EFFECTS OF STRESS ON ACADEMIC PERFORMANCE AMONG SECONDARY
SCHOOL STUDENTS IN CHESUMEI SUBCOUNTY NANDI COUNTY KENYA

BRIAN KIPLANGAT

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FUIFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF EDUCATION(ARTS)
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DECLARATION

Student Declaration

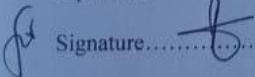This research project is my original work and has never been presented for a degree in any other university.

Signature... date......10|12|2024......................

Brian Kiplangat

EDU-G-4-1601-21

Supervisor Approval

This research project has been submitted for examination with our approval as the university supervisor

Signature.. date.....18|12|2024......................

Samwel Ongeri

School Of Health Science

Gretsa University

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I pay tribute to those who assisted me in reaching far. First, I give thanks to the Almighty Father in heaven for the gift of life and strength.

I give distinct appreciation to my supervisor SAMWEL ONGERI for guiding me.

I give unique thanks to my contributors who stood by my side.

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ABSTRACT

The main purpose of this study was to determine the effects of stress on academic performance among secondary school students in Chesumei Subcounty Nandi County Kenya. The researcher used these objectives: To identify the specific stressors that significantly impact on academic performance among secondary school students., To explore the stress coping mechanism employed by secondary school students, to evaluate the impacts of stress on academic performance among the secondary school students. The researcher adopted descriptive survey design, since it was convenient over a large population. Simple random sampling method was used to acquire the required data. Questionnaires were used to get the information needed by the researcher. The researcher sought the consent from the respondents, permission from school management and local authority. The researcher used fischer at al formular in sample size . A total of 350 respondents were surveyed, with a response rate of 91.4% (320 completed questionnaires). The findings reveal that the majority of participants are older adolescents (68.75%) aged 15-17, predominantly male (68.75%), and from middle-income families (46.87%). Stressors affecting academic performance include academic pressure (40.62%), financial difficulties (31.25%), and peer pressure (18.75%), with academic pressure being the most significant. Coping mechanisms employed by students include engaging in hobbies (40.62%), exercising (31.25%), and sleeping (21.88%). The effects of stress on academic performance include difficulty concentrating (34.38%), lower grades (32.81%), and absenteeism (28.12%).The study concludes that academic and financial pressures are the primary stressors impacting students' academic success, with coping strategies such as hobbies and physical activities playing a crucial role in stress management. It highlights the need for tailored interventions that consider socio-economic factors and promote effective stress coping mechanisms. Recommendations include providing targeted academic support, financial aid, and expanding access to stress management programs, as well as focusing on improving student concentration and reducing absenteeism.In summary, the findings underscore the need for comprehensive approaches to mitigate stress among students, fostering an environment where they can thrive academically and emotionally.The research findings were edited and clean

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Academic stress can reduce motivation, hinder academic achievement, and lead to increased secondary dropout rates. Academic stress has also been shown to impact student's mental health negatively. Much of the literature examined indicates that the majority of students are facing pressure. Stress can also affect students' academic performance adversely through negative attitude towards school, failed subjects strained relationship with teachers. The most common explanation these days is that it is one of the interactions between an individual and situations. In the United States (U.S) is ranked the first as the country with the most stressed students. Some of the reasons for students to be stressed include academic pressure, financial issues. Sharma Parasar and Mahto (2017) define stress as the mental response and action by hormonal signaling, the perception of danger triggers an automatic response system, known as response to fight or flee. Certain tensions set us in motions and are good for us without any tensions. Many say that our lives would be boring and possibly meaningless (Wilson ,2007). However, when stress undermines our psychological and physical health. Students are subjected to different types of stressors such as social, emotional, physical, family problems that can affect their ability to learn and academic performance (Rogers &Yassin,2003).

1.2 The statement of research problem

Among the concerns that secondary school students in Chesumei subcounty Nandi County Kenya have to deal with is effects of stress. Secondary school students face many stressors for example academic pressure and financial problems. These stressors can have effects on their academic performance and their behavior. Most students are unable to manage stress and this

may lead to different behavior such as abuse of drugs in order to calm them down. Understanding the specific effects of stress on secondary school students is good for developing effective strategies to support their academic success.

