13.625	.000

a. Dependent Variable: Job performance

The study's findings indicated that the psychological repercussions of Covid-19 related stress significantly influenced job performance, as evidenced by a t-statistic of 13.625 and a p-value of 0.001, which is less than the threshold of 0.05. Consequently, the null hypothesis was rejected at a 5% significance level, indicating a noteworthy correlation between the psychological effects of Covid-19 related stress and job performance. An increase of one unit in the psychological effects of Covid-19 related stress correlates with a 1.406 enhancement in job performance. Consequently, the null hypothesis is rejected, indicating that the psychological effects of Covid-19 significantly impact job performance.

The investigator conducted a qualitative examination of transcripts obtained from personal interviews and open-ended inquiries directed at the SCDE and school principals, thus triangulating the results from the quantitative study. In addressing a query concerning the incidence of stress associated with Covid-19 among educators within his sub-county, the SCDE offered the subsequent insights:

“Teachers in Kakamega central sub- county were the most affected by Covid-19 related stress bearing in mind urban environment with many social amenities surrounding the schools in the sub-county”

Such excerpt therefore provides evidence of the fact that Covid-19 related stress affected teachers in different schools in the Sub county. One principal was asked to state some of the mental and emotional stressing experiences that were experienced and had the following comments to make:

“From where I sit, teachers have had different challenges including boredom, work related anxiety, irritability, fear of infection, loneliness, panic, depression, hampered routine, domestic violence, drug abuse among others.”

This confession from a manager of teachers actually affirms the psychological stress factors that teachers went through during the pandemic hence supporting the analysis that psychological factors had a significant effect on job performance of teachers.

Thus the model equation is:

$$Y = 49.143 + 1.406X$$

Where

Y- Job performance

X- Psychological effects of Covid-19 related stress

4.6.2 Objective 2: To evaluate the social effects of Covid-19 related stress on job performance of teachers

This study sought to explore the ramifications of stress related to Covid-19 on the professional efficacy of educators. A linear regression analysis was performed to determine this. The research utilized the null hypothesis, assessed at a significance threshold of 0.05.

H₀₂; There is no significant relationship between the social effects of Covid-19 related stress and job performance of teachers.

The results are shown in Table 4.12(a-c)

Table 4.12a: Model summary for social effects of Covid-19 related stress on job performance

Model Summary^b										
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics						
				R Square Change	F Change	df1	df2	Sig. Change	F	
1	.859 ^a	.738	.737	7.842	.738	563.064	1	200	.000	

a. Predictors: (Constant), Social effects of Covid-19 related stress

b. Dependent Variable: Job performance

Table 4.12a indicates that the R-squared value is 0.738. The findings of this study suggest that the social consequences of Covid-19 related stress accounted for 73.8% of the variation in work performance. The remaining 26.2 percent can be ascribed to elements that were not explicitly examined in the study, which concentrated on the interplay between the social ramifications of Covid-19 related stress and work performance.

Table 4.12b: ANOVA for social effects of Covid-19 related stress on job performance

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34627.915	1	34627.915	563.064	.000 ^b
	Residual	12299.808	200	61.499		
	Total	46927.723	201			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social effects of Covid-19 related stress

The data illustrated in Table 4.12b reveal that the independent variable, social impacts of Covid-19 related stress, exerts a noteworthy predictive influence on job performance. The conclusion is derived from the analysis of variance (ANOVA) test performed at a significance level of 0.05. The significant value of $F(1, 200) = 563.064, p = 0.001$ is below the established significance threshold of 0.05, thus bolstering this claim.

Table 4.12c: Social effects of Covid-19 related stress on job performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	62.989	3.305		19.057	.000
	Social effects of Covid-19	1.239	.052	.859	23.729	.000

a. Dependent Variable: Job performance

The findings of the study revealed that the social repercussions of Covid-19 related stress had a profound effect on job performance (t-statistic = 23.729, p-value = 0.001 < 0.05). As a result, the null hypothesis was dismissed at a 5% significance level, suggesting a significant correlation between the social effects of Covid-19 and job performance. An increase of one unit in the social effects of Covid-19 related stress corresponded with a 1.239 improvement in job performance. As a result, the null hypothesis is dismissed, suggesting that the social ramifications of Covid-19 related stress have a substantial effect on job performance.

When asked what adjustment strategies were useful in coping with the challenges of Covid-19 related stress, a school principal had the following to say:

“A few of teachers in my school had to send assignments in form of questions and syllabus notes to parents for students to access, most students could still not access the assignments because their parents did not have gadgets to access social platforms, online classes were not possible.”

This response indicates the fact that social interactions between teachers and students were minimized by migration from physical to online modes of instructions and assessment. Social effects of Covid-19 therefore were significant impact on job performance of teachers.

Thus the model equation is

$$Y = 62.989 + 1.239X$$

Where

Y- Job performance

X- Social effects of Covid-19

4.6.3 Objective 3: To evaluate the psychosocial adjustment strategies to Covid-19 related stress and their effects on job performance of teachers

This research sought to explore the mechanisms of psychosocial adjustment in response to stress associated with Covid-19 related stress and its effects on the job performance of educators. A linear regression analysis was employed to determine this. The research utilized the following null hypothesis, which was assessed at a significance threshold of 0.05.

