

**INFLUENCE OF SELECTED WORK RELATED VARIABLES ON
OCCUPATIONAL STRESS AMONG TEACHERS IN PUBLIC
SECONDARY SCHOOLS**

By

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TECHNOLOGY**

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DECLARATION AND APPROVAL

This PhD Thesis is my original work and has not been presented for conferment of a degree in any other University.

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DEDICATION

I dedicate this work to my parents, siblings, children and my dear friend Steve for their love and support.

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ABSTRACT

Occupational stress is a universal phenomenon that manifests itself among workers as a result of pressures originating from within and without the work place. Work stress has been known to have negative effects on performance and service delivery among workers and can therefore be expensive for organizations as it adversely affects organizational performance and productivity. Globally, teaching has been portrayed among the most stressful jobs. Given the significant role education plays in shaping society, the pivotal roles played by teachers globally and in Borabu Sub County of Nyamira County in particular cannot be over stated. Majority of the teachers' confess that they would opt for an alternative profession given an opportunity, a situation witnessed by a substantive number of teachers who leave their teaching employment to join other professions when opportunities arise. The purpose of the present study was to investigate the Influence of Selected Work Related Variables on Occupational Stress among Teachers in Public Secondary Schools in Borabu Sub County of Nyamira County. The study objectives were: to determine the influence of role overload on occupational stress among public secondary school teachers; to examine the influence of role ambiguity on occupational stress among public secondary school teachers; to establish how promotion prospects influence occupational stress among public secondary school teachers; to explore how compensation influences occupational stress among public secondary school teachers and to establish the influence of student discipline on occupational stress among public secondary school teachers of Borabu Sub County, Kenya. The study was anchored on Person Environment Fit Theory of Caplan. The study employed convergent parallel research design within mixed method approach. The population of the study comprised of 212 public high school teachers, 21 principals, and 4 Education Officers. Saturated sampling was employed in the study. A sample size comprising of 212 teachers, 21 principals and four education officers of Borabu Sub County, Nyamira County, Kenya was obtained. Occupational stress questionnaire was used to collect quantitative data from teachers while qualitative data was collected using interview schedules. Descriptive statistics and correlational analysis were used to analyze quantitative data while qualitative data was analyzed using thematic framework. To ensure reliability of the instruments, a pilot study was done to 9% of the population that did not participate in the actual study. In addition, reliability of instruments was determined using internal consistency and an index of 0.60 was obtained. Validity of the instruments was ensured by seeking expert judgment from university lecturers of the department of psychology. The study results revealed that high school teachers of Borabu Sub County had a significant amount of role overload at $r=0.647$. Additional findings indicated that teachers engaged in various activities besides actual teaching in class and that there was understaffing in most schools. Also, a considerable role ambiguity was found at $r=0.635$. Due to a variety of conflicting roles, teachers experienced stress occasioned by multitasking of roles. Additionally, teachers promotion prospects were found to be inadequate at $r=-.154$ that portrayed slow career progression due to restricted promotions that influenced occupational stress among the teachers. Further, the study established that teachers were less compensated by the employer at $r= -0.204$. Moreover, it was found that remuneration was below expectation and it stressed the teachers. Finally, student indiscipline influenced teachers' occupational stress fairly at $r= -0.424$. Additionally, it was found that indiscipline of students influenced occupational stress among teachers. The study findings may be valuable to the school principals, teacher counselors and other education stake holders to apply adjustment interventions for occupational stress reduction. The study recommended that Teachers, School Principals, Teacher Counselors, other Education stake holders and Policy makers needed to apply adjustment interventions for occupational stress reduction among educators.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BPGS	Board of Post Graduate Studies
BSED	Borabu Sub County Education Director
BSHRO	Borabu Sub County Human Resource Officer
BSQASO	Borabu Sub County Quality Assurance and Standards Officer
BSTSCD	Borabu Sub County Teachers Service Commission Director
DEO	District Education Officer
DHRO	District Human Resource Officer
DQASO	Director of Quality Assurance and Standards Officer
FPE	Free Primary Education
HIV	Human Immunodeficiency Syndrome
HSPSI	High School Principals' Stress Index
JOOUST	Jaramogi Oginga Odinga University of Science and Technology
KICD	Kenya Institute of Curriculum Development
KSSHA	Kenya Secondary Schools Heads Association
MOE	Ministry of Education
NACOSTI	National Council for Science Technology and Innovation
OSQ	Occupational Stress Questionnaire
OSS	Occupational Stress Scale
PET	Personal Environment Theory
PhD	Doctor of Philosophy
PSS	Perceived Stress Scale
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education Science and Cultural Organization
USA	United States of America
UK	United Kingdom
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Stress is a pervasive global health challenge that has a significant effect on the well-being of service providers especially those working in the human service sectors like teachers, police officers, health care providers and media specialists. Occupational stress may be defined as the experience of unpleasant negative emotions such as tension, anxiety, frustration, anger and depression resulting from aspects of work (Salami, 2010). Further, it can be used to define on going stress that is related to the workplace and might have to do with the responsibilities associated with the work itself or be caused by conditions that are based at the employer's environment or personality conflicts. As with other forms of tension, occupational stress can eventually be detrimental to both physical and emotional well-being if not managed effectively (Kaur, 2011).

While stress is necessary and positive, it can also be negative and harmful. Occupational stress arises from demanding and unreasonable physical and mental situations upon the adaptive abilities of the mind and the body called stressors. Therefore, it significantly affects performance and service delivery of workers (Ngari, Ndungu, Mwonya, Mumiukha & Kariuki, 2013). This study was prompted by emerging information from studies that stress is a silent killer that affects the health of service providers leading to mental, physical and emotional disorders. It is against this background that the study investigated influence of selected work related variables on occupational stress among teachers of public secondary schools in Kenya.

The International Labour Organization report of 2004 identified work related stress as a 21st century disease. This was due to labour intensification, competitive pressures, time squeeze, technological innovations and lack of worker control in their jobs. There is abounding evidence showing that more flexible labour relations, notably downsizing, contracting and other types of labour are associated with deterioration in work security, resulting in higher injury rates, hazardous exposures, disease and work-related stress. People spend eight or more hours at the work place every day. The workplace environment is one of the key factors that affect people's physical and mental health. The workplace and work itself contributed to a person's identity and provides income (World Health Organization, 2005). However,

circumstances under which people work can be poorly organized posing risks to workers. Risks associated with poor working conditions have not been adequately addressed even though research shows that work in poorly organized work places can have negative effects on the health of workers (Oweke, 2014). WHO (2017), projected that by the year 2020, stress associated with the work place, also referred as occupational stress, will be a major epidemic that will cause ill health. Stress is therefore rated as a silent killer among other illnesses such as: HIV/AIDS, heart disease, cancer and diabetes. As the findings suggest, out of all the illnesses that are encountered by human beings, 60-90 percent emanate from stress related cases. Occupational stress of teachers which emanates from job related stressors becomes one of the target areas of mental health that inspires the interest and concerns of different research scholars (Gebrekirstos, 2015).

A recent report of the World Health Organization (2017) also revealed that, globally, the psychological stress of workers had been increasing through time and is a concern among professionals employed in human service occupations. It had also been recognized as of major concern for those in the teaching profession. The consequence of this growing occupational stress adversely impairs not only the health of the employed individuals but also for the society in general by declining the amount and quality of work and productivity when its level is high. Due to this reason, occupational stress costs employers as much as US \$200 billion per year globally. Consequently, the issue of occupational stress among secondary school teachers has been recognized as a devastating problem in many countries of the world. For instance, a study conducted in Hong Kong among primary and secondary school teachers showed that a considerable number of teachers develop anxiety and depression problems in their work place. Further, other studies by (Leunga, Makb, Chuic, Chianga, & Leea, 2009) suggested that teachers perceived their profession as a major stressful work situation compared to other professions and out of all the teachers, more than 33% of them reported that they experienced high level of occupational stress in their work place. Moreover, the study depicted that secondary school teachers are confronted by a number of stressors in their daily activities that cause different levels of occupational stress for them. These different levels of occupational stress again affect those who have an interaction with the teachers during their work days.

Separately, Kaur (2011) asserted that the teaching profession initially had a very prestigious place among all professions. A teacher was a kingpin in the entire system of education. Most cultures of the civilized world have considered their teachers in a very high esteem. They are often referred to as Master, Mentor or Guru. Most thinkers and philosophers of the past are still remembered because they had disciples and students. Times have changed and societies and cultures have been drastically diversified, but the tasks of a teacher are primarily the same, which is the transfer of knowledge to the next generation. With change in cultural norms and traditions in the societies, there has been a drastic change in the expectations from the teacher. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining a student and some have put additional burden on teachers in respect of their preparation of lessons and adopting and maintaining their teaching styles. Moreover, teaching has now become a very demanding occupation with a lot of stress for a teacher who has a lot of targets to achieve and a lot of responsibilities to shoulder besides the primary role of teaching students. Primarily the role and responsibility of a teacher is multitasking in the present day school system. With the change in the type of teaching culture, and added managerial responsibilities for teachers to include planning and executing instructional lessons, assessing students based on the curriculum and communicating with parents, there are other extra responsibilities that contribute to the teacher's stress all over the world that include; lesson planning and teaching, accountability for student performance, classroom management and discipline, supervisory role and conducting and monitoring extracurricular activities (Kaur, 2011).

McMahon (2010) study on work related stress among teachers in the USA indicated that stress among teachers had caused a dysfunction among them and even led others to move out of the profession. The study further highlights that this is caused by demands to meet government teaching targets. These demands are associated with employment tasks at the work place such as educational institutions. The role of a teacher demands the highest qualities of dedication and commitment so as to play a key role in the attainment of educational goals as set out by society (Sichambo, Maragia & Simiyu, 2012). In the course of discharging responsibilities the teacher acts as an instructor, motivator, examiner, guide and counselor to mold the future work force of any nation. Teachers thus occupy the top most position in the academic

and professional educational pyramid from where they bring constructive, productive and quality education in society (Madhu & Manju, 2013). Similarly, a high quality teaching staff is the cornerstone of a successful education system which elevates the teacher as a key variable for student achievement through the daily teacher student interaction that forms the center of the education process. However, the teaching profession is continuously befallen with several problems among them being occupational stress among its human resource, a major hindrance in academic productivity. Developed and developing countries are finding it difficult to counter occupational stress among teachers (Jerotich, Jeruto & Chemwei, 2014).

In the same breath, Ozturk (2011) study in Australia observed that along with servicemen, social workers and linguists, teachers have surfaced at the start of the new millennium as the most afflicted with rising levels of occupational stress. Teachers play a significant role in the development of countries by educating new generations and that they are important factors in the education process. Therefore, ensuring their satisfaction by improving their working conditions in schools may positively affect their physiological and psychological wellbeing and thus ensure improved educational productivity (Ozturk, 2011).

Mohd, (2014) observed that occupational stress is one of the most critical factors for the future success of education and schools in India. The study was on occupational stress amongst teachers of professional colleges of Education in Jammu province. The study further posted that teaching was a complex and demanding work and there was a daily need for teachers to fully engage in that work with not only their heads but also their hearts. Moreover, other professions such as professional programmers, company executives as well as in sports have revealed that their stress levels are lower than stress levels among teachers. Other than occupational stress, studies have also established that teachers suffer from burnout (Komal, 2012). It is intriguing that teaching has been identified as being associated with high to very high levels of occupational stress (Mohd, 2014).

Buckley's (2011) study on the wellbeing of New Zealand teachers, the relationship between health, stress, job demands and teacher efficacy found that over 39% of teachers considered teaching to be either very stressful or extremely stressful. This implied that most teachers experienced stress. The study used a cross sectional research design and a 10 item perceived stress scale to determine the stress levels.

Correlation was done to determine the relationship between health, job demands and teacher efficacy.

Similarly, Shernoff, Mehta, Attikins, Torf and Spencer (2011), conducted a qualitative study on the sources and impact of stress among twenty urban teachers of three low-performing elementary schools located in high poverty urban neighborhoods in a large Midwestern city at USA. The study concluded that lack of resources, excessive workload, school-level disorganization, managing behavior problems and accountability policies are significant sources of stress for urban teachers.

Also, Siddiqui (2012) in a study of occupational stress in teachers, a comparative study of public and private schools in Hyderabad in India found that it was a fact that female teachers working in public schools as compared to working in private schools lack resources like advanced technologies. Lacking such basic resources could be considered a contributing factor in their stress level. The Urdu version of the occupational stress scale developed by Sohail and Khanum (2002) was used to explore the difference between the level of occupational stress experienced by public and private schools.

In Africa, Endale (2019) did a study on teachers' organizational commitment to secondary schools in Addis Ababa, Ethiopia and the study identified teachers as playing big roles in executing the goals of education. The study was conducted to measure teachers' level of commitment and its correlates with their individual characteristics. The study employed a quantitative survey design to address the research questions. It was followed by choosing 15 public secondary schools and 230 teachers who were randomly selected in Addis Ababa. Mayer and Allen (1990) three sub-dimensions (Affective, Continuance and Normative) with 21 questions in total were the instruments of data collection. The major findings from the study were public secondary teachers low speaking of affective and normative but their continuance commitment was encouraging and senior and experienced teachers specifically showed low commitment level. Therefore the school leaders, teachers unions and concerned bodies need to devise new ways of refreshing senior teachers and give responsibilities to participating teachers in the decision making process.

Similarly, Ncube and Tshabalala (2013), studied work stress among 200 teachers in Zimbabwe and found that most of the teachers perceived poor pay, work overload, bad school management, role overload and large class sizes as the major causes of stress in their work. They also reported lack of resources for the job, bad social climate, low social status of teachers, anxiety, over evaluation and lack of social support from colleagues, particularly senior colleagues also significantly affected the stress levels of teachers and the least qualified teachers were affected by self-defeating beliefs, unacceptable people's behavior, lack of parental support, fear of conflict, lack of job stability and security as well as career development.

In Kenya, Kirigo and Gitonga (2016) observe that the cost of occupational stress had been very high in many organizations. Stress can undermine the achievement of goals, both for individuals and for organizations. Managers were in dilemma over the interventions that needed to be employed to minimize the cost associated with occupational stress on organizational performance. This study investigated the influence of occupational stress on performance of teachers in Nyeri South Sub County; Nyeri County. The study established that the teachers had many activities to carry out in the process of executing their main duty of teaching. These included: preparing professional documents, lesson plans, schemes of work, records of work and student progress records as well as administering, marking and analyzing examinations.

Further, in Kenya, Waititu (2012) study in Limuru District, Kenya concurs with the fact that many teachers were leaving the profession because of poor remuneration for greener financial pastures. The study observed that teaching was a much sought after profession, yet growing opportunities and well-paying career alternatives were making it difficult to attract and retain highly qualified teachers as the job pressures far outweighed the benefits of working in such a service organization.

In addition, Kitenga and Ngeno (2009) conducted a study in Ngong Division of Kajiado North District, Kenya. The study established that teachers working in friendlier environments like the private schools might enjoy more structured work environments and higher pay which was likely to translate to less occupational stress. In contrast, teachers working in public schools and who had heavy workload, less friendly working environment with less attractive pay might experience higher levels

of occupational stress than their counterparts in the private schools (Kitenga, 2009; Ngeno, 2007). Additionally, a study by Margaret, Simon and Sabina (2010) which was done in Kenya, found out that workload, long working hours, inadequate teaching materials, poor living conditions and low salary were the most stressful factors experienced by teachers at their working places.

In the same vein, Ogolla, Aloka and Raburu (2016) sought to examine the relationship between locus of control and stress management among high school Principals in Homa Bay County of Kenya. The study adopted a convergent parallel research design within the mixed method approach. From a population of 295 principals, the study used stratified random sampling to sample one hundred and sixty nine (169) high school principals. The Locus of Control Questionnaire and Stress Management Questionnaire were used to collect data. Analysis of Variance was used to analyze data. The study noted that principals with internal locus of control had the highest score of stress. The ANOVA results indicated that there was a statistically significant difference ($p=.05$) in stress management scores for locus of control [$F(2, 165) = 356, p < .05$].

In the same breath, Muguongo, Muguna and Muriithi (2015) studied on effects of compensation on job satisfaction among secondary school teachers in Maara Sub County of Tharaka Nithi County, Kenya. The study asserted that remuneration had a great impact on productivity. Teachers' pay scale was generally very low compared to other professions and the civil service salaries. Since independence, Kenyan teachers had gone on strike more than twelve times. The frequency of the strikes had increased since 1997 and had become an every year ritual. For instance, the teachers went on strike in October 1997, October 1998, October 2002, January 2009, March, 2010, September 2011, September 2012 and September 2013 and most recently in January 2015 (Borabu Sub County Education records, 2015). The study established that the basic pay, allowances and work environment affected teachers' job satisfaction, to a great extent. The study concluded that teachers were highly stressed with all aspects of compensation that they received and held intentions of turnover when opportunities arose. The intentions to turnover and the turnover itself could be interpreted as a protest against poor pay (Mutune & Orodho, 2014). Therefore, it is not surprising that many teachers harbor turnover intentions or quickly take up better paying opportunities as soon as they got one. Oyaro (2013) quoted data from KNUT which

reported that between January and June 2008, more than six hundred secondary school teachers left teaching for other jobs citing poor pay accompanied by stressful work and conditions of service as the main reasons (Machio, 2011).

Considering the aspect of teachers being overloaded with their work, Republic of Kenya / UNESCO (2012) end of a Decade evaluation of education in Kenya indicated that although the pupil teacher ratio at the national level and the country at large has achieved the recommended ratio of 45:1, there were still regional disparities especially in the Coast and North Eastern provinces where the pupil teacher ratio could be as high as 53:2 and 63:1 in 2013 respectively. The national teacher shortage stands at 61,235 for both primary and secondary schools (Republic of Kenya/UNESCO, 2012). Such a situation of teacher shortage upscales the workload for the remaining teachers thus reducing their effectiveness. Other teachers combined teaching and other jobs mostly unrelated to teaching in an effort to increase income which negatively affected their performance in teaching.

Thus the present study noted that occupational stress was prevalent among secondary school teachers but there was scanty information on selected variables that influenced occupational stress among secondary school teachers of Borabu Sub County, Kenya. The selected work related variables identified included; role overload, role ambiguity, promotion prospect, compensation and students discipline. Role overload involves situations where teachers indicate as having much work and feel overworked. In addition, role ambiguity included situations where teachers have displayed confusion or conflict in the work they do since it is not well defined. Teachers further found themselves in situations where they were required to multitask and finally they experienced conflict in their work. In addition, they asserted that promotions were limited indicating a slow career progression and that their employer did not appreciate and motivate the teachers efforts through promotions. Teachers compared their remuneration with the work they did and expressed dissatisfaction especially when they compared their salaries with workers in other professions. They observed that their payment needed to be at par or at least closely related to that of other professions. Further, teachers asserted that student discipline could either plummet or lower the teachers' occupational stress. These therefore are the selected work related variables which the current study undertook and their influence on occupational stress of secondary school teachers of Borabu Sub County, Kenya.

Role overload among teachers in Borabu Sub County has been identified as one of the factors influencing occupational stress among the teachers. The challenge of teacher shortage has been occasioned by most importantly teacher turnover where almost one in five teachers left the profession in a given year (Emoja, 2016). The Kenya Secondary Schools Heads Association (KESSHA) decried the change of profession by teachers since it had seen schools lose an average of 600 teachers per year due to poor pay (Onwonga, 2012). Teacher turnover intentions were evidenced by Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) frequent strikes for salary increases for their members (Gathungu & Wachira, 2013). The teachers' strike which commenced in June 2013 was called to force the government to honor the pay deal signed in 1997. The strike also sought for harmonization of allowances with those of civil servants. The strike ended in July 2013 after the court ordered the KNUT and KUPPET officials to terminate it and this left the teachers devastated and stressed.

A pre-conference brief by Kenya Secondary Schools Heads Association (KESSHA, 2016) allegedly indicated that some secondary school principals died every year due to stress related complications (Daily Nation, 29th June, 2016). The report further indicated that 67% of the principals' deaths were as a result of heart attacks, high blood pressure, hypertension and other ailments triggered by stress. The then national chairman indicated that in the last six years the number of principals who had died due to stress had been increasing and in the year 2016, 14 Principals died due to excessive stress at work. In addition, the report indicated that most of the victims suffered serious medical conditions because of working long hours and days without adequate rest. Further, the report observed that the nature of the job was so demanding and put so much pressure on the principals. It was also noted that the reforms in the Education ministry, the Teachers Service Commission, expectations from the society and the changing environment of the learners brought so much stress to school principals and teachers as there was pressure exerted on them to produce academic excellence and implement government educational reforms which took toll on the health of principals and teachers.

Occupational stress in Kenya has not been satisfactorily researched and researchers who have attempted to study occupational stress have largely considered factors causing or contributing to occupational stress, job satisfaction and burnout (Wangeri

& Okello 2013, Wangui et al. 2016, Sichambo et al., 2012). There is inadequate empirical evidence on selected work related variables and their influence on occupational stress among secondary school teachers of Borabu Sub County, Kenya. The present study noted that there was a knowledge void and purposed to bridge it. Table 1 indicates teachers' manifestation of stress as reported by their principals to the Sub County Human Resource Office.

Table 1: *Manifestations of Stress by Secondary School Teachers of Borabu Sub County*

Type of teachers stress experience	Cases of Teachers					Total Cases
	A	B	C	D	E	
Schools						
Fatigue	7	5	8	6	9	35
Absenteeism	3	3	4	2	3	15
Anger	4	2	3	3	4	16
Aggressiveness towards teachers and students	3	4	5	3	1	16
Lateness	3	2	3	2	3	13
Anxiety	2	2	3	2	3	12
General Body Ache	6	5	6	4	4	25
Minor Ailments	12	11	8	7	8	46
High Blood Pressure	4	5	2	3	2	16
Use of Drugs	2	3	4	3	4	16
Over Borrowing from Credit Facilities	3	4	5	3	4	19
Depressive Moods	4	3	4	3	2	16
Suicide Cases	1	1	1	1	1	5
Mysterious Deaths	1	1	1	1	1	5
Turnover Intentions and Turnover	5	7	8	9	5	34
Early Retirements	2	5	3	8	6	24
Total	62	63	60	59	54	313

Source: Borabu Sub County Quality Assurance and Standards Office from five surveyed secondary schools, 2018

According to Borabu Sub County Human Resource report (2018), incidences of teachers suffering occupational stress were reported. Table 1 indicates various manifestations of occupational stress exhibited by high school teachers of Borabu Sub County to include: absenteeism, drunkenness or use of drugs, over borrowing from credit facilities and banks, running of private businesses and moonlighting, non-commitment to the profession or low morale, under productivity and turnover intentions among their teachers. Further, complaints of persistent migraine and

headache were reported by some teachers, death of some teachers, other teachers pointed out too much work load, lack of career advancement and promotions, aggressive behavior towards colleagues and students, active participation in strikes, poor physical and emotional health and depressive moods were also experienced. Available data of high school teacher shortage in Borabu Sub County was also at 120 teachers (Borabu Sub County human resource officer, 2018) which occasioned role overload.

Moreover, according to Borabu Sub County Human Resource Office (2018), shortage of teachers was enhanced by among other reasons occupational stress which led to turnover, early retirement, teachers requesting for sick leaves often because of sickness as a result of stressful work and natural attrition. Further, in Borabu Sub County, between the year 2015 to 2018, quite a number of teachers left for early retirement, several teachers were out of school after seeking sick leaves and some teachers were recommended to go for rehabilitation out of drunkenness. The drunkenness was occasioned by the teachers' expression of pressure at work. In addition, other teachers had borrowed heavily from various credit facilities and were being sought and the complaint was received by the principals. In addition, 10 teachers had mysteriously died and 5 others were reported to have committed suicide (Borabu Sub County Education Office, 2018). Various research studies had investigated factors that contributed to occupational stress and stress management strategies among teachers but had not considered influence of selected work related variables on occupational stress among secondary school teachers of Borabu Sub County.

1.2 Statement of the Problem

To attain quality education for sustainable development, the teacher as the core instiller of disseminating knowledge should be well motivated and less stressed with their job for excellent performance. Further, without occupational stress, teachers' productivity is expected to enhance students' results. However, teaching has become a very demanding occupation all over the world with a lot of stress for a teacher who has a lot of responsibilities to shoulder besides the primary role of teaching students. In Kenya, teachers like any other worker in the discharge of their duties experience work place stress that leave them fatigued, experience burnout and with time become

less effective. Stress among secondary school teachers emanates from various aspects of their work life that include slow and limited opportunities of career progression, low remuneration, long working hours, indiscipline among students and need to hit deadlines. Further, inadequate staff and conflicting instructions to the teaching job also accelerated the teachers' occupational stress and Borabu Sub County has not been exceptional. Although, the government through the Education Ministry has made efforts to address the problem of stress, occupational stress is still a major threat to many teachers. According to Borabu Sub County Education Office (2018), cases of secondary school teachers of Borabu Sub County manifesting stress at their places of work resulting to in effective service delivery have been reported.

In the year 2015 to 2018 some teachers' sought for early retirement as a result of stress at work, while others harboured turnover intentions and the turnover itself when opportunities arose. Also, in some secondary schools in the Sub County, some teachers were reported to have been experiencing health challenges, fatigue and less commitment to their work. Separately, in some secondary schools in Borabu Sub County, cases of absenteeism of teachers from their places of work were pointed out. For instance, principals of three giant secondary schools of Borabu Sub County submitted reports to the Sub County office indicating that some teachers were absent for minor ailments while some reported late to work. Further, other teachers were reported to have over borrowed from credit facilities and were being sought to repay. In addition, further reports revealed cases of other teachers who indicated that they were stressed out of being overloaded with work and because of student behavior problems. Also, some teachers were recommended to go for rehabilitation for extreme drunkenness. Moreover, a significant number of teachers were reported to have shown low commitment to school activities, despair, anger and bitterness. Additionally, five teachers died mysteriously in five different schools in the Sub County and there were also cases of five teachers who committed suicide in five different secondary schools (Borabu Sub County office, 2018).

Studies on occupational stress among secondary school teachers have concentrated on factors contributing to stress and effects of stress and management. However, research is not aware of any study that has been done on influence of selected work related variables on occupational stress. The question on what causes such scenarios is of concern. The present study identified it as a grey area and therefore purposed to fill

the void on the influence of selected work related variables on occupational stress among teachers of public secondary schools in Borabu Sub County.

1.3 Purpose of the Study

The study purposed to investigate the influence of selected work related variables on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.

1.4 Research Objectives

The objectives of the study were to:

- i. Determine the influence of role overload on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
- ii. Examine the influence of role ambiguity on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
- iii. Establish how promotion prospects influence occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
- iv. Explore how compensation influences occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
- v. Establish the influence of student discipline on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.

1.5. Research Hypotheses

The study tested the following research hypotheses:

- i. **Ho₁** There is no statistically significant influence of role overload on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
Ha₁ There is a statistically significant influence of role overload on occupational stress among public secondary school teachers in Borabu Sub County, Kenya.
- ii. **Ho₂** There is no statistically significant influence of role ambiguity on occupational stress among public high school teachers in Borabu Sub County, Kenya.
Ha₂ There is a statistically significant influence of role ambiguity on occupational stress among public high school teachers in Borabu Sub County, Kenya.
- iii. **Ho₃** There is no statistically significant influence of promotion prospects on occupational stress among public high school teachers in Borabu Sub County, Kenya.
Ha₃ There exists a statistically significant influence of promotion prospects on occupational stress among public high school teachers in Borabu Sub County, Kenya.
- iv. **Ho₄** There is no statistically significant influence of compensation on occupational stress among public high school teachers in Borabu Sub County, Kenya.
Ha₄ There exists a statistically significant influence of compensation on occupational stress among public high school teachers in Borabu Sub County, Kenya.
- v. **Ho₅** There is no statistically significant influence of student discipline on occupational stress among public high school teachers in Borabu Sub County, Kenya.
Ha₅ There exists a statistically significant influence of student discipline on occupational stress among public high school teachers in Borabu Sub County, Kenya.

1.6 Significance of Study

The study may be significant to teachers since they are expected to get a better understanding of how occupational stress may affect them or their colleagues and seek for interventions to overcome the challenge and achieve better educational outcomes.

The teachers' employer (TSC) may utilize the study findings to put in place stress reducing strategies and improve employer–employee relationships and thus provide a basic framework for comparative study on occupational stress in other organizations.

In addition, the study may be valuable to the Ministry of Education in identifying causes of occupational stress at the teachers' workplaces that may be improved to forestall unnecessary stressful experiences, promote the teachers positive service delivery and finally facilitate better educational achievements. The study will be important to the Kenya Institute of Curriculum Development (KICD) since it may use these findings to integrate stress management in-service courses to better prepare school managers and teacher counselors for their management tasks at school level. Finally, the study is to build a rich body of knowledge for reference by scholars.

1.7 Scope of the Study

This study focused on occupational stress among high school teachers in Borabu Sub County, Kenya. The respondents included education officials, principals and teachers' of public high schools in Borabu Sub County, Kenya. The study was informed by Person-Environment Fit Theory of Caplan. The study employed convergent parallel research design within mixed methods approach. The study specifically investigated the influence of role overload, role ambiguity, promotion prospects; compensation and student discipline on occupational stress among public high school teachers in Borabu Sub County, Kenya.

1.8. Limitations of the Study

The researcher encountered the following limitations:

- i) Some teachers were reluctant to participate from the onset for fear that their careers would be threatened if they were identified as teachers under stress and therefore may not have truly answered their surveys. Researcher reassured all the respondent teachers that the information they gave was treated confidentially and only for the purpose of the present study.

- ii) Teachers whose students were under performing were cautious in providing honest information. Researcher overcame the limitation by reassuring the respondents that the findings of the study were likely to enable them attain improved educational productivity.
- iii) While answering questions on the closed ended questionnaire, some respondents might have given socially acceptable answers to please the researcher or gave exaggerated feedback since the researcher was not able to control their attitude or they may have been influenced by their religious beliefs. Researcher encouraged the respondents to answer appropriately since the current study was for academic purposes and also for research, hence need for genuine and valid responses for research authenticity.
- iv) Responses from the principals may not candidly reflect the situation on the ground since they may try to respond in a way that will protect their teachers. The researcher mitigated against this by assuring the respondents of confidentiality.
- v) Finally, the study used questionnaires as instruments for data collection, which confined the respondents to the choices provided by the researcher which was compensated for through interview schedules that allowed the respondents to freely express their views in details.

1.9 Assumptions of the Study

The study was based on the assumptions that:

- i) All respondents` participated willingly and cooperated with the research team by giving truthful information adequate to facilitate the drawing of conclusions in the study.
- ii) Respondents were truthful and provided accurate and honest information to the various questions in the research instrument which were free from any external influence.
- iii) That selected work related factors that were under investigation were responsible in influencing occupational stress among public secondary school teachers.
- iv) That the management of public secondary schools (MoE & TSC) were willing to discover occupational stress among public secondary school teachers and were ready to come up with interventions to counter the teachers occupational stress and that sufficient resource was available to carry out the research and access respondents in time.

1.10 Theoretical Framework of the Study

The present study was informed by Person Environment Fit theory of Caplan (1993). Person Environment Fit theory of psychological stress conceptualized the interaction between the person and the environment as the key to understanding peoples' cognitive, affective and behavioral reactions such as stress. In the occupational stress well-being literature, the degree of match between the demands people confront at their work and their abilities (knowledge, skills) to meet those demands is referred to as demands- ability fit; and the match between the person's needs (including physical and psychosocial needs such as good food) and the resources (such as salary) available is reoffered to as need-supplies fit. According to Person Environment fit theory, subjective Person-Environment misfit leads to two sets of outcomes. One set of outcomes comprises psychological, physical and behavioral strains defined as deviations from normal functioning (Caplan 1993).

Further, Caplan (1993) observed that psychological strains include dissatisfaction, anxiety, dysphoria or complaints of insomnia or restlessness. Physiological strains include elevated blood pressure, elevated serum cholesterol and compromised immune system functioning. Behavioral symptoms of strain include smoking, over eating, absenteeism and frequent utilization of health care services. Such responses constitute risk factors for disease, as in cases of smoking, over eating and elevated blood pressure, the cumulative experience of strains overtime can lead to mental and physical illnesses. Conversely, sustained good P-E fit can produce positive healthy outcomes. The tenets of the Person Environment Fit theory hold that employee-work environment misfits can lead to occupational stress. Majority of secondary school teachers of Borabu Sub County had reported psychological strain which was manifested through job dissatisfaction and anxiety, physiological strains also manifested through anger and several others getting simply emotional. Moreover, other teachers exhibited behavioral symptoms like drinking and smoking, absenteeism and over utilization of health care services even for minor ailments. Such responses constituted risk factors that manifested occupational stress among teachers and indicated a mismatch of themselves and the work they did. This stress was occasioned by increased roles, inadequate career advancement and limited promotion opportunities, low remuneration and student indiscipline and was considered as work

related variables which influenced occupational related stress for secondary school teachers in Borabu Sub County.

Person-Environment Fit theory informs this study by its set framework which is founded on the idea that a persons' degree of job stress is based on the degree of match or mismatch between the person and their working environment. Caplan (1993) theory holds that a person is less likely to experience job stress when there is a better match with the work environment. The P-E Fit Theory further observes that stress represents an erosion in value, dignity and spirit. Majority of teachers allude to the fact that their working environments are not pleasant. Teachers point out overworking, role ambiguity, student behavior problems, poor career progression opportunities and poor remuneration, low societal recognition of the profession, conflicts with colleagues and supervisors; rapid changes in curricular demands as some of the factors that lead to occupational strain and cause a mismatch between the teachers and their working environment.

Strains and tensions in the work place result from the interaction of an individual with the environment which determines whether or not a situation is stressful for that person (McMahon, 2010). When demands of the job exceed a person's ability to meet those demands, the fit between an individual and their work environment is incompatible, leading to a condition of stress. Such condition is portrayed by teachers' experiences of role overload and role ambiguity variable of this study and can influence occupational stress among secondary school teachers. The theory informs this study as it portrays the strain and tensions in the teachers' work environment which influence occupational stress among secondary school teachers of Borabu Sub County.