1.3 Conceptual framework

Independent Variable   **Dependent Variable**

Sociodemogrphic Factors
- ❖ Age
- ❖ Gender
- ❖ Grade level
- ❖ Family income
- ❖ Parental education

Stressors
- ❖ Academic pressure
- ❖ Financial difficulties
- ❖ Relationship problems

Academic Performance

Stress Coping Mechanism S
- ❖ Exercising
- ❖ Engaging in hobbies
- ❖ Sleeping
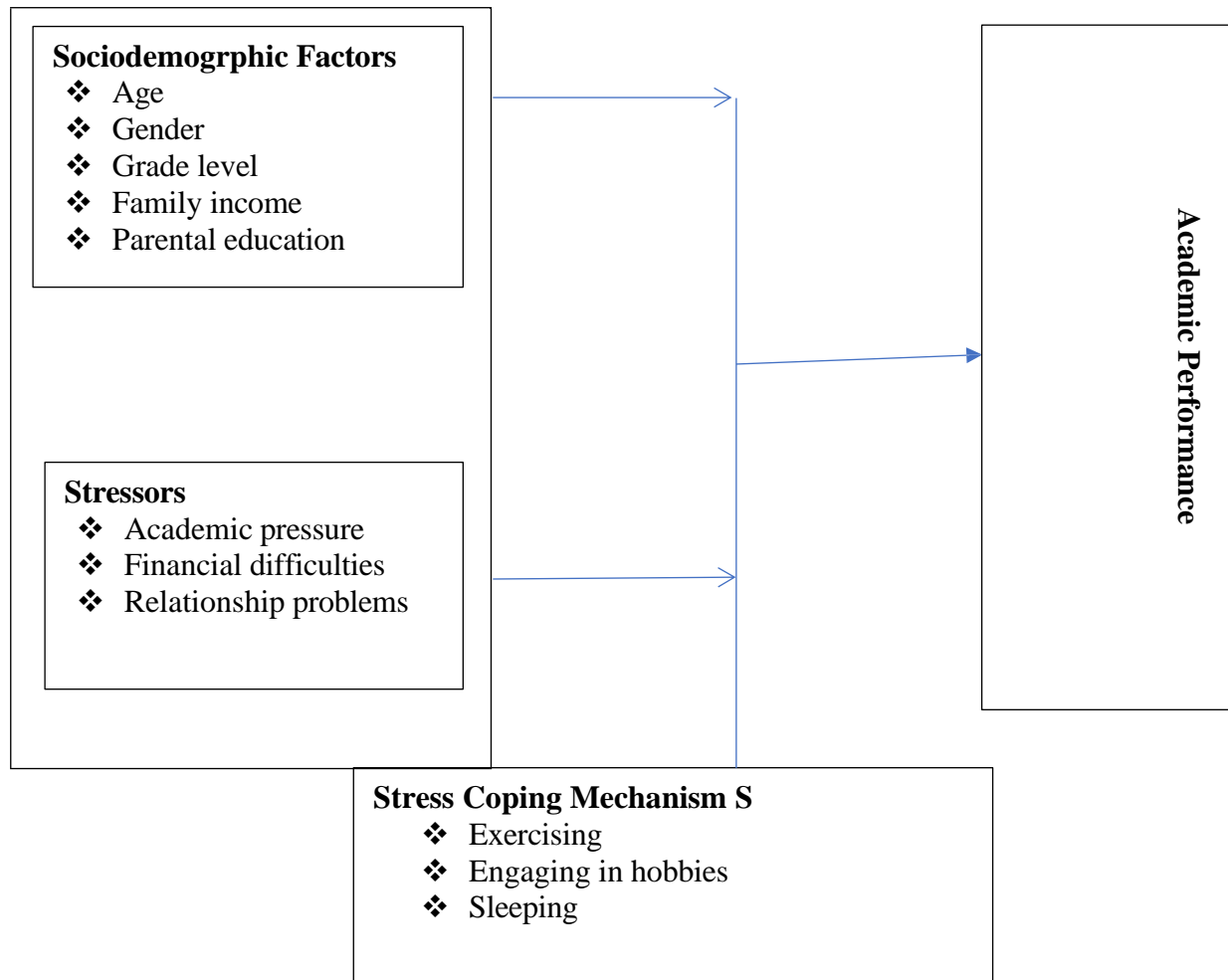
figure 1

1.4 Research questions

1. What are the specific stressors that significantly impact on academic performance among secondary school students in Chesumei subcounty Nandi County Kenya?