H₀₃; There is no significant relationship between psychosocial adjustment strategies to Covid-19 related stress and job performance of teachers.

The results are shown in Table 4.13(a-c)

Table 4.13a: Model summary for relationship between psychosocial adjustment and job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.325 ^a	.105	.101	14.521	.105	23.453	1	199	.000

a. Predictors: (Constant), Psychosocial Adjustments to Covid-19 related stress

b. Dependent Variable: Job performance

Table 4.13a reveals that the R-squared value stands at 0.105. The findings of this study indicate that psychosocial adaptations to stress associated with Covid-19 contributed to

10.5% of the variance observed in work performance. The remaining 89.5 percent can be attributed to factors not specifically investigated in the study, which focused on the relationship between the psychological impacts of Covid-19 related stress and job performance.

Table 4.13b: ANOVA for relationship between psychosocial adjustment and job performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4945.629	1	4945.629	23.453	.000 ^b
	Residual	41963.366	199	210.871		
	Total	46908.995	200			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Psychosocial Adjustments to Covid-19 related stress

The findings presented in Table 4.14b indicate that the independent variable, Psychosocial Adjustments to Covid-19 related stress, exerts a significant predictive influence on Job performance. The conclusion is drawn from the analysis conducted using the variance (ANOVA) test, executed at a significance threshold of 0.05. The noteworthy value of $F(1, 200) = 23.453$, $p = 0.001$) falls beneath the predetermined significance threshold of 0.05, thereby reinforcing this assertion.

Table 4.13c: Relationship between psychosocial adjustment and teacher job performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	100.977	8.192		12.326	.000
	Psychosocial Adjustments to Covid-19 related stress	.371	.077	.325	4.843	.000

a. Dependent Variable: Job performance

The findings of the research revealed that psychosocial adjustments to stress related to Covid-19 significantly influenced job performance (t-statistic = 4.843, p-value = 0.001 < 0.05). Consequently, the null hypothesis was dismissed at a 5% level of significance, indicating a notable correlation between psychosocial adjustments to Covid-19 related stress and job performance. Consequently, a one-unit rise in Psychosocial Adjustments to Covid-19 related stress corresponded with a 0.371 enhancement in job performance. Consequently, the null hypothesis is dismissed, indicating that psychosocial adjustments to Covid-19 related stress do indeed have a significant impact on job performance.

Thus the model equation is

$$Y = 100.977 + 0.371X$$

Where

Y- Job performance

X- Psychosocial Adjustments to Covid-19 related stress

4.6.4 Objective 4: To assess the moderating effect of government regulations on the relationship between psychosocial stress and psychosocial adjustment on job performance of teachers in secondary schools in Kakamega Central Sub-county, Kenya

The research sought to assess the moderating effect of governmental regulations on the relationship between psychosocial stress and the adaptation of work performance among

secondary school educators. A hierarchical regression analysis was employed to determine this. The research utilized the null hypothesis, assessed at a significance threshold of 0.05.

H₀₄: Government regulation has no significant effect on the relationship between the psychosocial stress and psychosocial adjustment to Covid-19 related stress and job performance of teachers.

The results are shown in Table 4.14(a-c)

Table 4.14a: Model summary for effect of government regulations on the relationship between psychosocial stress, adjustment and job performance

Model summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.982 ^a	.964	.963	2.943	.964	1736.724	3	195	.000
2	.985 ^b	.971	.970	2.660	.007	44.701	1	194	.000
3	.986 ^c	.972	.971	2.602	.002	3.931	3	191	.009

The findings indicated that the initial model assessing the relationship among the psychological impact of Covid-19 related stress, the social ramifications, psychosocial adjustments to stress related to Covid-19, and job performance was significant ($R^2 = 0.964$, $p=0.000 < 0.05$). The second model that assessed the relationship among the psychological impact of Covid-19, the social implications, psychosocial adjustments to stress related to Covid-19, government regulations, and job performance demonstrated significance ($R^2 = 0.971$, $p= 0.000 < 0.05$). The incorporation of the interaction between government regulation and the primary predictor variable in the model led to an elevation in the R^2 value to 0.972, which was statistically significant ($p=0.001 < 0.05$). The observed change indicates that the

models demonstrate reliability and consistency in their capacity to predict the impact of the psychological effects of Covid-19, social effects, psychosocial adjustment to Covid-19 related stress, government regulation, and job performance. Aruna et al. (2021) observed that the psychosocial stress induced by Covid-19 necessitated adaptations by educators to improve their job performance.

Table 4.14b: ANOVA for effect of governmental regulations on relationship between psychosocial factors, adjustment and job performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45138.413	3	15046.138	1736.724	.000 ^b
	Residual	1689.386	195	8.664		
	Total	46827.799	198			
2	Regression	45454.781	4	11363.695	1605.629	.000 ^c
	Residual	1373.017	194	7.077		
	Total	46827.799	198			
3	Regression	45534.618	7	6504.945	960.766	.000 ^d
	Residual	1293.181	191	6.771		
	Total	46827.799	198			

The ANOVA test serves to ascertain the significance of the model in predicting psychosocial stress and its adjustment in relation to job performance. In Model 1, at a significance level of 0.05, the ANOVA test revealed that the independent variables, specifically the psychological impact of Covid-19, the social effects, and psychosocial adjustments to Covid-19 related stress, serve as predictors of teachers' job performance, as evidenced by a significance value below the 0.05 threshold ($p=0.001 < 0.05$).