1.11 Conceptual Framework

A conceptual framework is a scheme of concepts or (variables) which the researcher operationalizes in order to achieve set objectives. It's a diagrammatic representation of the topic under study (Oso & Onen, 2011). This is presented in Figure 1

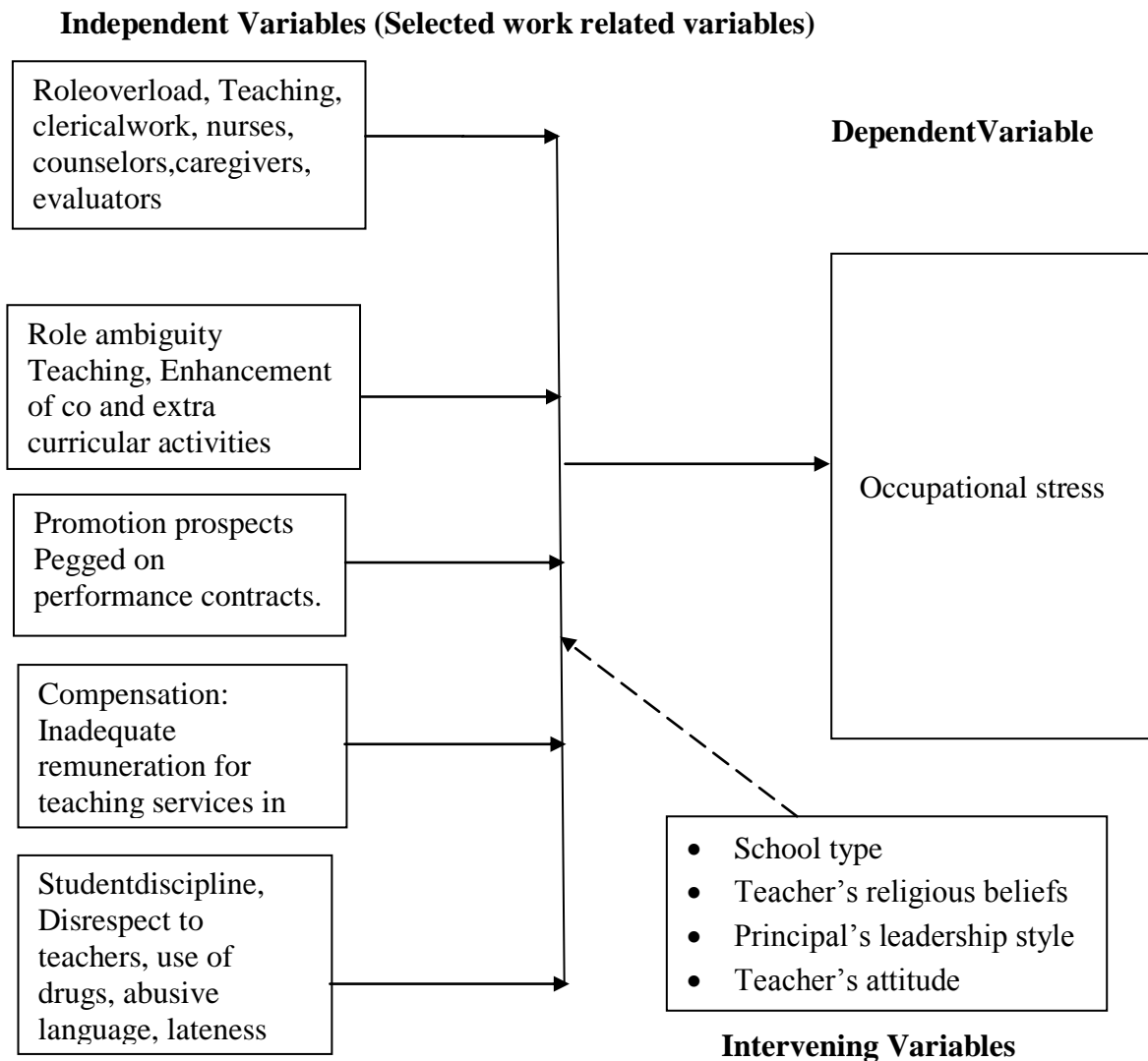


Figure 1: Conceptual Framework of the Study (Source: Research, 2018)

Figure 1 is a model of the conceptual framework of the study. It portrays that role overload, role ambiguity, promotion prospect, compensation and student discipline (independent variables) influence occupational stress (dependent variable) among teachers of public secondary schools in Borabu Sub County. Role overload focuses on the amount of teacher engagements in their line of duty. Role overload resulted from the fact that most public secondary schools were understaffed yet students were over enrolled resulting from free secondary education. Role overload led to role ambiguity among the teachers since they acted as disciplinarians, counselors and clerical workers because of much paper work done by the same teachers. Teachers' career promotion is no longer automatic. Public high school teachers have to sign performance contracts on the basis of which they are assessed in order to be

promoted. Such circumstances lead to occupational stress as the teachers have to put in a lot of time to try and meet the targets set in the contracts.

Remuneration for the teaching profession is comparatively lower than for most other professions (Bernard, Nzuki, Kilika & Nzulwa, 2014). In addition, there is school work teachers perform during their personal time and many a times at home like lesson planning, marking of tests and examinations which is not separately compensated unlike other professionals who are compensated for overtime work done. Students in public secondary schools experience a variety of challenges such as insufficient school fees, poor services at school, achievement pressure which lead to indiscipline as witnessed by the wave of burning schools in late 2016 and early 2017 and a few in 2019` in different parts of Kenya. Intervening variables were identified as school type, teachers' religious beliefs, principals' leadership style and teachers' attitude. In this scheme, the independent variables have a direct effect on the dependent variable. However, the relationship may be confounded by the intervening variables. Basically, the type of school where teachers are posted to work may or may not influence their stress. For instance, a school with inadequate facilities or experiencing teacher shortage or whether a school is National, County or Sub County also either plummets or escalates the teachers molare. Generally the working environment may be conducive to the teachers and boost their molare and commitment to work or vice versa.

When teachers' beliefs and attitudes are positive and are accommodated within the school environment, then teachers will not experience occupational stress whereas the reverse may be true. The researcher attempted to mitigate the intervening variables by using suitable statistical methods and gathering adequate sample.

1.12 Operational Definition of Terms

The Following Terms Have Been Defined As Used In The Study:

- Ambiguity** In this study role ambiguity was taken to mean lack of clarity between academic tasks and responsibilities assigned to the teacher in the process of discharging their duties like being a counselor, a nurse, a security person among others. It means unclear job description for teachers. It means the same in the context of this study.
- Compensation** In the study context, compensation means providing monetary or tangible material value to teachers in exchange for quality work performance like increase in remuneration and other allowances. It means teachers were not appropriately waged and that influenced their stress.
- County Schools** In Kenyan context, it refers to schools that admit students within a particular county. These are secondary schools given county status. They are more established than Sub County schools. In this study context it means the same.
- Occupational Therapy** These are emotional responses that occur when job requirements do not match the capabilities, resources, or needs of the worker. In this study context, it was taken to mean the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his or her work as a teacher that left them stressed.

Promotion Prospects	This is a process of advancement of an employee within an organizational position or job task usually tied to improved pay packages. In this study context, promotion prospect refers to the prospect of the teacher being moved to a higher level/grade at the work place. However, in the existing education system, pay levels and structure are relatively fixed and it is difficult to use the system as a tool to motivate teachers by moving them from one grade to another grade. Promotions are slow and limited.
Public Secondary Schools	They are referred to as high schools in the Kenyan context to mean schools for the communities and by the communities which get policy direction from the ministry of education. In the context of this study it means the same.
Role Overload	Refers to the amount (quantitative) and complexity (qualitative) of work a teacher undertook over and above the normal work expectation for that profession. In the context of this study it means the amount (quantitative) and complexity (qualitative) of work a teacher undertook over and above the normal work expectation for that profession. It means the same in the context of this study.
Stress	In this study it refers to a body's reaction to demand, harm, a threat or a challenge as viewed by the individual or a state of physiological and psychological tension. Teachers have suffered occupational stress in discharging their duties. It means the same in the context of this study.
Student Discipline	In the context of this study it refers to the respect for school rules and regulations, and the maintenance of an established standard of behavior. It implies self-control, restraint, respect for oneself and others. A behavior that contradicts the foregoing becomes indiscipline, which is a negative

form of discipline. It means the same in this study. Indiscipline among students will expose teachers to occupational stress.

Sub County Schools Refers in the Kenyan context to schools that majorly admit students from within a particular Sub County. It means the same in the context of this study.

Teacher In this study it refers to an individual who has undergone professional training and employed by the Teachers' Service Commission to teach in a public secondary school. It means the same in the context of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter considered empirical literature on how role overload, role ambiguity, promotional prospects of teachers, teachers' compensation and student indiscipline influence occupational stress among public high school teachers as shared by various researchers.

2.2 Role Overload and Occupational Stress

Boyland (2011) in a study on job stress and coping strategies of elementary principals; a statewide study in USA found that a large majority of Indiana's elementary principal participants were experiencing moderate to high levels of job stress. Additionally, most of the experienced principals indicated more stress of recent than in previous years. A total of 193 principals from 79 Counties in Indiana responded to the survey. The previous study neither indicated the research design nor the method of data collection. However, the present study had a population of 237 and a similar sample. The present study also employed both questionnaire and interview methods to collect data for generalization to other populations and further used convergent parallel research design to combine data from quantitative and qualitative findings which made the study more authentic and reliable.

In addition, Kales (2014) investigated the link between occupational stress and either successful or unsuccessful job performance in his research. The instructors who worked at Jammu University affiliated colleges in Kashmir were the population that was specifically targeted for this study. The study did not indicate the methodology of the research that was conducted. One hundred male and female educators who work in Kashmir's professional colleges of education made up the group of participants that were selected through random sampling technique. The Occupational Stress Scale that Srivastava and Singh developed was the primary instrument that was used by the study to collect data. The SPSS computer program was further utilized to assist in statistical analysis. According to the findings of the study, the existence of an excessive amount of work which included long hours and low pay was one of the

factors that significantly elicited occupational stress among male and female workers in an organization.

The reviewed study investigated the relationship between occupational stress and job success or failure using quantitative aspects only however the current study investigated the influence of selected work related variables on occupational stress among public secondary school teachers. The previous study did not indicate the research design utilized, a gap the present study filled by employing convergent parallel research design that contains both quantitative and qualitative aspects and that allowed collection of indepth data thus providing a more understanding of the research problem. Indeed, the nature of the study populations in the two studies are different which leaves a knowledge gap for this study and the current study added a new body of knowledge to enhance the study findings.

A study was carried out in Pakistan by Warraich, Ahmed, and Khoso (2014) with the objective of determining the influence that stress has on the level of productivity that employee's exhibit while they are on the job. 133 workers at private sector universities in Karachi, Pakistan, participated in an empirical study that was carried out there. These universities provided education in a variety of fields, including but not limited to business administration, engineering, medical, textile, and fashion. In the questionnaires that were filled to collect the necessary information, closed ended questions were employed. In order to verify the validity of the hypothesis, multiple linear regression statistical method was applied. The findings that were derived from the data showed that the primary causes of stress for employees were workload, role conflict, an inadequate monetary reward and that this stress reduced the level of productivity that employees were capable of achieving. Consequently, it was suggested that employers needed to reduce the amount of stress that their employees experienced by lowering the workload, decreasing the amount of role conflict that currently existed, pay adequate salaries, and provide employees with training and counseling in order to improve job performance and job satisfaction. The present study was carried out in Kenya, while the previous study was carried out in Pakistan. Research on the impact of stress on job performance was carried out among workers at private universities, as opposed to the current study's focus, which was on the influence of selected work related variables on occupational stress among secondary school teachers. In the study that is being analyzed, only quantitative research

methods were used. Qualitative and quantitative research approaches were combined in the current investigation, which aimed to collect a wide range of data that could be applied to an entire population.

Sharma (2008) conducted a study with the intention of identifying the levels of stress that are prevalent in Rajasthan as well as the factors that are associated with it. This study's research methodology consisted of a survey that took a cross-sectional approach for data collection. Teacher educators of secondary schools in Karauli district of Rajasthan were chosen as the target population for the study. Further, simple random sampling was used to select the sample size, which consisted of 15 public and 25 private schools. A sample size of 350 participants responded to the survey which was obtained through the use of the cluster sampling method. A multi-dimensional scale of perceived social support and general health questionnaires were the primary instruments that were utilized in this research for the purpose of data collection. Analysis was done by utilizing univariate, bivariate, and multivariate dimensions with the assistance of SPSS version 15. The findings of the study indicated that there was a significant association between work load and the occupational stress one experienced. The findings of the study led to a number of recommendations which included: that the government should immediately implement policy interventions to control stress among teachers, that additional research should be carried out to gather more information about the role that work overload plays as a stressor, as well as the most effective ways to mitigate the problem.

The study under review employed quantitative data only and lacked qualitative aspects. The present study employed mixed methods approach with both quantitative and qualitative aspects which included both questionnaire and interview which was not done by the previous study and which provides complete understanding of the problem under study and thus gives an impetus for the present study. Moreover, the reviewed study was on levels of stress of secondary school teachers of Karauli District Rajasthan but not on the influence of selected work related variables on occupational stress among secondary school teachers in Borabu Sub County, Kenya ; a knowledge gap for the present study.

In addition, Sing and Katoch (2017) conducted research on occupational stress experienced by secondary school teachers in Mandi District, India. A sample of 200

secondary school teachers from government schools was randomly taken. The occupation stress index was utilized as a means of data collection from the subjects that were sampled in order to obtain information that was pertinent. The findings of the study indicated that teachers working in secondary schools generally experienced high, moderate, and low levels of stress. In addition, there were discernible differences found between the levels of occupational stress experienced by male and female secondary school teachers. These differences were found to be related to the gender gap in the teaching workforce. The study under investigation employed descriptive survey research method but the present study utilized mixed methods research approach with convergent parallel research design which enabled collection of more in depth data that could be generalized to a larger population. This permitted the collection of additional information that could contribute to an increase in the overall body of knowledge. The research that was studied collected data from a sample of 200 educators, whereas the current research poised data from a sample of 237 participants. The respondents were from Borabu Sub County and included four education officers, as well as teachers and principals of secondary schools. This made it possible to collect more data than was possible in the study that was reviewed. The reviewed study investigated the levels of stress experienced by both male and female educators, but it failed to take into account the influence that selected factors connected to the workplace have on occupational stress. That was a gap in knowledge that was filled by the current study.

In the same vein, Anbu (2015) conducted a study on the professional stress of higher secondary school teachers in the Nagercoil region and found that female higher secondary school teachers have more stress than the male counterparts. The reason for this was that female teachers, in addition to directing students in their final year of school, were also responsible for the well-being of their own families. In addition to this, they were unable to give the same amount of importance to the environment in which they worked as they did to the environment in which they lived, which led to increased levels of stress. Since married higher secondary school teachers had more responsibility than unmarried higher secondary school teachers in terms of the workload, the family and society, they were in a position to satisfy all the dimensions that resulted in higher stress levels. Participants in this study were given a questionnaire to fill out as part of the investigation. The research that was done used a

sample of 200 postgraduate teachers who were employed in higher secondary schools that were either publicly or privately run in and around the Nagercoil region. The present study considered the influence of work related variables on occupational stress among secondary school teachers which had not been done by the previous study. The sample consisted of 200 post graduate teachers working in government and private higher secondary schools in and around Nagercoil region and the sample for the present study comprised of 237 respondents who participated in the study. The study did not indicate the methodology for data collection, a gap the present study filled by employing questionnaire and interview method which enhanced collection of more information to authenticate the study. The present study was carried out in Borabu Sub County of Nyamira County, Kenya.

Lokanadha and Vijaya (2013) conducted a study on occupational stress that was experienced by teachers who worked at higher secondary levels. Each of the 327 high school teachers who took part in the study was given an Occupational Stress Rating Scale to fill. The participants hailed from Vellore District in the Indian state of Tamil Nadu. The participants for the sample were selected using Simple Random Sampling Technique. The statistical methods of percentages, means, standard deviation, tests of independence (both the t-test and the F-test), and stepwise multiple regression analysis were utilized and the obtained results were analyzed in accordance with those methodologies. According to the findings of the study, there were a number of ways that teachers could better manage their stress that included: boosting their self-esteem, increasing their self-confidence and emotional intelligence skills, developing a healthy sense of humor, participating in relaxing activities such as yoga and meditation, engaging in regular physical activity, cultivating supportive friendships and hobbies, improving their ability to communicate effectively and developing a healthy sense of humor. Contrary to saturated sampling approach that was employed for the current investigation in which data was gathered to exhaustion, a technique of simple random sampling was used for the reviewed study. The study under review was done in Vellore District, India and not in Nyamira County, Kenya. The present study considered influence of selected work related variables on occupational stress among public high school teachers, a subject that had not been done by the previous study and which prompted the study.

Also, Masuku and Muchemwa (2015) conducted a study to determine the extent to which lecturers at Solusi University in Zimbabwe were affected by occupational stress. In contrast to a previous study that investigated stress levels, symptoms, and common sources of stress for lecturers at Solusi University, the current study focused on the influence of selected work related variables on occupational stress of secondary school teachers. In the current study, a questionnaire about teachers' work related stress was used, as well as interviews with principals and other education officials to collect valuable data for the purpose of edifying the study findings. A modified University and college union model stress questionnaire was distributed to 36 full time lecturers at the University but the present study employed both the teachers stress questionnaire and interview for collection of more data. In order to analyze the data that were collected, the study utilized both analysis of variance and the Statistical Package for Social Services (SPSS) Version 16 software (ANOVA). The findings of the study showed that majority of the lecturers at Solusi University were overwhelmed with stress, and others were worn out, as indicated by a frequency of fifty percent. According to the findings, the most common causes of stress resulted from an increased workload, feeling the pressure to meet goals or deadlines and having to work long hours. Other common causes of stress included being unable to control certain aspects of one's environment. The reviewed study was about the occupational stress that lecturers experienced, unlike the current study which investigated the influence of selected work related variables on occupational stress that secondary school teachers experienced. This was a knowledge lacuna that the current study set out to fill.

Further, John, Makinde, Duwa, and Manabete (2016) investigated the effects of job, vocational and workplace stress on school administrators and educators in Nigerian secondary schools and colleges of technology. Their findings showed that job, vocational and workplace stress can have a negative impact on both mental and physical health. The findings of the study indicated that some factors that contributed to stress in the workplace to be as follows: unclear job responsibilities; strained relationships with superiors; excessive work to complete; unfulfilled career goals and inadequate job stability. According to the findings of the study, the lives of teachers were regularly and significantly impacted by stress, which led to physical illness such as headaches, stomach upset, aches, and pains. Stress of a severe nature that was

allowed to continue unchecked over a prolonged period of time led to the development of serious illnesses such as high blood pressure, diabetes, stroke and heart disease. There were instances in which stress was determined to be the direct cause of death. According to the findings of the research, some of the inappropriate responses to stress included: smoking, using pills or drugs to relax, drinking excessive amounts of alcohol and other intoxicating beverages, attempting to occupy oneself with activities in an effort to avoid problems, sleeping too much and projecting one's own stressful condition to other people. The study considered job or vocational and workplace stress among teachers and school administrators, but it did not investigate the influence of selected work related variables on occupational stress of secondary school teachers as was in the current study.

In another study, Dlamini, Caesar, Chinedu, and Kuttickattu (2014) investigated the effects of stress on high school teachers while they were at work in the Hhohho region of Swaziland. For the purpose of this investigation, a descriptive-correlation research design was employed and Person Environment Fit theory was adopted. All certified teachers currently employed in secondary schools were included as the population of interest for the study. The selection of schools and teachers who would take part in the study was accomplished through the use of a simple random sampling method. Despite the fact that the sample for the study included 291 teachers from 10 different high schools in the Hhohho region of Swaziland, the present study only included 237 participants. A descriptive correlation research design was employed for the study under review. Conversely, a convergent parallel research design was utilized within the framework of mixed methods research approach that enabled collection of a wide variety of data, all of which had the potential to be extrapolated to cover more extensive population groups.

Osagie (2018) investigated on sources of stress, its effects and the coping strategies employed by educators working in secondary schools in the Esan Central Senatorial District of Edo State, Nigeria. Descriptive survey design was adopted for the study. Proportionate random sampling technique was used to select a total of three hundred and eight (308) teachers representing 50% of the teachers from the entire population of all the six hundred and sixteen (616) public senior secondary school teachers in Esan Central Senatorial Edo State. The research instrument used was a 30-item questionnaire developed by the researcher and titled Stress Assessment Questionnaire

(SAQ) for teachers. The test-retest method was used to determine the reliability of the instrument. Descriptive statistics such as mean (\bar{X}) and standard deviation (S.D) was used to analyze the data collected.

The result of the study showed that stress was a cankerworm that emanated from work overload, crowded class conditions, poor working conditions, lack of social support and lack of teaching accessories among others. Based on the findings, a conclusion was reached that stress reduces teachers' quality of instructional delivery, lowers teachers' morale, job satisfaction, job performance and increases attrition among teachers. Hence, it was recommended that teachers in Edo State should always endeavour to manage stress by getting emotional support from others such as more experienced teachers who could give them directives on how to manage the current challenges they were facing at school. The reviewed study used questionnaires only for data collection but the present study used both questionnaires and interviews to obtain more information than could be collected by questionnaires only as in the reviewed study.

Similarly, Jonker (2016) conducted a research in South Africa to ascertain the levels of stress overload and investigate the relationship between these levels and specific correlates and predictive variables in the academic setting. A total of 145 participants were included in the convenience sample that comprised of lecturers working at a public TVET college in Guateng. However, in addition to questionnaires, interviews were conducted for the purpose of this study. This allowed for the collection of sufficient information that was able to be extrapolated to cover more extensive populations. Findings from analysis using multiple linear regressions indicated that organizational constraints, interpersonal conflict at work and distress tolerance were significant predictors of being overloaded with stress. The study further found that the most significant contributors to the stress that educators felt and the high rate of teacher turnover was workload, problems that were encountered in the classroom, organizational contexts (such as a lack of material and resources) and interpersonal conflicts. Additionally, the study indicated that one of the ultimate outcomes of teacher stress was that many talented men and women who have high expectations of achievement end up becoming disheartened and disillusioned as a result of the stress they experienced. A significant number of individuals left the industry but those who remained were plagued by a wide variety of stress related manifestations, which

included physical, emotional and behavioral health issues. The study under review was done in South Africa and identified levels of stress overload and its relationship with specific correlates and predictive variables among lecturers but did not consider the influence of selected work related variables on occupational stress among secondary school teachers which prompted the present study which was undertaken in Borabu Sub County of Nyamira County. Study respondents were a convenience sample of 145 college lecturers but the present study utilized saturated sampling of public high school teachers, principals and four education officers thus making the sample to be 237. Therefore, varied and adequate data was collected which could easily be generalized to a larger population.

In the same breath, Jamilu (2015) researched on how secondary school teachers in Mbale Municipality, Uganda, manage their stress. The study focused on various causes of stress among teachers, levels of stress among teachers, comparing stress among teachers based on demographic variables and the attendant coping mechanisms employed by the same teachers but the present study was on influence of selected work related variables and their influence on occupational stress among secondary school teachers. This study used a cross sectional survey research design and questionnaires were distributed to 205 teachers, of both genders who were selected at random from a population of 441. The current research utilized a sample size that accurately reflected the population, which comprised of a total of 237 participants. Descriptive statistics such as frequencies, means and standard deviations were used in order to analyze data; however, the current study utilized both descriptive and inferential statistics in order to analyze the data. The findings of the research revealed that the most significant factors that contributed to the stress experienced by secondary school teachers were excessive amounts of paperwork or preparation work, inadequate pay, disruptive students, and unfavorable working conditions. Additional findings indicated that male and females teachers experienced stress at distinctly different intensities, and that educational qualifications of teachers could have a significant impact on the amount of stress they experienced in their careers. It was indicative from the study that in order to lower their levels of stress, teachers in Mbale Municipality utilized a variety of coping strategies. Contrary to the reviewed study which utilized a cross-sectional research design, the current investigation utilized a convergent parallel research design within a mixed methods research approach.

However the present study used both questionnaires and interviews for data collection which gave way for collection of primary data that could easily be generalized to a larger population.

Mwakasangula and Mwita (2020), in a separate study, investigated the relationship between occupational stress and job satisfaction in the teaching staff of Tanzania's public secondary schools. A total of 618 teachers hailing from 51 different public secondary schools in Morogoro Municipality took part in the study as part of the sample. Also, the study utilized multiple regression analysis where by sources of stress that included stress related to leadership, stress related to workload and stress related to working conditions, all served as independent variables. The study found that leadership stress was the most prevalent. This particular research endeavors to show that age, gender and educational attainment all played important roles as control variables. The findings of the study portrayed that there was a significant connection between job satisfaction and various forms of stress, such as pressure related to the working environment ($p=.001$), pressure related to the leadership ($p=0.15$), and pressure related to the workload ($p=.042$). Age was found to have a significant positive relationship with job satisfaction ($p=.004$), while gender (female, $p=.000$) and education level ($p=.046$) were found to have a significant negative relationship with job satisfaction. Similarly, it was discovered that there was a significant inverse connection between the level of education one has and their level of satisfaction in their job. The findings of the study were presented in form of recommendation which included the following items: the need for employment of more teachers in schools; the distribution of manageable workloads to teachers and the improvement of teachers' working environments in order to assist them in achieving greater job satisfaction. In contrast to the study that was reviewed, the current study employed a convergent parallel research design within a mixed methods approach in order to collect valuable data that could be used to authenticate the study. When gathering the data, both quantitative and qualitative approaches were contemplated. Despite the fact that the previous study concentrated on the relationship between occupational stress and job satisfaction among secondary school teachers, there was still an urgent need to investigate the influence of selected work related variables on occupational stress that was experienced by secondary school teachers. In order to broaden the scope of the research that had already been done, this study was essential.

In the same breath, Mengistu (2012) conducted a research with the purpose of determining the factors that influence the level of job satisfaction experienced by secondary school teachers. Mixed methods sequential explanatory design was used. In order to collect the necessary information for this study, a self-structured questionnaire was utilized. This questionnaire's primary focus was on four aspects of the workplace: compensation, management, work characteristics, and interpersonal relationships. Stratified random sample of 300 secondary school teachers in Addis Ababa was done and a Statistical Package for the Social Sciences software was employed for analysis of data. For the purpose of conducting the interviews, a total of ten educators were selected through random sampling. The results indicated that teachers were dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, management style of the principals, lack of decision making opportunities for the teachers as well as the opportunity to develop personally and the poor relationship teachers had with principals and parents. The study also found that teachers who were fifty years and older were significantly satisfied with their work than the younger teachers counterparts. As a direct result of this, educators who had 21 years of experience or more reported significantly higher levels of contentment with their work compared to their peers who had a lower level of experience. In contrast to the reviewed study, which employed stratified random sampling and purposive sampling, the current investigation utilized saturated sampling in conjunction with a convergent parallel research design. However, the current study took into account selected work related variables on occupational stress experienced by secondary school teachers.

A study by Poipoi (2011) with the intention of determining the factors that contributed to stress of teachers working in public secondary schools in Vihiga District was done. The study employed a descriptive research design. Interview schedules and questionnaires were the two main instruments that were utilized in the process of data collection. The researchers employed stratified random sampling technique and a total of 16 teachers took part in the research. The findings of the study revealed that stress could be attributed to a number of different factors. These factors include but are not limited to, an excessive workload, a lack of clarity on the duties and responsibilities of the teachers, poor management, substandard equipment, and inadequate salaries. The detrimental effects of stress included strained

relationships not only with students but also with the school administration, a lack of unity among staff members, increased absenteeism, decreased motivation, and teacher turnover. In the investigation that was carried out, there were a total of 16 teachers included in the research sample. It was necessary for the current study to make use of a larger sample size in order to collect sufficient data that could be generalized to cover larger populations. It was also necessary to consider the influence of selected work related variables on occupational stress, a gap in literature that enhanced comprehensive study findings.

Macharia (2015) conducted a research to investigate the institutional factors that influence occupational stress of academic governors in secondary schools that are located in the Sub County of Dagoretti. The findings of the study indicated that one of the most common causes of frustration for academic governors was the volume of work they were expected to complete while also fulfilling their administrative responsibilities. Academic governors were expected to teach in addition to their governing responsibilities. This study concluded that academic governors were under a significant amount of pressure from their workloads, which caused their working hours to spill over into their personal and social time. As a consequence of this, the administrators were exhausted, which led to anger and frustration as the amount of work that needed to be done and the amount of pressure placed on workers to perform increased. It had a detrimental effect on the outcomes of educational programs, which resulted in an increase in the amount of stress experienced at the workplace. The target population was 67 departmental heads and 12 principals from each of the 12 public secondary schools located in Dagoretti Sub County. The sample consisted of a total of 21 heads of department (HODs) and 7 principals, all of whom were chosen at random. Further, the findings of the study revealed that the institutional factors that caused high levels of occupational stress were: lack of preparation for the workload that was assigned, abhorrent institutional policies on discipline, a conflict between administrative and academic tasks, and office politics. The current study was on the influence of selected work related variables on occupational stress among secondary school teachers in Borabu Sub County unlike the previous study that was on institutional factors that influenced occupational stress of academic governors in secondary schools that are located in Dagoretti Sub County. The study that was analyzed employed a sampling frame that was significantly smaller than the one used

in the current study, which utilized a larger sampling frame that contributed to findings that were more comprehensive.

Research on the factors that contribute to work overload and stress among primary school teachers was conducted by Wang'eri and Okello (2014). Participants in the study were primary school teachers who were drawn from 120 different schools located in the Kasarani Division of Nairobi County. The study was conducted using a descriptive survey design. There were a total of 120 educators included in the sample, with 37 males and 83 females making up the teaching staff. These educators came from both public and private schools, with 58 of them working in public schools and 62 of them working in private schools that were chosen through a random sampling technique. The number of schools used for the sample consisted of three public and three private institutions. The primary instruments that were used for data collection were: Role Overload Questionnaire and the Burnout Inventory.

However, the current study employed both questionnaires and interview schedules, which enabled collection of both qualitative and quantitative data that filled a gap in literature. A one way analysis of variance was applied to the process of deciphering the meaning of the data. Majority of educators surveyed in the study reported having experienced burnout as a result of having an excessive amount of work to do, which was found to have a significant relationship with burnout. Results of the study showed that the level of stress that is experienced by teachers working in public secondary schools is significantly higher than the level of stress that is experienced by teachers working in private secondary schools. The reviewed study investigated the relationship between work overload and stress among primary school teachers but the current study considered influence of selected work related variables on occupational stress of secondary school teachers, a gap in literature which the present study filled. The reviewed study employed simple random sampling and not saturated sampling which was used in the present study. Further, the reviewed study employed quantitative method only while the present study employed both quantitative and qualitative aspects that provided collection of elaborate data that could easily be generalized to a large population.

In addition, Gitonga and Ndagi (2016) did a study on the influence of occupational stress on teachers' performance in public secondary schools in Nyeri South Sub

County and contended that the main cause of occupational stress was workload. The primary finding of their investigation was that teachers had a lot of work to do and it was the most common cause of occupational stress. The study further established that there was an increase in the amount of work that must be done within an organization without adequate planning regarding the availability of staff to carry out the work. Employees found themselves in a variety of situations that required them to take work home in order to meet and maintain professional standards. Because of the additional work, the opportunity for a restorative psychological detachment from the job was diminished.

The study further asserted that teachers were responsible for a large number of activities in addition to teaching. These activities included planning, marking of internal examinations, and writing of reports, ensuring that classroom cleanliness, maintaining discipline both inside and outside of the classroom, supervising meals and participating in extracurricular activities. Therefore, teachers had to deal with the stress of working under time constraints. The study was conducted in Nyeri with the 72 participants, 12 of whom were principals and the rest were secondary school teachers. Also, the current research utilized questionnaires in addition to interviews in order to collect primary as well as comprehensive data, which resulted in the research having a higher level of credibility. Further information was gathered through the use of questionnaires, which were distributed to the principals and teachers at 12 of the 34 schools. Moreover, the current investigation made use of both questionnaires and interviews. It was necessary to conduct interviews in order to gather additional information that would provide a more in-depth understanding of the phenomenon that was the focus of the research study. Using descriptive statistics, such as frequencies and percentages, the researchers attempted to make sense of the findings of the study. The study findings revealed that in order for teachers to fulfill their primary responsibility of teaching, they had a large number of responsibilities and tasks to execute. Further, the present investigation made use of both descriptive and inferential statistical methods.

In the same vein, Nyagaya (2015), aimed to investigate the relationship between the amount of work that teachers had to do and the level of job satisfaction they experienced in Kayole Division of Embakasi district in Nairobi. According to the findings of the study, teachers had to deal with a large amount of work and deadlines

that were impossible to meet, both of which were sources of stress for them. In addition, there was a high expectation that they would be able to meet those deadlines. As a consequence of this, the level of job satisfaction experienced by even the most dedicated employee decreased significantly. The inability to meet deadlines led to disagreements between employees and their supervisors, which, in turn, led to a significant amount of stress among employees in any organization. In addition, the research was careful to point out that a shortage of teaching staff in the majority of public primary schools, particularly in Kayole division, was directly linked to low morale and feelings of hopelessness among the teaching staff. As a consequence of this, the educational standards dropped and became less relevant. The current study, in contrast to the reviewed study, had the goal of making a contribution to the existing body of knowledge and filling a void in the existing body of literature by examining the influence of selected work related variables on the occupational stress experienced by secondary school teachers.

Another related study by Juma, Simatwa and Ayodo (2016) investigated factors that influenced stress among public secondary school female principals in Kenya. For their research, the authors focused specifically on Rachuonyo North and Homabay Sub Counties. The study findings revealed that female school principals reported feeling stressed out as a result of the high level of professional and societal demands and expectations placed on them by society. It was also emphasized that stress was experienced as a result of the low performance of students on examinations. In addition, it was discovered that female principals working in Rachuonyo North and Homabay Sub Counties experienced moderate levels of stress due to the nature of their jobs. The factors that had the greatest influence on their level of stress were the working environment, the pursuit of excellence, conflicting demands from stakeholders, limited time to teach and attend to administrative tasks, workload, uncertainty in job expectations, indisciplined teachers and an insufficient number of staff members. The reviewed study was done on female principals but the present study was conducted on influence of selected work related variables on occupational stress among both genders of teachers of secondary schools and principals, an area that was not done by the reviewed study and a knowledge gap that propelled the present study.

In another study, Manduku, Koech, and Chepkirui (2016) undertook to examine the effects of various stress management strategies on the level of commitment exhibited by teachers working in primary schools in Sabatia District of Kenya. Although a cross-sectional survey was used as the research design for the study, the current investigation made use of a mixed methods research approach and convergent parallel research design. The target population comprised of 1,695 respondents but the sample included 203 participants, which included 25 principals, 25 assistant principals and 153 teachers. The current research, utilized a sample size of 237 participants, which comprised 21 principals, 4 education officers, and 212 secondary school teachers. The technique of purposeful sampling was used for the study in order to obtain the sample that would be used for the study; however, the present study utilized saturated sampling, which made it possible to collect data to exhaustion. A questionnaire served as the instrument for data collection and the SPSS computer program was used in order to aid in analyzing and interpreting the findings once they were collected. The current investigation, on the other hand, did make use of both a questionnaire and interview, which enabled the collection of primary data that was not only more comprehensive but also easily generalizable to a larger population. This was accomplished by using both a questionnaire and interview. Descriptive statistics that included the mean values, median values, and frequency distributions were applied in order to accomplish the purpose of conducting the analysis of the results. In contrast, the present investigation made use of both descriptive and inferential statistical methods.

The study findings indicated that majority of the teachers believed that teachers self efficacy contributed to teachers' job satisfaction. A recommendation was made that there was need for education stakeholders in the district and the country at large to devise ways of making teachers to be committed to their work and stay more in the teaching profession and at the same time there was need for the government to employ more teachers in public primary schools to reduce teacher workload which has been shown to increase teacher stress. The study was on stress management strategies and their effects on teachers' commitment in primary schools. There was need to consider the influence of selected work related variables on occupational stress among secondary school teachers unlike the reviewed study to add to the body of knowledge.

In a separate but related study, Baraza, Simatwa, and Gogo (2016) carried out a study on levels of stress among secondary school teachers and its implication on students academic performance in Kenya: A case study of Kakamega North Sub County. Descriptive survey research method was utilized in this study. Participants in the study consisted of 45 principals, 133 teachers, and 1 teachers service commission County Director from each of the 45 public secondary schools in the county that utilized the longitudinal methodology. Fisher's formula was utilized (Mugenda & Mugenda, 2003) in order to determine the appropriate number of lecturers to include in the sample. Descriptive statistics in form of frequency counts, percentages and means were used in data analysis. The study established that 6.06% of the teachers recorded low levels of stress, 37.7% recorded moderate levels of stress and 56.7% recorded high level of stress. These results implied that students' performance in the Sub County may be low because only 37.7% of teachers recorded moderate stress levels that are associated with better performance. Low and high levels are bound to lead to low productivity.

The reviewed study was done in Kakamega North Sub County in Kakamega County and the present study was done in Borabu Sub County of Nyamira County. The study was on levels of stress among secondary school teachers but the present study was on selected work related variables and their influence on occupational stress which diverges from the reviewed study, a gap the present study sought to fill. While the reviewed study employed descriptive survey research method, the present study employed mixed methods research approach with convergent parallel research design. The population for the study under review was 177 respondents yet the study did not indicate the sample, a gap that the present study filled by using saturated sampling. The study was on levels of stress among secondary school teachers and its implication on students' academic performance. Considering that there was a void in the existing literature, it was necessary for this study to consider the influence of work related variables on occupational stress to fill the gap.

