International Journal of Academic Research and Development
ISSN: 2455-4197; Impact Factor: RJIF 5.22
Received: 24-06-2019; Accepted: 26-07-2019
www.academicjournal.in
Volume 4; Issue 5; September 2019; Page No. 90-97

The mediating influence of games teachers motivation on the relationship between Institutional related stress and student athletes' track performance in secondary schools in Nakuru county, Kenya

Lydia Wambui Mwangi Waiya[1*], Ngunjiri Mbuthia[2], Dr. Enos Barasa[3]
[1, 3] Department of Psychology, Counseling and Educational Foundations Laikipia University, Kenya
[2] Department of Curriculum and Education Management, Laikipia University, Kenya

Abstract
The main purpose of this study was to analyze the mediating Influence of Games Teachers motivation on the relationship between Institutional related stress and student athletes' track performance in Secondary Schools in Nakuru County, Kenya. The study adopted an ex-post facto research design targeting 3,584 form two and three students in secondary schools in Nakuru County, Kenya. A sample of 351 students was drawn using purposive and stratified random sampling. Data was collected through structured self-administered questionnaires. Hypothesis was tested using regression analysis of .05 level of significance. Data was analyzed by the use of Statistical Package for Social Sciences (SPSS) computer package Version 22.0. The findings of this study may enable coaches to come up with appropriate mechanisms that may help athletes manage their stress effectively. Similarly it may help secondary schools in Kenya institute appropriate interventions to help athletes cope with the stress associated with their sporting careers. The study will also help in building on existing literature related to sources of stress, coping strategies and school-based interventions among students athlete in secondary schools. The study will also suggest areas of further research that will create ground for researchers interested in the topic, thus contributing to the expansion of knowledge in the field of counseling psychology. The study established that institutional related stress negatively influences track performance among athletes in secondary schools in Nakuru County, Kenya. The study established that the introduction of games teacher motivation did not mediate influence the relationship between Institutional related stress and student athletes' track performance in Secondary Schools in Nakuru County, Kenya. The study recommends that the Ministry of Education in Conjunction with Department of Sports of the Ministry of Social Services should develop Secondary School Sports Policy with Sports Stress Management Guidelines to help manage the emerging sports related stress in Secondary Schools in Kenya. Copies of the policy should be availed in all Secondary Schools in Kenya for use by both Games Masters and Teacher Counsellors ion the Schools.

Keywords: athletics related stress, stress management, institutional stressors, athletics track performance.

1. Introduction

Sports psychologists and professional athletes have started to evaluate the linkages between emotion and competitive sporting performance, and in particular how moderating and appropriately expressing the experience of emotions can facilitate performance (Stough, Clements, Wallish and Downey, 2009) [20]. The competitive sport arena is a highly demanding and potentially stressful environment. In line with this perspective of stress, Fletcher, Hanton and Mellalieu (2006) [5] acknowledge that sport performers must manage a wide range of environmental demands and psychological responses if they are to enhance their athletic performance and sport experience. According to Mellalieu and Hanton (2008) although some performers are able to manage the various causes and consequences of the stress process, many others struggle, resulting in severe impairments to their performance.

Sources of stress in sports have been identified and several of them appear to be common in most sports, suggesting that there could be a core group of stressors experienced by all athletes. These common stressors are; pressure to perform at a high standard, concerns about training, institution and competition environment, individual's personality, coaches' behaviors and coaching styles, and difficulties balancing sport and non-sport commitments (Lombardo, Tan, Jensen and Anderson, 2005) [13].

Other global studies include Abedalhafiz *et al.* (2010) [1] who carried out an empirical study on sources of stress and coping styles among student-athletes in Jordan universities and found out that with regard to sources of stress, the findings revealed that stress of injury and illness, pressures of competition, conflict with the coach, referee, and spectators were the sources of stress reported by athletes. Although all five variables are capable of producing stress for athletes, stress of injury and illness, which includes being unable to compete as a result of injury or illness, unable to perform at the desired level, and worry about being reinjured during the game, was the most intense source of stress. A possible explanation is that sports are physically demanding and increase potential injury risks.

Hamid and Muhamed (2010) [7] carried out another empirical study on the impact of styles of coping with stress on sport achievement among students of University of Tehran, Iran. The results of their study revealed athletes ignored and/or neglected the problem they were facing. First, instead of conflicting with the source of stress of and wasting some part of mental and physical power for solving the problem through approach coping style, by ignoring and

neglecting the matter devotes all his power to the rest of the match and in this way increases his/her chance of success. Second, through avoidant coping style the athlete create a distance between himself/herself and the source of stress and instead of becoming stressed, with more concentration and relief increases the chance of his/her success. Third, through avoidant coping style the athlete set apart himself/herself from the damaging equation of athlete-the source of stress and by calming the atmosphere of the match uses his/her abilities for a better result and achievement. And finally, in aforementioned situation, the athlete can better use positive and favorable potential facilities, namely, using guidance and opinions of coach, aid and reasonable behavior of referee, and also opponent's disappointment, for victory and success.