In Model 2, the moderating variable (government regulation) was integrated at a significance level of 0.05. The ANOVA test revealed that the newly introduced predictor variables had a significant impact on teachers' job performance, as evidenced by a significance value below the 0.05 threshold ($p=0.001 < 0.05$). In conclusion, the incorporation of interaction terms in Model 3 revealed that the independent variables, including the psychological impact of Covid-19, social effects, psychosocial adjustments to Covid-19-related stress, government regulation, and their respective interactions, serve as significant indicators of teachers' job performance. This is evidenced by a significance value below the 0.05 threshold ($p=0.001 < 0.05$).

Table 4.14c The role of government regulation on the relationship between psychosocial factors, adjustment to Covid-19 related stress and job performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.253	2.260		4.537	.000
Psychological effects of Covid-19	1.003	.029	.495	34.572	.000
Social effects of Covid-19	1.044	.021	.723	49.375	.000
Psychosocial Adjustments to Covid-19 related stress	-.001	.016	-.001	-.051	.960
2 (Constant)	6.909	2.103		3.286	.001
Psychological effects of Covid-19	.983	.026	.485	37.236	.000
Social effects of Covid-19	1.012	.020	.701	51.380	.000
Psychosocial Adjustments to Covid-19 related stress	-.022	.015	-.020	-1.468	.144
Government Regulation	.125	.019	.090	6.686	.000
3 (Constant)	1.922	9.150		.210	.834
Psychological effects of Covid-19	.878	.151	.433	5.823	.000
Social effects of Covid-19	.785	.111	.544	7.073	.000
Psychosocial Adjustments to Covid-19 related stress	.217	.079	.190	2.740	.007
Government Regulation	.192	.121	.139	1.584	.115
Government regulation and psychological effects of Covid-19	.001	.002	.091	.698	.486
Government regulation and social effects of Covid-19	.003	.002	.243	1.993	.048
Government regulation and Psychosocial Adjustments to Covid-19 related stress	-.003	.001	-.376	-3.058	.003

According to the results presented in Table 4.14c, at a 5% level of significance, both the psychological effect ($p=0.001 < 0.05$) and the social effect ($p=0.001 < 0.05$) emerged as significant predictors, whereas psychosocial adjustments ($p=0.960 < 0.05$) did not demonstrate significance in relation to teachers' job performance. The integration of government regulations, alongside the psychological and social ramifications of Covid-19 related stress, yielded significant results ($p < 0.05$), with the exception of Psychosocial Adjustments to Covid-19 related stress, which did not reach significance ($p > 0.05$). Upon incorporating the interaction terms, the psychological impact of Covid-19 and the social implications were found to be significant ($p < 0.05$), with the exception of Psychosocial Adjustments to Covid-19 related stress and government regulation, which did not reach significance ($p > 0.05$). This indicates a favourable correlation between the predictor variables concerning the psychological impact of Covid-19 related stress and the social implications, alongside the moderating variable of government regulation. Consequently, the identified correlation suggests that governmental regulation plays a moderating role in the relationship between the psychological impact of Covid-19, its social ramifications, and the job performance of educators.

On the same question of the role the government played in moderating the effects of the relationship between psychosocial adjustment to Covid-19 related stress and job performance of teachers, the SCDE said the following:

“Well, in every crisis, the government plays a major role and in the case Covid-19 government regulations such as mask wearing, social distancing, lock down, isolation,

switching to online services controlled the teaching and learning environment in most schools in my sub-county.”

Such comments from an authority in educational field especially management of schools provides evidence of government regulations in playing moderating role in the connection between psychological effect of Covid-19 and social effect of social effect, and Job performance of teachers. This finding agree with the findings of (Kathukumi, 2023) who concluded that there was a significant relationship between Covid-19 related stress, adaptive behaviours and work performance of university staff in western Kenya.

Therefore, the model equation is

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 Z + \beta_5 X_1 Z + \beta_6 X_2 Z + \beta_7 X_3 Z + \varepsilon$$

$$Y = 1.922 + 0.878X_1 + 0.785X_2 + 0.217X_3 + 0.192Z + 0.001X_1Z + 0.003X_2Z - 0.003X_3Z$$

Where

Y- Job performance of teachers

X₁-Psychological effects of Covid-19

X₂- Social effects of Covid-19

X₃- Psychosocial Adjustments to Covid-19 related stress

Z – Government regulation.

4.7 Multiple linear regression analysis of psychosocial stress, psychosocial adjustment on job performance of teachers

Multiple linear regression analysis was used to establish the link between psychological effect of Covid-19 related stress, social effect of social effect, Psychosocial Adjustments to

Covid-19 related stress and government regulation and Job performance of teachers. The study utilized the following null hypothesis which was tested at 0.05 level of significance.