2.3 Role Ambiguity and Occupational Stress

Yunus (2017) carried out a research in Malaysian secondary school teachers to investigate the factors that contributed to occupational stress. The findings of the study were to be presented with the intention of discussing the factors that contribute to stress for Ipoh's teaching staff in Malaysia. Questionnaires were answered by 329

different educators. The findings of the study revealed that there was a significant relationship between occupational stressors and stress levels experienced by secondary school teachers. Collected data were analyzed with multiple regressions, which revealed that occupational stress could be broken down into four categories. These categories are role overload, work hour ambiguity, family conflicts, financial factors, and work location. Study findings also indicated that there was a correlation between stress and three factors of workload, work hour ambiguity and family conflicts; however, there was no correlation between stress and financial considerations or work location. The results of the regression analysis showed that there was a significant impact between occupational stressors and stress of teachers. In contrast to the reviewed study which only used questionnaires, the current research used both questionnaires and interviews to collect additional data that contributed to the existing body of knowledge than questionnaires only as was in the reviewed study.

In a similar study, Orly (2012) conducted an investigation into the withdrawal behaviors of Israeli educators. The target population included teachers from 52 schools affiliated to a large high-school network in Israel. The sample size comprised of 1,016 teachers (68% women) from 35 selected schools whose average age was 43.19 years and had served for an average of 12.60 years. The use of questionnaires was involved for the bulk of the data that was collected. The findings of the study revealed that there are distinct ethical considerations to be made in terms of their motivation extrinsically and intrinsically. When compared to their male counterparts, female educators had a higher rate of absences but expressed a lower intention to leave the profession altogether. The study also found that teachers who had a high level of seniority at their school were less likely to express an intention to leave and were more likely to respond with absences. In the study that was analyzed, questionnaires were the primary method for collecting data. The reviewed study employed questionnaires as the main data collection instrument and not both questionnaires and interviews that were employed by the current study for collection of more comprehensive information that was to be generalized to a large population. Moreover, the current study filled the gap by employing saturated sampling, which exhausted all valuable information in order to fill a gap in literature. The reviewed study explored high school teachers' withdrawal behaviours in Israel and not

influence of selected school variables on occupational stress among high school teachers in Borabu Sub county, Kenya which enhanced the body of knowledge.

Separately, Hanif, Tariq, and Nadeem (2011) carried out a study to find out the role of personal and job related variables in teacher stress and job performance of school teachers. Two independent samples were drawn at random from the larger pool of schools in Islamabad, which included both public and private institutions (Pakistan). The first sample consisted of four hundred teachers, both male and female, who were employed in primary and secondary educational institutions. Another group of 1200 students from the classes taught by the teachers comprised sample I were selected for the purpose of determining how effectively teachers performed their jobs. For the purpose of the experiment, three students from each teacher's class were selected at random to take part. It was required of the students to provide feedback regarding the effectiveness of the teaching performed by each of their respective teachers. The findings revealed that a negative significant relationship existed between teachers stress and job performance. This finding contradicts previous research that found a positive relationship between stress and job performance. In addition, the researchers discovered that factors such as gender, school system, number of family members, job experience, and age were significant predictors of teachers' performance on the job. The step-wise regression analysis revealed that school system, gender, job experience, number of family members, and number of students as significant predictors of teacher stress and gender, school system, family members, job experience and age as significant predictors of teachers' job performance. The reviewed study used questionnaires only for data collection. It was necessary for the present study to employ mixed methods research approach with convergent parallel research design to collect more information. Moreover the reviewed study was on the role of personal and job related variables in teacher stress and job performance of school teachers but the current study concentrated on influence of selected work related variables on occupational stress which had not been done by the reviewed study. Further, the reviewed study employed teachers and students but the present study used teachers and education officials unlike the reviewed study to add to the body of knowledge.

Alson (2019), in a separate research, examined the levels of stress that were experienced by public school teachers in the Philippines. The researchers conducted an investigation into the various coping mechanisms utilized by the teachers who

worked at a public national high school that was subjected to a variety of stressors. The study was anchored on Person Environment Fit Theory or Misfit Model (Caplan, 1993) and the conceptualization of emotions in coping with stress (Lazarus, 2005). The purpose of the study was to explore the work related, emotional and personal stressors and coping mechanisms of teachers. The hazardous working conditions, as well as the lack of materials and resources necessary to complete their tasks in an efficient manner contributed to the stress that teachers experienced. In addition to this, there was a general feeling that the administration was conducting close supervision and expecting an excessive amount of output from all of them. The fact that there were different instructions to follow made it more difficult to monitor what was going on. Quite often, feelings of personal stress were felt by the simple reason that they were exhausted at the end of the day. This was occasionally and blatantly displayed in the form of emotional outbursts. Everyone, regardless of gender or age, developed their own cognitive (thinking-centered) coping strategies in order to deal with the age-related stress that they experienced. The current research aimed to investigate the work related, emotional, and personal stressors, as well as the coping mechanisms. However, it did not investigate the influence of selected work related variables on occupational stress among high school teachers. The current study filled a gap in the body of knowledge and contributed to the body of literature.

Similarly, Gupta (2013) conducted a study on the correlates of organizational commitment using descriptive survey method. The target population for this study consisted of secondary school teachers who were employed in both government and private schools in the cities of Rohtak, Jhajjar, and Sonapat located in the Rohtak Division of the state of Haryana. A technique involving multiple stages of stratified random sampling was utilized in order to obtain a sample size of 480. The Organizational Commitment Scale developed by Hyde and Roy (2006) served as the primary data collection instrument during this study's data collection process. The data that was collected were analyzed with the help of means, standard deviations, and the t-test. The current research utilized both a questionnaire and interview, which allowed for the collection of data that was more detailed than it could have been obtained by only using a questionnaire. The findings of the study indicated that there was a significant relationship between the type of school and the level of job satisfaction experienced by teachers in regard to their organizational commitment. In

addition, the findings of the study showed that teachers employed by private schools had a higher level of organizational commitment than teachers employed by public schools. The study that is being reviewed conducted an investigation into the factors that correlate with organizational commitment among secondary school teachers in the Indian state of Haryana. However, the study did not investigate the influence of selected work related variables on the occupational stress experienced by secondary school teachers. The reviewed study utilized a descriptive survey design with quantitative methods and not mixed methods approach with both quantitative and qualitative aspects which were employed by the present study that made the study more meaningful.

The effects of occupational stress on teachers working in higher secondary schools in Madurai District of Tamil Nadu were the subject of research that was carried out by Jeyaraj (2013). The research focused on educators who worked in government and aided higher secondary schools, and the sample size included 185 educators who were working in aided schools and 120 educators in government schools. Teachers who reported higher levels of stress were less satisfied with teaching, reported a greater frequency of absences and a greater number of total days absent, and were more likely to leave teaching (career intention), as well as less likely to take up a teaching career once more. The research found that government teachers experienced lower levels of stress than aided school teachers (career commitment). In addition to the working conditions, the study found that personal and social characteristics were also contributors to the high levels of stress that teachers experienced. The study under review concentrated on occupational stress among teachers of higher secondary school but not the influence of selected work related variables on occupational stress among secondary school teachers. It was a grey area that had not been considered by the reviewed study and which the present study did to close a gap in literature.

Yacoob and Sang Long (2015) conducted a research in order to determine the role that occupational stress plays in relation to job satisfaction in Malacca. The objective of the study was to determine whether or not there was a connection between levels of job satisfaction and occupational stress experienced by teachers. During the course of the research, a number of potential causes of occupational stress were investigated. These factors included role ambiguity, role overload, and conflicts between work and

family responsibilities. There were a total of 386 different teachers who answered the questionnaire and participated in the survey. The study researched using a cross-sectional methodology in order to investigate the link that had been hypothesized to exist between occupational stress and happiness in one's work. Descriptive analysis, Pearson correlation analysis, and multiple regression analysis, were utilized in order to examine the data. According to the results of the research conducted, it was revealed that there was a significant amount of role ambiguity as well as role overload. On the other hand, there was a fair amount of tension between the work environment and the family environment. The findings also showed that there was a significant relationship between the stress of one's job and the level of satisfaction that one derives from their work. Role ambiguity was the only factor that had a significant relationship with an employee's level of satisfaction in their job. In addition, the findings of the study indicated that role ambiguity and role overload were factors that predicted job satisfaction. The reviewed study only collected data through the use of a questionnaire survey, whereas the current study used both a questionnaire and interviews to collect primary and reliable data to enrich the study findings so that they could be generalized to a larger population.

Usman, Ahmed and Ahmed (2011) examined the relationship between role conflict, role ambiguity and attitudinal outcomes of job satisfaction and organizational commitment of teaching staff in the largest and most populated University of Punjab, Pakistan. Data were collected from a total of 160 educators who worked in the university's five distinct faculties. This was accomplished by using questionnaires that were personally given to each respondent in order to collect their responses. According to the findings of the study, there was a correlation between role stress, role conflict, and role ambiguity that is not only positive but also significant. Conversely, a detrimental and statistically significant relationship between work stress, job satisfaction as well as organizational commitment was discovered among the teaching staff at the university under study. Because there was a void in the previously published research that needed to be filled, the current study concentrated on the stress experienced by teachers in secondary schools. Data for the reviewed study were gathered solely through the use of questionnaires, whereas the data for the current study were gathered through the use of interview schedules and questionnaires. Both methods were used to collect qualitative and quantitative data.

This made it possible to collect information that was more accurate and helped to contribute to the expansion of the body of previously acquired knowledge.

Mohamed (2018) conducted yet another study on the factors that contributed to occupational stress in the teaching profession. The participants of this particular study were teachers who were working in Libyan schools that were situated in Turkey. Study population was 142 teachers. The study adopted a cross sectional research design using a sample of 103 teachers. The authors relied on the occupational stress scale by Hussein and Malika (2011) to collect sample data. Statistical techniques such as the mean and standard deviation were employed for the analysis of data. Statistical package for social sciences (SPSS) were also used to analyze data.

The findings suggested that teacher educators were subjected to a level of occupational stress that was typical for their jobs. The findings also indicated that the nature of work was the primary source of occupational stress, whereas wages and incentives were the secondary source of occupational stress. The findings of the study provided the basis for making some recommendations concerning the management of stress that educators experienced in their daily lives. The reviewed study considered the effects of occupational stress on teachers working in elementary, primary and secondary schools, whereas the current study focused solely on selected work related variables on occupational stress of teachers working in secondary schools. In the study that was examined, descriptive statistics were the only type used for data analysis; however, in the current study both descriptive and inferential statistics were utilized. The reviewed study only collected data through the use of a questionnaire, whereas the current study collected data by using mixed methods research approach, which included both qualitative and quantitative data collection methods. The reviewed study employed questionnaire only to collect data but the present study used mixed methods research approach for collection of both qualitative and quantitative data which provided for collection of detailed information and which enabled the authentication of the study findings.

Ansarul (2014), following a similar line of inquiry, carried out research on the occupational stress experienced by primary school teachers working in government and private schools in the Tehsil Laksar area of the District of Haridwar. One hundred teachers were selected at random for this study; fifty of them were employed by

public schools and the other fifty were employed by private institutions. For purpose of evaluation Jamal and Raheem's Teachers' Occupational Scale was utilized. The findings of the study indicated that primary school teachers experienced a considerable amount of stress in their jobs. In addition, it was found that primary school teachers who worked for private institutions were significantly more stressed than their counterparts who worked for public institutions. The conditions of the teachers' workplaces and the demands of their jobs were found to be the most significant contributors to the stress experienced by the teachers, according to the findings of the study.

The study under review used a sample of 100 primary school teachers. There was need for the present study to use a bigger sample of 237 respondents for collection of more information for a more comprehensive study. The present study utilized mixed methods research approach with convergent parallel research design to make the study results reliable. The reviewed study collected data by use of questionnaire only. There was need for the present study to employ both questionnaire and interview to collect both quantitative and qualitative data and to allow respondents to express their feelings and exhaustively talk on the influence of selected work related variables and their influence on occupational stress among secondary school teachers'. The study under review was on occupational stress of primary school teachers but the present study concentrated on the influence of selected work related variables on occupational stress among secondary school teachers of Borabu Sub County unlike the reviewed study to enrich the study findings.

Research on the factors that contribute to occupational stress for elementary school teachers was the subject of an investigation that was undertaken by Maphalala (2014). Primary schools in the KwaZulu Natal province of South Africa provided the participants for the study that numbered a total of 168. In order to collect the necessary data for this study, a questionnaire was used. The results of the study indicated that there were a number of aspects of the teaching profession that could cause individuals working in that profession to experience stress. The most stressful aspects of the job were curriculum shifts, work load pressures, job insecurity, poor relationships with colleagues, difficulties in rewarding and recognizing students, poor rapport with management and unclear roles. Moving down the list, the least stressful

aspects of the job were curriculum shifts, work load pressures, job insecurity, and poor relationships with colleagues. According to the findings of the study, there were a number of internal and external factors, as well as interactions between these two types of factors, that were associated with teacher stress.

Internal factors consisted of organizational stressors as well as classroom stressors, both of which were linked to teacher stress. It was also found that even relatively insignificant general life stressors could be associated with a teacher's level of stress. According to teachers, the most stressful aspects of their jobs are the constant changes in policy, the limited amount of time they have, the pressures of their work loads, and maintaining classroom discipline. The reviewed study relied on the administration of questionnaires in order to collect the data necessary for analysis. However, the present study used mixed methods research approach with convergent parallel research design which provided for detailed study whose data was more authentic and can be generalized to larger populations. Moreover, the reviewed study by Maphalala (2014) was on the sources and manifestations of occupational stress among primary school teachers. There was need to investigate role ambiguity as a selected work related variable and its influence on occupational stress to enhance the study findings. There was also need to get the expressions of secondary school teachers as was in the current study.

Ojeka, Dickson, and Edeoga (2019), in a separate but related study, investigated the prevalence of job-related stress among public junior secondary school teachers in Nigeria. According to the findings of the study, it was previously believed that working as a teacher did not involve any stressful pressures. On the contrary, stress is gradually becoming an epidemic in many different types of careers. According to the reviewed study, there has also been a significant rise in the number of teachers who reported that stress had an effect on their professional performance. In addition, the study investigated the factors that led to job stress, as well as its warning signs, symptoms and long-term effects on secondary school teachers. In this qualitative study, information was gathered through interview from a focused group. In order to conduct an analysis on the newly generated data, thematic content analysis was utilized.

The findings of the study indicated that the environment of work, both internal and external were sources of stress for teachers. Internal and external work environments, in turn, have a moderating and mediating effect on the amount of stress that an individual experienced while discharging his or her duties respectively. In addition, the affected individuals experienced psychological, behavioral, and physiological stress as a result of the stressors that were identified. The research presented strategies that could be utilized to assist in mitigating the adverse effects that stress had on educators. These strategies could either be preventive or interventional in nature. The research that was examined was qualitative in nature because the only method utilized to collect data was interview. In contrast, the current research used mixed methods, which included both qualitative and quantitative aspects, to collect and obtain more information than it could have collected using interview method only.

Naidoo, Botha, and Bisschoff (2013) set to find out factors contributing to the high levels of stress that educators working in public schools in the province of KwaZulu-Natal experienced. The collection of data was done by way of stratified random sampling drawn by a cross-sectional survey design of educators working in public schools in four different districts located within the province of KwaZulu-Natal in South Africa. A total of 368 responses were received out of a total number of 1500 questionnaires which were distributed. The theory regarding the causes of stress was first postulated using empirical evidence and then it was evaluated with the help of the data that was accumulated. Throughout the entirety of the study, exploratory factor analysis was utilized. The investigation revealed a total of seven primary causes or factors that contributed to the stress that teachers experienced in their job. A favorable cumulative variance of 69% was explained by the following factors, which are listed in descending order of importance: organizational support, workload, remuneration, control, job insecurity, relationship opportunities, and growth opportunities. For the reviewed study the only method of data collection that was used was questionnaires. It was needful for the present study to utilize both questionnaires and interviews which obtain primary and varied data that is more reliable, authentic and generalizable to fill a void in body of literature.

In a similar vein, Shikieri and Musa (2012) conducted a study to determine whether or not there was a correlation between occupational stressors and the performance of university employees in Sudan. Participants in the study were people working at

universities in Sudan and the research was carried out using a cross-sectional descriptive research design. Person-Environment Fit Theory served as the theoretical basis for this investigation and its primary objective was to ascertain how role ambiguity and conflict influenced performance. A total of 150 male and female employees, working in a variety of departments at a private university, were chosen for the study using a random sampling method. The most important tool for collecting data was a questionnaire, which could only be used to collect quantitative information. However, the current study used both a questionnaire and interview, which enabled collection of more information from both quantitative and qualitative aspects that could be generalized to a larger population than could be collected by questionnaires only. An examination of the data in a descriptive fashion was carried out with the assistance of the computer program SPSS. The findings of the study revealed that workers were subjected to a significant amount of occupational stress, which had a negative impact not only on their general physical health but also on their levels of job satisfaction and performance as well as their level of commitment. The negative effects of occupational stress extended beyond the workers' general physical health to include their levels of commitment. The reviewed study investigated the effect of role conflict and role ambiguity on performance among university employees. There was need for a study on influence of selected work related variables on occupational stress among secondary school teachers as was done by the present study to edify the body of knowledge.

Alemu, Teshome, Kebede and Regassa (2014) in their study on experience of stress among student teachers enrolled in post graduate Diploma in Teaching : Ethiopia, concluded that many practicing student teachers report high levels of stress. Out of a total population of 197, a total of 112 participants were selected to take part in the research using stratified random sampling.

During the process of gathering data, the study made use of both the perceived stress scale as well as the findings obtained from four separate focus groups. The study findings indicated that 96% of the female participants and 90% of the male participants scored a stress level of 29 out of a possible 56, indicating that they frequently experienced feelings of stress. The findings of the study indicated that a significant proportion of student teachers in clinical experiences reported feeling high

levels of stress. There was no discernible difference in the levels of stress experienced by student teachers based on factors such as gender, age, academic concentration, or geographic location. Student misbehavior, inability to have contact with significant others like families and relatives and an uncomfortable working environment were identified to be the greatest stressors in that order. The reviewed study was carried out among student teachers enrolled in post graduate diploma. There was need to collect sufficient data from serving teachers in the profession as was in the current study.

Ssenyonga and Hecher (2021) carried out a study in South Western Uganda to establish how job perceptions contributed to the stress experienced by secondary school teachers. The purpose of the study was to determine whether or not job perceptions such as the sensation of being under pressure at work, perceived school climate, and difficulties in teaching contribute to teachers' feelings of stress in addition to factors related to the schools where the students were enrolled. It was decided to take a sample at random from 291 educators working in 12 public secondary schools in the South Western region of Uganda. The findings of the study indicated that teachers faced challenges in the classroom as well as feelings of pressure at work. The findings of the study indicated that a more concerted effort should be made to reduce the levels of stress experienced by workers by improving the quality of the environments in which they are required to perform their jobs. The research that is being reviewed here used a method of random sampling whilst the present study here used a method of saturated sampling, which enabled the collection of comprehensive data that enhanced the study findings. In addition, the data collection for the research that was reviewed relied entirely on questionnaires, whereas the present study relied on both questionnaires and interviews to collect of elaborate data that would further to contribute to the edification of the existing body of knowledge.

Kagwe, Ngigi and Mutisya (2018) set out to study sources of stress and coping strategies among teachers in borstal institutions in Kenya and observed that teaching has emerged as one of the most stressful professions in the last two decades. It was expected of teachers who work in the Borstal institutions that they will educate and rehabilitate juvenile offenders in preparation for their reintegration into society. The study belongs to the qualitative paradigm and utilized phenomenology study design

and purposive sampling. In particular maximum variation was used to select the study participants. The target population included primary and secondary section teachers plus teachers of the vocational training and a sample of 60 participants were included in the study. The present study used saturated sampling to include all the participants in the study who were 237 from whom varied data was obtained. Data was collected using focused group discussions in two institutions while open ended questions were administered in all institutions. The results from the summative content analysis on open ended questions indicated that workload was the most common source of stress; long working hours, inadequate materials, poor living conditions, unfair promotions, low salaries and lack of motivation were among the sources of stress identified. The results from the summative content analysis on open ended questions indicated that workload was the most common source of stress; long working hours, inadequate materials, poor living conditions, unfair promotions, low salaries and lack of motivation were among the sources of stress identified.

The findings of the study suggested that educators needed to have access to professional counseling services, improve working conditions by increasing the number of teaching positions that were available and construct better housing for educators to better able to cope with the pressures of both their professional and personal lives. The reviewed study investigated the factors that led to stress among educators working in primary, secondary, and vocational schools of Borstal institutions. However, it did not investigate selected work related variables on occupational stress experienced by secondary school educators. This was a void in knowledge that the current research aimed to fill. The research was carried out among Borstal institutions located all over Kenya; however, the current study was carried out in Borabu Sub County, within Nyamira County, Kenya. The study that was reviewed gathered data through the use of focus group discussions and open-ended questions, whereas the current study collected comprehensive data to fill a gap in the literature using questionnaires and interview schedules as methods of data collection. In the study that was evaluated, the method of research design that was used was phenomenology, and the sampling method that was used was purposive. Conversely, the present study employed convergent parallel research design and saturation sampling. Because of these adjustments, it was possible to collect data that was not only more authentic but also more applicable to a wider range of populations.

Another study was carried out by Sichambo et.al (2012) in the context of Kenya with the intention of identifying the factors that contribute to feelings of burnout among secondary school teachers in Bungoma North District of Kenya. The results of the study indicated that burnout was a significant issue that warranted attention from relevant parties. The sample for the research was drawn from 37 secondary schools with total of 544 teachers and administrators. The number of schools included in the sample was eighteen, with thirteen district schools and five provincial schools making up the sample size. Whilst the present study used a sample size of 237 participants, the study under review involved a sample size of 180 educators and 18 administrators. Data was collected by using questionnaires, document reviews, work performance schedules, and interview schedules. Descriptive statistics were used to conduct the analysis of data and the results were displayed in tables, pie charts and graphs. In addition, both descriptive and inferential statistical methods were utilized in order to make sense of the data collected for this study. The previous study considered factors that led to teachers of secondary schools in Bungoma County experiencing burnout on their jobs. It was necessary to investigate the influence of selected work related variables on occupational stress among secondary school teachers for comprehensive study findings so as to make a contribution to the existing body of knowledge. The method of sampling was not specified in the study under review however, the current research utilized saturated sampling, which enabled collection of data to the point of saturation and contributed to the comprehensive nature of the study findings.

In a separate study, Kipkoech and Chesire (2011) investigated the levels of teachers' involvement in managerial tasks in schools by employing a cross-sectional survey design. The investigation concentrated on determining the extent to which teachers were involved in their respective schools. All 466 teachers who are employed in the 34 secondary schools that are located in the Keiyo District of the Rift Valley Province were included as the population of interest for this study. This number included 118 department heads, 200 classroom teachers and 80 other teachers. The sample size was made of 17 heads, 17 deputy heads, 51 heads of departments and 51 class teachers. The selection of the respondents was carried out through random sampling method. Questionnaires and interviews were the two methods that proved valuable for data collection. According to the findings study, secondary school teachers, in addition to the responsibilities they have in the classroom, participated in the managerial

decision-making process. The previous study did not investigate the influence of selected work related variables on occupational stress among secondary school teachers in Borabu Sub County, Kenya; rather, it focused on teachers' involvement in managerial responsibilities in Keiyo District. In the previous study, there were only 136 respondents in the sample but the current study had a sample of 237 that enabled collection of additional data than was obtained in the reviewed study. In the study that was reviewed, a simplified random sampling method was utilized, whereas in the current study, saturated sampling was involved that enhanced the extraction of much relevant information in order to fill in gaps that were found in the existing body of literature.

Similarly, Yambo, Kindiki, and Tuitoek (2012) examined the relationship between the level of stress experienced by high school principals and the number of years they had been in the job. The study conducted a descriptive survey and the population comprised of 254 principals working in high schools in the South Nyanza region of Kenya. The use of stratified random sampling enabled the selection of 77 school principals to represent provincial, district, private, mixed day and boarding, and mixed boarding schools. The primary instruments that were used to collect data were High School Principals' Stress Index (HSPSI), closed and open-ended questionnaires and an interview schedule. In the course of the research, Karl Pearson's correlation coefficient served as a lens through which the hypothesis was analyzed. For purposes of analyzing the data gathered in the study, computer software for SPSS version 18 was utilized but the present study used SPSS version 24. The findings of the study indicated three primary sources of stress for principals which were role, task and conflict based. The method of sampling that was utilized in the study was stratified random sampling, contrary to saturated sampling for the present study. The purpose of the previous study was to determine whether or not there was a connection between stress and the circumstances that high school principals found themselves in but the present study was to determine whether or not selected work related variables had an effect on the occupational stress experienced by secondary school teachers. Saturated sampling was used in the current study, whereas stratified sampling was used in the study that was being reviewed. Saturated sampling enhanced the collection of more data than it could be obtained by the sampling method of the study under review.

Separately, Koech (2012) carried out a research to investigate the effects of occupational stress on job performance in public primary school teachers in Kuresoi Sub County of Nakuru County. The research was carried out among 1237 public primary school teachers from a total of 181 schools located throughout the region of Kuresoi. The study findings revealed that the job performance of public primary school teachers in the Sub County was significantly impacted by factors related to the employers of these teachers. These factors included factors such as pay and working conditions. The methodology of the research as well as the tools that were applied were not discussed in the study. However, a convergent parallel research design within a mixed methods research approach was utilized in order to carry out the present investigation. The study was limited to responses of a self-report survey received from randomly selected public primary school teachers in Kuresoi Sub County of Nakuru and was the only ones considered for this study. In order to improve the findings of the study, it was necessary to take into account the influence of selected work related variables on occupational stress among public secondary school teachers. A self report questionnaire was used as the instrument for data collection in the reviewed study that was analyzed. It was necessary to use both the questionnaire and interview methods, as was done in present study, in order to exhaustively collect both quantitative and qualitative data to obtain primary information that would enrich the existing body of knowledge.

2.4 Promotion Prospect and Occupational Stress.

Chang and Lu (2009) conducted a study on the influence of occupation on stressors and work behaviors used a descriptive quantitative approach with a target population that included four different types of occupations from Taiwan. These occupations included high school teachers, shop clerks, factory employees, and civil servants. The study sample consisted of a total of 880 different participants who responded to the survey (220 from each profession). Data was gathered by means of questionnaires and the analysis technique of choice was analysis of variance (ANOVA). In the study that was reviewed, a descriptive quantitative approach was undertaken, whereas in the current study, a mixed methods research approach along with a convergent parallel research design was utilized. The findings of the study revealed that there were significant differences across occupations, with teachers experiencing the lowest levels of work related stressors compared to those working in the public sector, who

experienced the highest levels of work related stressors. It was necessary for this study to make use of both questionnaires and interviews in order to collect more information that could be applied to larger populations to inform policy decisions. In contrast to the study that was reviewed, the current study centered its attention on the influence of selected work related variables on the occupational stress experienced by secondary school teachers. This was done in order to add new information to the existing body of knowledge.

Sarabia and Collantes (2020), in a separate piece of research that was carried out in the Philippines, investigated the relationship between work related stress and the teaching performance of educators in a number of Philippine schools. The research was carried out with the participation of 210 public school teachers who were chosen at random from elementary and secondary schools in Angeles city. The primary method of data collection involved the administration of questionnaires to respondents, which they filled conveniently. The research design used was descriptive correlational and a variety of statistical tools were applied during the analysis of data. Descriptive statistics, an independent T-test, and multiple linear regression were some of the statistical tools that were utilized. The findings of the study revealed that a number of teachers working in elementary and secondary schools in Angeles City had a moderate amount of stress brought on by their jobs, with the subcomponent demand being a highly contributing factor to stress. Further, a higher level of demand, which is a component of stress, can result in a lower level of teaching performance. The increased level of demand was accompanied by poor management, strict deadlines, and an overwhelming amount of work, an inadequate number of staff members, low pay and the absence of a healthy work-life balance. Questionnaires were the only method of data collection utilized in the study under consideration. In contrast, the current investigation made use of both questionnaires and interviews, which enabled collection of data that was both qualitative and quantitative in nature. The study that was reviewed examined the effects stress at the workplace and ability of educators working in specific schools in the Philippines. It was necessary to investigate the influence of selected work related variables on occupational stress among secondary school teachers for comprehensive study findings so that a contribution could be made to the existing body of literature.

In addition, Doss, Rachel, AbuMadini, and Sakthivel (2018) conducted a comparative study to determine the occupational stress level and professional burnout in special school teachers working in private and government schools in the Kanchipuram district of Tamil Nadu. The purpose of this study was to investigate different ways in which special education teachers in private schools and teachers working for the government responded to the different settings in which they were required to work. Quantitative cross-sectional research was the approach to research that was undertaken taken by this particular study. The population of the study came from a variety of educational settings, including both public and private institutions of learning. Occupational stress questionnaire and burnout questionnaire were used for data collection. Convenient sampling method was used to select 200 special school teachers from both private and government schools for the study.

The findings of the study indicated that teachers working in public schools are subjected to higher levels of occupational stress than their counterparts working in private schools. A recommendation was made from the study that leaders and decision makers be required to make early identification of counseling about various factors that influence the level of stress that was experienced by teachers working in both government and private schools. The reviewed study was conducted among special school teachers of both private and government and not amongst public secondary school teachers, a gap that is being filled by the present study to add more information to the body of literature. The reviewed study collected data solely through the use of questionnaires, whereas the current study used both questionnaires and interviews to collect data that was more detailed and comprehensive than it could be obtained through the use of questionnaires only in the reviewed study to enrich the existing body of knowledge.

In addition, Suleman, Hussain, and Jumani (2018) investigated the stress experienced by secondary school principals and compared the findings of their study based on gender. This study aimed to investigate and compare occupational stress experienced by male and female secondary school heads in Pakistan. The population of the study consisted of all male and female secondary school heads who are currently working in public secondary schools in the province of Khyber Pakhtunkhwa, Pakistan. A total of 402 principals of secondary schools were selected as a sample through the use multi stage sampling technique in which 260 males and 142 females were included. A

descriptive quantitative survey was the approach that was undertaken for the research. In order to gather responses from the participants, the study utilized a standardized questionnaire called the Occupational Stress Index. Descriptive and inferential statistics were utilized with the assistance of SPSS for statistical analysis. According to the findings of the study, both male and female heads of secondary schools experienced high levels of occupational stress as a result of factors such as unreasonable political pressure, excessive workloads, role conflicts, difficult working conditions, and low levels of employee participation and unprofitability.

The overall occupational stress experienced by male and female secondary school principals was not significantly related. Based on the findings, it was proposed that the departments of elementary and secondary education, as well as policymakers needed to collaborate in order to develop comprehensive strategies for the reduction of stress experienced by secondary school heads so they would be able to carry out their responsibilities in a more efficient manner. The reviewed study consisted of male and female heads of secondary schools as participants and not secondary school teachers, principals and education officials as in the present study that enabled collection of more information that contributed to the body of knowledge. In addition, the reviewed study consisted of quantitative surveys, each of which made use of an occupational stress index. In contrast, the present investigation made use of convergent parallel research design, which included both a questionnaire and an interview in its data collection process. This made it possible to collect primary and detailed information that was more reliable and authentic and could be generalized to larger populations.

Ates and Yilmaz (2018) conducted a study with the objective of determining the levels of work motivation exhibited by primary school teachers who were employed in primary school institutions located in Kucukcekmece district of Istanbul province, Turkey. In this study, a descriptive approach was undertaken using a survey model. Primary school teachers and administrators from state primary schools in the Kucukcekmece district were recruited for the study. These educational institutions were connected to the Ministry of National Education. The sample of the study included 343 primary school teachers and 28 primary school administrators that were selected through a process of disproportionate element sampling from 14 state primary schools located in Kucukcekmece District. The study utilized a "Work

Motivation Scale" with a Cronbach's alpha reliability coefficient that was calculated to be 0.897. The SPSS 20.0 software package was utilized by the researchers so that they could carry out the study. It was found that primary school teachers, in general, do not have a very high level of motivation to work. Moreover, the study that was reviewed used a descriptive survey model but the present study used convergent parallel research design that enabled improved data collection that was both more varied and in-depth, both of which contributed to the study's increased credibility. The study under review investigated the levels of work motivation exhibited by primary school teachers. In contrast, the purpose of the current study was to fill a void in the previous research by investigating the influence of selected work related variables on the occupational stress of secondary school teachers.

In a related study, Tayo, Oluwaseun, and Olasunkanmi (2021) conducted a study on job stress and teachers' coping strategies in Nigerian schools. The research method that was utilized was a descriptive survey. The population of the study consisted of a total of 6,982 teachers and other education professionals. There were a total of 270 educators chosen at random from the larger population that was the focus of the investigation to serve as the sample for this study. A self-designed instrument questionnaire was used for data collection. According to the findings of the study, educators were required to teach large classes and to grade and keep records for the students in those classes. It was also found that factors such as a gross lack of adequate instructional materials, poor conditions of service, heavy workload, students' lack of discipline and people's attitude towards teachers all contributed to the stress that was experienced by teachers. Further, the study suggested that teachers in Nigeria needed to cope with their stress by having conversations with their coworkers, engaging in physical exercise, relaxing and behavior modification. The study made a conclusion that having a career in education can be stressful at times and it was up to individual educators to devise strategies for coping with this pressure. In the research that was analyzed, the only method of data collection was the completion of questionnaires. However, the current study collected qualitative and quantitative data through the use of questionnaires as well as interviews, which enabled the study to be more comprehensive. Moreover, purposive sampling was employed for this study but the present study used saturated sampling which enabled collection of data to saturation until no further information could be extracted from the participants unlike

purposive sampling which targeted information from specified respondents that would be biased.

In a similar vein, Gebrekirstos (2015) investigated the effects of occupational stress and various methods of coping with it. In total, there were 1,139 secondary school teachers from the Tigray region of Ethiopia who took part in the research. This investigation made use of a cross-sectional survey research design and its purpose was to find out more about the relationship between two variables. The schools and the participants were chosen using cluster random sampling and the remaining 321 participants were selected using lottery simple random sampling. The study used occupational stress inventory, coping-questionnaire and stressor-questionnaire as the major data collection instruments. Both descriptive and inferential statistics were applied to analyze the data collected for the study. The findings of the research indicated that the most significant sources of job-related occupational stress for secondary school teachers were related to either interpersonal relationships or administrative responsibilities. In addition, the study observed that there was a difference that was statistically significant between the means of age and years of work experience. In reviewed study, occupational stress and coping strategies were investigated among secondary school teachers. However, promotion prospect was not considered as a selected work related variable and its influence on occupational stress among secondary school teachers. This was a knowledge gap that the current study sought to fill. Cluster random sampling and lottery random sampling techniques were used to select the participants and not saturated sampling which considered all the participants as sample to exhaust on available information that was employed by the present study. Convergent parallel research design was used in the current study which combined qualitative and quantitative data to produce more in-depth findings. However, research design used in the reviewed study was a cross sectional research design. Moreover, the current study used both questionnaires and interviews to collect detailed data to add to the existing body of knowledge. The study that was reviewed only used questionnaires, but the current study used both questionnaires and interviews to collect data.