2. What are the stress coping mechanism employed by secondary school students in Chesumei subcounty Nandi County Kenya?

3. To evaluate the effects of stress on academic performance among secondary school students in Chesumei subcounty Nandi County Kenya?

1.5 Objectives of the study

1.5.1 General objective

To determine the effects of stress on academic performance among secondary school students in Chesumei Sub- County, Nandi County Kenya.

1.5.2 Specific objectives

1. To identify the specific stressors that significantly impact on academic performance among secondary school students in chesumei subcounty Nandi County Kenya

2. To explore the stress coping mechanisms employed by secondary school students in Chesumei sub-county, Nandi County, Kenya

3. To evaluate effects of stress on academic performance among secondary school students in Chesumei subcounty Nandi County Kenya.

1.6 Significance of the study

Through investigating the effects of stress in Kenyan secondary schools, the government together with the secondary authority will come up with measures necessary towards prevention of stress among secondary students.

1.7 Delimitation of the study

The researcher focused in the effects of stress among students in secondary school's students in Chesumei sub-county, Nandi County Kenya. The data collection was done through administering of questionnaires. Only the selected students in Chesumei sub-county were the respondents of the study.

1.8 Limitations of the study

The study was limited to weather because the place where research was done experienced rains. Only the students who were selected gave the information needed by the researcher.

1.9 Assumptions of the study

The respondents provided free and honest response.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The chapter focused on literature that analyzed the effects of stress on academic performance among the secondary schools in Chesumei sub-county Nandi County Kenya

2.2 Stress

Stress is a state of mental or emotion strain or tension resulting from adverse or demanding circumstances. Stress arises when individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well-being.

Stress is argued that, can only be sensibly defined as a perceptual phenomenon arising from a comparison between the demand on the person and his or her ability to cope. When coping is important, it gives rise to the experience of stress. Stress is an often-seen component of several emotions such as anxiety, frustration, wrath, worry, fear, sadness, and despair (myers and sweeney,2005)

2.3 Stressors

According to the several studies by (Hagenauer &Violet ,2014) Indicates that the demands of maintaining high grades, meeting teacher's expectations can lead to high stress levels among the secondary students. Thus, this pressure can reduce motivation and decreased academic performance.Furthermore, according to the study by (Brown and Larson) have shown that peer pressure is another stressor, since secondary school students are adolescents then they are likely to be influence by peer. Mental health challenges that include anxiety have increased attention due to their detrimental effects on academic performance (mokgele &Rothmann,2014). These conditions can lead to reduced concentration in class.

Amato & Keith, 1991; Ackerman et al,2002) conducted a study and found that family issues such as divorce, family relocation have been linked to increase the stress among secondary school students. These stressors can make it difficult for students to focus on their studies.

Students in secondary face a wide range of ongoing normative stressors, which can be defined as normal day to day hassles such as ongoing academic demands. Accordingly, secondary/high school (defined here as junior/lower secondary education and senior/upper secondary education)] (UNESCO, 2012) students commonly self-report experiencing ongoing stress relating to their education, which we refer to as academic-related stress, such as pressure to achieve high marks and concerns about receiving poor grades.

2.4 Stress coping mechanism employed by secondary school students

(compas et al,2001; skinner & zimmer- gembeck ,2016). Have shown that secondary school students often employ problem solving strategies when faced with academic stressors. They engage in planning, time management to address challenges effectively. Thus, help them reduce stress and improve academic performance. Wang &Eccles, (2012) showed that secondary school students turn to their peers, family members for emotional support and guidance. Seeking comfort and understanding from their friends for instance can provide emotional relief and a sense of belonging, which aids in stress management.

Many students employ coping strategy such as exercise (Hwang & Kim ,2015; Told et al;2019).