H₀; There is no significant relationship between psychosocial effects of Covid-19 related stress, psychosocial adjustment, and Job performance of teachers

The results are shown in Table 4.15(a-c)

Table 4.15a: Model summary for effect of government regulations on psychosocial stress, adjustment and teacher job performance

Model summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.985 ^a	.971	.970	2.660	.971	1605.629	4	194	.000

a. Predictors: (Constant), Government Regulation, Psychological effects of Covid-19, Psychosocial Adjustments to Covid-19 related stress, Social effects of Covid-19

b. Dependent Variable: Job performance

Table 4.15a indicates that the R-squared value is 0.971. The findings of this study reveal that Government Regulation, the Psychological effects of Covid-19, Psychosocial Adjustments to Covid-19 related stress, and the Social effects of Covid-19 accounted for 97.1% of the variability in job performance. The residual 2.9% can be ascribed to additional factors that were not specifically explored in the study, which concentrated on analysing the interplay between Government Regulation, the Psychological effects of Covid-19, Psychosocial Adjustments to Covid-19 related stress, the social effects of Covid-19 related stress, and job performance.

Table 4.15b: ANOVA for effect of government regulations on psychosocial stress, adjustment and teacher job performance

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45454.781	4	11363.695	1605.629	.000 ^b
	Residual	1373.017	194	7.077		
	Total	46827.799	198			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Government Regulation, Psychological effects of Covid-19 related stress, Psychosocial Adjustments to Covid-19 related stress, Social effects of Covid-19 related stress.

The findings displayed in Table 4.15b indicate that the independent variable, Government Regulation, Psychological effects of Covid-19 related stress, Psychosocial Adjustments to Covid-19 related stress, Social effects of Covid-19 related stress had a substantial predictive effect or it is significantly useful on explaining Job performance. This conclusion is drawn from the analysis of variance (ANOVA) test conducted at a significance level of 0.05. The significance value of $F(1, 200) = 1605.629, p = 0.001$ is below the preset significance limit of 0.05, providing support for this assertion.

Table 4.15c: Effect of government regulations on psychosocial stress, adjustment and teacher job performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.909	2.103		3.286	.001
	Psychological effects of Covid-19	.983	.026	.485	37.236	.000
	Social effects of Covid-19	1.012	.020	.701	51.380	.000
	Psychosocial Adjustments to Covid-19 related stress	-.022	.015	-.020	-1.468	.044
	Government Regulation	.125	.019	.090	6.686	.000

a. Dependent Variable: Job performance

A multiple regression was run to predict that Government Regulation, Psychological effects of Covid-19, Psychosocial Adjustments to Covid-19 related stress, Social effects of Covid-19 related stress impact on job performance. These variables statistically significantly predicted Job performance $F(1, 200) = 1605.629, p = 0.001, R^2 = 0.971$. All the four variables added statistically significantly to the prediction on job performance ($P < 0.05$). Hence, the null hypothesis was rejected at a 5% level of significance, suggesting that there was a significant relationship. Therefore, an increase of one unit in Psychological effects of Covid-19, was associated with a 0.983 increase on job performance ($t(200) = 37.236, p < 0.05$), an increase of one unit in social effects of Covid-19 related stress, was associated with a 1.012 increase on job performance ($t(200) = 51.380, p < 0.05$), an increase of one unit in Psychosocial Adjustments to Covid-19 related stress was associated with a 0.022 decrease on Job performance ($t(200) = -1.468, p < 0.05$) and one unit increase in government regulation, was associated with a 0.125 increase on Job performance ($t(200) = 6.686, p < 0.05$).

After asking the question on what the MOE put in place to ensure teachers engage their learners during the lockdown, the SCDE commented as follows:

“The Kenyan government through KICD organized for online classes some of which were televised for many students but there is a lot that can be done by the government to increase internet accessibility and provide adequate ICT material to teachers and learners besides training teacher in ICT so as to equip them for handling future situations related to Covid - 19 pandemic”

These comments from representative of the government shows that adjustment strategies though inadequate played a role in affecting teachers job performance.

Therefore, the model equation is

$$Y = \beta_0 + \beta_1 * X_1 + \beta_2 * X_2 + \beta_3 * X_3 + \beta_4 * X_4 + \varepsilon$$

$$Y = 6.909 + 0.983X_1 + 1.012X_2 - 0.022X_3 + 0.125X_4$$

Where

Y- Job performance of teachers

X₁-Psychological effects of Covid-19 related stress

X₂- Social effects of Covid-19 related stress

X₃- Psychosocial Adjustments to Covid-19 related stress

X₄ – Government regulations on the relationship between psychological effects of Covid-19 related stress, social effects of Covid-19 related stress, psychosocial adjustment and job performance of teachers

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a brief summary of the study findings alongside conclusions and recommendations as guided by the four study objectives.

5.2 Summary of the findings

The analysis of the findings in the current research was in two stages descriptive analysis and inferential analysis. Descriptive analysis comprised use of charts, tables, frequencies, percentages, means and SDs. Inferential analysis on the other hand comprised use of simple linear regression analysis in order to assess the strength of linear relationship between independent and dependent variables.