Nwanu (2012) conducted an investigation at Koforidua Polytechnic of Nigeria in order to determine the effects of occupational stress on job performance among the institution's faculty and staff members. The study sought to find out how work-related

stress could affect the productivity of staff of Koforidua Polytechnic in the dispensation of quality tertiary education. In addition, it identified certain factors which contribute to occupational stress among staff of the Polytechnic. In addition to this, the research was successful in determining the specific factors that contributed to occupational stress among the personnel working at the Polytechnic. The selection of 150 participants for the study was accomplished through the utilization systematic sampling technique. The findings of the study showed that the workload was the most significant factor contributing to occupational stress among the faculty and staff of Koforidua Polytechnic. In addition, it was noticed that respondents, in order to relieve stress, would frequently walk around and visit other colleagues in their offices to discuss topics that were unrelated to work. This resulted in a decrease in productivity at the polytechnic as a result of the respondents' actions. Some of the employees at the Polytechnic had developed chronic back pain as a result of their jobs that required them to sit for extended periods of time. In the present investigation, a mixed methods research approach and a convergent parallel research design were utilized for data collection and analysis respectively. The study under review examined how occupational stress affected job performance among the faculty and staff at Koforidua Polytechnic in Nigeria. It was necessary to carry out an investigation into the influence of selected work related variables on occupational stress by secondary school teachers of Borabu Sub County.

In a related study, Monyamane (2020) investigated the role that promotional opportunities and professional growth play in the level of job satisfaction experienced by secondary school teachers in the central region of Botswana. Quantitative approach was used as the method of analysis. A Teacher Job Satisfaction questionnaire (TJSQ) with a five point Likert scale was used to collect data from 206 secondary school teachers who worked in nine different secondary schools located in the central region of Botswana. It was determined, prior to the distribution of the questionnaire to the educators who were asked to complete it, whether or not the questionnaire was valid and reliable. The study utilized statistical package designed for social scientists (SPSS) version 23 for analysis of data. Throughout the entirety of the process involving the collection and presentation of data, descriptive statistics, analysis of variance and tables of independent sample t-tests were utilized. The study found that the level of job satisfaction among male secondary school teachers in the central

region of Botswana was significantly lower than that of their female counterparts, both in terms of their current positions and the opportunities for advancement that were available to them. The study further found that secondary school teachers in the central region of Botswana expressed a high level of contentment with the level of professional development opportunities made available to them in their respective schools. The findings of the study recommended that the government needed to take action to promote gender equality in the teaching profession, particularly with regard to opportunities for advancement. The research under review collected its data solely through the use of questionnaires, but the present research used both questionnaires and interviews to collect both quantitative and qualitative data for comprehensive study findings, in contrast to the use of questionnaires only by the reviewed study, which could fill a gap in the existing body of literature.

In a separate study, Kanene (2016) investigated the various forms of stress that were faced by secondary school teachers of Choma District in Zambia. The goals of the study included identifying the stress patterns that were experienced by secondary school teachers and suggesting possible solutions to those stress patterns that were identified as being a part of those stress patterns. In the prior research, a descriptive survey design was used. Additionally, a sample of six secondary schools and 120 teachers were selected from the district by utilizing simple random sampling technique. Contrary, the current study used a convergent parallel research design within a mixed methods approach, by using a sample size of 237 secondary respondents. The findings of the study pointed out that teachers moderately experienced stress in terms of behavioral manifestation, emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation. This could be minimised by the Ministry of Education conducting seminars and workshops for the teachers on stress prevention and management together with school headteachers organizing school leisure events for teachers to allow teachers to refresh and rejuvenate. In contrast to the study that was reviewed, which examined ways in which stress manifested itself in the jobs of secondary school teachers, it was necessary to investigate the influence of selected work related variables on occupational stress among secondary school teachers. The Teacher Stress Inventory Questionnaire was utilized for the reviewed research; however, the present study employed both questionnaire and interview methods to include both qualitative and

quantitative aspects that enabled collection of primary information that enhanced the findings of the study.

In addition, Kaminyoge (2014) attempted to evaluate work related stress and how it impacts the organizational performance among public sector employees in Tanzania: A case of the ministry of home affairs. Data were collected through the use of a questionnaire survey and interview method and the sample size for the study was a total of 56 respondents who participated in the study. The findings of the study revealed that there was a significant amount of stress among workers in the public sector, which resulted in a detrimental effect on the workers' performance while they were on the job. Some of the factors that contributed to work related stress among public sector employees included low pay, an excessive amount of work, failure to recognize employees' performance, failure to recognize employees' skills and professions, limited promotions and a poor working environment. The results of the study showed that there were a number of negative effects connected with high levels of stress among employees. These effects included poor work performance, frequent instances of absenteeism, frequent sick leaves, and many endless complaints, all of which, if not attended to, could erode employee morale and ultimately result in poor work performance. The findings of the study indicated that government ought to make it a priority to take significant steps toward eradicating or significantly reducing the amount of stress that was experienced by its employees.

The sample of the study was 56 which provided minimal data that would not be adequately generalized to larger populations considering the magnitude of the study. However, the present study had a sample of 237 that enabled collection of information to a point of saturation. The reviewed study employed case study design but the present study utilized mixed methods approach with convergent parallel research design that enabled gathering of more information that filled gaps in literature. The reviewed study did not indicate the sampling technique, a void that the present study filled by utilizing saturated sampling to take advantage of more varied and reliable information for generalization to larger populations.

Further, Kitullo (2016) investigated the factors that contributed to work stress among teachers working in public secondary schools located in Geita urban town council of Tanzania. Data were analysed through descriptive display matrices. For the purpose of

gathering information for the research, both interview and documentary methods were used. There were a total of 46 respondents, which included DSEOs, TSD secretaries, Heads of schools, academic teachers, discipline teachers, patron/matron teachers and other teachers respectively. The findings of the study revealed that educators of all four secondary schools that were selected for the investigation suffered from stress connected to their professional responsibilities. The primary sources of stress in these educators' lives were interpersonal related sources, administrative related sources, and work-family conflicts. The study recommends that efficiency of the work force should be the most decisive factor as far as the success of an institution is concerned; the output in turn depending on the psychological well being of the teachers. Hence stress among the teachers would likely affect the quality of teaching. Therefore, educational management should consider addressing those factors which are considered as stressors among teachers. The study considered factors contributing to work stress among teachers in public secondary schools in Geita town council unlike the present study that investigated on influence on selected work related variables among secondary school teachers to enhance literature in the body of knowledge that was not done by the reviewed study. The present study adopted the qualitative approach only and case study design in order to collect data, moreover the present study used both qualitative and quantitative approaches for indepth data collection and convergent parallel research design that was able to maximize on collection of information. Such data enhanced the study findings.

Emoja (2016) studied the correlation between job satisfaction and teacher turnover among teachers working in public secondary schools in Kakamega Central District and the study targeted public secondary school teachers of three boys' schools, seven girls' schools and thirty four mixed schools in Kakamega Central District. Purposive sampling was used to select the participating schools while the sample size comprised of 222 respondents selected by stratified random sampling. The main data gathering instrument was the questionnaire. The findings of the study revealed that the vast majority of the educators surveyed expressed a low level of contentment with their jobs and a strong desire to seek new employment when opportunities arose. Data were analyzed using descriptive statistics to obtain frequencies and percentages with the help of the SPSS version 20 computer software and the results indicated that

majority of the teachers exhibited low level of job satisfaction and high turnover intention.

The reviewed study only used questionnaires, a gap the present study filled by using both questionnaires and interviews as instruments that collected primary and secondary data that was useful. The reviewed study investigated job satisfaction and teacher turnover intention among secondary school teachers in Kakamega District. It was necessary to consider influence of promotion prospect as one of the work related variables on occupational stress among secondary school teachers in Borabu Sub County, Kenya as was in the present study to contribute to the body of knowledge. Also, Mugweru (2013) investigated the implementation of promotion policies established by the TSC in secondary schools located in the North, West, and Central Districts of Nyandarua County. Descriptive research design was used where the data obtained was generalized for all the teachers in the three districts. All the teachers who worked in the 49 government secondary schools were included as the target population for this study. These schools under study included two county schools, three district boarding schools, and eight district day schools. Three principals from the sampled secondary schools, three district education Human resource officials from the three districts and two officials involved in promotion of teachers in TSC headquarters were also involved. The study under review employed descriptive research design and not convergent parallel research design for collection of both qualitative and quantitative data which was employed in the present study to maximize on getting adequate data that is authentic and reliable. The study was done in Nyandarua County but not Borabu Sub County of Nyamira County, Kenya where the present study was undertaken.

Mugweru (2013) further observed that promotion is an advancement of an employee from one job position to another that has a higher job title, higher level job responsibilities, a higher salary range associated with higher skills or experience. It led to self-actualization and a fulfillment of ones' potential. The study continued to assert that people take jobs where they are entrusted with important tasks and professional development, chances that also lead to personal growth. Similar to other professions, promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. The reviewed study was conducted in North, West and Central Districts of Nyandarua

County on implementation of promotion policies by the TSC in secondary schools. There was need to study influence of work related variables, a vacuum which the current study intended to bridge in literature.

A survey conducted by Siringi, (2010) to find out TSC employer customer satisfaction found that teachers wanted among other things faster promotions and review of methods used to reward hard working teachers. It was discovered that the promotion procedures were slow and that merit was not adequately considered, which led to stagnation within the same job group. Because of this, teachers reported lower levels of job satisfaction and motivation, which in turn led to increased levels of occupational stress. The study that Siringi carried out lacked of information regarding the following aspects: the target population; the sampling procedure; the research design and the methods of data collection. However, the current study was able to fill the gap by using a population and sample size of 237 respondents, utilizing saturated sampling, employing convergent parallel research design, and using both questionnaire and interview methods to obtain extensive data to add to the body of literature.

A similar study by Nyongesa, Manduku and Shiundu (2010) pointed out that application of policy on promotion of secondary school teachers in Kenya does not seem to cater for the variety of school categories, thus eliciting concerns among teachers and stakeholders as to the criteria and consequent role of the promotion process. In addition, it does not appear to be entirely clear how the vacancies for promotions are distributed; nor does it appear to be entirely clear how a select few teachers were chosen for promotions. Further, allocation of vacancies for promotion and selection of a small group of teachers for promotion does not seem to be clear. These sentiments were also echoed by the Kenya Education Sector Integrity Report (Transparency International, 2010) which observed apparent slow promotions of teachers. The Kenya Union of Post Primary Education Teachers (KUPPET) questioned the value of SMASSE (inservice training program) noting that the programme does not earn merit during promotions. Some teachers take up to twenty years before promotion beyond the common establishment grade (L).

Promotion opportunities in Kenya have remained relatively limited for over two decades (Oyaro 2010). In addition, (Siringi, 2010), indicated that less attention may

have been paid as to how few promotions will have potential negative effects on the teaching profession. Furthermore, the use of a common criteria of promotion of all teachers regardless of fundamental differentiation for example school types, regional and historical diversities, among other issues may be seen as ineffective, unfair and thus reducing the morale of hopeful teachers, majority of who work in schools that are historically disadvantaged in terms of categorization which ranges from national, county, district boarding and district day schools.

The criteria of promotional opportunities contributed to occupational stress among secondary school teachers, particularly those working in schools that are underperforming in national examinations and other activities. Due to such perceptions of presumed inadequate promotions, this study undertakes to conduct a research driven investigation that includes teachers voices with the view of yielding findings that could inform the said process in terms of policy and practice that would make it more receptive to the teachers involved.

The study that is currently being analyzed put a primary emphasis on the implementation of policy regarding the promotion of teachers in general. It did not investigate how the prospect of promotion at one's place of employment as a selected work related variable influenced occupational stress among secondary school teachers. This was a gap in knowledge that the current research sought to fill. The research that was reviewed lacked information regarding the population, the sample, the procedure for sampling, the research design and also the methods of data collection. However, the current research was able to fill the gap by using a population and sample size of 237 respondents, utilized saturated sampling, employed convergent parallel research design, and used both questionnaire and interview methods to collect more data that could add information to the existing body of literature.

In a related study, Bernard, Nzuki, Kilika, and Nzulwa (2014) focused on the factors that affected the career progression of graduate teachers working in public secondary schools in Makadara District of Nairobi, Kenya. The purpose of the study was to determine why many teachers continued to remain in particular job grades despite the steady progression of other teachers who possessed similar qualifications and experience despite the efforts made by the Teachers' Service Commission to

harmonize the promotions. Public secondary schools that are located within Makadara District of Nairobi were considered for inclusion in the scope of the study. Descriptive research design was utilized. The population of interest for the study consisted of 324 teachers currently employed in public secondary schools located all over Makadara District, Nairobi. Proportionate stratified sampling was applied and the sample population was 60 teachers from 10 public schools. Data analysis was done using descriptive statistics which included the mean, median and inferential statistics using factor analysis and Karl Pearson's coefficient of correlation. The study under review used proportionate sampling but the current study utilized saturated sampling of 237 participants to collect more information to enhance the study findings. The sample of the reviewed study was minimal and thus the data collected could be limited comparatively to the sample of the present study. Besides, the locations for both studies were in different geographical areas and this created a gap for the present study to enhance the study findings.

The study observed that promotion of employees poses a challenge to both the employer and the employee. The employer faced the challenge of assessing the cumbersome and competitive process where many employees are involved while the employee faced the challenge of not being considered for a promotion. The study further noted that the Teachers Service Commission stands out as a unique organization with a mission to maintain sufficient professional teaching service for all public educational institutions and ensure that interviews conducted for purposes of promotions are done with transparency and integrity and that unfairness, arbitrariness or secrecy does not diminish the effectiveness of the process. The research design utilized in the study that was reviewed was a descriptive research design. However, the research design utilized in the present study was convergent parallel combined with correlation to enable the determination of a relationship between the variables of the study.

According to Nyambala (2009), a number of educators have sent in an overwhelming number of applications for interviews, and those who have been unsuccessful face a prolonged and excruciatingly slow path to promotion. Those who have been successful, on the other hand, face the possibility of being promoted more quickly. As a factual matter, this has resulted in stress for educators in their places of employment. According to the findings of the study of the year 2010, the implementation of a

scheme of service only resulted in the promotion of 9307 secondary school teachers out of more than 20,000 applications. This left many teachers stacked up in the same job group for periods of time ranging from five to twenty years. The study came to the conclusion that the most discouraging factors for the morale of teachers were remuneration and stagnation, and that several teachers in public schools had stagnated in certain job grades. Following the completion of the research study, an employer customer satisfaction survey was carried out in 2009 and the results of this survey led to the conclusion that was stated above. These factors have, over the course of time, led to psychological and professional frustrations, which have caused a significant number of people to leave the public school system and look for employment elsewhere. The research that was under consideration did not provide any information regarding the population, the sampling procedure, the research design, nor the methods of data collection. However, the current research was able to fill the void by using a population and sample size of 237 respondents, saturated sampling, employing convergent parallel research design and by using both questionnaires and interviews to collect additional information that could be generalized to larger populations and edify the study findings.

In another study, Mutune and Orodho (2014) explored the factors that explain the high rate of teacher turnover in public secondary schools in Mbeere South Sub County, within Embu county in Kenya. The study was anchored in Human Capital Theory. In the reviewed study, a descriptive research design was utilized but the current investigation utilized a convergent parallel research design within mixed methods research approach. The study involved 149 participants who were selected using a combination of random and purposeful sampling technique that included 29 principals and 120 teachers. The current study included 237 participants, a large sample that enabled collection of satisfactory data that could be inferred to cover more extensive populations. Questionnaires and interviews were the main data collection instruments.

The main findings were that teacher turnover was high and fluctuating. Lack of job satisfaction among teachers as a result of inadequate motivation and compensation, limited avenues for promotions and professional growth as a result of unsupportive school and government policies and limited opportunities for advancement within the profession were the primary causes of high teacher turnover rate. It was recommended

that the government of Kenya, through the ministry of Education and the Salaries and Remuneration Commission need to implement teacher professional development strategies that are practical in addition to enhanced remuneration initiatives in order to increase their effectiveness and productivity while simultaneously lowering their turnover rate. The study that was reviewed considered the factors that explain teacher turnover in Mbeere Sub County, within Embu County. However, it did not investigate selected work related variables and their influence on occupational stress among secondary school teachers in Borabu Sub County. This was a knowledge gap that the current study sought to fill by investigating these factors. In addition, the sample size used in the study under review was minimal than the sample size used in the present study, which was significantly larger. This allowed the researcher to obtain information from a more accurate representation of the study population.

In the same vein, Murage and Kibera (2014) conducted a study to find out teacher related factors that influenced secondary school teachers' job satisfaction levels in public secondary schools in Mombasa District, Kenya. In the reviewed study, a descriptive research design was utilized, but in the current study, a convergent parallel research design was utilized within a mixed methods research approach in order to maximize both the qualitative and quantitative aspects of the research. The study was undertaken in 35 public secondary schools using a sample of 320 teachers which was selected using stratified random sampling technique but the present study utilized saturated sampling with a sample of 237 respondents. Questionnaires were used to collect data by utilizing stratified random sampling. The research hypothesis was tested using a significance level of 0.05, and the findings indicated that there was not a significant relationship between job satisfaction of teachers and the demographic variables of gender, age, marital status, academic qualification, or professional grade. It was found that there was a significant relationship between the levels of job satisfaction one experienced and the factors of age and the number of years one spent on gaining teaching experience. Multiple regression analysis revealed that age and teaching experience were the best predictors of teachers' job satisfaction. The reviewed study was on teacher related factors that influenced secondary school teachers' job satisfaction levels in public secondary schools in Mombasa District. There was need to study the influence of selected work related variables on occupational stress among secondary school teachers of Borabu Sub County, a

knowledge void the present study filled in literature. Further, the reviewed study used questionnaires only to collect data. There was need to involve interview schedules too to enable the respondents to express their feelings and views exhaustively about the influence of promotion prospects on occupational stress as was in the present study.

In a related study, Koros, Momanyi and Chakua (2018) investigated the impact of occupational stress on job satisfaction among Kenyan primary school teachers in Nandi County, Kenya. The current investigation employed a convergent parallel research design within the context of a mixed methods research strategy while the study under review employed explanatory survey research design. The study targeted a total of 1652 primary school teachers. Simple random sampling technique was used to select a sample of 312 teachers. The main data collection instrument was a questionnaire for the teachers. The data collected was analyzed through the use of SPSS by regressing and correlating occupational stress and job satisfaction in order to determine the strength of the relationship. Results of the study indicated that there was a positive relationship between occupational stress and job satisfaction. The study further found that a vast majority of teachers working in primary schools were dissatisfied with their jobs and would consider switching careers if they were offered better opportunities elsewhere. The findings of the study led to the recommendation that it was imperative for the government and other stakeholders in the education system to ensure that highly qualified and experienced teachers had high levels of job satisfaction in their careers.

The study that is being reviewed studied the relationship between occupational stress and job satisfaction of primary school teachers but the present study investigated the influence of selected work related variables on occupational stress to contribute to the body of knowledge. The previous research concentrated on teachers working in primary schools, whereas the current research took into consideration those working in secondary schools. Questionnaires were the only method of data collection in the study under review that made use of a quantitative approach. Conversely, the current research combined qualitative and quantitative methods in order to collect primary information for the purpose of generalizing the findings to larger populations.

Kariuki, Ndirangu, Sang, and Okao (2014) conducted a study to investigate teachers' perceptions of the factors that influenced their morale and commitment to work in public secondary schools in Nakuru District. A representative group of 172 educators

was chosen at random for the purpose of the study. The study opted to use a descriptive survey research design for its research methodology. On the contrary, the current investigation utilized a convergent parallel research design within mixed methods approach. Questionnaires were filled by teachers and interview schedules were conducted to head teachers. In order to determine whether there was a statistically significant relationship between the characteristics of teachers, their morale, and their commitment to their work, a Pearson's moment correlation was performed.

The study established that teachers perceived remuneration, opportunity for further training, responsibility, social status, a sense of belonging and job security as impacting on the level of gender, age, experience and commitment to their duties. Further, the study observed that teachers were treated like subordinates and not as professionals who offered essential service to society. The study further argued that teaching human beings was such a demanding and difficult job and with the current increased responsibilities vested on teachers; teachers could easily suffer occupational stress by being demoralized and discouraged. Teachers were primarily motivated by intrinsic rewards like respect, responsibility, advancement, promotion, recognition and a sense of accomplishment. The study, in addition contended that advancement was a force that motivated teachers to lift their performance and utilize it fully. Thus teachers were not only satisfied with promotion prospects because of opportunities for career advancement but it was because those promotions were either being head of department, deputy principal or principal and those chances were limited considering the number of schools available in a country.

In addition, in the name of professionalism, teachers had been induced to accept poor working conditions and salaries. The study also observed that one of the qualities of a profession is exclusiveness of high and prestigious earnings in terms of remuneration. The study by Kariuki, Ndirangu, Sang and Okao (2014) used a smaller sample size while the present study used a relatively larger sample size that enabled the researcher to gain information from a larger representation of the study population. Additionally, there was need to study the influence of selected work related variables on occupational stress among secondary school teachers of Borabu Sub County, to add to the body of knowledge.

In the same breath, Ekabu, Nyagah, and Kalai (2018) conducted a study on the influence of promotional prospects on the turnover intentions of public secondary school teachers in Meru County. The results of the research indicated that the importance of motivation in retaining core employees and reducing turnover in any organization cannot be underestimated. As a consequence of this, one of the most significant challenges that educational administrators in Kenya face today is recruiting and retaining high quality teachers in secondary schools. This is because a significant number of teachers are ready to switch jobs when opportunities arise, and even those who have chosen to remain in their current positions do not give their jobs the full commitment they are capable of because psychologically, they have their hearts elsewhere. The study aimed at examining the influence of promotional prospects on turnover intentions of public secondary schools in Meru County. For purposes of data collection and analysis, a descriptive survey design was used, and both qualitative and quantitative research methods were applied. The study had a total of 520 participants who answered the questionnaires. The relationship between the independent variable; teacher promotional prospects and the dependent variable; teacher turnover intentions was investigated.

Analysis of data obtained from questionnaires was done quantitatively using SPSS version 21. Hypothesis was tested using Pearson product moment correlation coefficient and chi-square goodness of fit at 95%, $p < 0.05$. Results obtained from Pearson product moment correlation coefficient showed that the independent variable promotional prospects had a negative and inverse relationship with dependent variable turnover intention. The chi-square analysis corroborated the Pearson Correlation results by showing a significant relationship between promotion prospects and turnover intentions of secondary school teachers in Meru County. The findings of the study led the researchers to the conclusion that the motivation of teachers working in secondary schools was low. The study concluded that teachers had low levels of commitment to their jobs and low morale as a result of a limited promotions and stagnation in one grade, which led to teachers considering leaving their jobs. The study also found that the Teachers Service Commission of Kenya needed to take into consideration the issue of promotion of teachers in order to motivate teachers and reduce the number of teachers who intended to leave the profession. This would keep teachers motivated to stay in the teaching profession. The reviewed study employed

questionnaires only for data collection but the present study used both questionnaires and interview to obtain comprehensive data to enhance the study findings.

2.5 Compensation and Occupational Stress

Areekkuzhiyil (2014) endeavored to explore the various factors that influenced organizational stress of teachers working in higher education sector in the state of Kerala. The data required for the study was conveniently collected from 200 teachers working in higher education sector. Exploratory factor analysis revealed nine factors, which significantly influenced organizational stress: Interpersonal relationship in the organization, professional and competence development, recognition in the organization, work environment, autonomy in work, work family interaction, role conflict, job security and remuneration, and non-academic factors. The reviewed study used convenience sampling. Interpersonal relationships within the organization were found to be the most important factor. The reviewed study used convenience sampling but the present study used saturated sampling method that enabled collection of more information in an exhaustive manner, which improved the study findings. In addition, the study that was reviewed concentrated on the factors that influence organizational stress among teachers, whereas the current study in contrast to the study that was reviewed, investigated the influence of selected work related variables on occupational stress among public high school teachers of Borabu Sub County.

Usman, Akbar, and Ramzan (2013) conducted a study with a target population of college teachers in the District Sialkot area of Pakistan to investigate the effect that salary and stress had on job satisfaction. The sample size consisted of 100 teachers. The study employed questionnaires as the main data collection instruments. Data analysis was done using descriptive statistics, correlations and regression. The study reported a significant relationship between job satisfaction and salary of teachers. The findings of the study indicated that there was a significant relationship between the levels of job satisfaction experienced by teachers and the salaries that they earned. The reviewed study was done on the relationship between job satisfaction and salary among college teachers in Pakistan, however there was need to study compensation as a selected work related variable and its influence on occupational stress among secondary school teachers of Borabu Sub County, Kenya which the present study endeavoured to do. Moreover the study utilized a sample of 100

respondents which was limited in terms of data collection but in the present study the researcher involved a sample of 237 which gave more varied data that could be generalized to a larger population. The study under review employed questionnaires only as the main data collection instrument. The present study employed both questionnaire and interview schedules that enabled the respondents to express their views exhaustively on compensation as a selected work related variable that influenced occupational stress to add detailed information that was more authentic and reliable for generalization to other populations.

Separately, Selvavinayagam and Kaviarusu (2019) conducted a study on occupational stress among the teachers of primary schools in Dharmapuri District, Tamilnadu. The purpose of this study was to determine the levels of occupational stress experienced by teachers working in government and aided higher primary schools who lived in a variety of sociocultural and economic settings. The scale used in the study had been developed by researchers. The study was carried out with the assistance of a total of 370 aided school teachers and 240 government school teachers who participated in the study. It was discovered, at the end of the research project that teachers working in aided schools experienced higher levels of occupational stress than teachers working in government schools. It was further found that there was a significant disparity between the levels of stress experienced by primary school teachers working for the government and those of teachers working for aided schools. The study recommended that policymakers needed to conduct an analysis of the system of teacher training and assessment, with the presumption that personal and social characteristics, in addition to working conditions, had an effect on the occupational stress that was experienced by teachers. The findings of the study also showed that teachers who reported higher levels of stress were less satisfied with their jobs, reported a higher frequency of absence as well as a higher number of total days missed from work, were more likely to leave their jobs (intention to leave), and were less likely to pursue a career in teaching again (career commitment). In addition, the study under review used questionnaires only for data collection. There was need for the present study to use both questionnaire and interview which enabled collection of more information that made the study reliable and enriched the body of knowledge. Also, it was essential to study compensation as a selected work related variable and how it influenced occupational stress among secondary school teachers of Borabu Sub County, to fill a vacuum in the body of literature.

Another study by Bhatti, Hashmi, Raza, Shaikh, and Shafiq (2011) conducted a survey among 400 teachers in Pakistan on empirical analysis of job stress on job satisfaction amongst university teachers in Pakistan and found the determinants of job stress to include; management roles, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. The study concluded that the factors that determine the level of occupational stress include: management responsibilities, interpersonal relationships, the pressure of one's workload, the difficulty of juggling homework and other responsibilities, role ambiguity, and performance pressure. In addition, the study discovered that a negative correlation existed between job stress and job satisfaction. The study found that there was a significant relationship between four of the constructs that were tested and there was significant negative relationship between job stress and job satisfaction.

In the present investigation, a convergent parallel research design was utilized for data collection and analysis respectively. In addition, the research that was examined explored the impact of job stress on the level of job satisfaction experienced by university teachers in Pakistan. However, in order to contribute to the body of knowledge that already existed, it was necessary to consider the influence of selected work related variables on occupational stress experienced by secondary school teachers. The study by Bhatti, Hashmi, Raza, Shaikh and Shafiq (2011), was conducted on university teachers, there was need to investigate compensation as a selected work related variable and its influence on occupational stress among secondary school teachers of Borabu Sub County, a knowledge vacuum to fill in literature that was accomplished by the current study.

In the same breath, Affum-Osei, Agyekum, Addo and Asante (2014) conducted research in Ghana on occupational stress and job performance in small and medium scale businesses in Ghana. This study aimed to investigate the effects of occupational stress on small and medium-sized enterprises (SMEs) on demographic factors as well as the performance of employees in their jobs. The sample size comprised of 300 employees working in SMEs who were selected purposively and adopted questionnaires as the main instruments for data collection. Analysis of data gathered was done by utilizing regression, percentages, and the Pearson Product Moment Correlation Coefficient. The findings revealed that the vast majority of the workforce was dealing with moderate to high levels of stress. In addition, the findings

demonstrated an inverse relationship between occupational stress and the performance of workers, as well as the fact that occupational stress significantly predicted job performance.

The study that was being reviewed studied occupational stress and job performance in Small and Medium Scale Enterprises in Ghana, but it did not consider compensation as a selected work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya. Only a questionnaire was used as the primary method for collecting data in the study that was reviewed. It was necessary to use a combination of questionnaires and interviews, as was done in the present study, in order to obtain more valuable research data.

In addition, Baliyan, Baliyan and Mokoena (2018) conducted a research on the causes and effects of occupational stress among teachers working in private senior secondary schools in Botswana and observed the importance of stress among employees. The findings of the study were intended to serve as a roadmap for the various stakeholders, particularly policy makers, as they worked towards the objective of lowering the amount of stress that was experienced by teachers. Data was collected through a survey of 90 sampled teachers by stratified random sampling using a validated and reliable questionnaire; however, the current study employed saturated sampling and both questionnaire and interview to collect comprehensive data that made the study more reliable. Analysis of data was done by using descriptive statistics, which included the calculation of the mean and standard deviation for each group individually. It was determined that the three most significant effects of stress were a decline in morale and motivation, an increase in job dissatisfaction, and conflict at one's place of employment. It was determined that the most significant contributors to stress among educators were school policies that were in conflict with the work environment, an excessive amount of workload (including both teaching and extra duties) and students who lacked discipline in the classroom. It was determined that the three most effective methods for reducing stress are giving one's work top priority, making use of effective planning and implementation, and ignoring environmental factors that contribute to stress.

The findings of the study recommended that possible efforts should be made to reduce the amount of work done by teachers. It was necessary to develop and implement

strategies in order to bring about reduction in indiscipline among students. Teachers were tasked with appropriate planning and execution of their work in accordance with the priorities that they had set. In the research that was reviewed, a representative survey was carried out with a total of ninety instructors. The current investigation, on the other hand, utilized a larger sample size of 237 participants, which provided a more accurate representation of the population that was being researched. Moreover, the study that was analyzed considered occupational stress among teachers working in private senior secondary schools in Botswana, specifically focusing on its causes and effects of that stress. Conversely, in order to achieve findings that are more representative of a larger population, the current study concentrated on the influence of selected work related variables on occupational stress.

In a similar vein, Makasa (2013) investigated how basic school teachers perceived their levels of occupational stress. Using a few of Lusaka's urban schools as a case study, the investigation was conducted. The purpose of the study was to determine the causes and patterns of stress among elementary school teachers based on gender, as well as the coping mechanisms that teachers used to deal with stress in their daily lives. Additionally, the study aimed to determine the gender differences in the patterns of stress among elementary school teachers. The study was carried out utilizing a survey methodology, which involved the collection of data through the utilization of questionnaires in addition to the participation in focus group discussions. Random sampling was done from one hundred and fifty educators working in fifteen distinct basic schools situated within Lusaka Urban Basic Districts. Analysis of quantitative data was carried out using SPSS version 16 and for qualitative data was done using content analysis. Both the scope of the study and the extent to which its findings could be generalized were limited to Lusaka Urban Basic Schools as its sole point of investigation. The study found that basic school teachers in the Lusaka Urban District experienced a significant amount of stress on a daily basis. The research revealed that there were primarily four different types of stressors that were experienced by basic school teachers. These stressors included: poor conditions of service, such as a lack of accommodation, low salaries, difficulties in getting entitlements; poor school climate, which included discriminatory tendencies among school managers, heavy workload, handling crowded classes, handling more than one session, and interruptions to school programs. These findings suggested that teachers would display multiple symptoms,

including frequent absenteeism, low working morale, and frequent requests for permission to leave the classroom. The previous study was conducted on perceived levels of stress that elementary school teachers experienced, it was demanding to investigate the influence of a selected work related variables on the occupational stress experienced by secondary school teachers so that the existing body of knowledge could be expanded and edified.

Mkumbo (2014) conducted a study on prevalence of and factors associated with workstress among employees in a university context in Tanzania and Sub-saharan African countries in general. Using survey design within the quantitative approach, the study investigated the prevalence of and factors causing work stress among academic staff in public and private universities. The results showed that a significant proportion of academic staff reported experiencing high stress, with respondents in public universities reporting being more stressed than their counterparts in private universities. Work stress among academic staff was found to be particularly associated with a lack of staff involvement in the institutional reform processes, a lack of necessary support systems related to their work and high workload levels. These three aspects were singled out as having a particularly strong connection to work related stress among academic personnel.

Employees who were more experienced and had higher qualifications reported feeling the least amount of stress in comparison to the employees who had lower qualifications and less experience. According to the study findings, stress at work is a common occurrence among educational institutions of higher learning, along with its associated consequences, such as low levels of job satisfaction, which are likely to have an effect on staff productivity. The previous study focused on the academic staff at a university, while the current investigation zeroed in on teachers working in secondary schools in Borabu Sub County. The reviewed study used questionnaires only as a method of data collection. The reviewed study did not indicate the population or sample size, so the current study filled the void left by the previous study by having a population of 237 and a similar sample. The study under review researched on the prevalence of and factors causing work stress among academic staff in public and private universities. However, the present study investigated on influence of selected work related variables on occupational stress among secondary school teachers, a grey area that had not been done by the reviewed study and which

the present study did to gain new information to reduce occupational stress among teachers. The study by Mkumbo (2014) used questionnaires only to collect data unlike the present study which used both questionnaires and interview to obtain more elaborate data that could reduce occupational stress among teachers and realize comprehensive study results.

In the same breath, Barbara (2011) did a study on teachers' remuneration and performance under universal primary education system in Uganda, a case study of Wakiso District. The aims of the study included; to establish the relationship between teachers' remuneration and performance, to examine the relationship between teachers' level of motivation and performance and to examine the effect of teachers' fringe benefits and nature of working conditions on performance of schools under Universal Primary Education System. The study used analytical and correlational designs. Data was gathered from a population of 100 respondents which included teachers', deputy head teachers and head teachers. The study established a strong positive relationship between teachers' remuneration and performance of schools, teachers' level of motivation and performance of schools and teachers' fringe benefits and nature of working conditions greatly affected performance of schools. The study under review was on teachers' remuneration and performance under universal primary education. There was need to consider influence of selected work related variables on occupational stress among secondary school teachers to gather more information to fill a vacuum in literature. The reviewed study made use of analytical and correlational designs while the present study employed convergent parallel research design in mixed methods approach. The study involved a population of 100 respondents but did not indicate the sample. However, the present study had a population of 237 and a similar sample which was larger than for the previous study and which enabled the researcher to generate additional information to fill a void in literature.

Luvunga (2013) conducted a research on the extent of occupational stress among secondary school teachers in Kinondoni Municipality, Tanzania. The findings of the study indicated that stress had a negative impact not only on educators but the institutions in which they worked. It is possible that the problems of absenteeism, high turnover, productivity, impaired decision-making, job dissatisfaction and the costs associated with retirement and replacement could all contribute to a decline in

the performance of the institution. A descriptive study was carried out for this particular investigation. The findings of the study indicated that an overwhelming majority of respondents had experienced stress at their place of employment at some point. This stress was brought on by a number of different factors, including an increased workload, working overtime, hostile work environments, repetitive jobs, lack of autonomy in the workplace and general dissatisfaction with their jobs. There was a high turnover rate as a direct result of these factors, which in turn resulted in poor decision-making, absenteeism and the production of substandard services. The findings of this study suggested that the Ministry of Education should take into consideration the mental health of teachers in order to recruit and retain individuals who are both physically and psychologically healthy in teaching positions. Additionally, the Ministry of Education needed to ensure employee wellness programs are made available to teachers so that teachers had the opportunity to work through any emotional issues that they might be going through. The study did not provide details regarding the population, the sample or the instruments that were utilized. The current investigation located the gap and filled it by drawing from a population of 237 and similar sample. In addition, a convergent parallel research design was utilized in conjunction with mixed method research for purposes of carrying out this specific investigation. In Luvunga (2013) study, descriptive statistics were utilized. There was need to use both descriptive statistics and correlation analysis to determine the magnitude of the relationship between the variables under study.