2.5 Effects of stress on academic performance

Liu & Lu ,2012; EL Ansari et al;2017 concluded after their own assessment that the pressure to excel in exams, maintain high grades, meet academic expectations can lead to reduced concentration and thus leads to decline in overall academic performance.

Misra & Mckean,2000, their research shows that gender difference exists in how stress affect academic performance. Other studies suggest that female students are more affected by stress.

According to (Ribeiro et al., 2017). Ongoing stress also precipitates the development of more serious mental health issues such as anxiety and depression.(Kessler, 1997; Moylan, Maes, Wray, & Berk, 2013). The prevalence of anxiety is as high as 35% in tertiary students (Bayram & Bilgel, 2008; Eisenberg, Gollust, Golberstein, & Hefner, 2007; Ozen, Ercan, Irgil, & Sigirli, 2010) and the prevalence of depression is 30% (Ibrahim, Kelly, Adams, & Glazebrook, 2013). The reciprocal relationship between stress and depression and anxiety is well established (Dantzer, 2012; Dantzer, O'Connor, Lawson, & Kelley, 2011; Maes, 2008). Indeed, major stressful life events are one of the best predictors of the onset of depression (Kendler et al., 1995;Kessler, 1997). Accordingly, in young people the first onset of depression is often preceded by major life stressors (Lewinsohn, Allen, Seeley, & Gotlib, 1999).

Aside from impairing overall health and well-being, depression and anxiety symptoms can further adversely affect academic achievement (Bernal-Morales, Rodríguez-Landa, & Pulido-Criollo, 2015). In undergraduate university students from the United States, those with higher self-reported anxiety and depression symptoms were found to achieve poorer grades on examinations (Chapell et al., 2005; Hysenbegasi, Hass, & Rowland, 2005). A longitudinal study of Hawaiian secondary school students showed that self-reported depressive symptoms resultedin subsequent poor academic achievement (Kessler, 2012; McArdle, Hamagami, Chang, & Hishinuma, 2014). This is consistent with the findings of Humensky et al. (2010) who found that self-reported depressive symptoms were associated with concentration difficulties and trouble with completing school tasks

2.6 The summary of the knowledge gap

The project aimed at identifying the effects of stress on academic performance among secondary school students. The researchers who have made their research on effects of stress on academic performance among secondary school students have come up with stress coping

mechanism such as teachers giving guidance and clarification on coursework which can reduce academic stress.other stress coping mechanisms teachers should encourage their students is exercise,hobbies.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The chapter entails methodology that was used. The chapter focused on research design, study area, target population, sampling technique, sample size, validity of measurement, reliability of measurement, data collection technique, data analysis, logistical and ethical considerations.

3.2 Research design

The researcher adopted descriptive survey design. The study administered questions to sample individual. The study collected data on the effects of stress on academic performance among the secondary school students in chesumei subcounty, Nandi County, Kenya.

3.3 Study area

The study took place in chesumei subcounty Nandi County Kenya. The area was chosen so that the researcher could find out how stress is affecting the performance of the students.

3.4 Target population

The researcher targeted only the students in chesumei subcounty Nandi County Kenya.

3.5 Sampling technique

The researcher used simple random sampling to select students who responded to the research.The resaeacher gave the students questionares to answer them.

3.6 Sample size

The following formula by Fischer at al (1998) was used to arrive at the desired sample size

$$N = \frac{Z^2 Pq}{d^2}$$

Where:

N   =   Sample population desired

Z   =   1.96 (95% confidence level for standard normal deviation)

p   =   The estimated proportion of the target population (0.65)(Jung,2014)

d   =   Desired level precision (0.05)

q   =   1-p(1-0.5)

$$= \frac{1.96^2 \times 0.65 \times (1-0.65)}{0.05^2}$$

=350

3.7 Validity of measurement

Validity is the accuracy and meaningfulness of interference based on research results. Since the researcher collected data from secondary schools in Chesumei subcounty Nandi County Kenya, the researcher administered questionnaires to various respondents who were available in school.

3.8 Reliability of measurements

Reliability as the measure of the degree to which research yields consistent results or data after repeated research trials. To achieve this the researcher conducted research in two secondary schools around Chesumei subcounty Nandi County Kenya since the students come from different places.