5.2.1 Demographic factors of respondents

In terms of the age distribution of the respondents, the study revealed that majority of the sampled teachers was aged between 30 and 40 years which were close to 41% of the total number of respondents. On gender, the study found out that majority of the respondents were female teachers compared to female teachers, respectively. It was also noted that majority of the teachers in schools were commuters while minority were housed in school. The findings also showed that most of schools were sub-county level schools followed by extra county schools and National schools respectively. On the departments of teachers, the study found out that majority of respondents came from Humanities Department followed

by Science Department, Language Department and Creative & Applied Departments respectively.

5.2.2 Psychological effects of Covid-19 related stress on job performance of teachers

From the mean values of the Likert scores psychological effects, it was established that majority of the teachers were in agreement with the fact that they had no peace of mind due to Covid-19 and that relaxing was their main challenge indicating the levels of anxiety during the pandemic. Anxiety was also noted as a result of forced migration from physical learning interactions to online interactions, majority agreed that they had no online interactions hence had no online interactions with students although they had internet bundles to interact online. Covid-19 related stress was indicated by respondents who agreed that they avoided meetings for fear of infection and that is why they did not conduct home tuition. Majority had problems getting closer to students for fear of infection and were uncomfortable with mask wearing.

5.2.3 Social effects of Covid-19 related stress on job performance of teachers

On the question of social effects of Covid-19 related stress, majority of teachers agreed that they were not isolated due to Covid-19 related stress and that other people did not avoid them. The respondents were not stigmatized by others and most were not hindered by travel restrictions to interact with their students. However, majority could not interact with their students due to travel restrictions. The teachers avoided interactions for fear of infections and suffered boredom. On socioeconomic factors, the respondents reported that their students could not access online services due to lack of phones and majority were of the opinion that socioeconomic factors hindered online interactions. These implies that teachers

job performance was affected during the period because effective teaching depends on physical and virtual interactions between teachers and learners.

5.2.4 Psychosocial adjustment strategies to Covid-19 related stress on job performance of teachers

On adjustment strategies, most of the respondents agreed that they conducted homebased tuition for their students hence worked from home as advised by the government. Majority agreed that family members helped them deal with the anxiety related to Covid-19 related stress. Most respondents did not have online interactions with their students and did not have virtual classrooms, of great concern is that majority agreed that they lacked knowledge on how to conduct online classes. This explains why adjustment for effective job performance was poor.

5.2.5 Government regulations on the relationship between psychosocial factors and adjustment on teacher job performance

The researcher sought to find out the moderating effects of government regulations concerning Covid-19 related stress on the relationship between psychological, social and adjustment on teacher job performance. Majority agreed that they had difficulties to teach many students online and formed the opinion that this mode of teaching lowered performance of teachers. Moreover, the respondents did not give online exams to assess the progress of their students. In addition, they did not monitor progress of their students online and did not have a schedule to help their students online during the pandemic. On counseling roles of teachers, majority counseled those who had anxieties during the pandemic. Inasmuch as most of the respondents developed new ways of teaching and were

creative in teaching methods, majority agreed that they had no lesson plans and that they did not prepare for online lessons during the pandemic.

5.3 Conclusions

The descriptive analysis of the findings indicate that psychological and social factors affected teachers job performance. From the inferential analysis, the results of the study indicated that psychological effects of Covid-19 related stress had a substantial impact on Job performance, and social effects of Covid-19 related stress had a substantial predictive effect or it was significantly useful on explaining job performance. Using ANOVA the results of the study indicated that psychosocial adjustments to Covid-19 related stress had a substantial impact on job performance. The results of multiple linear regression analysis also offered important insights with regard to how government regulations have a moderating role in the connection between psychological effect of Covid-19 related stress, psychological effect of social effect, adjustment and job performance of teachers, suggesting that there was a significant relationship, (97.1% effect). From the findings at 5% level of significance, psychological effect ($p=0.0001 < 0.05$) and social effect ($p=0.001 < 0.05$) were significant while psychosocial adjustments ($p=0.960 < 0.05$) was not significant predictors of job performance of teachers. psychosocial stress and psychosocial adjustment therefore had a significant effect on job performance of secondary school teachers during Covid-19 pandemic in Kakamega central sub-county.

5.4 Recommendations of the study

Based on the findings of the current research the following recommendations are made:

1. Given that psychological factors affected job performance of teachers during Covid-19 pandemics, schools should take into consideration the psychological factors that affect job performance of teachers in order to mitigate their negative effects on adjustment for improved job performance at all times and especially during pandemics.
2. Because the study found out that social factors affected job performance, the study recommends that teachers should be provided with adequate internet accessibility and access gadgets to facilitate social interactions which would enhance remote learning during pandemics.
3. Since the ANOVA revealed that psychosocial adjustment had significant effect on job performance, there is need for the secondary school management to put in place coping mechanisms of ensuring improved resilience of teachers in the face of health pandemics such as Covid-19. Such may include ICT training for conducting virtual lessons and enhancement of both physical and online counseling programs.
4. Government to play a moderating role by implementing policies that regulate the psychological and social factors which affect teacher job performance as brought out in the study, government regulations had a significant effect on the relationship between psychosocial factors, adjustment and job performance.