Also, Jingdong, Najjuko and Ochwo (2017) conducted a research to determine the effect of remuneration level on the turnover rate of teachers in secondary schools in the Rubaga Division of Uganda. The study examined the effects of both monetary and non-monetary rewards. The study included school proprietors, teachers, head teachers and government officials. Quantitative design was employed and data was collected from 120 personnel but the present study utilized mixed methods research approach with convergent parallel research design. In spite of this, the present study used both quantitative and qualitative data which enhanced collection of more information that could be easily generalized to larger populations. The results indicated that there was a significant relationship between remuneration level and teacher turnover in secondary schools in Rubaga Division. The reviewed study by

Jingdong, Najjuko and Ochwo (2017) concentrated on remuneration level on teacher turnover. However, there was need to consider the influence of compensation as a selected work related variable on occupational stress, an area that had not been tackled by the previous study and the present study undertook it to add to the body of literature.

Further, Nyange (2013) conducted a research in Voi District to investigate the factors that influenced the degree to which secondary school teachers are satisfied with their jobs. The study also observed that teachers had low job satisfaction and were stressed with their occupation. The ability to motivate and satisfy staff was the key to effective management and secondary school principals had been mandated with the task. The study established that teachers were not satisfied with their salaries. According to most of the respondents, the salaries were not matching with their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were not according to the expectations of respondents. In the prior research, a descriptive research design was used and 44 participants were chosen for the sample size through the use of simple random sampling method but the present study employed saturated sampling. Information was gathered with the help of interview guides and questionnaires that the participants filled out at convenience. The study concluded by making an observation that promotions could take various forms and were generally accompanied by different rewards. Promotional opportunities therefore had differential effects on job satisfaction and essentially needed to be taken into account in cases where promotion policies were designed to avoid employee occupational stress. The study investigated factors that influenced job satisfaction of secondary school teachers and not influence of selected work related variables on occupational stress which the present study embarked on to add valuable information to the body of knowledge. The sample for the reviewed study was 44 participants but the present study comprised of a larger sample of 237 respondents that provided more information and which made the study more reliable that gave a comprehensive understanding of the study.

In a similar vein, Wangui, Ombui and Iravo (2016) set out to investigate the effects that stress brought on job performance of teachers. The study population comprised of 190 public secondary school teachers from Kikuyu Sub County, Kenya. Purposive sampling was engaged to select 190 teachers and Slovin's sample size formula was

employed to select a sample size of 66 respondents. The study used questionnaires as the main instruments for data collection. Analysis of data was done using both descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 20 while the main methods of data presentation were frequency distribution tables, pie charts and bar graphs. The study findings reported a significant negative relationship between work-related stress and teachers' performance in public secondary schools. The study under review by Wangui, Ombui and Iravo, (2016) investigated work related stress on secondary teachers' performance in Kikuyu Sub County. It was necessary to investigate compensation as a selected work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya a void the present study purposed to fill for comprehensive study findings. However, the study under review by Wangui, Ombui and Iravo, (2016) only utilized questionnaire as an instrument for data collection without including interview which would have enabled the researcher generate additional information, a gap that was filled by the present study. Further, the study under review used a small sample of 66 respondents unlike the present study which employed a larger sample of 237 respondents where by more data was collected that enabled the researcher to gain information from a larger representation of the study population.

Nyakundi (2012) investigated factors affecting teacher motivation among secondary school teachers of Thika West District, Kiambu County. Descriptive research design was used for the study. Participants in the study came from public secondary schools in Kiambu District and included both principals and teachers. In the study, random sampling was used to select the teachers, and purposive sampling was used to select the principals. However, the present study made use of saturated sampling. The previous study had 126 participants, while the current study relied on the participation of 237 respondents, which represented a significant increase from the original study's numbers (112 teachers and 14 principals). Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. Content analysis was used to analyze qualitative data from interview with the principals. The study found that job satisfaction affected employee motivation. This was evidenced by the fact that leadership and promotional opportunities influenced

job satisfaction to a large extent, perceived fairness in teacher promotion system influenced job satisfaction minimally and also reward system affected teacher motivation. While the prior study by Nyakundi (2012) concentrated on factors that affected teacher motivation, there was need to explore compensation as a selected work related variable and its influence on occupational stress among secondary school teachers with the aim of seeking for interventions for occupational stress reduction as was in the present study.

In addition, Kabutu (2011) sought to study secondary school teachers' perceptions on selected factors that influence their morale and commitment to work in Nakuru District. The findings of the study indicated that as professionals, teachers were subjected to a great deal of pressure to accept working conditions that were below standard and low pay. The study pointed out that one of the criteria of a profession was high earnings and further identified salary benefit as one of the drives that motivated workers and that a profession is not distinguished by remuneration only but also by exclusiveness of prestigious salaries. The social esteem of the members of a profession is not only measured in terms of membership to a recognized professional body but also in terms of remuneration. However, the current research utilized a total of 237 respondents across both the population and the sample, whereas the previous study only utilized 172 respondents for its sample population. In the study that was analyzed, secondary school teachers were questioned through a survey about their perceptions on a variety of factors that influenced the level of motivation and commitment they brought to their jobs. In order to fill a gap in literature and enrich the body of knowledge, it was necessary to investigate compensation as a selected work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County as was in the present study.

In a similar study, Muguongo, Muguna and Muriithi, (2015) studied the relationship between compensation and employee job satisfaction among teachers. The study had a target population of 474 secondary school educators from Tharaka Nithi County, Kenya. The study employed stratified random sampling to select a sample size of 214 teachers from Maara Sub County but the present study utilized saturated sampling and a sample of 237 to collect both quantitative and qualitative data to obtain a more broad study findings. Questionnaires were used as the main data collection instruments for the previous study. Further, qualitative data was analyzed thematically

while quantitative data was analyzed using descriptive statistics to obtain means, percentages and frequencies with the help of SPSS. The findings of the study revealed that the basic pay and allowances significantly correlated with job satisfaction and that teachers were highly dissatisfied with all aspects of compensation that they received. The study under review did investigate the connection between compensation and employee job performance. It was necessary to explore compensation as a work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya which the present study did with the aim of increasing compensation and avoid occupational stress occasioned by deficient compensation.

The study further observed that occupational stress will increase the productivity of an organization in turn increasing the organizational overall performance. Compensation plays an important role in determining an employee's level of job satisfaction. Worse still, indicators such as absenteeism, turnover, go-slow and strikes are experienced. Compensation was considered as one of the most important organizational rewards since it allows employees to obtain their rewards. Moreover, the study under review by Muguongo, Muguna and Muriithi, (2015) used questionnaires only to collect data. There was need for the present study to involve interview to enable the respondents to express their views exhaustively about compensation and its influence on occupational stress among secondary school teachers.

On a similar note, Ogochi (2014) conducted a study on job satisfaction and teacher effectiveness in selected secondary schools in Transmara west District, Kenya. The purpose of the study was to determine the extent to which high school teachers were satisfied with their jobs and how effective they were as educators. The research adopted a cross sectional design with stratified random sampling technique to select the target schools. Out of the sixteen registered public secondary schools, 130 respondents were selected from a population of 182 teachers. Data was collected by use of questionnaires and analyzed using both descriptive and inferential statistics. The study pointed out that the level of job satisfaction among the respondents was extremely low. The study asserted that pay or salary was an important factor in job satisfaction and dissatisfaction. The study further observed that although it was rightly said that happiness cannot be bought with money, as the universal medium of exchange money was obviously the key to a variety of salient things that mattered to

people. The study indicated that the major reason teachers cited for their occupational stress that occasioned their leaving or intention to leave as salary. The study postulated that salary was an important issue in the teaching profession and that it needed to be reviewed and improved periodically to factor in rise in the cost of living and general movement of wage or salary levels. The study further indicated that the more dissatisfied employees were with their pay, the more likely they were to suffer occupational stress, be absent and finally quit the profession.

The previous study was conducted on job satisfaction and teacher effectiveness in Transmara west district and not compensation as a selected work related variable and its influence on occupational stress, a void the present study sought to fill. The reviewed study involved 130 respondents where by minimal data could be collected and used stratified random sampling technique but the present study adopted saturated sampling that had a composition of 237 respondents. The research design used was a cross sectional design but the present study employed mixed methods research approach with convergent parallel research design that enabled collection of additional information. The study under review used questionnaires only to collect data. There was need to involve interview schedules to enable respondents express their views exhaustively as was in the present study that permitted collection of more data that made the study more authentic and reliable.

Embu County was chosen as the location for a case study in the research that Mugo and Guyo (2018) conducted to investigate the factors that contributed to labor turnover among public secondary school teachers in Kenya. Descriptive survey research design was utilized for the research that was conducted in public secondary schools. The research employed cluster sampling method and a total of 120 educators from Kieni education zone participated in the study after being randomly selected. Questionnaires were used to gather primary data and a review of the existing literature on the factors that affect teacher turnover was used to collect the secondary data. Analysis of data was carried out through the use of quantitative and qualitative methods, and the results were reported through the utilization of frequency distribution tables, pie charts, and graphs. According to the findings of the study, there was a high rate of employee turnover, non-recognition and lack of involvement during decision making, low payments, lack of an effective reward system, limited opportunities for further professional development for teachers, and, to some extent, a

lack of conducive working conditions. According to the findings of the study, if action is not taken, the number of teachers leaving their jobs in Embu County will continue to increase. The reviewed study collected data through the use of questionnaires only, whereas the current study collected data through the use of both questionnaires and interviews for a more rigorous study and to obtain more detailed data. In addition, the study conducted by Mugo and Guyo (2018) used a sample size of 120 respondents, whereas the present study used a larger sample size of 237 respondents. This allowed the researcher to obtain information from a larger representation of the study population, which in turn enriched the body of knowledge. Njiru (2014) carried out a separate study with the purpose of investigating the levels of job satisfaction and motivation among teachers in Kiharu District of Kenya and observed that effective teaching to realize the educational objectives demands motivated and satisfied teachers. However, majority of teachers in Kenya have always portrayed lack of motivation at their places of work. This is evident in their instability in the teaching profession and low morale in performing their teaching tasks and consequently, unsatisfactory performance in the daily school duties and responsibilities. People do not develop their potential if their esteem is low. When teachers feel unappreciated at their places of work they are unlikely to be creative. The study observed that teachers' lack of motivation at their work place leads to poor performance in their duties which consequently affect students' performance especially in the national examinations.

The study found that teachers' salary was an important determinant of the length of time that teachers stayed in teaching. The study also found that continuing professional development was necessary because teachers needed continuous training on emerging issues in classroom management, as well as the implementation of curriculum for instructional improvement in their respective subject areas of specialization. Through their participation in professional development programs, teachers had the opportunity to grow both personally and professionally. It was a good indicator of a teachers' level of commitment to their school and profession for them to participate in activities that advanced their professional development. It was shown that a teacher had a lower likelihood of quitting their job if they invested their time and in some cases, their own money in continuing their education by participating in these activities. In addition, the participation of teachers in professional development

activities helped them improve their skills and fundamental content knowledge, which, in turn, resulted in a reduction in the amount of occupational stress that the teachers felt (their human capital). The reviewed study by Njiru (2014) concentrated on job satisfaction and motivation among teachers of Kiharu District in Kenya. It was necessary for the present study to explore selected work related variables and their influence on occupational stress among secondary school teachers to supplement the body of knowledge.

2.6 Student Discipline and Occupational Stress among Teachers

Santiago, Otero-Lopez, Castro and Villardefrancos (2008) investigated the role that students' disruptive behavior and/or attitudes play, as well as the challenges that teachers face when it comes to resolving conflicts with their students. The participants in the study were asked to come from the Autonomous Community of Galicia, and they could be either male or female educators. The age range of the participants in the sample was from 26 up to 65 years old. There were a total of 1386 male and female educators in the sample. These instructors all fell within the same general age bracket. For the purpose of data collection, the Inventory of Occupational Stressors for Secondary School Teachers was the instrument that was utilized. The study did not discuss either the methodology of the research or the sampling procedures used. The findings of the study indicated that there was a significant relationship between occupational stressors and students' disruptive behavior, as well as between these two factors and the difficulty that teachers had in managing conflict. The previous research investigated how teachers in secondary schools in Galacia felt about the level of difficulty in conflict management and the role that students' disruptive behavior plays in contributing to their occupational stress levels but did not consider classroom discipline as a work related variable or a potential predictor of occupational stress. In addition, the study that was analyzed did not present either the sample that was used nor the research design that was utilized. The reviewed study obtained its data solely through the use of questionnaires, whereas the current study used both questionnaires and interviews, which facilitated the collection of significant data than could have been obtained through the use of questionnaires only to enrich the existing body of knowledge.

Bejarano (2014) investigated the role of zero tolerance in exclusionary discipline in Florida. Participants in the study were selected from a population of middle school

and high school students that was meant to be representative of students located all over the United States. The findings of the study indicated that non-white students were more likely to be subjected to supervision even when their behavior was identical to that of white students. The use of stratified random sampling made it possible to select 6,500 adolescents who were currently enrolled in grades 7 through 12, which enabled the gathering of data. The purpose of the study was to determine whether or not students of color were more likely to be subjected to harsher forms of disciplinary action. Observation method was used to collect the data for this study. The findings indicated that exclusionary methods deprived learners of meaningful educational opportunities that were aimed at realizing future and eventual socio-economic status. The methods were also unreasonable, unfair and disadvantaged the learners.

The research that was analyzed by Bejarano (2014) consisted entirely of students as participants. On the contrary, the current research was able to fill a vacuum in the previously published research by soliciting the participation of educators such as teachers, principals, and other education officials who shared their thoughts that added valuable information to the body of knowledge than for the previous study only. The purpose of the study that Bejarano (2014) carried out was to investigate the role that zero tolerance policies play in relation to types of disciplinary practices that exclude students. The need to investigate the relationship between student discipline and occupational stress experienced by secondary school teachers is what prompted the current investigation.

In a related study, Ferguson, Frost, and Hall (2012) examined factors that predicted anxiety, depression and job satisfaction experienced by teachers in Canada. Participants of the study came from a variety of educational backgrounds in northern Ontario, including those from Catholic schools, public schools, English schools, and French schools. There were a total of 566 teachers who participated in the in-service training that was being offered by Nipissing University. Using self-return questionnaires, the study obtained data using a sample size of 274 responses from 566 educators who participated in the survey. Through the use of questionnaires and participation in focus group discussions, the vast majority of the data necessary for this investigation was collected and analyzed. In order to ascertain the outcomes of the research that was carried out using the data that was gathered, a factor analysis as

well as multiple linear regressions were both carried out. The results indicated that student behavior was a significant predictor of depression in teachers. The present study investigated student discipline as one of the selected work related variables and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya. The information obtained contributed to the existing body of knowledge as well as filling a vacuum that had been previously identified.

Vipinder and Sariter (2013), aimed at finding out the level of occupational stress and its relationship to health among teacher educators in relation to their gender and marital status in India. Occupational Stress Index was utilized as a method of data collection from 206 different teacher educators who were selected at random for the purpose of the study. A number of statistical methods, such as the mean, the standard deviation, the t test and the coefficient of correlation, were utilized in order to carry out analysis of data. The findings of the study indicated that teachers were exposed to a moderate level of occupational stress. The study found that there were significant differences in the levels of occupational stress experienced by teacher educators based on both their marital status and their gender. These differences in stress levels were also found to be related to the length of time they had been in the profession. According to the findings of a correlation analysis, occupational stress does, in fact, have a significant impact both positively and significantly upon the health of teacher educators. The only method of data collection that was utilized for the study was the questionnaire. It was necessary to use interviews as a primary source of collecting data through face to face interaction to obtain more information that enhanced detailed study findings.

In a separate study, Mendez and Lira (2015) investigated the levels of occupational stress and burnout experienced by teachers in Mexico. The study targeted male and female teachers in a secondary school in Mexico City. The primary instruments that were utilized for purposes of data collection were the Maslach Burnout Inventory, the Teachers' Burnout Questionnaire and observation workshops. The number of educators who made up the sample for the purposes of this investigation was a total of 28 (14 male and 14 female). Statistical Package for Social Sciences (SPSS) was utilized in order to perform an analysis on the data that was collected as a result of the investigation. The study found that emotional exhaustion was influenced by the stress that was produced by the students who were conflictive and violent. The reviewed

study by Mendez and Lira, (2015) considered occupational stress and burnout among secondary school teachers in Mexico City but not student discipline as a selected work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya. Further, the sample for the study under review was 28 respondents whose data may not have been sufficient to make a generalization to a larger population, a gap the present study filled by employing a sample of 237 which enhanced collection of more information that made the study more authentic and more representative to a large population.

In addition, Unal and Unal (2012) conducted a study that investigated the influence that a teacher's number of years in the classroom has on the methods that they use to manage their students in elementary schools in Turkey. The study sample was composed of 268 elementally school teachers who were aged in the range of 22-49years. Data was collected through pupil control ideology (PCI) and beliefs on Discipline Inventory (BDI). The findings of the study demonstrated that experienced teachers preferred to involve their students in making decisions as opposed to newly employed teachers. Additional findings demonstrated that teachers did not believe that learners should be given the freedom to make their own choices in matters related to learning. They also believed that teachers should not encourage a learning environment that allowed learners to freely express their inner feelings. The reviewed research was carried out by Unal and Unal (2012) and focused on the various strategies for classroom management that are utilized by primary school teachers. However, the study did not investigate the effect that disciplinary practices have on the occupational stress that is experienced by secondary school teachers. There was need to investigate discipline as a selected work related variable and its influence on occupational stress of secondary school teachers. It was a driving force that prompted the current study and which aimed to enrich the body of knowledge.

Ali, Dada, Isiaka, and Salmon (2014) conducted a separate but related study in which they investigated the nature, the types, causes and management of indiscipline acts among secondary school students in Nigeria. The target population covered all administrative staff, teaching staff, and students of Shomolu Local Government Area of Lagos State. The administrative workers, teaching workers, and students were all part of the population that was targeted by the study in the Shomolu Local Government Area of Lagos State. The sample consisted of a total of 90 respondents

who were selected using a random sampling method, and they were given structured questionnaires, which served as the primary data collection instruments. The data obtained from the study were analyzed using descriptive statistics. In order to validate the hypothesis, the study used various statistical methods, such as the analysis of variance (ANOVA) and the t-test for data derived from independent samples. According to the findings of the study, students in secondary schools engaged in a wide variety of inappropriate behaviors. Several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among students and that reduction strategies employed by various schools are ineffective. The previous study investigated acts of student indiscipline and management procedures in Nigeria and not student discipline as a selected work related variable and its influence on occupational stress among secondary school teachers in Borabu, Sub County, Kenya for which reason the present study was done to fill a vacuum in literature. The study under review employed questionnaires only for data collection but the present study used both questionnaire and interview that enabled collection of detailed data concerning the study. The reviewed study by Ali, Dada, Isiaka and Salmon (2014), involved a sample of 90 respondents whereby only marginal data could be collected but the present study filled the void by employing a larger sample of 237 respondents where by additional data was collected that made the study more reliable and representative of the population of study.

Omomia and Omomia (2014) studied the perceived impact of classroom management on effective teaching in Nigeria. The research used descriptive survey as its methodology. The sample frame for the investigation consisted of fifty educators, with ten educators selected from each of the five schools that participated in the study and being selected at random. Data was analyzed through frequency counts and percentages. The study found that there was a pressing requirement to provide educators with access to a wide range of skills for classroom management. These opportunities can take the form of conferences, seminars, or even in-service training. Students who demonstrated ongoing difficulties in controlling their behavior were required to be referred to the guidance counselor at their school in order to receive support. In contrast to the study that was reviewed by Omomia and Omomia (2014), which analyzed the data by using frequency counts and percentages, the current study

used descriptive statistics and correlation in order to provide a rigorous understanding of the relationship between the variables that were being studied.

Additionally, Bearschank, (2010) researched on sources of stress for teachers at high risk schools and employed a quantitative research design approach. The researchers were interested in collecting information from three hundred teachers who were working in high-risk secondary schools in the province of Western Cape in South Africa. The primary objective of the study was to determine the relationship between the stress brought on by the participants' jobs and the disruptive behavior that students displayed in the classroom. In conjunction with the Occupational Stress Inventory, Job Satisfaction Survey, Job Overload Survey, and Job Control, Cognitive Demand and Production Responsibility Survey, a stratified random sampling method was utilized to select the sample size of 129 educators. Pearson Correlation Coefficient, Multiple Regression, Analysis of Variance (ANOVA) and t-tests were used in order to analyze data from the study. The study reported that female teachers were more prone to experience stress than their male counterparts and displayed inability to maintain classroom discipline that was found to be a major source of occupational stress for teachers. The previous study was exclusively quantitative but the current study utilized combination of qualitative and quantitative research methods to obtain integrated results. The study under review took place among teachers of high risk secondary schools in South Africa and not discipline as a selected work related variable and its influence on occupational stress among secondary school teachers of Borabu Sub County, Kenya; a knowledge gap that the present study did to obtain additional information. The reviewed study used questionnaires only. There was need to use interview schedules to source for more information that would allow for wide generalization of study findings, which the current study explored.

A related research carried out in Nigeria by Idu, Ojedapo and Olugbade (2011) investigated the factors that contributed to indiscipline among secondary school students with the need of all stakeholders to find solutions to the problems of indiscipline that are prevalent in the education system. A survey research design was employed for the study but the present study undertook convergent parallel research design within mixed methods approach which facilitated the collection of both qualitative and quantitative data. The study population was all government secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State

estimated to be about 3,024. 200 students were used as a sample using simple random sampling technique and not saturated sampling that was used for the present study and a sample of 237 respondents for more information that was more representative of the population. The study by Idu, Ojedapo and Olugbade (2011) identified some factors that caused indiscipline to include government nonchalant attitudes to education, parental factors and teachers' attitude. The study under review examined factors responsible for indiscipline among secondary school students. It was necessary to explore indiscipline as a selected work related variable and its influence on occupational stress among public high school teachers to gather data from secondary teachers unlike the reviewed study that collected data from students. The reviewed study used questionnaires only to collect data but the present study used both questionnaires and interview to collect a variety of data that authenticated the study findings.

Separately, Upindi (2012) conducted a research on indiscipline in secondary schools. The method of research design utilized in this study was a qualitative case study, and the population that was investigated consisted of all of the teachers and parents of students who were enrolled in schools in the Khomas Education Region of Namibia. In order to collect information from the respondents, purposive sampling was utilized. Semi structured interviews and open-ended questionnaires were used as the main data collection instruments for the study. The interviews were recorded. Data was analyzed using content analysis. Study findings reported that secondary schools in Khomas region were plagued with severe disciplinary problems from students which had a detrimental effect on teaching and learning. This study aimed to investigate the level of indiscipline in secondary schools in Khomas region and report its findings. It was essential that a research be carried out to investigate discipline as a work related variable and its influence on occupational stress among secondary school teachers in Borabu Sub County, Kenya with the end goal of adding new information to the existing body of knowledge. The study under investigation sought to understand the views of parents and teachers on indiscipline of students and not student indiscipline as a selected work related variable and its influence on occupational stress among secondary school teachers, a void the present study filled. The reviewed study utilized a small sampling frame of only 30 respondents but the present study filled the vacuum

by involving a sample of 237 where by detailed information was obtained that enriched the study findings.

In a similar vein, Kadama (2016) conducted research in Tanzania on the subject of determining the roles that teachers and parents play in the process of fostering student discipline in community secondary schools located in Kilosa District of Tanzania. The theory of behavior modification served as a guiding principle for the research project. This theory placed an emphasis on the strategies that parents and teachers could use to make students behave well in classrooms and at home. These strategies included both positive and negative ways to influence students' behavior. The research utilized a case study design, adopted a qualitative approach holistically with the participants, who included students' parents and teachers. Purposive sampling was the technique used to select teachers and parents as the sample of this study. Interviews, discussions held within focus groups and document reviews that included letters, reports, rules and regulations were all utilized as instruments during the process of data collection. Along with questionnaires, the investigation used interview schedules, which made it possible to collect a substantial amount of data in a comparatively short amount of time. The research conducted by Kadama (2016) focused on analysis of the role that teachers and parents play in establishing a culture of discipline among students attending community secondary schools in the Kilosa District of Tanzania. It was necessary to conduct research on influence that discipline as a selected work related variable had on occupational stress among secondary school teachers in order to improve the validity of the study findings. Further findings from the study revealed the status of discipline in community secondary schools was bad. Many students engaged in unsafe sexual relations, truancy and disrespect and wearing improper school uniforms.

It was also found that collaboration between teachers and students parents was not strong. The task of dealing with students' indiscipline remains very challenging to both teachers and parents. The study thus recommended that teachers and students' parents should have strong and maximum cooperation to help promote students discipline. Teachers needed to become role models. They needed to apply guidance and counseling to indisciplined students. The reviewed study did an assessment of the teachers' and parents' role in promoting student discipline in community secondary schools and not student discipline as selected work related variable and its

influence on occupational stress among teachers in secondary schools of Borabu Sub County, a void the present study sought to fill.

Gutuza and Mapolisa (2015) investigated the factors that led to indiscipline among secondary school students in the Nyanga District of Zimbabwe in the province of Manicaland. The research used quantitative inquiry to investigate the factors that contributed to students' lack of discipline in secondary schools across Zimbabwe. A sample group consisting of two hundred lecturers was selected at random from Nyanga District in order to take part in the research. Questionnaire was the instrument that was used for the purpose of gathering data. The study found that the primary factors that contributed to disciplinary problems in secondary schools were poor group influence and bad company both within and outside the school. Further, it was observed that lack of discipline both at home and in school, irresponsible parents and guardians, the use of drugs and alcohol, problems within the family, poor teacher-student relationships, and the school's inability to effectively enforce school rules and regulations all contributed to student indiscipline. The study recommended that a trained guidance counselor was required in each staff of every school in order to address issues that are related to the behavior of students. In addition to this, it was required of schools that they effectively enforce school rules in order to reduce the number of instances in which students did not follow the rules. It is imperative that parents and teachers collaborate in order to inspire students to act in a manner that was commensurate with their responsibilities. Parents and teachers should work together to promote good behavior among students. The reviewed study was undertaken to investigate causes of indiscipline among students of secondary schools in Zimbabwe and not student indiscipline as a selected work related variable that influence occupational stress among secondary school teachers in Borabu Sub County, Kenya a gap the present study did to provide additional information pertaining to student discipline. The study under review used questionnaires only, a gap the present study filled by employing both questionnaires and interviews to enable respondents express their feelings about student discipline and how it influenced occupational stress among secondary school teachers.

Another related study by Machumu and Killugwe (2013) sought to understand stakeholders' perceptions on discipline management as a means to improve

students' academic performance emerging experiences in Bunda District Schools of Tanzania. National form four performance in examination was used as a criterion reference to measure students' academic performance. Cross sectional survey research design was employed with a sample of 100 stakeholders from four selected secondary schools including teachers, students, parents and government education officials. Both qualitative and quantitative approach were employed. Interviews, documentary reviews and questionnaires formed appropriate data collection instruments. To a large extent, the study was informed that discipline management contributed to improve students' academic performance in secondary schools. The study was on stakeholders' perceptions on discipline management as a means to improve on students' academic performance but not student discipline as a selected work related variable and how it influenced occupational stress among public secondary school teachers of Borabu Sub County, Kenya which the present study did to enhance study findings. The sample for the study was 100 respondents which gave limited data. The sample for the present study was 237 respondents which enabled collection of adequate and more valuable data that could be generalized to a larger population that made this study more credible.

In a separate piece of research, Eliamani, Mghweno, and Baguma (2014) investigated access to guidance and counseling services and the influence it had on school life, an individual's attitude toward academics and the decision making process regarding a career path. The study purposively sampled 156 form fours and 6 students and 16 teachers and administrators who provided guidance and counseling services. Qualitative and quantitative approaches were employed in data collection. Although the study findings established that there were no trained counselors, the services offered moderately influenced students study life and effectively shaped the attitudes of the students towards career choice and studies. Provision of guidance and counseling services positively influenced career choice and it was concluded that guidance and counseling services positively influenced career choice and studies. However the reviewed study by Eliamani, Mghweno and Baguma (2014) emphasized on access to guidance and counseling services and its influence on school life, attitude towards studies and career choice. There was need to investigate the influence of discipline on occupational stress of secondary school teachers which was accomplished by the current study and enhanced the study findings.

Semali and Vumilia (2016) conducted a study in secondary schools of Tanzania to determine the challenges that teachers faced when attempting to improve the level of discipline that was exhibited by their students. The study examined teachers' views on discipline to determine how widespread indiscipline might be in schools and whether discipline had any influence on academic success or the overall reputation of the school. Document analysis, classroom observations, field notes, secondary data and interviews were purposively collected from selected teachers with at least three years of teaching experience. The reviewed study by Semali and Vumilia (2016) took cognizance of the fact that parents and teachers knew that indiscipline seriously impacted learners' access to educational opportunities because academic success comes almost with certainty when focused attention on what students learn is uninterrupted. Such reasoning identifies the need for a code of conduct clearly established at each school. The reviewed study endeavored to consider challenges facing teachers' attempts to enhance learners' discipline. It was necessary to investigate student discipline as a selected work related variable influencing occupational stress among public high school teachers to gain enriched study findings. Njoroge and Nyabuto (2014) did a study on indiscipline among secondary schools in Ruiru and contend that across the world, acts of student indiscipline have multiplied causing a great concern among education administrators, teachers and stakeholders. The study revealed that there was an increase in the number of instances of student disobedience all over the world, which had caused a great deal of concern among education administrators, teachers, and other stakeholders in the field. The researchers argued that the most important purpose of school discipline was to instill positive behaviors such as self-respect, integrity and the ability to observe standards of good conduct in each individual student. In addition, the authors were of the opinion that discipline was an essential component for a happy and productive school community, that it required cooperation from all parties involved and that a lack of discipline could lead to poor academic results. In addition, the authors believed that discipline was a necessary component for a joyful and productive school community. When there was a breakdown in discipline in a school, the safety of both the teachers and the students was put in jeopardy and the environment of the school became an unsafe place in which to teach or learn. Students' lack of discipline in public schools continued to be a major issue in learning institutions, despite the commitment of the government of Kenya to provide resources, improve school conditions, and reduce the

number of school strikes. The study under review was concerned with indiscipline among secondary schools. There was need to explore student discipline as a selected work related variable and its influence on occupational stress among secondary school teachers to obtain more information to edify the existing body of knowledge as was in the current study.

Malika (2007) investigated the challenges that deputy head teachers in public secondary schools in Bungoma North Sub County of Kenya faced in their administrative roles. The study adopted a descriptive survey research design. The populations of interest were head teachers and deputy head teachers of public secondary schools. The sample size of the study comprised 60 heads and deputy head teachers of public secondary schools selected purposively. The reviewed study used a small sampling frame but the present study used a larger sampling frame which enabled collection of more information that was representative of a large population. A questionnaire and oral interview schedule were used as the main data collection instruments for the study. Qualitative data were analyzed using content analysis and presented in a narrative form while quantitative data were analyzed using descriptive statistics and presented in tables, graphs and pie charts. The study established that deputy head teachers faced many challenges among them lack of adequate authority when discharging their duties especially in decision-making due to many delegated duties and many discipline cases they attended. The reviewed study investigated challenges faced by deputy heads in public secondary schools in Bungoma County. It was necessary to include ordinary teachers to get their views on student discipline since they also handled students as was in the present study to fill the void in literature.

Similarly, Mwangi (2014) investigated the influence of alternative disciplinary measures on students discipline in secondary schools in Kenya. The population of interest for the study was 112 teachers, 351 students and 20 principals from 20 secondary schools in Laikipia West District. Closed and open ended items were used to gather the data required. The study revealed that guidance and counseling contributed to wards a positive attitude to self-discipline, good value and enhanced change of behavior. The previous study by Mwangi (2014) put into consideration the influence of alternative measures on students discipline but did not investigate discipline as a selected work related variable that influenced teacher occupational

stress and that prompted the present study. Moreover, the reviewed study used open ended items for data collection. There was need to integrate qualitative data too as was in the present study to enable the respondents express their feelings on the influence of discipline on occupational stress for comprehensive study findings.

Omote, Thinguri, and Mosiori (2015) carried out a research with the purpose of conducting a critical analysis of the acts of student indiscipline as well as the management strategies that school authorities employed in order to manage indiscipline. Social learning theory by (Bandura) served as the basis for the investigation. The study was qualitative in nature and utilized a methodology that integrated both content and desk analysis design. The researchers chose this design since it enabled critical analysis beyond the statistical results used in such qualitative studies. The researchers sought to justify that maintaining school discipline is a key strategy to foster academic achievement and promote socially and morally responsible behavior among the students. It concluded by emphasizing the need for collaborative partnership among all stake holders to inculcate values that enhanced discipline among high school students.

The prior study employed qualitative research only. Moreover, the incorporation of quantitative aspects into the ongoing research in form of questionnaires made it possible to generate a substantial amount of information in a relatively short time. The reviewed study by Omote, Thinguri and Mosiori (2015) did a critical analysis on acts of student indiscipline in Kenyan schools. There was need to study student discipline as a selected work related variable and how it influenced occupational stress among secondary school teachers as was done by the current study to fill a gap in literature.

Kamau (2017) undertook to study the influence of students' council involvement in management of students' discipline in public secondary schools in Naivasha Sub County, Nakuru. The study adopted the social systems theory proposed by Talcott (1951). Stratified random sampling was used to sample school categories and simple random sampling was used to sample 20 percent of the 1300 student council leaders (SCLs), to give 260 SCLs. The utilization of questionnaires enabled the collection of the necessary data. Descriptive statistics such as frequencies and percentages analyzed the data collected and tables were used to present the data. The study findings indicated that both deputy principals and students' councils strongly agreed that

student's assistance in school time keeping influenced management. Further, the study noted that there was a positive relationship between leaders discipline and the students' management of students' discipline.

The study recommended that school principals needed to involve students in the management of discipline in their schools. In contrast to the research that was analyzed by Kamau (2017), which relied solely on questionnaires to collect data, the present study utilized interview schedules in addition to questionnaires in order to provide respondents with an outlet for expressing their thoughts and feelings as well as to obtain additional research findings. Also, the reviewed study by Kamau (2017) was descriptive in nature, there was need to employ correlation to bring about understanding of a relationship between the variables of the study as was in the current study. The study under review studied the influence of students' council involvement in management of students' discipline in public secondary schools. It was necessary to investigate student discipline as a selected work related variable and its influence on occupational stress of secondary school teachers as was done in the present study.

In a similar vein, Waithanji (2014) investigated the impact of teacher burnout in secondary schools in Mathira East District, Kenya. The previous study adopted descriptive survey design whereas the research approach for the present study was a mixed methods research approach with convergent parallel research design. Simple stratified sampling was used to select the sample of 201 respondents who were teachers but saturated sampling was utilized to select a sample of 237 participants for the present study. Questionnaire and observation guides were the main instruments used to collect data but the present study employed both questionnaire and interview schedules for collection of more information which authenticated the study. Descriptive statistics were used for analysis of data with the aid of the SPSS (19). The study recommended that solutions to student discipline should be reached in order to reduce teacher burnout resulting from discipline related issues within the school. The study further recommended that schools should develop appropriate strategies to improve the level of interpersonal relations among the teachers, other staff and students in order to reduce teacher burnout resulting from negative attitude and interpersonal relations in the workplace. The study that was under review was done in Mathira East but the present study was carried out in Borabu Sub County, Kenya. The

reviewed study was on the impact of teacher burnout in secondary schools without investigating discipline as a selected work related variable and its influence on occupational stress among both teachers and principals of secondary schools. There was need to fill this gap in literature which the present study undertook.