3.9 Data collection techniques

The researcher collected information using questionnaires after getting permission from the school management, local authority. The questionnaires were distributed to the students selected.

3.10 Data analysis

Data analysis was done using descriptive statistics for quantitative data such as means, frequencies and percentages. Regression analysis was used to examine the relationship between dependent variable and independent variables. Data was represented using tables.

3.11 Logistical and ethical consideration

The researcher obtained permission and clearance from Gretsa University. The researcher gave the reason for the research to the respondents. To ensure privacy of the respondents is secured, the researcher ensured the respondents that their names were not to be used in the study research

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, derived from data collected through questionnaires administered to the respondents.

4.2 Response rate

The study targeted a sample size of 350 respondents. Out of these, 320 completed the questionnaires in full, while 30 respondents were excluded from the analysis due to incomplete participation. This yields a response rate of 91.4%, which is adequate for drawing reliable conclusions.

4.3 Social Demographic Characteristics

Table 1: Social Demographic Characteristics (N=320)

Social Demographic Characteristics			
Characteristics	**Category**	**Frequency**	**Percentage (%)**
Age			
	12-14	100	31.25
	15-17	220	68.75
Gender			
	Male	220	68.75
	Female	100	31.25
Grade level			
	Form 1	50	15.63
	Form 2	100	31.25
	Form 3	120	37.5
	Form 4	50	15.62
Family income			
	Low	80	25
	Middle	150	46.88
	High	90	28.12
Parental education			
	No Formal Education	90	28.13
	Primary Education	50	15.62
	Secondary Education	100	31.25
	Higher Education	80	25
Key **N= Number of Respondents**			

The data reveals a diverse demographic profile among the participants. The majority of the group consists of older adolescents aged 15-17 (68.75%), with a smaller proportion being younger (31.25%). Gender distribution is skewed towards males, who make up 62.5% of the sample, compared to 37.5% females. In terms of grade levels, the respondents are fairly evenly distributed across grade levels. The largest group was in Form 3 (37.5%), followed by Form 2 (31.25%), Form 4 (15.62%), and Form 1 (15.62%). Family income shows a prevalence of middle-income families (46.88%), followed by high-income (28.12%) and low-income families (25%). This distribution suggests a different economic background. Regarding parental education, most parents have secondary education (31.25%), with a significant number having no formal education (28.12%), and fewer having primary education (15.62%) or higher education (25%). This distribution highlights varying socio-economic and educational backgrounds, which might influence the participants' perspectives and experiences.

4.4 Stressors that impact academic performance

Table 2: Stressors that impact academic performance (N=320)

Stressors	Frequency	Percentage (%)
Academic pressure	130	40.62
Peer pressure	60	18.75
Financial difficulties	100	31.25
Relationship problems	30	9.38

Key
N= Number of Respondents

During the research conducted by the researcher, the sources of stress identified by students included: academic pressure (40.62%), financial difficulties (31.25%), peer pressure (18.75%) and Relationship problems (9.375%). It is evident that academic pressure is the most significant source of stress, affecting 40.62% of students (130 out of 320 instances). Academic pressure refers to the stress and anxiety students often feel due to the demands of schools. The examples of academic pressure include exams, assignments. Peer pressure accounts for 18.75%, showing that the need to conform to social norms and expectations also significantly affects students. Peer pressure is the influence exerted by individuals within the same social group to conform to the group's certain behavior. The types of peer pressure include direct, indirect peer pressure. Financial difficulties is the second most common stressor, impacting 31.25% of students, indicating that concerns about tuition, living expenses, and financial stability add stress to students. Relationship problems is the least common stressor, affecting 9.38% of students, but still noteworthy as interpersonal conflicts and emotional distress can impede academic focus and performance. These findings underscore the multifaceted nature of stress among students and the importance of addressing these diverse factors to improve their overall well-being and academic success.

(Alkhadi, 2024)

4.5 Stress coping mechanisms employed by secondary school students

To understand how students cope with stress, data was collected on their coping strategies and participation in stress management programs.