5.5 Suggestions for further research

The current research was instrumental in shedding light on how psychosocial stress and adjustment can affect the job performance of teachers. However, the following recommendations are meant in view of furtherance of knowledge in future academic research:

1. An alternative methodological approach can be employed in order to analyze how socioeconomic stress and adjustment affects teachers job performance especially using focused group discussions.
2. A comparative analysis in a different study area of both private and public secondary schools, and even primary schools, especially by conducting *t*-tests to establish how psychosocial stress affected the other categories of schools.
3. There is need for additional studies especially using a relatively larger sample size as compared to the current one in order strengthen and affirm this study.
4. A similar study to be conducted on the pandemic effect and adjustment to the same on academic performance of students in secondary schools considering CBE curriculum implementation.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

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The principal

-----Secondary School

P.O. BOX-----

Kakamega.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at Masinde Muliro University seeking a Master's degree in Educational Psychology. I plan to undertake study at your school regarding the impact of Covid-19-related stress and psychosocial adjustment on the job performance of teachers in Kakamega Central Sub County. The information obtained from this research will be utilized for academic reasons and will remain secret with the researcher. I respectfully beg your help in doing this research.

Thank you.

Yours faithfully,

Lumiti Samuel

APPENDIX II: INFORMED CONSENT
FOR THE STUDY ON PSYCHOSOCIAL STRESS AND ADJUSTMENT ON JOB
PERFORMANCE AT THE PEAK OF COVID-19 IN KAKAMEGA CENTRAL SUB-
COUNTY, KENYA

Dear respondent,

I am a Master's student at Masinde Muliro University of Science and Technology, pursuing a Master's Degree in Educational Psychology. I am conducting study on Covid-19-related stress, psychological adjustment, and work performance of teachers in Kakamega Central Sub-county. The data acquired from this study will be utilized exclusively for academic reasons and will also help policymakers in educational institutions in the development of effective policies aimed at promoting sustainable mental health for teachers. The study has received approval from the Masinde Muliro University Ethics and Review Committee and the National Commission for Science and Technology. All necessary clearances have been acquired from the appropriate authorities.

Procedures to be followed

All activities were done on the school premises. The researchers minimized the duration of the sessions while ensuring participant comfort. The study team has been adequately educated to adopt a methodology that safeguards your interests by ensuring talks are healthy, discreet, and as confidential as feasible. With your approval to partake in this study, we inquired about the impact of COVID-19 caused stress on your instructors' performance and the various adjustment measures employed to address the issue.

Privacy and Confidentiality

Privacy was maintained during the study process. The inquiries were conducted in a confidential manner. All information provided to the researcher was handled with utmost secrecy and utilized solely for study purposes. No personal data was gathered, and participants were allocated distinct codes devoid of personal identification. The surveys were securely stored, and all data input into a computer was encrypted with distinct passwords.

Autonomy

Appropriate sampling strategies were employed based on the population under investigation to mitigate bias. All teachers in the schools had an equal opportunity to participate in the study. No prejudice against any respondents was permitted.

Voluntarism

Participants were apprised of the research's goal, and involvement was entirely voluntary; hence, respondents have the ability to withdraw from the study at any time. The researcher also concluded the study for reasons that will be elucidated to the participants. No participants were compelled by any means to engage in the study.

Risks and Benefits

The techniques and methodologies employed in this investigation were non-invasive. No pecuniary rewards or advantages were provided for participation in the study. The respondents will not receive any direct advantages from the research, which aims to produce generalizable statistics and insights to assist academic personnel in comprehending the psychological effects of COVID-19 on the academic performance of teaching staff. The assessed data will be shared with the schools involved in the project and the Ministry of Education.

Contact Person

You are encouraged to inquire before to giving consent and at any subsequent moment. Researchers and research assistants will be accessible to address your inquiries at any moment throughout the data collection process. If you have more inquiries concerning the study, please use the contact information provided below.

Your participation will be highly appreciated.

Lumiti Samuel
Masinde Muliro University of Science and Technology
P.O Box 151-50100, Kakamega
Tel: +254-728838892 Email: lumitisamue@gmail.com

Respondent's consent

I have understood the above information as fully explained to me by the researcher, and I voluntarily consent to participate in this study (Please indicate by signing your willingness to participate in this study)

Yes No

Signature _____ Date _____

Researcher's Statement

I, the undersigned, have explained to the volunteer participant in the most understandable way and language, the procedures to be followed, risks and benefits involved in this study.

Name of Researcher /Research Assistant _____

Investigator's signature _____ Date _____

APPENDIX III

DPS RESERRRCH PERMISSION LETTER



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

21st March 2024

Lumiti Samuel Luyiakha
EDO/G/01-54216/2019
P.O. Box 190-50100,
KAKAMEGA.