Also, Ekombe (2010) sought to establish the roles of teachers in the discipline of students in public secondary schools in Kamukunji division of Kenya. The study employed stratified random sampling and schools were selected that solely catered for male students, female students and mixed schools. Participants in the study included administrators, teachers and head prefects from public secondary schools in Kamukunji Division. The findings of the study showed that teachers and other school staff played a significant role in maintaining student discipline through the use of a variety of strategies, including guidance and counseling. In addition, the findings of the study suggested that it was the responsibility of each and every teacher to manage the behavior of their own particular students. The reviewed study by Ekombe (2010) involved principals, teachers and head prefects. The reviewed study sought to establish the role of teachers in the discipline of students in public secondary schools. However, there was need to investigate discipline as a selected work related variable and its influence on occupational stress among secondary school teachers for additional study findings to enrich the body of literature.

Similarly Simba, Agak and Kabuka (2016) studied the impact of discipline on academic performance of pupils in public primary schools in Muhoroni Sub County, Kenya. To achieve the goal of this investigation, a descriptive survey design and a correlational research design were both utilized. The target population consisted of students who were enrolled and attending the eighth grade at their respective public primary schools in the area. The study population comprised 2,450 class eight pupils in the public primary schools of Muhoroni Sub County. Out of 34 randomly selected schools, 817 pupils were selected by stratified random sampling. Questionnaires were used to collect data on discipline and academic performance of the pupils. Reliability coefficients of the questionnaires were determined by test retest method and found to be 0.83 and 0.97 for questionnaire on discipline and academic performance respectively. Results indicated that 46 (5.6), 214 (26.2), 413 (50.6) and 144 (17.6) of the pupils had low, moderate, high and very high discipline respectively. Also, discipline related positively with and accounted for 23% of variance in pupils'

academic performance. The study recommended enhancement of discipline among the pupils for improvement of their academic performance. The prior study used questionnaires only to collect data. The present study used both questionnaires and interviews for collection of elaborate data that was more representative of the entire population. The reviewed study by Simba, Agak & Kabuka (2016) was on pupils discipline and how it impacted on their academic performance. There was need to carry out a study in secondary schools too to obtain additional study findings to enhance the body of literature as was in the present study.

Muigai, Moguche and Mutea, (2018) conducted a research on the relationship between occupational stress and the levels of productivity employees experience while working for the Kenyan prison service. The study was carried out in the form of a survey of the Gk prisons that are situated within Meru County, Kenya. It was discovered that Meru County has a total of six correctional facilities. There were a total of 480 staff members from these different correctional facilities who participated in the study. The employees from each of these institutions who were in upper management, middle management and lower management were included in the group that was analyzed for this study. Stratified random sampling technique was used to select a sample of 115 respondents comprising of members of staff from the three levels of senior officers, NCOs and Junior officers where by each of the three levels was treated as a stratum (group) from where the respondents were selected using simple random method from each of the three stratum. Data was collected by use of questionnaires and analysed using descriptive statistics. Multiple linear regression aided by SPSS (Version 20) was used to connect the relationship between the independent and dependent variables. The study under review by Muigai et.al (2018) involved questionnaires only for data collection. There was need to employ both questionnaire and interview method which enhanced collection of more information that could be easily generalized to larger populations as was done by the present study. The reviewed study concentrated on stress of prison department workers. There was need to study discipline as a selected work related variable and its influence on occupational stress among public secondary school teachers to realize comprehensive study findings as was in the current study.

2.7 Summary of Reviewed Literature

The second chapter considered empirical literature on how selected work related variables influenced occupational stress among secondary school teachers. Reviewed studies on influence of role overload on occupational stress revealed that workers and more particularly teachers in secondary schools suffered occupational stress in their work environment more especially in the teaching institutions which they worked with. The teachers did much work that ranged from preparation of professional documents, the actual teaching of syllabus content in class, evaluating students work, ensuring discipline among students, guiding and counseling students, ensuring learners security and a clean learning and teaching environment, implementing policies from the ministry of education and the employer among other duties. Most of the learning institutions were experiencing shortage of teachers and it made those available to carry a heavy workload. The demands of work triggered occupational stress among the teachers as was in Kaur (2011) study that resonated that there was a change in the type of teaching culture and added managerial responsibilities for teachers that included planning and executing instructional lessons, assessing students based on the curriculum and communicating with parents, there were also other extra duties that contributed to the teachers' stress all over the world that included; lesson planning and teaching, accountability for student performance, classroom management and discipline, supervisory role and conducting and monitoring extracurricular activities. However other studies equally revealed significant differences across occupations with civil servants experiencing many stressors and teachers undergoing an experience of the least work stressors.

The review of literature on role ambiguity and its influence on occupational stress of teachers also established that teachers were required to multitask at their places of work and live up to the requirements of their jobs. Moreover, they found the roles conflicting since they experienced unclear job description in their work. Besides ensuring syllabus coverage, teachers were expected to oversee extra-curricular activities among the students. It up scales their roles and makes their work ambiguous as was in the findings of many studies on occupational stress. Multiple regression analysis indicated the four dimensions of occupational stress namely role overload, work hour ambiguity, family conflicts, financial factors and work location. Studies on role ambiguity also indicated that three variables workload, work hour, and family

conflicts had a significant relationship with stress. Contrary studies revealed that teacher educators experienced moderate level of occupational stress.

Also the review of literature on how promotion prospects influenced occupational stress among educators was considered. The studies established that secondary school teachers were expectant of being motivated through promotions for job satisfaction but the promotions were not easy to come by. Many studies established that many teachers stagnated in the same job group for a long period and that the promotions were very much limited. Stagnation or plateauing at the same job group reduced the morale of effectiveness in service delivery by the teachers. In fact, some teachers had to moonlight or combine the teaching job with other side businesses to compensate for negligence by the employer to promote them. Such assertions were highlighted by similar studies that argued that the main reason for teacher turnover were job dissatisfaction, limited avenues for promotions and professional growth. However, other studies found that many secondary schools spoke positively about their profession and the value of the teaching profession for the development of their children.

Further empirical studies established that compensation influenced occupational stress among secondary school teachers. Compensation involved how secondary school teachers were remunerated. The studies established that teachers felt overworked but underpaid and more especially when they compared their earnings with other professionals in similar job groups. The studies revealed that compensation influenced occupational stress among the teachers as was in the studies that observed that there was a significant relationship between remuneration level and teacher turnover intention. Additional studies pointed out that one of the criteria of a profession was high earnings and that salary benefit as one of the drives that motivated workers. Also, a profession was not marked by remuneration alone but also by exclusiveness of prestigious salaries. The social esteem of the members of a profession is not only measured in terms of membership to a recognized professional body but also in terms of remuneration. However, contrary studies indicated that among the last sources of occupational stress were wages and incentives.

In addition, the reviewed studies portrayed that student discipline influenced occupational stress among secondary school teachers. The studies indicated that

students displayed behavior problems in various ways that included: absenteeism or lateness to school, drug abuse, and bullying among others. The various behavior problems increased indiscipline in schools and triggered occupational stress among teachers as was in the studies that revealed that emotional exhaustion was influenced by the stress produced by the more conflictive and violent students. Additionally, the studies recommended enhancement of discipline among the students for their better performance. Further, the studies revealed that student council leaders contributed to management of school discipline. Contradicting studies argued that although teachers experienced stress in dealing with challenging behaviors, they considered themselves effective in dealing with such behaviors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in this study. The chapter first describes the research design for the study, followed by the description of the sample population and sampling techniques. Moreover, the chapter describes the data collection and data analysis procedures that were used in the study and ends with the presentation of ethical considerations.

3.2 Research Design

The present study adopted mixed methods approach which included both quantitative and qualitative methods (Creswell, 2014). Mixed methods approach was adopted to take advantage of the availability of all data collection procedures, address questions that could not be addressed by either quantitative through questionnaires or qualitative research through interviews only in order to benefit from the advantages of mixing and triangulating research findings (Creswell, 2014).

Further, mixed methods research approach was adopted for this study because of its strength of drawing on both qualitative and quantitative research therefore minimizing the limitations of either approach when used independently. The researcher used questionnaires to collect quantitative data from secondary school teachers and interview schedules were used to obtain qualitative data from principals and the Sub County Education officers. Mixed methods approach also provides a sophisticated and complex approach to research that appeal to those in the fore front of new research procedures (Creswell, 2014). Quantitative data enabled the researcher to establish how much of the attribute or characteristic is present (Oso & Onen, 2011). A combination of quantitative and qualitative approaches leads to a clearer understanding of research problems (Cresswell & Plano, 2011). Integration of qualitative and quantitative approaches enabled the researcher to arrive at more comprehensive finding about the phenomenon and tackles all aspects under investigation (Morgan, Kitching and O’Leary, 2007). Quantitative methods are reliable and very specific while qualitative approach collects and interprets data very clearly within the context of the study and makes the findings easy to understand (Stake, 2010). Qualitative and quantitative approaches complement each other by using words, numbers and pictures to bring a clearer understanding of the

phenomenon under investigation (Johnson and Onwegbuzie, 2004). Through quantitative and qualitative data, the research develops a better understanding of a situation and is able to validate results (Plano, 2010).

Within the mixed methods approach, convergent parallel design was used. This design was selected since it enables collection of both qualitative and quantitative data simultaneously, merges the data and uses the data to understand a research problem. Further, the design enhances the offsetting of weaknesses of one data collection form with the strengths of another data collection form that leads to a more complete understanding of a research problem resulting out of collecting both qualitative and quantitative data (Cresswell, 2014). The present study used convergent parallel design to explore several perspectives from the participants and provide details which could enable the researcher to understand the problem being addressed clearly and seek better and amicable interventions and enrich the findings in the study in regard to occupational stress.

3.3 Location of Study

Borabu Sub County of Nyamira County was the location of choice where the study was conducted. The study location was chosen because of data that was available at the Human Resource Office on cases of secondary school teachers who were experiencing and manifesting physiological, behavioral and psychological stress at their places of work (Borabu Sub County Human Resource Office, 2018). Moreover, there was no known study which had been done on occupational stress of secondary school teachers in Borabu Sub County. However, private schools were not included since they were only three and there was no available data on aspects of occupational stress that affected them. Borabu Sub County of Nyamira County lies approximately $0^{\circ} 31' 15.60''$ N and $34^{\circ} 54' 50.40''$ E. It is bordered by Masaba North District to the East, Nyamira North District to the North, Masaba South to the South and Buret District to the West. It is located about 277 Km to the north east of Nairobi City. Due to its high rainfall (2000 mm) and rich volcanic loam soils the Sub County is known for tea production as well as mixed farming.

3.4 Target Population

Target population refers to the entire number of actual participants with specific characteristics in a given area of study (Cohen, Manion & Morrison, 2007). The target population for this study comprised of all secondary school teachers of all public

secondary schools within Borabu Sub County. The study targeted 212 public secondary school teachers of Borabu Sub County, 21 principals of all the 21 public secondary schools of Borabu Sub County and 4 Sub County Education Officers who included the Sub County Director of Education, the TSC Sub County Director, the Sub County Quality Assurance and Standards Officer and the Borabu Sub County Human Resource Officer.

3.5 Sampling Technique and Sample Size

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 2000).

3.5.1 Sampling Technique

Sampling technique is a process of obtaining a subset of individuals who can be involved in a study (Cohen, et al., 2007). The study used saturated sampling where by all respondents were selected as sample as exhaustive data had to be collected from all the target respondents for detailed analysis. Borabu Sub County had 212 Secondary School Teachers, 21 Principals and 4 Education Officers. Thus, saturated sampling technique was employed to enhance collection of all available data exhaustively to a point of saturation where by no more new information could be collected from the participants (secondary school teachers and principals) of the study (Cresswell, 2014). Further, all the 21 principals of public secondary schools in Borabu Sub County were included to participate in the study and four (100%) Education Officers were included as participants in the study since they were believed to have valuable information that was required for the study.

3.5.2 Sample Size

The study utilized 100 % of all secondary school teachers by employing saturated sampling. The study also involved 21 principals of public secondary schools and four education officers as a sample. Table 2 illustrates the population of the study as explained.

Table 2 : Target Population and Sample Size of Respondents

	Target Popn.	Sample	%	Sampling Technique
Teachers	212	212	100.00	Saturated
Principals	21	21	100.00	Saturated
Education Officers	4	4	100.00	Saturated
Total	237	237	100.00	

Source: Borabu Sub County Education Office, 2018

Table 2 showed that there were 212 Sub County public high school teachers and 21 high school principals in Borabu Sub County. This study selected Borabu Sub County for its investigation. Although 212 public high school teachers in the Sub County (100%) participated in the study only 188 (88.7%) returned the questionnaires. There were 21(100%) principals of public high schools in Borabu Sub County and all of them participated in the study through interview. The researcher further carried out interview with four Education Officials who included the Sub County Director of Education, the TSC Sub County Human resource officer, the Sub County Teachers Service Commission Director and the Sub County Quality Assurance and Standards Officer. All those respondents were identified as having information that was valuable to the current study.

3.6 Data Collection Instruments

The aim of an instrument is to measure the variables of the study (Mugenda, 2009). Questionnaires and interviews were the main data collection instruments for the study.

3.6.1 Questionnaires

Questionnaire was suitable for this study because it had the advantage of being taken to the entire participants within a short time and it allowed responses to be gathered in a standard way and is therefore relatively faster in obtaining large amounts of information from a large sample of people (Mcleod, 2014). A total number of 212 questionnaires were distributed to the respondents. The questionnaire had response options from which participants were to choose one option from the five presented (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). The five point Likert scale is the most popular attitude scale due to its efficacy and ease of construction and also assumes that there is prior knowledge of responses (Cohen, Manion & Morrison, 2007). A questionnaire also suits the literate population (Kothari, 2008). The questionnaire contained closed-ended questions for purposes of collecting quantitative data. It was therefore employed among secondary school teachers since they are literate, they were many and it was convenient to collect information from them within a short time.

3.6.1.1 Teachers' Questionnaire

The Questionnaire for Teachers was adapted from the Work Related Stress Questionnaire but was modified by the researcher to obtain relevant information on the influence of selected work related variables on occupational stress of teachers. The questionnaire was divided in two sections. Section A was concerned with the biographical information about the teachers while section B was concerned with questionnaire consisting of items comprising of selected work related variables and their influence on occupational stress of teachers. The questionnaire on role overload had 20 items that were to establish whether the demands of the job influenced teachers' occupational stress. Questionnaire on role ambiguity had 16 items that were to find out whether respondents were susceptible to conflicting demands at their place of work. The questionnaire on promotion prospects had 12 items that were to seek information on whether promotions were given appropriately. In addition, the questionnaire on compensation had 13 items which were to seek information on remuneration of the respondents and finally questionnaire on student discipline had 15 items that sought to understand whether behavior problems of students influenced occupational stress of the respondents. The questionnaires cut across all the objectives of the study. The questionnaire adopted a five point Likert Scale of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

Questionnaires were employed in this study since they enabled the researcher to make comparisons and identified the trend on data gathered from the participants. Besides, it was economical and could save on time by collecting large amounts of data over a short period of time. The respondents (teachers) were asked to take one week to respond appropriately to the questionnaire to the best of their knowledge and return them to the research assistants concerning selected work related variables and how they influenced occupational stress of the respondents.

3.6.2 Interview Schedules

An interview schedule is a set of prepared questions that are designed to be asked exactly as worded, and involves social interaction (Mcleod, 2014) Interview is the main tool that can extract personal information. It also allows the researcher control over the line of questioning, providing an opportunity to look at issues from the

participants point of view (Cresswell, 2014). According to Shari (2012), a sample size of 25-30 is acceptable in an indepth interview. The actual sample size for interview was determined by the theory of saturation in which the researcher collected data to a point in which new collected data no longer brought additional insights to the research questions (Patel, Doku and Tennakoon, 2003). The current study interviewed 21 principals and 4 education officers.

3.6.2.1 Interview Schedules for High School Principals

Interview schedules were conducted to 21 public high school principals of Borabu Sub County to solicit for more information on selected work related variables and their influence on occupational stress among public secondary school teachers (see Appendix, 2). The teachers' views and opinions which were not captured by the questionnaire were clarified more elaborately through the interview schedule with the Principals. The interviews lasted between 45 minutes to one hour and took place in the principal's office. During the interview, the researcher recorded data through a recording gadget and summary notes were made in a notebook.

A semi-structured interview guide was used to ensure that all objectives were covered. The study developed an open ended structured interview schedule to collect qualitative data from principals and education officials on role overload, role ambiguity, promotional prospects, compensation and student indiscipline and how they influenced occupational stress of teachers. Qualitative data was necessary in the study because it was to provide supportive views and perceptions meant to clarify and provide in-depth data on issues related to occupational stress of high school teachers.

At the onset of each interview, participants were informed of the procedure about the length of time and the purpose of the study (Burns, 2000). The researchers made use of non-verbal and verbal probes to encourage the interviewees to elaborate on their experiences. The verbal probes 'How does' was used and it assisted in gathering details from the respondents (Palton, 2002). Further probes used included different statements such as "to what extent does, what would you say...". Such clarification statements were used to enhance the interpretation of the data. The non-verbal probes included gestures like eye contact and nodding the head to show attention and give a flow to the conversations.

All the interviews were orally taken and noted down for analysis and transcribing by the researcher. The researcher followed up with phone conversations or through short text messages where further clarification was needed or re-focused on the critical incidents. When it was very necessary the researcher went back to the respondents for verification on specific issues. Each respondent was allocated a code for personal identification and anonymity (P1-P 21 where by P was a code for the principals).

3.6.2.1 Interview Schedules for Borabu SubCounty Officers

The current study interviewed 4 Education Officers. The interview schedule for the education officers was used to establish how selected work related variables influenced occupational stress among secondary school teachers. The time for the interview was agreed between the researcher and the education officer on schedule. The Education officers were identified as BSED (Borabu Sub County Education Director, BSTSC (Borabu Sub County TSC Director), BSHRO (Borabu Sub County Human Resource Officer) and (BSQASO) Borabu Sub County Quality Assurance and Standards Officer. Interviews were conducted by the researcher at the education officers offices and the interviews were transcribed verbatim for analysis to enable the researcher maintain the flow in the content. Each schedule took an average of 45 minutes to one hour. Each respondent signed a consent form (See Appendix 3) for accepting or not accepting to take part in the study. The participants were also assured of confidentiality (See Appendix, 3) and anonymity (See Table 3.10).

3.7 Piloting the Research Instruments

A pilot study is a standard scientific tool used by a researcher to conduct a preliminary analysis before undertaking the actual study or experiment and is useful for establishing the suitability and clarity of the instruments and the relevance of the information which the researcher is interested in (Shuttleworth, 2010).

Before administering the questionnaire, the researcher pre-tested the questionnaire through a random sample of 24 respondents (approximately 10% of the total respondents for this study) who were not participating in the study in the final research process (Mason, 2012). The 24 respondents were secondary school teachers teaching in schools in Borabu Sub County. Questionnaires were administered to the pilot teachers after which the researcher confirmed whether the respondents interpreted questions in the same way. Some of the items pretested included: I always

carry my work home to complete at night, dealing with larger classes and many students has increased my workload, dealing with new education initiatives and policies has made my work stressful, I have not been considered for a position of responsibility by my employer, teachers work is undervalued due to low remuneration and dealing with disruptive behavior is very challenging to a teacher. The researcher also took note of the time taken to respond to the questionnaires and revised items that were ambiguous. The feedback obtained from pilot study was used to correct ambiguities that were detected in the research tools to ensure their accuracy and dependability.

The researcher conducted a pilot study with three Principals who formed part of the interviewees in the final research process (Mason, 2012). Billie (2010) contends that 9% of the total population is suitable for piloting. The three were a representative sample of the 21 Principals who took part in the study. The interviews were audio recorded in the principals' office. The interview schedules were then revised by either revising or rephrasing some questions. The pilot interviews enabled the researcher to familiarize with the interview procedure to refine ones interview skills like building rapport, taking notes, paying attention and audio recording (Kombo & Tromp, 2006).

3.8 Validity and Reliability of Research Instruments

This section investigated whether research instruments measured what they were intended and the extent to which the research process was stable and could be dependable.

3.8.1 Validity of Research Instruments

Oso and Onen (2011) observe that validity is the extent to which research results can be accurately interpreted and be meaningful after collection of data. The main purpose of ensuring validity of various research instruments in the current study was to enhance the accuracy and usefulness of the findings by controlling the confounding or intervening variables (Cresswell & Miller, 2000). This was done to boost confidence in the findings of the study (Marczyk, De matteo & Festinger, 2005). Content validity was typically achieved by a rational analysis of the instrument by two supervisors in the department of Psychology and Educational Foundations. The supervisors reviewed all the items for readability, clarity and comprehensiveness and came to some level of agreement as to which items could be included in the final instrument.

Construct validity is the degree to which an instrument measured the trait or theoretical construct that it was intended to measure (Gravetter & Forzano, 2012). In this study construct validity was ascertained by clearly making a definition of the variables being measured, formulation of the hypothesis based on a theory underlying the variables and testing the hypothesis logically and empirically by embodying the principle of triangulation.

The questionnaires were also designed in a simpler language for the purpose of soliciting the intended information (Orodho, 2012). Piloting of the instruments helped to improve face validity while content validity was improved through assistance of expert judgement from the department of Educational psychology at JOOUST.

During the interview, the researcher recorded data through a recording gadget and summary notes were made in a notebook. Piloting further enabled the researcher to check if there were any loop holes in the research instruments so as to make necessary adjustments before embarking on the actual study.

3.8.2 Reliability of the Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data to the same subjects under similar conditions after repeated trials (Kasomo, 2008). It is the degree of consistency that the research instruments or procedure demonstrate. The reliability of the instrument for data collection was measured by making assessment of a scale's internal consistency; the degree to which the items that make up the scale 'hang together' was investigated. This was done to establish whether the items of the instruments were all measuring the same underlying constructs. Cronbach's alpha coefficient was computed to investigate the internal consistency of the questionnaire, as a way of ascertaining the reliability of the instruments. Internal consistency is important because it provides a basis for determining the inter-item correlation (Cohen, et al., 2007).

For this study, the stability of the instrument was ensured where $r = 0.6$ appropriate (Kothari, 2006). First, some of the items that were negatively worded were reversed before checking reliability and responses on items contained in the subscales were combined to form a total scale score for each subscale. The reliability of each of the subscales and the total scale was computed, as shown in the SPSS output.

3.8.3 Reliability Test Results

The internal consistency reliability for multi-item opinion items were computed separately for all the five subscales in the teachers' questionnaires, as shown in Table 3.

Table 3: *Internal Consistency: Cronbach's Alpha Results for the Questionnaire*

Scale	No. Items	Cronbach's alpha	Conclusion (Reliable/Unreliable)
Role overload	20	.885	Reliable
Role Ambiguity	16	.817	Reliable
Promotion prospects	12	.712	Reliable
Compensation	14	.679	Reliable
Students discipline	15	.831	Reliable
Teacher occupational stress	10	.840	Reliable

Source: Survey data (2018), SPSS Analysis

Table 3 showed Cronbach's alpha for all the subscales which revealed that the instruments had adequate reliability for the study. For instance, the subscale role overload comprised of 20 items had very high internal consistency, $\alpha = 0.885$; all the items of this subscale were worthy of retention. Deleting any of the items in this subscale would not result to an increase in Cronbach's alpha. This implied that deleting any of the items would not cause improvement in the internal consistency. It was also noted that all items correlated with the total scale to a good degree.

On the same note, the internal consistencies for the other subscales in the questionnaire were adequate enough for the study. All the subscales had Cronbach's alpha of greater than 0.6, which is adequate (Kothari, 2006). These findings show that the questionnaires were generally suitable for data collection; because they adequately measured the constructs for which they were intended to measure.

3.8.4 Trustworthiness of Qualitative Data

This involves bringing about objectivity of qualitative data, the truthfulness or credibility of data. Trustworthiness ensures that the study results are genuine and can be relied upon (Lincoln & Guba, 2000). Trustworthiness consists of credibility, transferability, dependability and conformability (DeVault, 2016). The current study ensured that the study was credible through sampling of the individuals who were

serving as informants and interactive questioning in data collection dialogues (Lincoln & Guba, 2000). Additionally, a consent form was signed by each participant to ensure that data was only collected from respondents who were willing to get involved in the study (Shenton, 2004). The researcher availed information about the field work site to allow for applicability of study findings to other situations and to ensure transferability (Lincoln & Guba, 2000). The present study ensured dependability by employing different methodological description, which enabled the researcher to ensure proper research practices were followed consistently, to allow the study to be replicated (Shenton, 2004).

Practability was ensured in the study by using saturated sampling to ensure that the sample used become a good representation of the entire population which enabled the researcher to gather results that were to be generalized to other contexts (Babbie & Mouton, 2003).

To ensure conformability, the study employed in-depth methodological description to enable scrutiny of research results (Lincoln & Guba, 2000). Consistency of research findings was ensured by conducting a pilot study to determine the reliability of the research instruments and dependability (Marshall & Rossman, 2010). Neutrality refers to the extent to which the findings are free from any kind of bias (Lincoln & Guba, 2000). In this study, bias was avoided so as to ensure objectivity or neutrality by entering the field without preconceived ideas or subjectivity.

3.9 Data Collection Procedures

This refers to the gathering of information to prove some facts (Kombo & Tromp, 2006). The researcher sought permission from the Board of Post Graduate Studies (BPGS) of Jaramogi Oginga Odinga University of Science and Technology (see, appendix 7).

There after permission was sought from the National Commission for Science Technology and Innovation (NACOSTI) (see appendix, 8), Nyamira County Commissioner (see appendix, 9), Nyamira County Director of Education (see Appendix, 10), the Sub Ccounty Director of Education of Borabu Sub County and finally the researcher sought permission and authorization from principals of the schools identified (see appendix, 5) for the study before proceeding to the field to conduct the research.

The researcher sought the help of two research assistants who were trained by conducting orientation sessions with them where the purpose and the methodology of the research were outlined and explained. Training of research assistants was done to reduce inter-rater variability so that the data collected by the research assistants were as close as to what the researcher would have collected as possible. The researcher appreciated the research assistants after they were done with the entire administration of the questionnaires to the respondents.

Before administering the questionnaire to the teachers, the respondents were assured of confidentiality of the information they gave that it was to be treated with strictness and utmost confidence for the purpose of the study only (See appendix 4 and 6). The names of the respondents were presented by letters to keep their identity anonymous (P) for principals who participated in the interview.

Upon consenting to participate in the study, by accepting to sign the consent form (see appendix, 6), the questionnaires were administered to the participants by Research Assistants (see appendix, 1). Respondents were required to respond to the best of their knowledge concerning selected work related variables and their influence on occupational stress. Each respondent signed a consent form (See Appendix 6) as suggested by Cohen, Manion & Morrison (2007) for accepting or not accepting to take part in the study. There were 212 teachers who were issued with questionnaires in their respective schools. The questionnaires were given and administered to all the respondents at their respective schools assisted by two trained research assistants. The researcher first sought permission to conduct the research from NACOSTI, County (County Education Officer and County Commissioner) and Sub County Education Officer (Sub County Director of Education). Then the researcher sought consent from the principals to be allowed to conduct the research by administering the questionnaires to the teachers (see Appendix 1). Before administering the questionnaire, the researcher presented a letter of informed consent to the teachers who participated in the study to sign and acknowledge their participation (see Appendix, 6). The respondents were assured of confidentiality since permission had been sought from the school authorities and the education office. The researcher informed the respondents not to write their names on the questionnaire items for purposes of anonymity. Questionnaires were used to collect quantitative data and the

total number distributed to teachers was 212 but out of this, 188 Questionnaires were returned.

The researcher requested the school authorities to provide the respondents time and an office where they were guided on how to fill the questionnaire. The Research Assistants aided the respondents where they needed clarification. Respondents were asked to return the questionnaire to the research assistant upon completion of filling the questionnaire after one week.

The interview process was conducted only with the Principals of the schools taking part in the study. According to Cohen et al., (2007), interviewing is a qualitative tool that allows the researcher and the participant some freedom to negotiate their own meanings and further allowing the researcher to explore in depth interesting issues through face to face interactions. This approach is viewed as suitable for reaching an understanding of meanings and individual attributes to some aspect of personal experiences and the sense of self (Punch, 2005).

Interview schedules were conducted to 21 public secondary school principals and four education officials. Before administering the interviews, the principals and education officials were assured of confidentiality that the information they gave was coded for purposes of anonymity (see appendix, 3). So as the teachers were filling in the questionnaire with the research assistants, the researcher conducted a face-to-face interview with the principals and the education officials as guided by the interview schedule and was audio recorded with their permission. The interviews lasted for between 45 minutes to one hour and took place in their offices.

3.10 Data Analysis

Data analysis refers to the separation of data into several parts and close examination of data to reorganize its component parts or elements separately and in relation to the whole (Oso & Onen, 2011). Analysis of data in the current study included both qualitative and quantitative dimensions. This involved the researcher transforming large groups of data into a more manageable form that was easy to understand and interpret (Mbweza, 2006). In order to identify the appropriate statistical test to be used in assessing relationships between independent and dependent variables, tests of normality were carried out.

Table 4: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Teacher Occupational Stress	.059	188	.200*	.989	188	.172
Role overload	.070	188	.055	.960	188	.000
Role Ambiguity	.093	188	.063	.971	188	.001
Promotion prospects	.090	188	.054	.971	188	.051
Compensation	.139	188	.062	.947	188	.059
Students' state of discipline	.080	188	.056	.966	188	.052

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 points out that the data were normally distributed by the test statistics above 5% as shown by both Kolmogorov- Smirnov Statistics of 0.070 and Shapiro-Wilk Statistics of 0.960. Therefore, the data were normally distributed and hence were used in parametric test to determine the correlations. Hence Pearson Correlation was utilized, because it is a parametric test.

3.10.1 Quantitative Data Analysis

Quantitative data was analyzed by using descriptive statistics and correlational analysis. Descriptive statistics allowed the researcher to describe a distribution of scores clearly through a few indices or statistics (Oso & Onen, 2011). Descriptive statistics such as measures of central tendency and percentages were used to describe data.

The scores on selected work related variables were correlated to occupational stress of secondary school teachers using Pearson's Product Moment Correlation which established the nature and direction of the relationship between the independent variables and dependent variable. Data on selected work related variables was collected and rated using the 5-point Likert scale; strongly Disagree=5, Disagree=4, Neutral=3, Agree=2, Strongly Agree=1. This data was coded, edited and entered into a database using the Statistical Package for Social Sciences (SPSS Version 24). Data

was analyzed and presented using the tables of frequency distribution, measures of central tendency, pie charts, means and percentages.

Inferential statistics, including the Pearson's product moment correlation coefficient, simple and multiple regression analysis were used to test hypotheses. The 95% level of confidence was used to test the null hypothesis. The null hypothesis was rejected when the p- value was less than 0.05. However, the null hypothesis was accepted when the p-value was greater than 0.05. All these analyses were aided by use of the Statistical Package for Social Sciences (SPSS) version 24.

Table 5: A Summary of Quantitative Data Analysis Matrix

Research Hypothesis	Independent variable	Dependent variable	Methods of Data Analysis
There is no statistically significant influence of role overload on occupational stress	Role overload	Occupational stress	Frequencie distributions, Measures of central tendency, percentages, Pearson moment correlation coefficient, simple and multiple regression analysis
There is no statistically significant influence of role ambiguity on occupational stress	Role ambiguity	Occupational stress	Frequencies Distributions, Measures of central tendency, percentages, Pearson moment correlation coefficient, simple and multiple regression analysis
There is no statistically significant influence of promotional prospect on occupational stress	Promotional prospects	Occupational stress	Frequencies Distributions, Measures of central tendency, percentages, Pearson moment correlation coefficient, simple and multiple regression analysis
There is no statistically significant influence of student discipline	Student discipline	Occupational stress	Frequencies distributions, Measures of central tendency, percentages, Pearson moment correlation coefficient, simple and multiple regression analysis

Source: Researcher (2018)

Table 5 showed a breakdown of how quantitative data was analyzed after it had been collected from the field. Quantitative data was broken down according to the five objectives of the study. Questionnaires addressing the five objectives were formulated by the researcher which was used in collecting quantitative data. The table stipulated the independent variables and the dependent variable. The researcher used the tables of frequency, percentages and means to conclude the data analysis. The null

hypothesis was tested and the p-value was used to test the hypothesis. When the p-value obtained is less than 0.05 then the null hypothesis is rejected but when the p-value obtained is greater than 0.05 then the null hypothesis is accepted.

3.10.2 Qualitative Data Analysis

With the qualitative data, the researcher used thematic analysis. Braun and Clarke, (2006) have proposed six phases useful in analyzing qualitative data. The six phases include: The researcher familiarizing oneself with the data collected, generating initial codes, searching for themes and reviewing the themes, defining and naming the themes, and finally producing the report. In familiarizing with collected data, the researcher transcribed the data by reading and re-reading the data and noting down its initial codes. The researcher generated the initial codes by coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code (see Table 3.10.4). The codes were collated into potential themes, gathering all data relevant to each potential theme.

Reviewing the themes was the next step. The reviewing involved checking if themes worked in relation to coded extracts and the entire data set and generating a thematic map of the analysis. The process was followed by defining and naming the themes and also included an ongoing analysis to refine the specifics of each theme and overall story the analysis told, generating clear definitions and names for each theme, producing the final report completed the thematic analysis process. The last step created the final opportunity for analysis. It involved selection of vivid extract examples, final analysis of selected extracts, relating back the analysis to the research questions and literature and producing a final report of the analysis. Anonymity was ensured by concealing the names of the principals and instead the names were replaced with letters. For instance the first Principal that was interviewed was referred to as PI and the education officers were given these codes (BSED, BSHRO, BSTSC, and BSQASO). The collected data were analyzed using six phases of thematic analysis as illustrated in figure 2 (Braun & Clarke, 2006) pp 237.

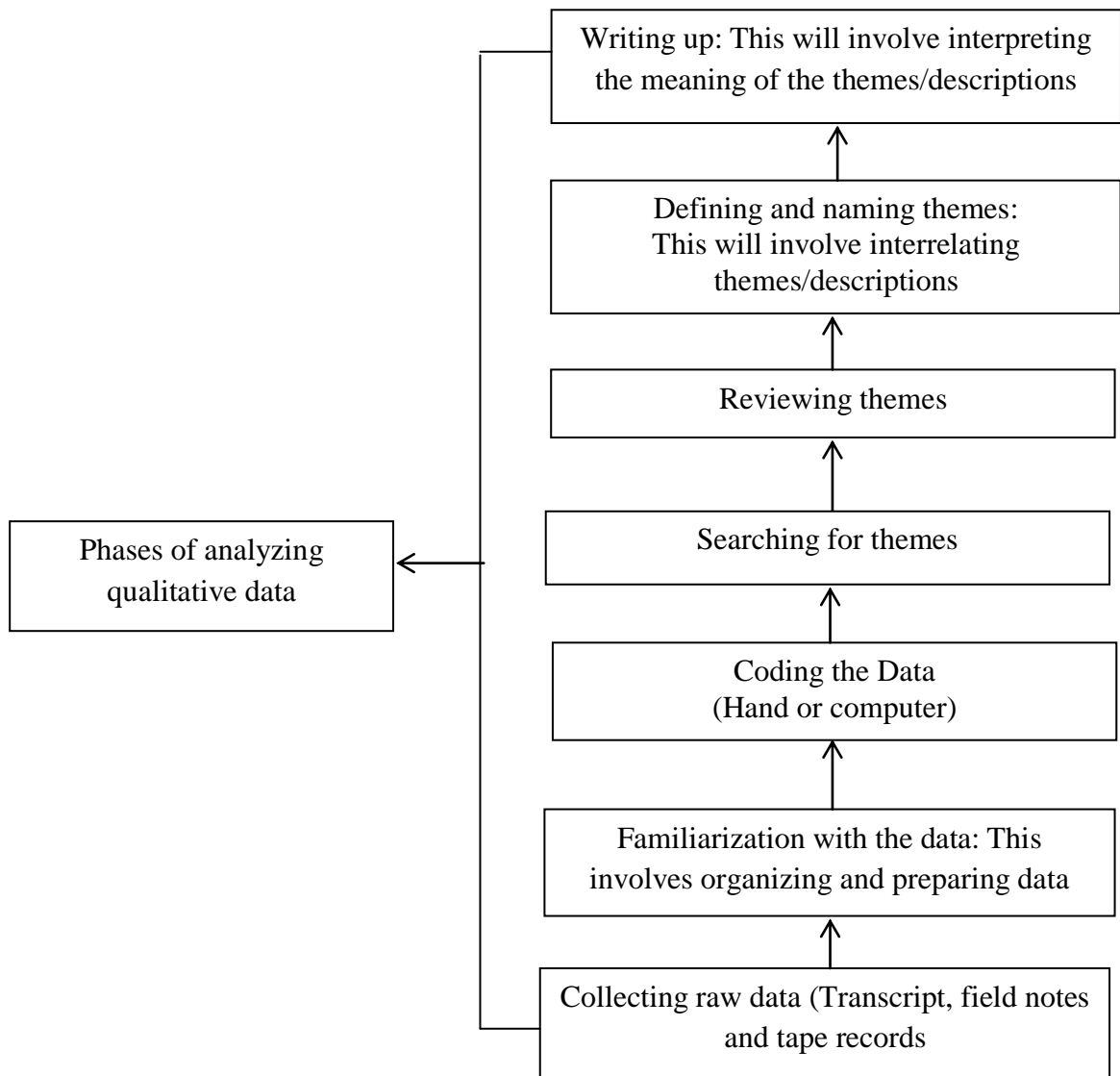


Figure 2: *Phases of qualitative analysis* (Source: Braun and Clarke, 2006)

Table 6 shows verbatim quotations from interviews showing themes and codes that emerged from interviews as was in Raburu, (2015).