In Kenya, Sports are important in educational institutions as it supports academic performance. However, it has been viewed in two different perspectives in schools as far as their contribution to school connectedness is concerned. One perceives sports as having positive effect on student academic performance while others view it as a hindrance to academic success and a waste of students' precious time. Therefore, this duality in the perception of the contribution of sports should be corrected through research findings. Besides, it is important to note that sports can assume other functions other than the traditional function of entertainment and leisure. These functions include; supporting academic objectives, boosting students‟ self-concept, self-efficacy, affective needs, behavioural needs, social needs, discipline, retention rates among others (Ongonga *et al*., 2010) [17]. Sports are now part of academic curriculum in schools under co-curriculum activities by Kenya Institute of Curriculum Development (KICD, 2000).

Ongong'a, (2010) [17] conducted a study on the benefits of sports in secondary schools and the role of sports in secondary education from the perspectives of teachers and students in Kenya. The study revealed that participation in sports is generally beneficial to students in secondary schools by making them physically fit and healthy. However, student athletes like any other elite athletes can suffer from stress, which can affect their track performance. Furthermore, academic performance sometimes is associated with institutional stress which students athletes can suffer from and affect either their track or academic performance and sometimes both. Therefore athletes in public secondary school experience stress contributed by different factors which in turn affect their track performance.

1.2 Statement of the Problem

Kenya is known for its athletic prowess, however, its performance is getting threatened and athletes seem to be resorting to unconventional ways of dealing with their stress related problems. Since athletic talent is mainly identified and discovered in secondary school students, this study set out to examine and provide information on student track athletes' stress level and how it influences performance. Athletes in public secondary schools experience stress like other elite athletes. The stress is contributed by different factors which if not addressed may affect their track performance. It is not clear whether institutional related stress influences students' athletes on track performance of public secondary school student athletes especially in Nakuru County. It is also not clear whether games teachers' motivation influences the relationship between institutional related stress and students athletes on track performance. This is the research gap that this study was to fill.

2. Literature Review

2.1 Institutional Related Stress and Students Athletics Performance

Khan (2012) studied the association between participation in sports and academic achievement of college students. His study found that participation in sports improves students' grades, academic achievement and raising their educational aspirations as well as keeping them in colleges and schools. Moreover, their Grade Point Average (GPA) in class tests results improves and they acquire the ability to succeed academically as well as enhancing their academic mission of colleges. He further stated that sports activities had a positive effect on the education of the adolescents. He further concluded that sports activities are crucial for promoting academic mission of the colleges and ability of the students to excel academically and that sporting activities positively influence students' abilities for recall and attentiveness on education.

Musyoki (2011) [16] investigated the relationship between school environment and psychological health among pupils in selected primary schools in Kathivo Zone, Kitui West District, Kenya. The study established that over 40% of the pupils agreed with the statements that: I am proud of being a member of this school, during school holidays I look forward to the day the school will re- open and I am so proud because our school is clean and orderly. On the other hand, 41.3% of the pupils disagreed with the statement that sometimes they wished they could transfer from their schools. The study concluded that the pupils felt connected to their schools. However, majority of the pupils (54.8%) had a low sense of belonging, while 27.2% had a very low sense of belonging to their schools. However, the present study sought to find out the effects of participation in competitive sports on school connectedness.

As stated by Laforge & Hodge (2011), institutional factors that impact the ability to retain student-athletes include the nature of the institution, academic rigor and academic expectations, athletic admissions process, attendance policies, and academic support services for athletes. A study conducted in 2012 examined student-athletes' satisfaction of academic support services and student-athletes' career decision making self-efficacy (Bums, Jasinski, Dunn, & Fletcher, 2013). Recognizing that college athletes are at risk of having their academic and career development stunted, many institutions provide assistance through academic support services (Bums *et al*., 2013). Bums *et al*., (2013) found that student-athletes who were more satisfied with their school's academic support services typically had higher levels of career decision-making self-efficacy.

Three recent reviews of research have identified risk factors of depression in athletes (Frank, Nixdorf, & Beckmann, 2015; Rice *et al*., 2016; Wolanin, Gross, & Hong, 2015) [4, 18, 23]. Some of the risk factors are directly related to features of the sport domain such as poor performance, injuries, overtraining and involuntary career termination. Other factors are more general and applicable beyond the sport domain such as life events, social support, unhelpful coping strategies, and various personality traits. Similar to burnout, then, research suggests that depression in athletes may manifest due to unfavourable environmental conditions

provided by sport as well as characteristics of the athletes themselves. With the overlap between depression and burnout in mind, we find the possibility that youth academies might be a context in which athletes are vulnerable to the development of depressive symptoms to be compelling. Based on Beck and Bredemeier's (2016) notion of depressogenic beliefs, and findings that some personality factors are antecedents of depression and burnout, we now consider the possible role of perfectionism.