Table 3: Stress coping mechanisms (N=320)

Stress coping mechanisms	Frequency	Percentage (%)
Exercising	100	31.25
Engaging in hobbies	130	40.63
Sleeping	70	21.87
Others	20	6.25

Key
N= Number of Respondents

During the research, the data collected on stress coping mechanisms reveals interesting trends among individuals' preferences. The most popular method is engaging in hobbies, chosen by 130 respondents, which constitutes 40.63% of the sample. This indicates that many students find activities such as reading, crafting, or playing instruments effective for managing stress. Exercising is the second most common coping strategy, with 100 people (31.25%) favoring physical activities like running, yoga, or gym workouts to alleviate stress. The students can engage themselves in exercising during their physical education. Sleeping ranks third, with 70 respondents (21.87%) using rest as a primary means to combat stress. Lastly, 20 individuals (6.25%) resort to other methods. The examples given by the respondents were socializing and listening to music. Socializing means spending time with friends while listening to music is playing music to elevate mood. The students in secondary schools usually go for entertainment hence they listen to music there. This suggests a diversity in stress management techniques beyond the common approaches listed. This distribution highlights the varying preferences and effectiveness of different stress-relief methods among the population. (Alsaleem,2024)

4.6 Effects of stress on academic performance

The study aimed to assess how stress affects students' academic performance, focusing on concentration, overall performance, and the impact of stress management.

Table 4: effects of stress on academic performance (N=320)

Effects of stress on academic performance	Frequency	Percentage (%)
Lower grades	105	32.81
Difficulty concentrating	110	34.38
Abseentism	90	28.13
Others	15	4.68

Key
N= Number of Respondents

During the research, the effects of stress on academic performance are evident from the distribution of various impacts among students. The most common effect, experienced by 34.38% of students, is difficulty concentrating, which can significantly hinder their ability to absorb and retain information hence making their academic performance to go down. Lower grades are also a prevalent issue, affecting 32.81% of students, indicating that stress has a direct correlation with academic achievement because a student may not be focused in doing assignments and this leads to poor performance on exams. Absenteeism is another major concern, with 28.13% of students missing classes due to stress, further disrupting their learning process and contributing to lower academic performance. When students do not attend classes then this makes students to miss the assignments given by the teacher hence failing in exams. Finally, 4.69% of students experience other effects of stress for example reduced motivation which leads to incomplete assignments. other effect the students mentioned was decreased in social interaction in school, this decreased social interaction limits their participation in groups discussion. Overall, these statistics highlight the pervasive and multifaceted influence of stress on students' academic outcomes. (Al-qahtani,2024)

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

The chapter represents a summary of the findings, the conclusion and recommendations of the research. The study examined the effects of stress on academic performance among secondary school students in chesumei subcounty Nandi County Kenya. The variables factored were stressors, academic performance and stress coping mechanism. The objectives were, to identify the specific stressors that significantly impact on academic performance among secondary school students in chesumei subcounty Nandi County Kenya, to explore the stress coping mechanism employed by secondary school students in Chesumei subcounty Nandi County Kenya, to evaluate effects of stress on academic performance among secondary school students in chesumei subcounty Nandi County Kenya.

5.2 Summary of findings

5.2.1 social demographic characteristics

According to the summary of findings, under demographic Characteristics. The majority of participants are older adolescents (15-17 years old) and predominantly male. The sample is fairly evenly distributed across grade levels, with a higher representation of middle-income families and parents primarily holding secondary education.

5.2.2 stressors impacting academic performance

Under Stressors, academic pressure is the most significant stressor, followed by financial difficulties, peer pressure, and relationship problems. Academic pressures include exams and assignments, while financial concerns involve tuition and living expenses.

5.2.3 coping mechanisms employed by secondary school students

Under coping mechanisms, Students primarily use hobbies and exercise to manage stress. Other strategies include sleeping and social activities like listening to music.

5.2.4 Effects of stress on academic performance

Under effects on academic performance, Stress commonly leads to difficulties in concentration, lower grades, and absenteeism. Other effects include decreased motivation and reduced social interaction.

5.3 Conclusions

5.3.1 Social Demographic Characteristics

Understanding the demographic characteristics of students helps tailor stress management strategies to different groups. The demographic data indicated many students being adolescents aged between 15-17. The variation in socio-economic status underscores the need for tailored interventions that considers both economic and educational backgrounds in addressing acadmic stress.