Table 6: Sample of Themes, codes and excerpts from qualitative analysis

<p>...As a principal iam first a teacher. I am overloaded and stressed with my job. I have to do the actual teaching in class, ensure to evaluate students work, guiding and counseling students, attending to parents and teachers, carrying out office and administrative duties...The list is long.P1</p>	<p>-Overloaded with teaching. -evaluation of students work -guide and counsel students. -Attend to parents and teachers -Dealing with office work and administrative duties</p>	<p>E.R.O</p>
<p>...Generally, as teachers we multitask because of varied roles; teaching, managing of student indiscipline, guiding and counselling students, ensuring student health and safety ,engaging students in extra curricular activities... Our roles are ambiguous and are not clearly defined ...P11</p>	<p>-Aspect of mult tasking -teaching, -managing student discipline, - guidance and counseling, - student security, -student health problems and they act as nurses...All this amounts to ambiguity in teachers roles and unclear job description</p>	<p>M.T & R.A</p>
<p>...Am not compensated well by my employer in tandem with the job that I do, I feel that I am overworked and under paid... Work does not march the pay given and is low compared to my counter parts in other professions.... P14</p>	<p>Low financial gain/ low salaries/Remuneration low rewards</p>	<p>L.S. & R</p>
<p>...I have stagnated at one job group for over ten years....stagnation is part of the profession....Higher qualifications are not recognizable by our employer in terms of addition of salary and it only recognizes the promotion on basic degree’’P10</p>	<p>Limited promotional opportunities/ Limited professional growth Limited career progression</p>	<p>L.P.O. & S</p>
<p>...Discipline is wide and varied and parents are uncooperative over indiscipline acts of their children.</p>	<p>-Uncooperative parents enhance student indiscipline</p>	
<p>...students who engage in unbecoming behavior demotivate and demoralize teachers and reduces their level of commitment....’’</p>	<p>-Indisciplined Students acts Demotivate and demoralize teachers and plummet occupational stress</p>	<p>S.D.D.T</p>

3.11 Ethical Considerations

In research, ethics is concerned with the application of ethical standards in planning the study.

This aspect is critical in research because it enables a research to get access and acceptance to institutions to be involved in the study (Cohen, et al.,2007).The moral integrity of the researcher is critically important to ensuring a trustworthy and valid research process findings (Hesse-Biber, 2007). The researcher wrote an introductory letter explaining the details of the aim and the procedures for this research (see Appendix 4) and each respondent signed a consent form (see Appendix 5 and 6) as suggested by Cohen et al.(2007) for accepting or not accepting to take part in filling the questionnaire or participating in the interviews. The letters further outlined anonymity of the respondents and that their real names would be replaced by letters-(Principal 1/ P I) (see Table 3.10.4).

The participants were assured of confidentiality and anonymity (see appendix 1) in all the information they gave and were informed that their participation was voluntary (Henn et al. 2006). The researcher also assured them that the names of the schools and those of the respondents were to remain anonymous (See appendix, 5 & 6). The researcher was sensitive to respect human dignity as she expressed an unconditional positive regard to all respondents' feelings and opinions during the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretation and discussions of the study findings. The main purpose of the study was to establish the influence of selected work related variables on occupational stress among secondary school teachers. Quantitative data was collected from secondary school teachers while qualitative data was collected from principals and education officers of Borabu Sub County.

The chapter has been sub-divided into sections and subsections. The research findings were presented on the basis of the study objectives and hypotheses. Quantitative data was analyzed using both descriptive and inferential statistics. All tests of significance were computed at $\alpha = 0.05$. A thematic analysis approach was used to analyse qualitative data. Statistical Package for Social Sciences (SPSS) version 24 aided data analysis.

4.1.1 Questionnaire Return Rate

Table 7 showed the summary of return rate of questionnaires from the respondents, and it revealed that the questionnaires were quite adequate for the study.

Table 7: *Questionnaire Return Rate*

	Administered	Returned	Return Rate (%)
Teachers	212	188	88.7%

Source: Survey data (2019)

Table 7 indicated that from a total of 212 questionnaires which were administered to the teacher respondents, 188 of them were returned fully filled, translating to an overall response rate of 88.7%. Creswell (2014) suggested that a 50% return rate is adequate, 60% is good enough while the return rate of above 70% is very good. Based on this assertion, the current study's questionnaire return rate of 88.7% is therefore considered as very good. The noted high response rate was attributed to the fact that the respondents were pre-notified of the intended and intention of the study. It was also due to extra efforts that were made via personal calls and visits to make a reminder to the respondents to fill and return the questionnaires. The researcher made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires. Interview schedules were done with all the 21 principals, which indicated a good response to the interview while the education officials response was

100%. Given that the interviews were conducted by the researcher, it was noted that all the respondents found time to respond to interviews.

4.1.2 Respondents' Demographic Information

The study investigated the demographic characteristics of the respondents. The respondents' bio-data characteristics, was considered necessary for the determination of whether the respondents were representative sample of the target population for generalization of the results of the study. The characteristics investigated include; gender, age, highest academic qualification, teacher staff position, marital status and type of school of the respondents.

4.1.3 Gender, Age, Level of Education and Marital Status of the Respondents

Table 8 shows the information on gender, age, level of education and marital status of the teacher respondents in the survey.

Table 8: *Distribution of Respondents' Gender, Age, Academic Qualification and Marital Status*

Bio-data	Count	Percentage	Cumulative %
Gender			
Male	113	70.7	70.7
Female	75	29.3	100.0
Total	188	100.0	
Age (Years)			
< 25	9	4.8	4.8
25-34	82	43.6	48.4
35-44	58	30.8	79.2
45-54	30	16.0	95.2
≥ 55	9	4.8	100.0
Total	188	100.0	
Highest Academic Qualification			
Diploma	12	6.4	6.4
Degree	143	76.1	82.4
Masters	31	16.5	98.9
Doctorate	2	1.1	100.0
Total	188	100.0	
Marital Status			
Single	24	12.8	12.8
Married	158	84.0	96.8
Divorced	3	1.6	98.4
Widowed	3	1.6	100.0
Total	188	100.0	

Source: Survey Data (2018)

It was evident from Table 8 that majority 113 (70.7%) of the respondents were males, with females being only close to three out of ten of the teachers who took part in the survey.

On their ages, it was established from the results of the survey that three out of four 141 (79.2%) of the teachers were still young people aged below 44 years. Those aged 55 years and above were made of less than five percent 9 (4.8%) of the teachers in the Sub County where the survey was conducted. Nonetheless, other ages were equally represented in the study; with those aged between 35-54 years forming 88 (46.8 %) of those who took part in the survey.

Similarly, on their marital status, the findings of the study showed that a significant majority 158 (84.0%) of the teachers were married, a sizeable proportion 24 (12.8%) of them were single. The study established that majority of the respondents were young people. The number of teachers who were either divorced or widowed formed almost a negligible proportion of the respondents, however it is noted that all marital status were represented in the study.

4.1.4 Respondents' academic Information

In regard to their academic qualifications, the results of the survey showed that most of the teachers had adequate qualifications to teach in secondary schools. For instance, more than three out of four 143 (76.1%) of the teachers had first degrees in education and a small proportion of them had masters degrees. This implied that the teachers were qualified to offer service in secondary schools however they are the very ones who suffered occupational stress.

4.1.5 Teaching Work Load

The study sought to find out the work load of the teachers, hence the teacher respondents were asked to indicate the number of lessons they taught per week. Figure 3 showed the summary of the average number of lessons the teachers taught per week.

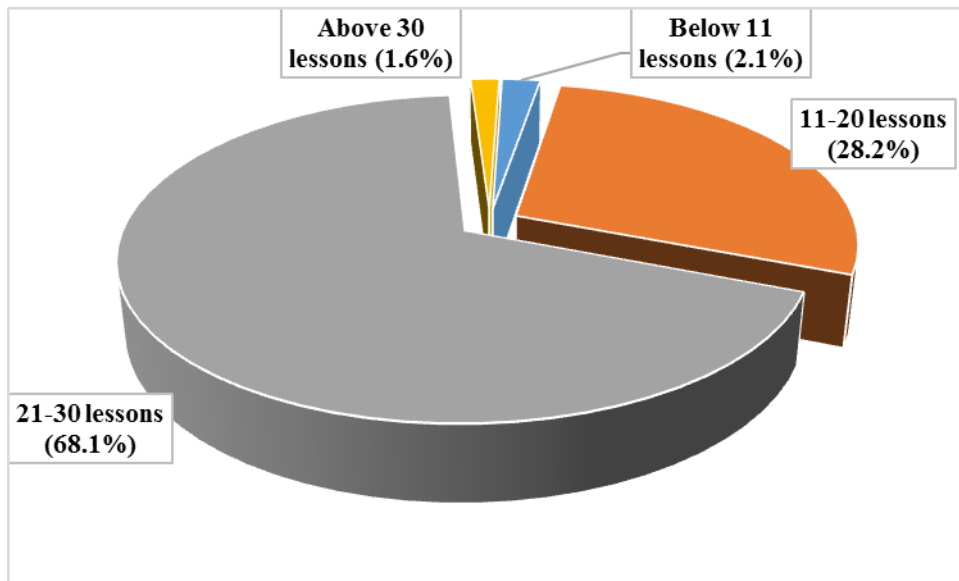


Figure 3: Average Number of Lessons Taught Per Week (n=188)

Source: Survey data (2018)

From Figure 3 the present study noted that more than two thirds (68.1%) of teachers in Borabu Sub County taught an average of 21-30 lessons per week. Those who taught less than eleven lessons per week only formed 2.1% of the teachers in the Sub County. Similarly, teachers with more than thirty lessons were negligible (1.6%). On the same note the teachers were asked whether they were under-loaded, over-loaded or they had just sufficient teaching load.

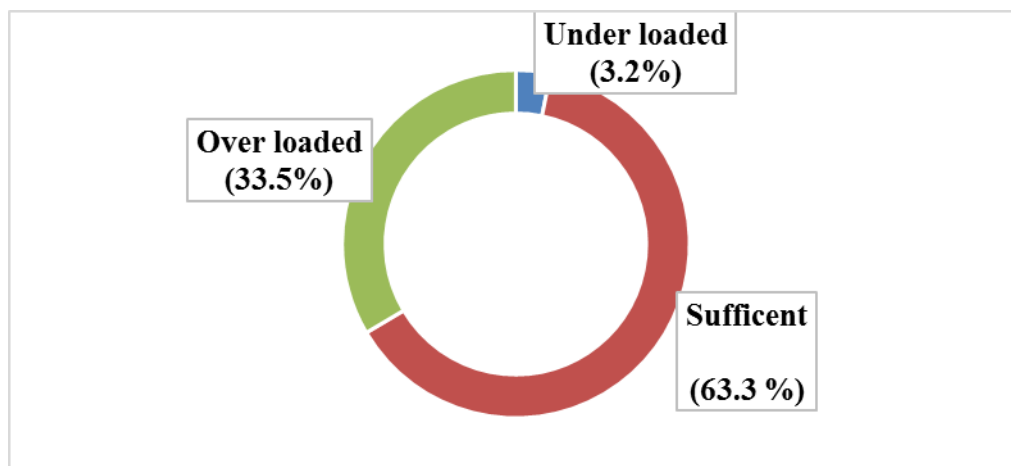


Figure 4: Teachers' View on their Teaching Load (n=188)

Source: Survey data (2018)

From Figure 4, it was shown that although majority (63.3%) of the teachers believed that they had just sufficient amount of teaching load, a significant proportion (33.5%) of them held a strong feeling that they were overloaded. This finding was consistent with the results of the study by Emoja (2016) on job satisfaction and teacher turnover intention in secondary schools in Kakamega, which established that approximately 600 teachers left the teaching profession annually due to an increase in student teacher ratio where some classrooms had a higher number of students than the acceptable number of 45 students as regulated by Ministry of Education. It therefore gave an implication that a good number of teachers had a sufficient teaching load but a few were overloaded. The other tasks that were carried out by teachers like extra curricular activities and other roles like being counselors, security to students, ensuring good health care and clerical work with the core business of teaching exposed teachers to occupational stress resulting into decline in the quality of education. Majority of the principals interviewed in the area under study were highly qualified, had attained a basic degree in education while two had a masters degree in education and had a work experience in the position of being principal of over 10 years. They were therefore able to articulate well on influence of selected work related variables on occupational stress among public secondary school teachers of Borabu Sub County, Kenya. Majority of the respondents held a degree and above since the employer (TSC) recruited teachers to the office of the principal who held those attainments in secondary schools. The four education officials had also attained a degree as the basic minimum and had a work experience of over ten years.

Table 9: *Respondents' (Principals) Teaching and Leadership Experience*

10-13yrs	14-17 yrs	18-21	over 21yrs
3 (15%)	5 (25%)	8 (40%)	4 (20%)

From Table 9, interview findings revealed that 15% of the respondents had a work experience of 10-13yrs, 25% had a work experience of 14-17yrs, 40% had a work experience of 18-21 yrs and 20% had a work experience of over 21yrs in the position of being principal. The results indicated that the principals and education officers who were interviewed were very experienced and they gave valuable information.

4.2: Role Overload and Occupational Stress among Public Secondary School Teachers

The first objective was to investigate the influence of role overload on occupational stress among public secondary school teachers in Borabu Sub County, Kenya. The study employed quantitative data, which was collected through questionnaires and qualitative data which was obtained from interview schedules. The sampled teachers were asked to rate the indicators of role overload using a 5 point likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree) as shown on table 10.

Table 10: Percentage frequency and mean responses on Role Overload Items

SN	Statement/Question (Role Overload)	SD	D	N	AG	SA
1	I always carry my work home to	34(18.1%)	21(11.2%)	18(9.6%)	65(34.6%)	50(26.6%)
2	I have to neglect some tasks because	15(8.0%)	29(15.4%)	26(13.8%)	56(29.8%)	62(33.0%)
3	I am subject to personal harassment at work.	41(21.8%)	31(16.5%)	8(4.3%)	48(25.5%)	60(31.9%)
4	My stress increases when working under deadline pressures and pressure to produce better exam	15(8.0%)	28(14.9%)	19(10.1%)	53(28.2%)	73(38.8%)
5	I have to work very intensively to accomplish my work.	8(4.3%)	13(6.9%)	17(9.0%)	82(43.6%)	68(36.2%)
6	I find myself thinking about the work I do when I am supposed to be	15(8.0%)	24(12.8%)	22(11.7%)	77(41.0%)	50(26.6%)
7	I have to neglect some tasks because of too much work to do.	11(5.9%)	31(16.5%)	24(12.8%)	59(31.4%)	63(33.5%)
8	I experience increase in muscular aches and pains especially in the neck, head, lower back and shoulders	22(11.7%)	19(10.1%)	19(10.1%)	54(28.7%)	74(39.4%)
9	I do not have time for many interests and hobbies outside work	17(9.0%)	43(10.1%)	26(13.8%)	64(34.0%)	63(33.5%)
10	Dealing with larger classes and many students has increased my workload	8(4.3%)	30(16.0%)	23(12.2%)	64(34.0%)	63(33.5%)
11	I am not able to take sufficient breaks from my work.	23(12.2%)	18(9.6%)	34(18.1%)	59(31.4%)	54(28.7%)
12	I often lack time to pay attention to each special need of each student	23(12.2%)	29(15.4%)	18(9.6%)	68(36.2%)	50(26.6%)
13	I am forced to work long hours.	16(8.5%)	31(16.5%)	19(10.1%)	60(31.9%)	62(33.0%)
14	I feel overwhelmed by changes in curriculum, school organization, instructional methods and assessment techniques /staff appraisal in my teaching career	17(9.0%)	15(8.0%)	34(18.1%)	69(36.7%)	53(28.2%)
15	I have to work very fast to hit my school targets and deadlines	6(3.2%)	6(3.2%)	11(5.9%)	90(47.9%)	75(39.9%)
16	My job makes it difficult to maintain the kind of personal life that I want	16(8.5%)	38(20.2%)	32(17.0%)	56(29.8%)	46(24.5%)
17	I have unrealistic time pressures.	16(8.4%)	42(22.3%)	28(14.9%)	56(29.8%)	46(24.5%)
18	I am always asked to work on assignments that are not necessarily to the profession	26(13.8%)	33(17.6%)	19(10.1%)	68(31.9%)	50(26.6%)
19	I am required to do another teachers' job because of inadequate teaching staff	15(8.0%)	24(12.8%)	22(11.7%)	77(41.0%)	50(26.6%)
20	Am assigned excessive paper work to handle	34(18.1%)	21(11.2%)	18(9.6%)	65(34.6%)	50(26.6%)

Source: Survey data (2018)

Table 10 portrays various responses by respondents as shown. The findings confirmed the reflections of majority of the respondents 61% that admitted of having much work attributed to the fact that most public secondary schools in the area of study were understaffed. For instance, the results of the survey indicated that 115 of the respondents 61 % (A 34.6%, SA 26.6%) always carried work home to complete it at night. A small proportion of the respondents 29% (SD 18.1%, D 11.2%) objected to the statement that teachers always carried work home to complete it at night and only 18 % (9.6%) of the respondents were neutral. It was eminent that teachers worked beyond official hours due to inadequate teachers in schools. The findings were consistent with Kales (2014) study in Kashmir that asserted that workload was among the factors that significantly elicited occupational stress among teachers. Moreover, Maphalala (2014) study in Kwazulu, South Africa further revealed that the teaching stressors found by teachers included; curriculum changes, workload pressures, job insecurity, poor relationship with colleagues, reward and recognition, learners discipline problems, poor rapport with management and role ambiguity. The study results further revealed that teachers deteriorated in their professionalism because of having too much to do in their work. The findings contradicted Mariya and Tahira, (2012) study in India that revealed that nearly half of the secondary school teachers experienced less stress towards their job. In addition, Chang and Lu (2009) study revealed significant differences across occupations whereby teachers experienced the least of the work stressors and civil servants experienced the most work stressors. The two contrasting studies by Mariya and Tahira (2012) and Chang and Lu (2009) argued that secondary school teachers experienced less stress out of their job. The studies there fore concur that teachers experience less stress which could be elicited by the fact that teachers knew how to manage their work or they had less work or because they had understood how to manage their stress as compared to studies that supported the findings. The study found that teachers could carry their work home when they could not complete it at school especially in regard to evaluating the work of students or preparing lessons for the following day.

Further, 62.8% of the respondents (A29.8%, SA33.0%) affirmed that they had to neglect some tasks because they had too much work to do. A few of the respondents 23% (SD 8.0%, D 15.4%) negated the claim that they had to neglect some tasks because they had too much work to do and 26 (13.8%) were neutral. Thus, a

conclusion was made that teachers were overloaded and they were forced to neglect some tasks. The findings were consistent with the assertions of Mwakasangula & Mwita (2020) that noted that work overload caused maximum stress among upper primary school teachers. Also, the results affirmed the sentiments of Gitonga and Ndagi (2016) study in Nyeri that pointed out that severally teachers found themselves in a position where they had to carry work home to fulfill and sustain professional standards and thus affirmed that the main cause of occupational stress among employees was workload.

A good number of the respondents agreed that they were subject to personal harassment at the place of work 57.4 % (SA 25.5%; A 31.9%). A minority of the respondents 37.6 % (SD21.8%, D16.5%) refuted the statement that they were harassed at the place of work and only 8(4.3%) respondents were neutral. It was concluded that teachers were harassed since they could be under pressure to work to the targets. The findings agreed with the assertions of Koros, Momanyi and Chakua (2016) in Nandi County that pointed out that in Kenya there is a higher teacher turnover and attrition that is attributed to poor working conditions which included poor remuneration and work overload. The findings also confirmed the observations of Jerotich, Jeruto and Chemwei (2014) study in Nakuru that resonated that the teacher is a key variable for student achievement and therefore required to have a sufficient workload to be more productive and efficient.

Additionally, 67% of the respondents (SA 28.2% , A 38.8%) affirmed to the assertion that teachers' stress increased when working under deadline pressures and pressure to produce better examination results. A small proportion of the respondents 23%(SD 8.0%, D14.9%) rejected the assertion that stress increased when teachers were working under deadline pressures and pressure to produce better examination results. The respondents held a contrary view that teachers stress did not increase when subjected to those deadlines. Only 19(10.1%) of the respondents were neutral. It was concluded that teachers stress increased when working under deadline pressures. The findings revealed that teachers experienced high occupational stress when they were subjected to dead line pressures and especially pressure to produce better examination results. The findings were consistent with McMahon (2010) study in U.S.A. that observed that stress among teachers was caused by demands to meet government

teaching targets which were to be realized through performance in examinations. The findings also agreed with Alison (2019) study in Philippines that noted that teachers underwent excessive monitoring and demands for outputs from the administration. The findings indicated that such competition among schools for better results put pressure on teachers to work towards targets set out. Such targets that needed to be achieved increased occupational stress amongst teachers as they strived to realize the desired results. The findings contradicted Mohamed (2018) study in Turkey that revealed that teacher educators experienced a moderate level of occupational stress. The findings further complimented Hatti, Aneeraji, Kalita and Baruah (2016) study that found that the total score of occupational stress in majority of school teachers indicated that they were moderately stressed. The contrary studies by Mohamed (2018) and Hatti, Aneeraji, Kalita and Baruah (2016) resonated that majority of the school teachers did experience mild stress which was a normal health experience and which did not strain them much.

A total of 126 respondents alluded to the fact that they had to work very intensively to accomplish their work 80% (SA 43.6% ,A 36.2%). A few of the respondents 11% (SD 4.3%, D 6.9%) disagreed with the statement that they had to work very intensively to accomplish their work and only 17(9.0%) respondents were neutral. It was concluded that teachers had to work very intensively in order to complete their work. It is true teachers had to purpose to intensify their teaching and go an extra mile, so that they could cover the syllabi content and actually in so doing they experienced stress.

The findings concurred with the sentiments of Nyagaya (2015) study in Kayole Division of Embakasi in Nairobi County that noted that teachers dealt with workload which was too heavy and deadlines that were impossible to reach making teachers to work intensively to accomplish their work. Equally, further support was shown by Guyo and Mugo (2018) study that observed that high labour turnover was as a result of low payments, lack of an effective reward system, workload, lack of time for self-development, lack of further professional development and lack of conducive working conditions. The study results pointed out a situation where by teaching used to be enjoyable but quickly indicated that things had changed overtime. The change could be attributed to the policy of 100% transition of students from

primary schools to secondary and therefore large classes in essence increased the teachers work. However, the findings contradicted Dachen (2017) study of occupational stress among physical education teachers in Jammu and Kashmir that highlighted that there was no significant difference among physical education teachers of Jammu and Kashmir. The study conducted a comparative study of occupational stress of secondary school teachers in relation to their demographic variables and the results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

Additionally, on the statement that teachers thought about their work when they were supposed to be relaxing, majority of respondents 66% (SA 41.0%, A 26.6%) concurred to the finding. A small proportion of respondents 20% (SD 8.0%, 12.8) negated the statement that they thought about their work when they were supposed to be relaxing and only (N, 11.7%) of the respondents were non-committal to whether they thought about their work when they were supposed to be relaxing. The findings were supported by the observation by Gitonga and Ndagi (2016) study in Nyeri that postulated that teachers did extra work which reduced their opportunity for restorative psychological detachment from their work. Also, Yacoob and Sang Long (2015) study on role of occupational stress and job satisfaction revealed that there was a significant relationship between role overload, role ambiguity and occupational stress. However, the findings contradict Usman, Ahmed, Ahmed and Akbar (2011) study of work stress experienced by teaching staff of university of Punjab that observed that work stress was negatively and significantly associated with job satisfaction and organizational commitment. Also, the findings were consistent with Mariya and Tahira, (2012) study in India that revealed that nearly half of the secondary school teachers experienced less stress towards their job.

Additionally, more than half of the respondents agreed that they had to neglect some tasks because of too much work that they did at 69% (SA 33.5% , A 36.2%). A few respondents 19% (10.1%, 9.0%) refuted the statement that they had to neglect some tasks because of the much work they performed. The findings tallied with the observations of Emoja (2016) that posted that approximately six hundred teachers left the profession annually due to heavy workload and poor remuneration. Even as they left, they again created understaffing which affected the teachers left behind who

further complained of being overworked and having limited time to relax. The findings also agreed with the observations by Anbu (2015) study in Nagercoil region that resonated that government teachers had to fulfill the work and task given to them from time to time by the administration as well as government departments and hence they were more responsible to the government officials and they suffered a higher level of stress. The findings differed with Baraza and Simatwa (2017) findings that teachers were moderately stressed and stress among the teachers had little influence on students' academic performance. Teachers needed to observe professionalism in the discharge of their duties and it was necessary for them to manage the stress as they discharged their duties. However, Hanif, Tariq and Nadeem (2011) study findings revealed that a negative significant relationship existed between teachers stress and job performance. These findings also complimented Sabherwal and Ahuja (2015) study in Pune that indicated that low to moderate level stress was experienced by teachers but did not affect the performance of the teachers. The contrasting studies observed that despite much work which increased the teachers' stress, they had to go an extra mile to ensure that stress did not affect the performance of their duties.

On a similar note, majority of the respondents 68% (A28.7%, SA39.4%) indicated that they experienced increase in muscular aches and pains especially in the neck, head, lower back and shoulders. The finding implied that the teachers' health was affected as a consequence of their work which left them stressed. The findings agreed with the observations of Shikieri and Musa (2012) that indicated that employees experienced a high degree of job stress which affected their general physical health, their job satisfaction as well as their commitment respectively. Nwanu (2012) study results in addition revealed that workload was the major cause of occupational stress among staff of Koforidua Polytechnic. It was further observed that respondents, in order to relieve stress often walked around and visited other colleagues in their offices to discuss matters unrelated to work thereby affecting productivity at the Polytechnic. Health-wise, some members of staff of the Polytechnic had developed chronic back pain, an effect of long sitting hours at work. Contrary, Sabherwal and Ahuja (2015) study on occupational stress among faculty members in higher education institutions in Pune established that time pressures, lack of infrastructure, student's indiscipline and poor pay prospects contributed to occupational stress and that the teachers experienced low to moderate level stress which did not affect job performance.

Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers indicated that teachers moderately experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation but rarely experienced stress in terms of behavioral manifestation. The studies by Sabherwal and Ahuja (2015) and Kanene (2016) concurred that despite the experience of occupational stress by teachers resulting from their work, they had tried to manage it to a moderate level to such an extent that they were able to carry out their professional duties diligently.

In addition, over 60% of the respondents agreed that they did not have time for various interests and hobbies outside their work 67% (A34.0%, SA33.0%). Minority of the respondents 19% (9.0%,10.1%) disagreed that they did not have time for many interests and hobbies outside their work schedules and (13.8%) were neutral. The findings supported the observation by Macharia (2015) study in Dagoretti Sub county of Nairobi, Kenya that indicated that academic governors experienced workload pressures making their working hours to spill over to their personal and social time hence making the administrators to experience burnout. The findings were in line with Osagie (2018) study in Nigeria that pointed out that work overload, crowded classroom conditions, poor working conditions, lack of social support and teaching accessories as being very stressful to the teachers and affected teachers quality of delivery. However, Dachen (2017) study of occupational stress among physical education teachers in Jammu and Kashmir highlighted that there was no significant difference among the teachers in terms of their stress since they only specialized in physical education and did not combine it with curriculum delivery in class. Similarly, Mohamed (2018) revealed that teacher educators experienced a moderate level of occupational stress which could not affect their health or their delivery.

Additionally, 67% of the respondents further agreed that dealing with larger classes and many students increased their work load (A 34.0% , SA 33.5%). Minority of the respondents 20% (SD4.3%, D16.0%) disagreed with the assertion that dealing with larger classes and many students increased their work load and (12.2%) were neutral. The findings were in line with the assertions of Warraich, Ahmed and Khoso (2014) that revealed that workload was the prime reason that caused stress among employees and that stress reduced their efficiency. The findings resonated with the sentiments of

Kaur (2011) that asserted that a teacher needs to use a lot of energy in his daily duties in the classroom coupled with his personal and family commitments. This trend which is routine for a teacher forwarded a lot of stress to the teachers. More than ever before, work was not seen as the root of infinite satisfaction and fulfillment, but as a source of stress, discontentment and humiliation. The findings portrayed a situation where by the huge number of students plummeted the teachers work and it was out of the universal primary education that had for seen a high transition of students from primary schools joining secondary schools. Contrary, Jeyaraj (2013) indicated that Government teachers have low stress than those of Aided school teachers just as Chang and Lu (2009) study equally revealed significant differences across occupations with teachers experiencing the least work stressors and civil servants experiencing the most work stressors. The two findings assert a situation where by the teachers were contented with their work such that they experienced low stress though low stress is also risky since moderate stress is the acceptable state of manageable stress.

Also, 60% of the respondents indicated that they don't have sufficient breaks from their work 60% (A 31.4%, SA 28.7%), and they were forced to work for long hours 64% (31.9,33.0%). The findings portrayed a situation where by teachers are under pressure to work continuously because of the nature of their work and hence they did not have sufficient breaks to refresh. The findings agreed with the observation by Ngigi and Mutisya (2018) that indicated that workload and long working hours were the most common source of occupational stress as a result of limited time to teach and attend to administrative tasks. A few of the respondents 41 (SD12.2%, D 9.6%) objected to the claim that they didn't have sufficient breaks from their work and a minority were neutral 34 (18.1%). A similar observation was made by a few respondents on the assertion that they were forced to work for long hours 47 (8.5%, 16.5%) and a minority 19 (10.1%) was noncommittal on either side of the statement. Similarly, Gebriekistos (2015) study in Ethiopia found that interpersonal and administrative related sources were the major sources of occupational pressure among secondary school teachers. However, Sabherwal and Ahuja (2015) study in Pune indicated that time pressures, lack of infrastructure, student's indiscipline and poor pay prospects up scaled occupational stress and that low to moderate level stress was experienced by teachers but did not affect their performance. Further, Ritu (2012)

study of occupational stress of secondary school teachers in relation to their demographic variables showed that there was no significant difference in their occupational stress in matters of gender, type of school and locality basis. Ritu findings noted that the study for occupational stress was experienced in the same way regardless of the gender of the teacher or the type of school a teacher taught and where the school was located.

Similarly, 63% (SA 36.2%, A 26.6%) of the respondents alluded to the fact that they lacked time to pay special attention to each special need of each student. However a small percentage of respondents 27% (SD 12.2%, D 15.4%) disagreed to the statement that they lacked time to pay special attention to each special needs of each student while 18(N, 9.6%) of the respondents were neutral. It was concluded that teachers had much work which did not allow them to attend to each special need of all students in school. The findings were in line with Selvavinayagam and Kaviarusu (2019) study in Tamilnadu that showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career turnover), and less likely to take up a teaching career again (career commitment).The findings were equally consistent with Jonker (2016) study in South Africa that pointed out that the main factors contributing to teachers stress and their turnover from the profession were workload, problems in the classroom and organizational contexts. The study findings concurred that teachers who were stressed with their job were sometimes absent from their places of work and harbored turnover intentions because of the stress experienced in their teaching career. However, Hanif, Tariq and Nadeem (2011) study findings revealed that a negative significant relationship existed between teachers' stress and job performance. The findings were supported by Mariya and Tahira, (2012) study in India that revealed that nearly half of the secondary school teachers experienced minimal stress towards their job. It is also notable from the findings of contrary opinion that teachers could still carry out their duty properly even when experiencing stress out of their professional work.

Additionally, over 64% (SA 36.7%, A 28.2) of the respondents agreed to the fact that they were overwhelmed by the work load and staff appraisal in the teaching career. A minority proportion of the respondents 17% (SD 9.0%, D 8.0%) refuted the statement that they were overwhelmed by the workload and staff appraisal in the teaching career

and only a few of them 34(N18.1%) were neutral to the claim. It was a reason that raised their stress at the work place since if they were involved in curriculum development, they could articulate well the implementation process and could not be stressed. The findings supported Yunus (2017) study on occupational stressors amongst teachers in secondary schools in Ipoh, Malaysia which indicated that there was a significant relationship between occupational stressors and stress among secondary school teachers. Multiple regression analysis also asserted that four dimensions of occupational stress namely role overload, work hour ambiguity, family conflicts, financial factors and work location influenced the teachers' occupational stress. The findings were further supported by the revelations of Mkumbo (2014) study in Tanzania that pointed out that lack of involvement in institutional reform processes led to rising of the staff occupational stress. However, the findings contradicted Usman, Ahmed, Ahmed and Akbar (2011) study of work stress experienced by teaching staff of university of Punjab that observed that work stress was negatively and significantly associated with job satisfaction and organizational commitment. The findings further contrasted the study of Mohamed (2018) that revealed that teacher educators experienced a moderate level of occupational stress. The two contrasting studies pointed out that work or occupational stress was not experienced or greatly associated with the teachers work.

A substantive majority of the respondents 90% (SA 47.9% A 39.9%) indicated that they had to work very fast to hit their school targets and deadlines. A very small proportion of the respondents 6% (SD 3.2 %, D 3.2 %) disagreed that they had to work very fast to hit their school targets and deadlines and another small proportion 11(5.9%) were neutral. The findings concurred with the revelations of Kariuki, Ndirangu, Sang and Okao (2014) study in Nakuru that pointed out that the teaching profession had become demanding with the increased responsibilities vested to them. The findings were also consistent with the sentiments of Nyagaya (2015) that observed that teachers dealt with heavy workload and deadlines that were impossible to meet. The findings contrasted with Mariya and Tahira, (2012) study that revealed that nearly half of the secondary school teachers experienced less stress towards their job. In the same breath, Chang and Lu (2009) study revealed significant differences across occupations with teachers experiencing the least work stressors and civil servants experiencing the most work stressors.

Over half 54.3% (SA 29.8%, A 24.5%) of the respondents indicated that their job made it difficult to maintain the kind of personal life they wanted. A few of the respondents 28% (SD 8.5%, D20.2%) rejected the statement that their job made it difficult to maintain the kind of personal life they wanted and 32 (17.0%) remained neutral. The findings affirmed the sentiments by Macharia (2015) that observed that academic governors experienced workload pressures making their working hours to spill over to their personal time and social time. Similarly, the findings were in tandem with the observations of Sulemani, Hussein and Jumani (2018) study in Khyber Pakhtunkhwa that found that both male and female school heads were found to be occupationally stressed in relation to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation and unprofitability. However, Hanif, Tariq and Nadeem (2011) study findings revealed that a negative significant relationship existed between teachers stress and job performance. Further, Dachen (2017) study of occupational stress among physical education teachers in Jammu and Kashmir highlighted that there was no significant difference among physical education teachers of Jammu and Kashmir. The supporting studies agreed that teachers especially those in the administration will go an extra mile to work beyond the official hours. The differing studies alluded to the fact that teachers may not experience occupational stress beyond the normal level when compared to those who work as teachers for physical education studies.