Devoting so much time to sport can lead athletes to have significantly less time to devote to academic responsibilities and other activities related to future endeavors (i.e., career) (Cosh & Tully, 2014) [3], which may also lead to higher perceived stress over time. These same arguments made for college athletes may apply to non-athlete college student as well. Instead of playing a sport, many non-athlete college students may have to work a full-time job in order to support themselves financially, while also tending to their academic responsibilities.

2.2 Knowledge Gap

The researcher carried out review of various literatures related to; concept of stress among athletes, athletes' performance in relation to institutional stress and athletes' performance. The critically review showed that there is still need of research to be done on athletes stress especially in secondary schools creating a research gap that the current study will by analyzing perception of institutional stressors and the mediating influence of games teacher motivation influencing track performance of student athletes in secondary schools in Nakuru County, Kenya.

2.4 Theoretical Review

The theoretical aspect of this study is informed by Cognitive Activation Theory of stress (CATS) by Lazarus & Folkman (1984). This theoretical perspective defines stress as a relationship between individuals and their environments. First, stress and coping are viewed as manifestations of dynamic and evaluative interplays between individuals and their environments. Secondly, the cognitive theory of stress and coping suggests that stress and coping are bidirectional processes in that individuals are both agents and objects of environmental change. The theory relies on an assumption that individuals engage in a cognitive appraisal of the environmental condition leading to an evaluation of perceived threats. The cognitive processes include coping mechanisms, an attempt to moderate the environment or an internal attempt to regulate the emotional distress caused by the stressor.

The theory further suggests that repeated experiences with a stimulus allow individuals to adapt and regulate themselves (Ursin & Eriksen, 2004) [22]. According to the theory experience may produce discomfort for the individual, arousal and stress is vital to the operation of complex brains. The purpose of arousal is to compel the individual to remove the source of the stress "alarm" and the alarm itself, similar to how it has been argued that the function of effect is to direct action (Frijda, 1996). Or, if not removed, the individual then is able to sustain the activation necessary to handle the stressor. Consequently, the stress experience is part of an adaptive and beneficial system that has survived the test of evolution. CATS theory argues that because the stress alarm occurs when there is a discrepancy between what is desired and what is reality, individuals will associate a probability with the likelihood of abolishing the alarm and its source (Ursin, 2005) [21]. This expectancy has a strong influence on the level of arousal. At its simplest, if the person has control and expects a desired outcome, then the alarm may not be activated (i.e., stressors may not be felt, psychologically or physiologically). However, if the future is unpredictable and/or an individual does not have the necessary resources to handle the demands, then the alarm is activated. Further, there are instances when individuals do not possess the necessary resources to handle the situation and dissociating themselves from it thus engaging a passive response that provokes a positive outcome expectation, reducing stress activation.

To account for individual differences in the activation of the stress response, Lazarus (1966) [11] identified six key decisional components within appraisal and the development of stress, three primary components and three secondary components. Primary appraisal of an event involves addressing what is happening and whether the event is worthy of one's attention (Lazarus, 1993) [12]. The individual determines whether the potential stressor is a threat based on previous experiences, knowledge about oneself, and knowledge about the event. Primary appraisal includes three components that are related to the motivational aspects of the encounter with the event. Specifically, primary appraisal includes addressing goal relevance, goal congruence, and the type of ego involvement. Goal relevance indicates whether there is anything at stake to be interfered with by the perceived threat or barrier. If there is nothing to be lost by the presentation of the threat, then no stress response will occur. If the situation is viewed as relevant to the individual's achievement goals, a stress response will result.

The study will also be informed by Rational-Emotive-Behaviour-Theory (REBT) is one of the cognitive behavioural approaches which was founded in 1955 by an American clinical psychologist, Albert Ellis (Scott, 1995). He was the first to pinpoint that people suffer from stress and other conflicts because they belief things which are false. Ellis maintained that emotional and behavioural disturbance was primarily caused by rigid and absolutistic beliefs in the form of musts, shoulds, have to's, got to's (Melgosa, 2000) [14] - demands we make on ourselves, others, the world. In other words, it is individuals who largely upset themselves rather than events, circumstances or other people. In order to minimize emotional disturbance and produce more goal orientated behaviour, rigid or irrational beliefs are pinpointed, challenged and changed to a rational belief system, according to Ellis, 1972.

The stress management strategies would mainly be devoted to cathartic techniques, relaxation, exercise, healthy eating, positive thinking and 'cooling off periods. These are the suggested strategies towards managing stress in my literature review section. From the REBT perspective, these are essentially short term and palliative methods; unless demandingness is disputed and changed to rational ideas through teaching individuals the ABC model, it is unlikely that stress levels will fall.