Dear Mr. Luyiakha

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your PhD proposal entitled: *“Psychosocial Stress and Adjustment on Job Performance of Teachers at the Peak of Covid-19 Pandemic in Secondary Schools in Kakamega Central Sub-County Kenya”* and appointed the following as supervisors:

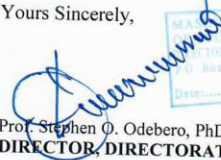

1. Prof. Moses Poipoi - MMUST
2. Dr. Rose Opiyo - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Educational Psychology, Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Master’s thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,



 Prof. Stephen O. Odebero, PhD, FIEEP
 DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

PART I

BACKGROUND INFORMATION

Please read the following statements carefully and fill in the blank spaces or put a tick (√) in the brackets where appropriate.

1. Gender: Male [] Female []
2. Age in years []
3. Nature of school: Day [] Boarding [] Day and Boarding []
4. Type of school: Girls’ school [] Boys’ school [] Co-educational/ mixed school []
5. Residential status: Housed in school [] Commuter []
6. Indicate your department: Languages [] Science [] Humanities [] Creative & applied []

PART II

PSYCHOLOGICAL EFFECTS OF COVID-19 RELATED STRESS SCALE

Below are statements on psychological effects of Covid-19 related stress on job performance which you may have experienced. Read each item and choose your level of agreement or disagreement on each statement by using the following response guide. 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), 1= Strongly Disagree(SD). Tick your choice. Be as honest as you can in answering the items.

PSYCHOLOGICAL EFFECTS OF COVID-19	SA	A	N	D	SD
I had no peace of mind due to Covid-19					
Relaxing was my main challenge					
I had interactions online with my students during the pandemic					
I had a laptop or phone to access internet					
I lack knowledge on how to conduct internet lesson					
I avoided meeting my students physically for fear of infection					
I conducted home tuition with my students					
I had problems getting closer to my students at classroom level					
I was uncomfortable with my mask on during lessons					
I was confident to teach with my mask on					

PART III

SOCIAL EFFECTS OF COVID-19 RELATED STRESS SCALE

Below are statements about social effects of Covid-19 on job performance which you may have experienced. Read each item and choose your level of agreement or disagreement on each statement by using the following response guide. 5 = Strongly Agree(SA), 4 = Agree(A), 3 = Neutral (N) ,2= Disagree(D), 1= Strongly Disagree(SD). Tick your choice. Be as honest as you can in answering the items.

SOCIAL EFFECTS OF COVID-19	SA	A	N	D	SD
I was isolated because of Covid-19 infection					
Other people avoided me for fear of infection					
I have suffered stigma as a result of infection					
Travel restrictions did not affect my interactions with my students					
I could not interact with my students due to travel restrictions					
My students could not access my classes due to lack of phones					
Poor internet connectivity hinder achievement of lesson objectives					
Remote learning enhanced social interactions with other teachers					
Remote learning enhanced engagement with my students					
I lacked ways of engaging my learners online					
I suffered boredom during isolation					
I was not easily affected by isolation					
I could not interact with my students due to fear of infection					
I could not interact with other teachers for fear of infection					

PART IV

PSYCHOSOCIAL ADJUSTMENT EFFECTS TO COVID-19 RELATED STRESS SCALE

Below are statements about effects of psychosocial adjustment to Covid-19 on job performance which you may have experienced. Read each item and choose your level of agreement or disagreement on each statement by using the following response guide. 5 = Strongly Agree (SA), 4 = Agree (A), 3= Neutral (N) 2 = Disagree(D), 1= Strongly Disagree(SD). Tick your choice. Be as honest as you can in answering the items.

PSYCHOSOCIAL ADJUSTMENT EFFECTS ON COVID-19	SA	A	N	D	SD
I conducted home based tuition during the pandemic					
My family members helped me deal with my school related problems during Covid-19 pandemic					
I had interactions online with my students during the pandemic					
I send assignments to my students using social media					
I discussed my problems with my religious leader					
Religious groups played a major role in dealing with my school related problems.					
I conducted virtual classrooms during the pandemic					
I helped my students connect to virtual classrooms					
I lack knowledge on how to conduct virtual lessons					

PART V

TEACHER JOB PERFORMANCE SCALE

Below are statements about Covid-19 and job performance of teachers. Read each item and choose your level of agreement or disagreement on each statement by using the following response guide. 5 = Strongly Agree (SA), 4 = Agree (A), 3= Neutral (N) 2 = Disagree (D), 1= Strongly Disagree(SD). Tick your choice. Be as honest as you can in answering the items.

TEACHER JOB PERFORMANCE	SA	A	N	D	SD
It was difficult to teach many students online					
Mode of teaching lowered my performance					
I gave online exams during the pandemic					
I could not monitor my students progress					
I had a schedule to help my students					
I evaluated my accomplishments at the end of each study session.					
I counselled students who had anxieties during the pandemic					
Covid-19 interfered with my counseling roles					
I came up with new methods of teaching during the pandemic					
My creative ways of teaching were limited by Covid-19 restrictions					
I made lesson plans during the pandemic					
I studied to prepare for my classes during the pandemic					

Indicate the actual class mean grade at the end of term one exam:

Thank you very much for responding to all the items in the questionnaire.

**PART VI
INTERVENING FACTORS DURING COVID-19 SCALE**

Below statements about intervening factors between Covid-19 related stress, psychosocial adjustment and job performance which you may have experienced. Read each item and choose your level of agreement or disagreement on each statement by using the following response guide. 5 = Strongly Agree (SA), 4 = Agree(A), 3= Neutral (N) 2 = Disagree(D), 1= Strongly Disagree(SD). Tick your choice. Be as honest as you can in answering the items.