5.3.2 Stressors Impacting Academic Performance

Academic and financial pressures are the main stressors; addressing these can enhance students' academic experiences and outcomes. The academic pressure emerged as as the most prominent affecting over 40% of students. Financial difficulties were major stressor indicating that economic factors like tuition expenses can exacerbate stress.

5.3.3 Coping Mechanisms employed by secondary school students

Promoting a variety of coping strategies and increasing the reach of stress management programs can better support students. The students engage themselves in activities that allow them to disconnect from academic pressure and engage in enjoyable task.

5.3.4 Effects of Stress on Academic Performance

Effective stress management is crucial for improving academic performance, as stress negatively affects concentration and grades. The students face difficulty concentrating and this leads to lower grades in academic performance.

5.4 Recommendations

5.4.1 social demographic characteristics
Balanced Gender Representation: Future studies and interventions should ensure balanced gender representation to improve generalizability and effectiveness.

Targeted Academic Support: Schools should implement support programs that specifically address academic pressures.

5.4.2 stressors impacting academic performance
Financial Assistance: Providing financial aid and resources to low-income students can alleviate financial stress.

5.4.3 coping mechanisms employed by secondary school students
Promotion of Hobbies and Physical Activities: Encourage students to engage in hobbies and physical activities as effective stress relief strategies.

Increased Accessibility to Stress Management Programs: Schools should ensure stress management programs are accessible and well-promoted to all students.

5.4.4 Effects of stress on academic performance
Focus on Concentration and Attendance: Develop specific interventions to improve students' concentration and reduce absenteeism caused by stress.

5.5 Recommendations for further studies

The study recommends for further research on other programs components that can reduce stress.

5.6 Reference

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Appendix 1: Questionnaire

Introduction

My name is Brian Kiplangat, a Bachelor of Education Arts student from Gretsa University. I am conducting a research study entitled "**Effects of stress on academic performance among secondary school students in Chesumei Subcounty Nandi County Kenya**". I request you to allow me to ask you some questions. The information you will give will be treated confidentially and will be anonymously used for purposes of writing the research report, and will not be used for any other purpose.

Instructions

For the structured questions circle the correct answers and for the unstructured ones give your opinion in the space provided.

The information given will be purely for learning purposes.

PART A: Social demographic characteristics

1. Age:

    A. 12-14 years

    B. 15-17 years

    C. 18-20 years

    D. Other (please specify): _____

2. Gender:

    A. Male

    B. Female

    C. Other

3. Grade Level:

    A. Form 1

B. Form 2

C. Form 3

D. Form 4

4. Family Income Level:

    A. Low

    B. Middle

    C. High

5. Parental Education Level:

    A. No formal education

    B. Primary education

    C. Secondary education

    D. Higher education

PART B: Stressors that impact on academic performance

1. How often do you feel stressed about schoolwork?

    A. Never

    B. Rarely

    C. Sometimes

    D. Always

2. What are the main sources of your stress related to school? (Select all that apply)

    A. Academic pressure

    B. Family expectations

    C. Peer pressure

    D. Lack of time for relaxation

    E. Financial difficulties

F. Health issues

G. Bullying

H. Relationship problems

PART C: Stress coping mechanisms employed by secondary school students

1. How do you usually cope with stress?

    A. Exercising

    B. Engaging in hobbies

    C. Sleeping

    D. Other (please specify): _____

2. Have you ever attended any stress management programs or workshops?

    A. Yes

    B. No

PART D: Effects of stress on academic performance

1. How often does stress affect your ability to concentrate on schoolwork?

    A. Never

    B. Rarely

    C. Sometimes

    D. Always

2. How often does stress impact your academic performance (e.g., grades, test scores)?

    A. Never

    B. Rarely

    C. Sometimes

    D. Always

3. In what ways has stress affected your academic performance?

    A. Lower grades

    B. Difficulty concentrating

    C. Absenteeism

    D. Other (please specify): _____

4. Do you think managing your stress better could improve your academic performance?

    A. Yes

    B. No

5. What additional support or resources would help you manage stress better?

    A. Counseling services

    B. Peer support groups

    C. Physical activities and sports

    D. Other (please specify): _____

Thank you for your participation!