When examining the experience of chronic stress for athletes, individual differences become apparent. Stress values mostly fall on the moderate side, yet athletes are significantly more stressed on average than people from the general population; whereas athletes with alarmingly high indicators of stress are mainly elite student athletes (shortly

EA) who pursue a school or university career in addition to their elite-level sport (Richartz & Sallen, 2017) [19]. Chronic stress seems to play an important role in the dropout of athletic careers (Baron-Thiene & Alfermann, 2015) [2]. Exhaustion, depression, and burnout are some of the symptoms often mentioned in connection with chronic stress (Gustafsson, Madigan, & Lundkvist, 2017) [6].

3. Conceptual Framework

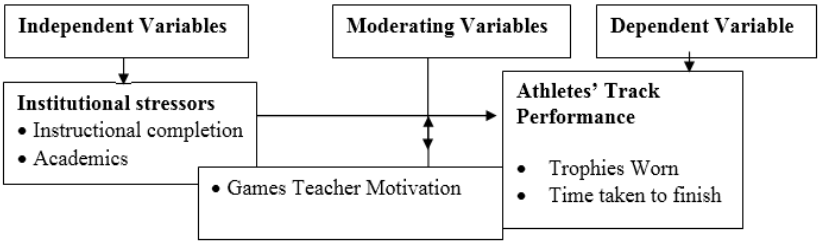

Fig 1: The Mediating Influence of Games Teachers Motivation on the Relationship between Institutional Related Stress and Student Athletes' Track Performance in Secondary Schools

Figure 1 indicates the relationship between independent, moderating and dependent variables. The independent variable was institutional stress. Affecting this process is the moderating variable was motivation by Games Teachers. These factors can moderate the relationship between independent variables and dependent variable. The model as conceptualized in this study emphasizes on how the independent variables may influence the dependent variables. The study hypothesizes that unmanaged school based stressors is disastrous to athletics by influence their tack performance.

3. Research Design

This study undertook an exploratory survey approach with ex-post facto design. *Ex post facto* research, by its very design, investigates the world as it naturally occurs and explores phenomena that have already occurred (Johnson & Christensen, 2008). The study targeted 3,584 form two and three students in schools with high performance in athletics. Given the sample size of 351 as per Krejcie & Morgan (1970) sampling table, the following formula was used to calculate stratified sample;

$$\text{ss} = \frac{zp}{tp} Xs$$

Where ss – stratified sample, zp –zonal population, tp – target population and s – sample. The sample size distribution for the study is shown in Table 2. The study purposively picked 5 athlete coaches and 5 Teacher Counselors as key informants to give deeper insight into selected stress factors influencing track performance of Student Athletes. The researcher took half of the sample size to represent both the gender in order to analyze how the different gender responds to stress.

Table 1: Sample Size of Student Athletes in School in Nakuru County

Zone	No. Schools	Total No. of Form 2 and 3 Students	Sample Size	Male Athletes	Female Athletes
A	4	430	42	21	21
B	6	620	61	30	30
C	3	664	65	33	32
D	4	820	80	40	40
E	7	1050	103	52	51
Total	24	3584	351	176	175

The study used a structured questionnaire to collect primary data. Descriptive (frequencies and percentages) analysis and inferential statistics such as chi-square test and Pearson's correlation analyses were used to analyze data after appropriate data coding. Descriptive statistics were used to investigate or explore one variable at a time. To test the hypotheses, chi-square test and Pearson's correlation analyses were conducted for each hypothesis and the results interpreted leading to the rejection or acceptance of the null hypotheses stated earlier. All hypotheses was tested at α=.05.

4 Findings and Discussions

4.1 Descriptive Statistics

Table 2: Distribution of Responses on Athletes Track Performance

Institutional Stress	1	2	3	4	5
I worry quite a bit about what the teachers think of my performance.	40(11.8%)	112(32.9%)	38(11.2%)	36(10.6%)	114(33.5%)
I tend to do lots of planning about how to reach my goals.	48(14.1%)	76(22.4%)	36(10.6%)	26(7.6%)	154(45.3%)
I feel confident that I will play well.	34(10%)	80(23.5%)	70(20.6%)	38(11.2%)	118(34.7%)
When a coach or manager criticizes me, I become upset	78(22.9%)	98(28.8%)	60(17.6%)	46(13.5%)	58(17.1%)