GOVERNMENT POLICIES	SA	A	N	D	SD
I could not perform my duties due to closure of schools					
Government policies did not affect my teaching					
I was not paid my salary during the Covid-19 pandemic					
My students could not afford to pay for online lessons					

Test for Covid-19 exposed my other health weaknesses					
I still managed to teach regardless of my health challenges by switching to online mode of teaching.					
I was not affected at all by Covid-19					

APPENDIX V: INTERVIEW SCHEDULE FOR PRINCIPALS

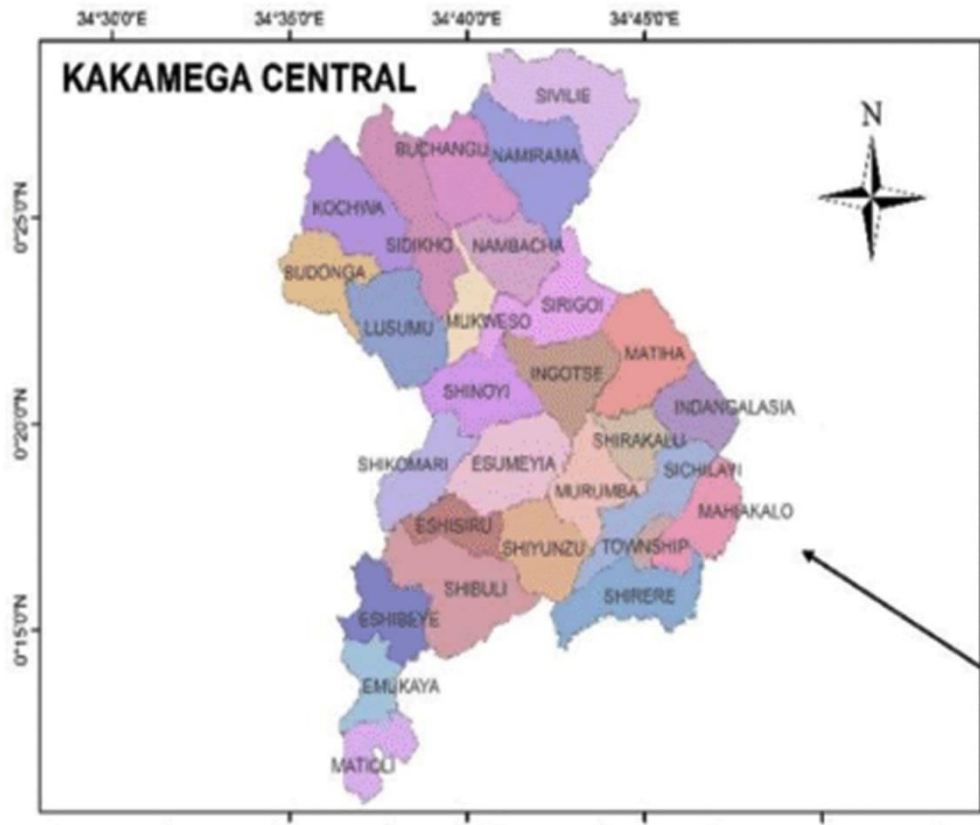
1. Did your teachers experience Covid-19 related stress? If Yes, state how.
2. What are some of the mental and emotional stressing experiences you have experienced as a principal?
3. What are some of the stressing situations you experienced as you interacted with other school staff?
4. How did you adjust to the stressing factors you have mentioned above?
5. How did Covid-19 related stress affect job performance of teachers in your school?
6. How was your job performance affected by Covid-19 induced stress?
7. How did you interact with your teachers and learners on school matters during the lockdown?
8. What were some of the strategies employed by your school and teachers to ensure that teaching continues during the pandemic?
9. What adjustment strategies were useful in coping with the challenges of Covid-19 related stress?
10. Did how you adjusted to Covid-19 related stress affect job performance of teachers?

APPENDIX VI: INTERVIEW SCHEDULE FOR SUB-COUNTY DIRECTOR

1. Did teachers experienced Covid-19 related stress in your sub-county? If yes, state how.
2. What are some of the mental and emotional stressing experiences you experienced?

3. What are some of the stressing situations you experienced as you interacted with other people in school environment?
4. How did Covid-19 related stress affect job performance of teachers in your sub-county?
4. How did you adjust to the stressing factors you have mentioned above?
5. How was job performance of teachers in your sub-county affected by Covid-19 induced stress? Elaborate.
6. Did teachers in your sub-county cope with Covid-19 related stress? Kindly elaborate.
7. What did the MOE put in place to ensure teachers engage their learners during the lockdown?
8. What were some of the strategies employed by the ministry of education to ensure that teaching continued during the pandemic?
9. Had the adjustment strategies enhanced by MOE been useful in coping with the challenges of Covid-19 related stress?
10. What policies did the government implement during Covid-19 to help schools adjust to the effects ?

APPENDIX VII- MAP OF STUDY AREA



Source: Edward Biketi (2020)