rather than feel helped.					
It is easy for me to keep distracting thoughts from interfering with something I am watching or listening to.	68(20%)	82(24.1%)	66(19.4%)	64(18.8%)	60(17.6%)
I put a lot of pressure on myself by worrying about how I will perform.	56(16.5%)	96(28.2%)	36(10.6%)	44(12.9%)	108(31.8%)
I set my own performance goals for each practice.	22(6.5%)	74(21.8%)	64(18.8%)	58(17.1%)	122(35.9%)
I don't have to be pushed to practice or play hard; I give 100%.	50(14.7%)	90(26.5%)	38(11.2%)	44(12.9%)	118(34.7%)
If a coach criticizes or yells at me, I correct the mistake without getting upset about it.	56(16.5%)	72(21.2%)	54(15.9%)	46(13.5%)	112(32.9%)
I handle unexpected situations in my sport very well.	56(16.5%)	90(26.5%)	56(16.5%)	56(16.5%)	82(24.1%)
When things are going badly, I tell myself to keep calm, and this works for me.	58(17.1%)	80(23.5%)	56(16.5%)	48(14.1%)	98(28.8%)
The more pressure there is during a game, the more I enjoy it.	52(15.3%)	98(28.8%)	48(14.1%)	46(13.5%)	96(28.2%)
While competing, I worry about making mistakes or failing to come through.	82(24.1%)	74(21.8%)	54(15.9%)	60(17.6%)	70(20.6%)
I have my own game plan worked out in my head long before the game begins.	72(21.2%)	80(23.5%)	60(17.6%)	40(11.8%)	88(25.9%)
When I feel myself getting too tense, I can quickly relax my body and calm myself.	60(17.6%)	78(22.9%)	56(16.5%)	54(15.9%)	92(27.1%)
To me, pressure situations are challenges that I welcome.	80(23.5%)	94(27.6%)	46(13.5%)	42(12.4%)	78(22.9%)
I think about and imagine what will happen if I fail.	62(18.2%)	82(24.1%)	64(18.8%)	40(11.8%)	92(27.1%)
I maintain emotional control regardless of how things are going for me.	52(15.3%)	66(19.4%)	46(13.5%)	60(17.6%)	116(34.1%)
It is easy for me to direct my attention and focus on a single object or person.	52(15.3%)	72(21.2%)	46(13.5%)	64(18.8%)	106(31.2%)
When I fail to reach my goals, it makes me try even harder.	50(14.7%)	60(17.6%)	44(12.9%)	52(15.3%)	134(39.4%)
I improve my skills by listening carefully to advice and instruction from coaches and managers.	42(12.4%)	56(16.5%)	38(11.2%)	60(17.6%)	144(42.4%)
I make fewer mistakes when the pressure is on because I concentrate better.	54(15.9%)	88(25.9%)	38(11.2%)	66(19.4%)	94(27.6%)

Data presented in Table 2 indicates that 40(11.8%) of respondents completely disagreed with the statement *'I worry quite a bit about what the teachers think of my performance'* while 112(32.9%) disagreed; 38(11.2%) were undecided; 36(10.6%) agreed and 114(33.5%) completely agreed with the statement. Similarly, 48(14.1%) of respondents completely disagreed with the statement *'I tend to do lots of planning about how to reach my goals'* while 76(22.4%) disagreed; 36(10.6%) were undecided; 26(7.6%) agreed and 154(45.3%) completely agreed with the statement. It was also observed that 34(10%) of respondents completely disagreed with the statement 'I feel confident that I will play well' while 80(23.5%) disagreed; 70(20.6%) were undecided; 38(11.2%) agreed and 118(34.7%) completely agreed with the statement. Concerning the statement: *'When a coach or manager criticizes me, I become upset rather than feel helped'* it was observed that 78(22.9%) completely disagreed; 98(28.8%) disagreed; 60(17.6%) were undecided; 46(13.5%) agreed and 58(17.1%) completely agreed. Similarly, 68(20%) of respondents completely disagreed with the statement *'It is easy for me to keep distracting thoughts from interfering with something I am watching or listening to'* while 82(24.1%) disagreed; 66(19.4%) were undecided; 64(18.8%) agreed and 60(17.6%) completely agreed with the statement. It was also observed that 56(16.5%) of respondents completely disagreed with the statement *'I put a lot of pressure on myself by worrying about how I will perform'* while 96(28.2%) disagreed; 36(10.6%) were undecided; 44(12.9%) agreed and 108(31.8%) completely agreed with the statement. With regard to the statement: *'I set my own performance goals for each practice'* it was observed that 22(6.5%) completely disagreed; 74(21.8%) disagreed; 64(18.8%) were undecided; 58(17.1%) agreed and 122(35.9%) completely agreed. It was observed that 50(14.7%) of respondents completely disagreed with the statement *'I don't have to be pushed to practice or play hard; I give 100%'* while 90(26.5%) disagreed; 38(11.2%) were undecided; 44(12.9%) agreed and 118(34.7%) completely agreed with the statement.

Similarly, 56(16.5%) of respondents completely disagreed with the statement *'If a coach criticizes or yells at me, I correct the mistake without getting upset about it'* while 72(21.2%) disagreed; 54(15.9%) were undecided; 46(13.5%) agreed and 112(32.9%) completely agreed with the statement. It was also observed that 56(16.5%) of respondents completely disagreed with the statement *'I handle unexpected situations in my sport very well'* while 90(26.5%) disagreed; 56(16.5%) were undecided; 56(16.5%) agreed and 82(24.1%) completely agreed with the statement. Concerning the statement: '*When things are going badly, I tell myself to keep calm, and this works for me'* it was observed that 58(17.1%) completely disagreed; 80(23.5%) disagreed; 56(16.5%) were undecided; 48(14.1%) agreed and 98(28.8%) completely agreed. Similarly, 52(15.3%) of respondents completely disagreed with the statement *'The more pressure there is during a game, the more I enjoy it'* while 98(28.8%) disagreed; 48(14.1%) were undecided; 46(13.5%) agreed and 96(28.2%) completely agreed with the statement. It was also observed that 82(24.1%) of respondents completely disagreed with the statement *'While competing, I worry about making mistakes or failing to come through'* while 74(21.8%) disagreed; 54(15.9%) were undecided; 60(17.6%) agreed and 70(20.6%) completely agreed with the statement. With regard to the statement: '*I have my own*

game plan worked out in my head long before the game begins' it was observed that 72(21.2%) completely disagreed; 80(23.5%) disagreed; 60(17.6%) were undecided; 40(11.8%) agreed and 88(25.9%) completely agreed. Similarly, 60(17.6%) of respondents completely disagreed with the statement *'When I feel myself getting too tense, I can quickly relax my body and calm myself'* while 78(22.9%) disagreed; 56(16.5%) were undecided; 54(15.9%) agreed and 92(27.1%) completely agreed with the statement. It was also observed that 80(23.5%) of respondents completely disagreed with the statement *'To me, pressure situations are challenges that I welcome'* while 94(27.6%) disagreed; 46(13.5%) were undecided; 42(12.4%) agreed and 78(22.9%) completely agreed with the statement. With regard to the statement: '*I think about and imagine what will happen if I fail'* it was observed that 62(18.2%) completely disagreed; 82(24.1%) disagreed; 64(18.8%) were undecided; 40(11.8%) agreed and 92(27.1%) completely agreed. It was observed that 52(15.3%) of respondents completely disagreed with the statement *'I maintain emotional control regardless of how things are going for me'* while 66(19.4%) disagreed; 46(13.5%) were undecided; 60(17.6%) agreed and 116(34.1%) completely agreed with the statement.

Similarly, 52(15.3%) of respondents completely disagreed with the statement *'It is easy for me to direct my attention and focus on a single object or person'* while 72(21.2%) disagreed; 46(13.5%) were undecided; 64(18.8%) agreed and 106(31.2%) completely agreed with the statement. It was also observed that 50(14.7%) of respondents completely disagreed with the statement *'When I fail to reach my goals, it makes me try even harder'* while 60(17.6%) disagreed; 44(12.9%) were undecided; 52(15.3%) agreed and 134(39.4%) completely agreed with the statement. Concerning the statement: '*I improve my skills by listening carefully to advice and instruction from coaches and managers'* it was observed that 42(12.4%) completely disagreed; 56(16.5%) disagreed; 38(11.2%) were undecided; 60(17.6%) agreed and 144(42.4%) completely agreed. Similarly, 54(15.9%) of respondents completely disagreed with the statement *'I make fewer mistakes when the pressure is on because I concentrate better'* while 88(25.9%) disagreed; 38(11.2%) were undecided; 66(19.4%) agreed and 94(27.6%) completely agreed with the statement.

The level of institutional related stress was conceptualized as a composite variable derived from the averages of non-missing responses on 22 items. The overall averages were divided into 3 categories: Low; Moderate and High. The expected highest score per respondent was 50, and therefore, transition points were $x \leq 37$ for Low; $x \geq 38 \leq 74$ for Moderate and $x \geq 75$ for high levels of completion related stress. The findings of the study are presented on Table 2

Table 3: Distribution of Institutional Related Stress Levels

Institutional Related Stress	Frequency	Percent
Low	6	1.8
Moderate	224	65.9
High	110	32.4
Total	340	100.0

Data presented in Table 3 indicates that the modal group of respondents presented moderate institutional related stress levels (65.9%) compared to 1.8% of respondents who presented low levels and 32.4% who presented high levels.

Table 4: Distribution of Athletes Track Performance Levels

Athletes Track Performance	Frequency	Percentage (%)
Low	20	5.9
Moderate	248	72.9
High	72	21.2
Total	340	100.0

Data presented in Table 13 indicates that the modal group of respondents presented moderate athletes track performance levels (72.9%) compared to 5.9% of respondents who presented low levels and 21.2% who presented high levels.

4.2 Inferential Statistics

Table 4: Regression Results on Influence of institutional related stress on Students Athlete Track Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.148	.224		9.571	.000
Worry about teachers	.056	.026	.131	2.178	.030
Planning towards goals.	.011	.025	.028	.446	.656
Feel confident	.009	.027	.019	.321	.748
Fear criticisms	.082	.025	.181	3.263	.001
Distracting thoughts	.043	.025	.093	1.680	.094
Pressure on performance	.026	.024	.061	1.077	.282
Set performance goals	.019	.028	.040	.666	.506
Not pushed to practice	-.017	.024	-.041	-.731	.465
Upset on criticizers	.009	.025	.022	.379	.705
Handle unexpected situations	-.027	.027	-.061	-1.011	.313
Keep calm	-.044	.025	-.102	-1.754	.080
Pressure bring joy	-.008	.024	-.019	-.335	.738
Worry about mistakes	-.010	.025	-.023	-.394	.694
Own game plan worked	.025	.025	.058	.971	.332
Quickly relax	.002	.024	.004	.075	.940
Welcome pressure	.017	.024	.040	.714	.475
Imagine what will happen	.047	.024	.109	1.957	.051
Maintain emotional control	.075	.024	.177	3.149	.002
Focus on a single object	.031	.026	.072	1.213	.226

Failure makes me try harder	-.065	.024	-.154	-2.681	.008
Improve my skills	-.046	.025	-.106	-1.807	.072
Make fewer mistakes	-.012	.024	-.028	-.496	.620

Regression results on influence of institutional related stress on students' athlete track Performance. The study established significant influence of the student athlete worries quite a bit about what the teachers think of his/her performance on their track performance r=0.056, p=0.03<0.05. Second, there was significant influence of a coach or manager criticism lead to being upset rather than feel helped on students athlete track performance r=0.082, p=0.001<0.05. Third, the study established significant influence of the student athlete maintain emotional control regardless of how things are going and their track performance r=0.075, p=0.002<0.05. Since the study established significant influence of 3 out of the 12 institutional related stress on students track performance, there was statistical evidence to reject the hypothesis that $Ho_{2:}$ There is no statistically significant influence of institutional related stress on student athletes' track performance in secondary schools in Nakuru County, Kenya. To test for the significance of the relationship between institutional related stress and track performance among athletes, there was statistical evidence to reject the hypothesis that $Ho_{2:}$ There is no statistically significant influence of institutional related stress on student athletes' track performance in secondary schools in Nakuru County, Kenya. The findings of this study agree with the output of the research by Hanton *et al*. (2005) who established that elite athletes experienced and recalled more demands associated primarily and directly with the sport organization than with competitive performance. More recently, Fletcher *et al*. (2012) compared the frequency and content of institutional stressors between elite and non-elite sport performers. They found that the higher skilled participants encountered more stressors than the lower skilled participants. Fletcher, & Goodger (2012) investigated the relationship between institutional stressors and burnout in collegiate soccer players. Results revealed multiple institutional stressors linked to athlete burnout comprising training and competition load, training and competition environment, travel arrangements, nutritional issues, risk of injury, leadership style, lack of social support, career and performance development, inadequate communication channels, and role overload. Additional stressors athletes may experience include: extensive time demands placed upon them, injuries, conflict with coaches, pressure to win, and academic demands including tests, assignments, missing classes because of travel and making up assignments (Humphrey *et al.,* 2000; Wilson & Pritchard, 2005). In another examination of the characteristics of peak performance, Williams and Krane (2001) identified a number of psychological characteristics and mental skills of elite athletes. These included having a high level of motivation and commitment to the task, a well-defined practice and competition routine, and a strong belief in one's ability to perform. Athletes who demonstrate these skills during a performance are presumably in a better position to achieve success than athletes who do not. It intuitively makes sense for the effects of competition on performance to closely resonate with the effects of observers on performance, given the considerable social comparison and evaluation elements that are present in competition, moreover, a recent meta-analysis yielded only weak support for its predictions when applied to sport performance (Strauss, 2002).

Table 5: Moderating Stress Related Factors and Performance on the Track

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.531	.281		5.447	.000
	Institutional	.011	.006	.107	1.965	.050
2	(Constant)	1.523	.284		5.367	.000
	Institutional	.011	.006	.108	1.967	.050
	Moderating	-.011	.050	-.014	-.214	.831

Table 5 shows the findings before and after interaction of moderating stress factors was introduced as moderating variable. The study established a significant influence of institutional related stress and students athlete track performance r = 0.017, p=0.000<0.05 before interaction of the moderating variables and significant influence r= 0.018, p= 0.000<0.05 after interaction of the moderating variables. The introduction of games teacher motivation mediating variable did not contribute to any change in the relationship between institutional related stress and students athletes track performance.

5. Conclusions and Recommendations

5.1 Conclusions

The study first examined influence of institutional related stress on student athletes' track performance in secondary schools in Nakuru County, Kenya. The study established that institutional related stress negatively influences track performance among athletes in secondary schools in Nakuru County, Kenya. The introduction of games teacher motivation mediating variable did not contribute to any change in the relationship between institutional related stress and students athletes track performance.

5.2 Recommendations

Secondary schools in Kenya should put in place strategies for boosting positive competition related stress as a means to boosting track performance among student athletes. Secondly the professionals involved in management of sports and games as well as guidance and counselling departments in secondary schools in Kenya should come up with adequate programmes and ways of managing institutional related stress to mitigate against the negative influences it has on track performance among student athletes. Third, there should be proper arrangements for boosting positive personality related stress to strengthen the observed positive influence on track performance among athletes in secondary schools in Nakuru County, Kenya. Four, Guidance and Counselling Departments in secondary schools in Kenya should design appropriate programmes for proper stress coping strategies adopted by students' athletes to reduce the negative influence on track performance among athletes. Guidance and Counselling Departments should design appropriate programmes for school-based interventions used by students' athletes to increase the

positive influence on track performance among athletes in secondary schools in Nakuru County, Kenya.

References

1. Abedalhafiza, A, Ziad A, Al Haliq M. Sources of stress and coping styles among student-athletes in Jordan universities, Procedia Social and Behavioral Sciences. 2010; 5:1911-1917.
2. Baron Thiene A, Alfermann D. Personal characteristics as predictors for dual career dropout versus continuation. A prospective study of adolescent athletes from German elite sport schools. Psychology of Sport and Exercise. 2015; 21:42–49.
3. Cosh S, Tully PJ. "All I have to do is pass": A discursive analysis of student athletes' talk about prioritising sport to the detriment of education to overcome stressors encountered in combining elite sport and tertiary education. Psychology of Sport and Exercise. 2014; 15(2):180-189.
4. Frank R, Nixdorf I, Beckmann J. Depression among elite athletes: Prevalence and psychological factors. Deutsche Zeitschrift für Sportmedizin [German Journal of Sports Medicine]. 2015; 64:320-326.
5. Fletcher D, Hanton S, Mellalieu SD. An organizational stress-review: Conceptual and theoretical issues in competitive sport. In S. Hanton & S. D. Mellalieu (Eds.), Literature review in sport psychology. Hauppauge, NY: Nova Science, 2006, 321-374.
6. Gustafsson H, Madigan DJ, Lundkvist E. Burnout in athletes. In R. Fuchs & M. Gerber (Eds.), Stress regulation und Sport [Stress regulation and sports]. Heidelberg: Springer, 2017.
7. Hamid B, Mohammad AB. The impact of styles of coping with stress on sport achievement, Procedia Social and Behavioral Sciences. 2010; 5:764–769.
8. Hamilton R, Scott D, Macdougall M. Assessing the effectiveness of Self-Talk interventions on endurance performance. Journal of Applied Sport Psychology. 2007; 19(3):226-239.
9. Hanton S, Connaughton D. Perceived control of anxiety and its relationship with self-confidence performance: A qualitative explanation. Research Quarterly for Exercise and Sport. 2002; 73:87-97.
10. Johnson B, Christensen L. Educational research: Quantitative, qualitative and mixed approaches (3rd ed.). Thousand Oaks, CA: Sage, 2008.
11. Lazarus RS. Psychological stress and the coping process. New York: McGraw-Hill, 1966.
12. Lazarus RS. Puzzles in the study of daily hassle. Paper presented at conference entitled integrative perspectives in youths Development; Person and Ecology. Berlin, West Germany, 1983.
13. Lombardo ER, Tan G, Jensen MP, Anderson KO. Anger management style and association with self-efficacy and pain in male veterans. The Journal of Pain. 2005; 6:765-770. doi:10.1016/j.jpain.2005.07.003
14. Melgosa Julian. Less Stress. Editorial Safeliz: Madrid, 2000.
15. Mellalieu SD, Hanton, S, Fletcher D. A competitive anxiety review: Recent directions in sport psychology research. In S. Hanton, & S. D. Mellalieu (Eds.), Literature reviews in sport psychology). Hauppauge, NY: Nova Science, 2006, 1-45
16. Musyoki RM. Relationship between school environment and psychological health among pupils in selected primary schools in Kathivo Zone, Kitui West District. Unpublished M.Ed Project, Kenyatta University, 2011.
17. Ongonga JO, Okwara MO, Okello TM. Sports and Secondary Education in Kenya. International Research Journals. 2010; 1(11):607-617.
18. Rice SM, Purcell R, De Silva S, Mawren D, *et al*. The mental health of elite athletes: A narrative systematic review. Sport Medicine. 2016; 46:1333-1353.
19. Richartz A, Sallen J. Combining elite sports and academic career. Chronic stressors, protective resources and preventative approaches. Multiple stressors in the contexts of health and society (pp. 65–83). Berlin: LIT, 2017, 65-83.
20. Stough C, Clements M, Wallish L, Downey D. Emotional intelligence in sport: theoretical linkages and preliminary empirical relationships from basketball. Springer US Press, 2009.
21. Ursin H. Press stop to start: The role of inhibition for choice and health. Psychoneuroendocrinology. 2005; 30:1059-1065.
22. Ursin H, Eriksen HR. The Cognitive Activation Theory of Stress. Psycho neuroendocrinology. 2004; 29:567-592.
23. Wolanin, A, Gross M, Hong E. Depression in Athletes: Prevalence and risk factors. Current Sports Medicine Reports. 2015; 14:56-60.