Over half 54% (A 29.8% , SA 24.5%) of the respondents conceded to the fact that they had unrealistic time pressures. The sentiments were in line with the revelations by Juma, Simatwa and Ayodo (2016) study in Homabay that asserted that female principals lacked time to teach and attend to administrative tasks. However, the findings were negated by a small proportion of respondents 30% (D 8.5% , SD22.3%) who indicated that they didn't have unrealistic time pressures and a few were neutral 28 (14.9%). The findings affirmed the study by Alison (2019) that observed that personal stress of teachers was triggered by simply being exhausted at the end of the day clearly manifested through emotional outbursts. However, Boyland (2011) study in U.S.A. found out that a large majority of Indiana's elementary principals experienced moderate to high levels of job stress.

Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers in Zambia indicated that teachers moderately experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation but rarely experienced stress in terms of behavioral manifestation. The findings indicated a situation where by teachers underwent unrealistic time pressures which was experienced due to several requirements that teachers had to meet especially the female principals affirmed that combining teaching and administrative tasks overwhelmed them. But on the contrary, Boyland (2011) and Kanene (2016 studies) postulated that stress experienced by elementary principals ranged between moderate and high but was manageable and was not manifested by the behavior of the teachers except for emotional, fatigue, cardiovascular and gastronomic manifestation.

Additionally, 59% of the respondents (A 31.9%, SA 26.6%) asserted that they were always asked to work on assignments that were not necessarily to their profession. However, a few respondents 31% (13.8%, 17.6%) objected to the statement that they were always asked to work on assignments that were not necessarily to their profession and only a paltry 19 (10.1%) respondents were neutral.

The assertions aligned with the sentiments of Gitonga and Ndagi (2016) that held that teachers were responsible for several activities other than teaching which included planning, ensuring cleanliness, maintaining discipline, supervising meals as well as attending to co-curricular activities. The findings further supported Kipkoech and Chesire (2011) study in Keiyo Sub County, Kenya that submitted that secondary school teachers were also involved in managerial decision making in addition to their classroom responsibilities which amplified their workload. However, the findings contradicted Usman, Ahmed, Ahmed and Akbar (2011) study of work stress experienced by teaching staff of university of Punjab that observed that work stress was negatively and significantly associated with job satisfaction and organizational commitment. The findings also agreed with Mariya and Tahira, (2012) study that revealed that nearly half of the secondary school teachers' experienced mild stress towards their job. The studies with differing assertions indicated that teachers were expected to be satisfied and committed to their jobs since work stress was negatively

associated with their job satisfaction; they only could have experienced trivial stress which was supposedly manageable.

Qualitative findings from the interview indicated that often teachers carried school work home to complete it. Mostly the work that was usually carried home included preparation of lesson plans and marking of students work. This was affirmed from the excerpt by Principal 4

'...because of much work in school, severally teachers have to do school work at home like preparing lesson plans and when they want to finish evaluating the students work.when they are un able to complete their work within the school they carry it home to complete at night...[P4]

Principal 4 expression indicated that teachers did much work in school and when they were unable to complete it, they carried the work home to complete at night and therefore since it encroached into the teachers leisure time, it was stressful. Moreover, Maphalala (2014) study in Kwazulu, South Africa revealed that the teaching stressors found by teachers to include workload pressures and role ambiguity. The study results revealed that teachers deteriorated in their professionalism because of having too much to do in their work. The findings contradicted Mariya and Tahira, (2012) study in India that revealed that nearly half of the secondary school teachers experienced less stress towards their job.

Further findings from interview observed a situation that clearly exhibited that teachers' work went beyond classroom teaching. Teachers ensured that all students were in class, were attentive, stayed in a clean environment and made follow up on many issues pertaining to the learner as pointed out by P2. Qualitative findings were shown by the excerpt of P2 as shown.

'...the teaching job comprises of so much to do.The teacher is in charge of ensuring presence of all students in class, attentiveness while teaching, a clean learning environment for the learners, address areas they have not understood, make a follow up by evaluating them...the teacher is everything to the learner...'[P,2]

P2 asserted that learners entirely depend on teachers; for general classroom control and management to ensuring a clean learning environment. These are extra duties to the teaching job and may trigger stress to the teachers.The findings are in

contradiction with Baraza and Simatwa (2017) findings in Kakamega North Sub County that observed that teachers were moderately stressed. The findings were supported by Vipinder and Sarita (2013) study in Punjab that revealed that teachers experienced moderate level of occupational stress. The two contrasting studies by Baraza and Simatwa (2017) and Vipinder and Sarita (2013) observed that teachers experienced moderate occupational stress in their work. Indeed moderate stress is regarded as healthy since under normal circumstances a teacher or any normal human being experiences some stress. However, low or high occupational stress is what leads to occupational stress as indicated by Mwakasangula & Mwita (2020) and Gitonga and Ndagi (2016).

Qualitative study findings from interviews ascertained that occasionally teachers were harassed by education officers who made follow ups on availability of professional documents that were meant to organize the teachers for good service delivery.

Qualitative results by the excerpt of P3 are in line with the quantitative findings.

... The ministry of education has recruited officers who monitor the curriculum. Often when they visit schools, they demand for professional documents and occasionally you may find that a teacher does not have all the tools especially all lesson plans and progressive records...[P3]

Principal 3 expression points out that the ministry of Education Officers monitor the curriculum and often demand for professional documents. It is a requirement that teachers need to have the professional documents but you may find a situation where teachers may not be upto date with all the documents all the time. Thus, when ministry of education officials do monitoring to ensure that the professional documents are available, it enhances occupational stress among teachers especially those who are not able to prepare in time and avail all the required professional documents. However, Sabherwal and Ahuja (2015) study on occupational stress among faculty members in higher education institutions in Pune established that time pressures, lack of infrastructure, student's indiscipline and poor pay prospects contributed to occupational stress and that the teachers experienced low to moderate level stress which did not affect job performance. The findings equally agreed with Jeyaraj (2013) study that indicated that Government teachers had low stress than those of Aided school teachers.

Additional qualitative study findings on the fact that stress is raised when working under deadline pressures and pressure to produce better examination results were confirmed by the excerpt of P5;

... I confirm there is competition among schools in Kenya generally on academic performance and my school is no exception. Therefore as a team, we have to set targets to achieve through examinations and we have to exert more pressure on ourselves to work towards those targets since we are competing with other schools... [P5]

The findings are consistent with McMahon (2010) study in U.S.A. that observed that stress among teachers was caused by demands to meet government teaching targets which are to be realized through examination results. The findings also agreed with Alison (2019) study in Philippines that noted that teachers underwent excessive monitoring and demands for outputs from the administration. The findings indicated that such competition among schools for better results had put pressure on teachers to work towards targets set out. Such targets that need to be met can upscale occupational stress amongst teachers as they strived to realize the desired results. Conversely, Mohamed (2018) study in Turkey revealed that teacher educators experienced a moderate level of occupational stress. The findings further complimented Hatti, Aneeraji, Kalita and Baruah (2016) study that found that the total score of occupational stress in majority of school teachers indicated that they were moderately stressed.

Similar qualitative study results from interview showed that teachers and principals worked under a lot of pressure and this had made their health to deteriorate. Affirmations were made by the excerpt from P 14 thus;

'... the teaching job has become too technical and too much work is robbing the joy of teaching and even our health has been jeopardized...many of us are using glasses...the eye sight has been overwhelmed and general deterioration of physical health. I can not exhaust saying it again and again ...the teaching job is indeed demanding...' [Principal, 14]

Principal 14 assertions point out that the teaching job impacted the teachers' health negatively. The findings also agreed with the observations of Shikieri and Musa (2012) that indicated that employees experienced high degree of job stress which

affected their general physical health, their job satisfaction as well as their commitment respectively. Nwanu (2012) study results in addition revealed that workload was the major cause of occupational stress among the staff of Koforidua Polytechnic. Contrary, Sabherwal and Ahuja (2015) study on occupational stress among faculty members in higher education institutions in Pune established that time pressures, lack of infrastructure, student's indiscipline and poor pay prospects contributed to occupational stress and that the teachers experienced low to moderate level stress which did not affect job performance. Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers were indicative that teachers discreetly experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation but rarely experienced stress in terms of behavioral manifestation. The studies by Sabherwal and Ahuja (2015) and Kanene (2016) concurred that despite the experience of occupational stress of teachers out of their effort, they had tried to manage it to a moderate magnitude to such an extent that they were able to carry out their professional work productively.

Further interview revelations by the **BSQASO** alluded to the fact that teachers were inadequate in most schools and it was the reason for the ballooning of their workload.

'....Staff establishment in most schools in my Sub County is inadequate. Many Schools are understaffed and that has left the available teachers overworked out of a heavy workload.'

The findings were in line with the assertions of Warraich, Ahmed and Khoso (2014) that revealed that workload was the prime reason that caused stress among employees and that stress reduced their efficiency. The findings resonated with the sentiments of Kaur (2011) that noted that teachers needed to utilize a lot of energy in their daily duties in the classroom coupled with their personal and family commitments. This trend which was routine for a teacher forwarded a lot of stress to the teacher. Contrary, Jeyaraj (2013) indicated that Government teachers had low stress than those of Aided school teachers as also Chang and Lu (2009) study equally revealed significant differences across occupations with teachers experiencing the least work stressors and civil servants experiencing considerable stress in their work. The two findings displayed a situation where by the teachers were comfortable with their

work such that the teachers experienced low stress though low stress is also risky since moderate stress is the acceptable state of manageable stress.

Additional qualitative findings support the fact that teachers don't have sufficient breaks from their work with the excerpt of **P 11**:

'...my job as a principal becomes stressful when the school has a few teachers ... the implication is that the work is unmanageable and even very hectic for those teachers we work with. We have to go an extra mile beyond the official time...'[P.11].

Principal **11** assertions indicated a situation where teachers have to work beyond the official time. Such a situation up scaled their occupational stress. The findings agreed with the observation of Ngigi and Mutisya (2018) that indicated that workload and long working hours were the most common source of occupational stress because of limited time to teach and attend to administrative tasks. The findings agreed with the observation of Ngigi and Mutisya (2018) that indicated that workload and long working hours were the most common sources of occupational stress because of limited time to teach and to attend to administrative tasks. However, Boyland (2011) study in U.S.A. found that a large majority of Indiana's elementary principals experienced moderate to high levels of job stress. Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers in Zambia indicated that teachers moderately experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation but rarely experienced stress in terms of behavioral manifestation. The findings indicated a situation where teachers underwent unrealistic time pressure which was experienced due to several requirements that teachers had to meet.

Qualitative findings on interview by **P7** confirmed the quantitative findings. The excerpts by **P7** concur with the statement as shown;

... as earlier indicated, the MoE through KICD has the mandate of developing the curriculum. As teachers we are supposed to participate in implementing the curriculum based on staff establishment. Sometimes it is stressful to the teacher to implement yet they are understaffed ... [P7]

P7 expression asserted that teachers as curriculum implementers often get stressed since they are not adequate. The staff establishment in most schools was below the

requirement. The findings agreed with the observations of Mark and Smith (2010) that indicated that job demands and over commitment were associated with higher levels of anxiety. The findings were further supported by the revelations by Mkumbo (2014) study in Tanzania that pointed out that lack of involvement in institutional reform processes led to increase in staff occupational stress. However, the findings contradicted Usman, Ahmed, Ahmed and Akbar (2011) study of work stress experienced by teaching staff of university of Punjab that observed that work stress was significantly associated with job satisfaction and organizational commitment. The findings were in contrast to the study by Mohamed (2018) that revealed that teachers experienced a moderate level of occupational stress. The two contrasting studies pointed out that work or occupational stress was not experienced or greatly associated with the teachers work.

To investigate whether there was any statistical significant influence of role overload on occupational stress among public secondary school teachers, the null hypothesis was tested. Parametric tests, Pearson Moment Correlation Coefficient analysis and simple linear regression analysis were conducted to test the hypothesis, with scores of teacher role overload as the independent variable and the level of occupational stress among public secondary school teachers as the dependent variable. Table 10 showed a correlation analysis output between role overload and Occupational Stress among Public Secondary School Teachers.

Table 11: *Correlation between Role Overload and Occupational Stress among Public Secondary School Teachers*

		Role overload	Teacher Occupational Stress
Role overload	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.000
	N	188	188
Teacher Occupational Stress	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.000	
	N	188	188

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

As evidenced in Table 11, the null hypothesis stated that there was no statistical significant influence of role overload on occupational stress. The null hypothesis was rejected since it was established that there was a statistically significant positive

relationship between role overload and occupational stress among public secondary school teachers. From the results, a Pearson’s correlation Coefficient of $r=0.647$ was established. This showed that role overload influenced occupational stress among the teachers. The correlation analysis established a fairly strong positive ($n=188$, $r =.647$; $p < .05$) correlation between role overload and occupational stress among public secondary school teachers, with higher role overload associated to higher teacher occupational stress levels, as indicated in the SPSS output in Table 11. Hence, from these findings it was concluded that there was a statistically significant positive relationship between role overload and occupational stress among public secondary school teachers. Similarly, Kales (2014) study in Kashmir suggested that work overload was among the factors that significantly elicited occupational stress among teachers of Jammu University. Boyland (2011) study in U.S.A. found out that a large majority of Indiana’s elementary principals experienced moderate to high levels of job stress. However, Sarabia and Colantes (2020) study in the Philippines revealed teachers experienced moderate work related stress out of high level demands of the work.

Further, to estimate the level of influence of role overload on occupational stress among public secondary school teachers, a coefficient of determination was computed using regression analysis and the result was as shown in Table 11.

Table 12: *Regression Results- Influence of Role Overload and Occupational Stress among Public Secondary School Teachers*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.647 ^a	.419	.416	

a. Predictors: (Constant), Role overload

b. Dependent Variable: Teacher Occupational Stress

It is evident from Table 12 that role overload accounted for 41.6%, as signified by coefficient of Adjusted $R^2=.416$, of the variation in occupational stress among public secondary school teachers. This finding implied that variation in the level of role overload explains about 42% of the variability in occupational stress among public secondary school teachers. This is a fairly large influence on a dependent variable by

the independent variable; hence, it revealed the importance of controlling teachers' work load in order to reduce occupational stress.

This signifies that the null hypothesis that: "There is no statistically significant influence of role overloads on occupational stress among public secondary school teachers in Borabu Sub County, Kenya", was rejected. It was therefore concluded that there is statistically significant positive influence of role overload on occupational stress among public secondary school teachers in Borabu Sub County, with high level of role overload associated to occupational stress among public secondary school teachers and vice-versa.

The current study used a scatter plot to give additional information regarding the relationship between role overload and occupational stress.

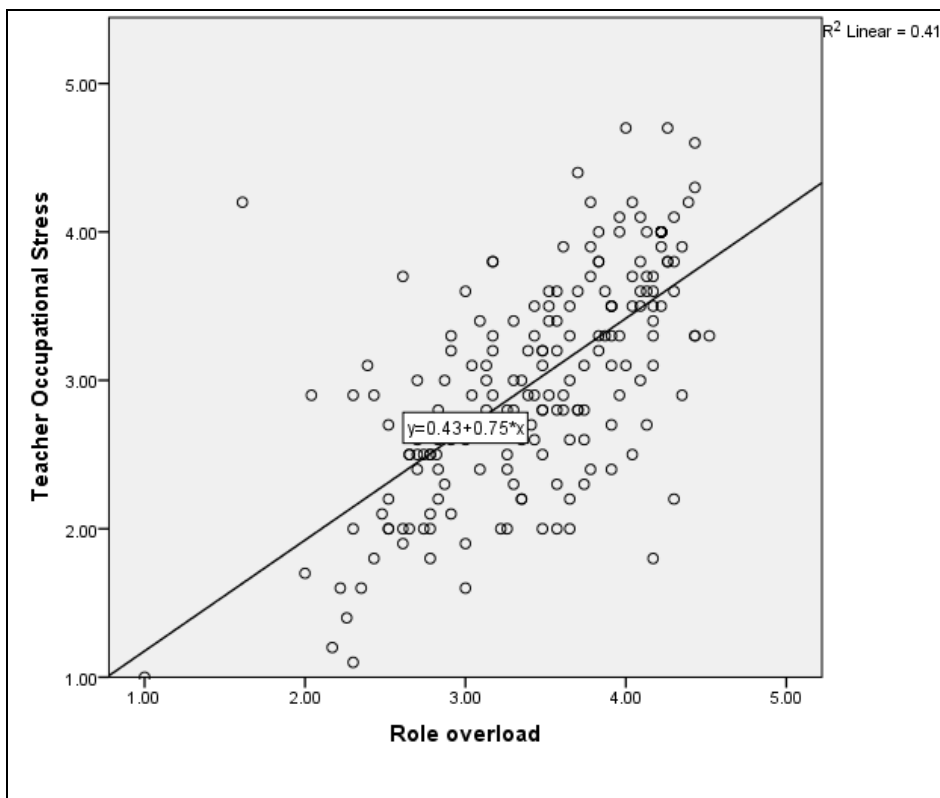


Figure 5: Scatter plot for correlation between Role Overload and Occupational Stress.

Figure 5 revealed that there was a correlation coefficient between role overload and teachers' occupational stress.

4.3 Role Ambiguity and Occupational Stress among Public Secondary School Teachers

The second objective investigated the influence of role ambiguity on occupational stress among public secondary school teachers in Borabu Sub County, Kenya. The study employed quantitative data, which was collected through questionnaires and qualitative data which was obtained from interview schedules. The responses of the respondents were presented in means and standard deviation, as summarized in Table 13.

Table 13; Mean Response on Role Ambiguity

	Statement	SD	D	N	AG	SA
1.	I prefer taking students out for co-curricular activities even without being asked by the school principal	42(22.3%)	26(13.8%)	27(14.4%)	43(22.9%)	50(26.6%)
2.	I am pressured by carrying multiple responsibilities in a short time span	21(11.2%)	32(17.0%)	26(13.8%)	69(36.7%)	40(21.3%)
3.	Too many orders and instructions from my seniors increase my stress	22(11.7%)	41(21.8%)	34(18.1%)	46(24.5%)	45(23.9%)
4.	Over the years, more and more responsibility has been added to the jobs of teachers like being counselors, career advisors and I feel overstretched/undergoing unclear job description	10(5.3%)	34(18.1%)	26(13.8%)	58(30.9%)	60(31.9%)
5.	I experience stressful interactions with parents and lack parental support in my work	19(10.1%)	18(9.6%)	30(16.0%)	71(37.8%)	50(26.6%)
6.	There are conflicting demands in my teaching roles	10(5.3%)	21(11.2%)	18(9.6%)	71(37.8%)	68(36.2%)
7.	I often get interrupted when changes are made without consultation	10(5.3%)	21(11.2%)	18(9.6%)	71(37.8%)	68(36.2%)
8.	Dealing with new education initiatives and policies has made my work stressful	15(8.0%)	29(15.4%)	32(17.0%)	57(30.3%)	55(29.3%)
9.	I come home from work too tired to do the things I like.	17(9.0%)	25(13.3%)	21(11.2%)	59(31.4%)	66(35.1%)
10.	My job makes it difficult to maintain the kind of personal life I would like.	19(10.1%)	43(22.9%)	24(12.8%)	57(30.3%)	45(23.9%)
11.	I often neglect my personal needs because of the demands of my work.	16(8.5%)	33(17.6%)	23(12.2%)	77(41.0%)	39(20.7%)
12.	I often miss out of important personal activities due to the amount of time I spend working.	13(6.9%)	40(21.3%)	22(11.7%)	72(38.3%)	41(21.8%)
13.	Teaching is a tedious work and very challenging	34(18.1%)	21(11.2%)	18(9.6%)	65(34.6%)	50(26.6%)
14.	My personal life suffers due to my work	21(11.2%)	54(28.7%)	26(13.8%)	63(33.5%)	24(12.8%)
15.	I am not contented with the autonomy I have in making decisions about my daily tasks	19(10.1%)	18(9.6%)	30(16.0%)	71(37.8%)	50(26.6%)
16.	I am involved in various activities in my school besides teaching.	14(7.4%)	19(10.1%)	27(14.4%)	72(39.2%)	54(28.7%)

From the findings as shown in Table 13, it emerged that close to half of the respondents 49.5% (SA 22.9%, A 26.6%) agreed to the fact that they prefer taking students out for co-curricular activities even without being asked by the school principal. However a small proportion of 36% (SD 22.3% , A13.8%) disagreed with the statement that teachers preferred taking students out for co-curricular activities even without being asked by the school principal while a minority of the respondents were neutral 27 (14.4%). The findings supported Jayeioba and Jibril (2016) study in Nigeria that showed that, administrative routine, work load, and conflicting demands and roles between work and family were the highest sources of stress. It was concluded that teachers were involved in extra curricula activities besides teaching. The findings supported the submissions of Kariuki, Ndirangu, Sang and Okao (2014) study in Nakuru that pointed out that the teaching job was such a demanding and difficult job with the current increased responsibilities vested on them. However, Boyland (2011) study in U.S.A. found out that a large majority of Indiana's elementary principals experienced moderate job stress out of the various roles teachers did. Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers in Zambia observed that teachers moderately experienced stress in terms of time management, work related stressors, ambiguous roles, discipline, motivation and professional investment. The contrasting studies indicated that teachers experienced moderate stress in various ways and therefore they did not need to get mixed up on what to do out of the various tasks vested on them.

In addition, 57% of the respondents (SA 36.7% , A 21.3%) admitted to be pressured by carrying multiple responsibilities in a short time span. However, it was noted that a minority of the respondents 28 % (SD 11.2% , D 17.0 %) refuted the statement. It was concluded that many respondents indicated that they were under pressure because of the many responsibilities they were required to discharge within a short time. The findings complimented the study by Yunus (2017) that outlined four dimensions of occupational stress namely role overload, work hour ambiguity, family conflicts, financial factors and work location. The research further asserted that three variables workload, work hour, family conflicts had a significant relationship with stress. The variables had significant impact on the teachers stress. Moreover, Kendi (2012) found that the position of headship, stake holders and families were the sources of stress to the head teachers; the level of stress differed with head teachers' biological,

psychological and social systems; head teachers stress affected other teachers and the school performance. In contrast, Yussoff, Rosman, Khan and Azam (2013) study investigated the relationship between job stress, performance and emotional intelligence in academia in Pakistan and found that a negative relationship existed between job stress which evolved around unclear job description, performance and emotional intelligence. In addition, Mengistu (2012) study pointed out that teachers with an experience of 21 years and more were significantly more satisfied with their work and did not find the work stressful. The teachers did not get stressed with their job since they were in the profession long enough and new how to multi task and finally navigate through their work without getting highly stressed.

On a similar note, 61% of the respondents (SA 30.9%, A 31.9%) admitted that over the years more and more responsibility had been added to the careers of teachers like being counselors, career advisors and they felt overstretched or undergoing unclear job description. Moreover, a small proportion of the respondents refuted the statement 23% (SD 5.3%, D18.1%). A conclusion was hence drawn that teachers experienced ambiguity in discharging their roles. The findings confirmed the assertions of Kipkoech and Chesire (2011) study in Keiyo, Rift valley that revealed that secondary school teachers were also involved in managerial decision making in addition to their classroom responsibilities. Similarly, Manabete, Makinde and Duwa (2016) study in Nigerian secondary schools identified role ambiguity, poor relations with boss, work overload, thwarted ambition and job insecurity as workplace sources of stress. However, the findings contradicted Usman, Ahmed, Ahmed and Akbar (2011) study of work stress experienced by teaching staff of university of Punjab that observed that work stress was negatively associated with job satisfaction and organizational commitment and that various job roles in the profession did not affect the discharge of duties by the teaching staff. In addition, the findings were in tandem with Mbogo (2015) study that also observed that when teachers handled manageable workload and were clear about the requirements of the job such that they avoid ambiguity in their role, it led to commitment and loyalty to the job and their stress was reduced. The contrasting studies postulated that majority of secondary school teachers did not experience high level stress. It implied that they had known how to organize themselves in discharging their duties and therefore minimized their stress.

Over a half of the respondents 71% (SA 37.8%, A 26.6%) affirmed that they experienced stressful interactions with parents and lacked parental support in their work. However a minority 19% (SD 10.1%, D 9.6%) negated the claim that they experienced stressful interactions with parents and lacked parental support in their work. The findings were supported by Poipoi (2011) study findings in Vihiga that indicated that stress was caused by heavy workload, lack of clarity on the duties and responsibilities, poor management, substandard equipment and uncooperative parents. The findings tallied with the observation by Gitonga and Ndagi (2016) study in Nyeri that noted that teachers experienced intense pressure from parents, students and the education system.

Interview results with Principal 13 noted that teachers spent a lot of time helping students to cope with personal problems leaving less time for themselves. However, Sabherwal and Ahuja (2015) study indicated that time pressures, lack of infrastructure, student's indiscipline and poor pay prospects contributed to occupational stress and that low to moderate level stress was experienced by teachers which did not affect the performance of the teachers. The findings were supported by the assertions of Dlamini, Okeke and Kuttickattu (2014) that showed that high school teachers in the Hhohho region of Swaziland were moderately stressed. The teachers' experience of moderate stress was indicative that their experience of stress was within manageable limits. The findings by Sabherwal and Ahuja (2015) and Dlamini, Okeke and Kuttickattu (2014) resonated that there were various issues in the teaching profession which when combined exposed a teacher to role ambiguity. This rendered teachers to experience stress occasioned by several tasks they were supposed to give attention to but moved further to note that despite all those, it has made the teachers to experience moderate level stress.

In addition, 68% of the respondents (SA 39.4% , A28.7%) admitted that there were conflicting demands in the teaching roles. Moreover, a small proportion of the respondents 17% (7.4%, 10.1%) objected to the assertion that there were conflicting demands in the teaching roles. These findings tallied with the submissions of Sichambo et al. (2012) study in Bungoma North Sub County on the causes of burn out of secondary school teachers, that reported that when the role was not clear, there was no job description and rampant confusing assignments and responsibilities without

authority ; this stressed the teachers and the principals. Also, Usman, Ahmed, and Ahmed (2011) study findings on the relationship between role conflict, role ambiguity and attitudinal outcomes of job satisfaction and organizational commitment of teaching staff found that there was a positive and significant relationship between role stress, role conflict and role ambiguity.

In the same vein, 48% of the respondents (SA 24.5% , A 23.9%) agreed that too many orders and instructions from their seniors increased their stress. A small proportion of the respondents 32% (SD 11.7 % , D 21.8%) disagreed with the fact that too many orders and instructions from their seniors increased their stress. The findings were in line with the submissions of Alison (2019) study in Philippines that there was a feeling of excessive monitoring and demands for outputs from the administration which were compounded with conflicting instructions. Further, Yusuf, Olufunke and Valentine (2015) study revealed that stress had negative impact on teachers' productivity because of conflicting roles. However, the observations of Mohamed (2018) study in Turkey asserted that the least source of occupational stress suffered by teachers was the nature of work which was thought not to be very demanding and conflicting. Also Hanif, Tariq and Nadeem (2011) study findings revealed that a negative significant relationship existed between teachers stress and job performance. The findings observed that such a negative relationship implied that teachers were not stressed even if they experienced role ambiguity because they understood how to cope with stress.

Additionally, 74% of the respondents contended (SA 37.8% A 36.2%) that they often got interrupted when changes were made without consultation. A minority of the respondents 16% (D 5.3%, SD 11.2%) objected to the statement that they often got interrupted when changes were made without prior notice. A conclusion was made that teachers were inconvenienced by sudden changes that were made without consulting them and it made their work ambiguous. The findings concurred with the sentiments of Mkumbo (2014) study in Tanzania that observed that work stress of academic staff was associated with lack of staff involvement in institutional reform processes that conflicted with the teachers work and left them confused. The findings also agreed with the assertions of Mokoena (2018) study in Botswana which indicated that school policies that contradicted with work caused ambiguity and stress among

teachers. Policies may be formulated and passed for the good of an education system but if they were many and were supposed to be implemented within a short time, they conflicted and confused the teachers' work hence exposing the teachers to experience role ambiguity resulting to suffering occupational stress. On the contrary, Aydin and Tok (2016) study in Turkey among teachers working in private elementary schools found that looking at issues positively and spending time with loved ones reduced the stress of the teachers that was occasioned by interruptions in the discharge of their daily duties.

Further, close to 60% (SA 30.3%, A 29.3%) of the respondents alluded to the fact that dealing with new education initiatives and policies had made their work stressful. A small proportion 23% (8.0%, 15.4%) of respondents disagreed with the statement that dealing with new education initiatives and policies had made their work stressful. The findings were in line with Macharia (2015) study in Dagoreti that submitted that ambiguous institutional policies increased academic governors stress. Also, Areekkuzhiyil (2014) study revealed nine factors, which significantly influenced the organizational stress: Interpersonal relationship in the organization, professional and competence development, recognition in the organization, work environment, autonomy in work, work family interaction, role conflict, job security, remuneration and nonacademic factors. However, the findings were contrary to Morgan's (2007) study that resonated that teachers with high self-efficacy quickly recovered after experiencing stress in their teaching effort and this resilience was crucial in helping them to maintain their persistence and self-belief in the various duties they discharged in school. Also Ritu (2012) conducted a comparative study of occupational stress of secondary school teachers in relation to their demographic variables and the results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

Further, 66% of the respondents agreed to the fact that they came home from work too tired to do the things they enjoyed (SA 31.4%, A 35.1%). Minority of the respondents 22% (SD 9.0%, D13.3%) rejected the assertion that they came home from work too tired to do the things they enjoyed. Getting extremely exhausted at work was as a result of too much work and many conflicting roles that made the teachers to be too tired to carry out any activity at home. The findings concurred with

Bhatti, Hashmi, Raza, Shaikh and Shafiq (2011) study that conducted a survey among teachers in Pakistan and found the determinants of job stress to include; management roles, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. The results revealed that there was a significant relationship between four of the constructs tested and there was significant negative relationship between job stress and job satisfaction. The findings resonated well with Juma, Simatwa and Ayodo (2016) study on factors influencing female principals stress in Kenya; A case of Rachuonyo North and Homabay Sub counties that reported that role ambiguity was among the factors that influenced the work stress of female principals. However, Boyland (2011) study in U.S.A. found out that a large majority of Indiana's elementary principals experienced moderate levels of job stress despite conflicting roles in their work place. Similarly, Hatti, Aneeraji, Kalita and Baruah (2016) study found that majority of the respondents were moderately stressed with their job regardless of multitasking and ensuring different tasks are achieved in the schools where they worked. The contrary study findings pointed out a situation where even if teachers were experiencing stress out of role ambiguity, the stress was moderate and one which teachers were able to navigate.

Also, 61% (SA 41.0, A 20.7%) of the respondents indicated that they often neglected their personal needs because of the demands of their work. Only a minority of the respondents 26% (8.5%, 17.6%) negated the claim that indicated that they often forfeited their personal needs because of the demands of their work. A conclusion was drawn that too much work in the teacher's profession forced the teachers to neglect their personal demands. The findings supported Doss, Rachel, Jarrar, Abumadini & Sakthivel (2018) that noted that government teachers underwent more occupational stress as compared to private teachers because of the demands in those schools where they taught. The findings resembled the submissions of Kariuki, Ndirangu, Sang and Okao (2014) that observed that the teaching responsibility vested on teachers was such a demanding and difficult job that ate to the personal time of the teachers. On the contrary, Yussoff, Khan & Azam (2013) study that investigated the relationship between job stress, performance and emotional intelligence in academia in Pakistan found that a negative relationship existed between job stress, performance and emotional intelligence. Also, Ritu (2012) study in Hayana on occupational stress of secondary school teachers in relation to their demographic variables showed that there

was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

A considerable majority of the respondents 54% (A 30.3%, 23.9%) admitted that their duty makes it difficult for them to maintain the kind of personal life that they liked. Moreover, a considerable proportion of the respondents 33% (10.1%, 22.9%) disagreed with the statement that their job made it difficult to maintain the kind of personal life that they wanted. It was therefore concluded that their job affected their personal life style. The findings complimented the revelation by Alison (2019) which indicated that usually occupational stress was triggered simply by being exhausted at the end of the day. The findings were supported by the submissions of Kaur (2011) study that observed that with the change in the type of teaching culture, and added managerial responsibilities for teachers to include planning and executing instructional lessons, assessing students based on the curriculum and communicating with parents, there were other extra duties that contributed to the teacher's stress all over the world that included; lesson planning and teaching, accountability for student performance, classroom management and discipline, supervisory role and conducting and monitoring extracurricular activities. These variety of activities exposed the teachers to ambiguity in their roles.

Similarly, majority of the respondents 60% (SA 38.3% , A 21.8%) admitted that they even missed out on important personal activities due to the amount of time they spent working. A small percentage of the respondents 28% (SD 6.9%, D21.3%) negated the statement that they even missed out on important personal activities due to the amount of time they spent working. A conclusion was drawn that teachers would not actively participate in personal activities since they were so much involved in their work. The findings agreed with the submissions of Macharia (2015) which indicated that the pressure of working hours spilled over to personal and social time of the administrators and teachers. The findings were equally in line with Sharma (2008) study in Rajasthan that resonated that workload and work demands took toll of the teachers and hiked their stress level. A conclusion was made that too many tasks reduced free time for teachers and inflinched to their leisure time.

Qualitative results from interview with BSDE indicated a scenario where teachers could miss out on important personal activities especially during the time for national

examinations. That was an activity of national interest. So, it was possible that the performance of duty took priority over personal activities. Qualitative findings were supported by the excerpt of BSDE.

...important matters concerning the teachers duty will be prioritised over personal activities. It can be stressful to the teachers, but they are required to understand because if they do not do they can risk their work.....BSEO]

BSDE expression noted that teachers work could not be quantified and was boundless. It was all round and sometimes conflicting. However, the findings disagreed with Vipinder and Sarita (2013) study that revealed that teachers experienced moderate level of occupational stress. Further, Wangui, Ombui, and Iravo (2016) study findings reported a significant negative relationship between work related stress and teachers' performance in public secondary schools. The study thus noted that conflicting job demands did not affect how teachers carried out their duties.

Qualitative findings from the interview with **P1** indicated that extra curricular activities are important to the learners and teachers were the ones supposed to oversee them. Those responsibilities were added to the teaching work. Interview findings of **P1** and **P2** were in support through the following excerpts.

'...it is our business to oversee the students during physical education lessons, life skill lessons and during games time. These are extra curricular activities we carry out besides the core business of teaching...'P1 *'...teaching is a vocation. Those of us in the profession have understood that you can not quantify the teachers work. It is all round. It is a call...' [P2]*

P1 and **P2** expression implied that the teachers work stretched beyond the classroom to include extra curricula activities. Qualitative findings resonated that teachers needed to consider their profession as a calling since they were giving service to young people. They had to be ready to sacrifice a lot. The findings supported the submissions of Kariuki, Ndirangu, Sang and Okao (2014) study in Nakuru that pointed out that the teaching job was such a demanding and difficult job with the current increased responsibilities vested on them. However, Boyland (2011) study in U.S.A. found out that a large majority of Indiana's elementary principals experienced

moderate job stress out of the various roles that teachers did. Moreover, Kanene (2016) study on patterns of stress experienced by secondary school teachers in Zambia indicated that teachers moderately experienced stress in terms of time management, work related stressors, ambiguous roles, discipline, motivation and professional investment. The contrasting studies indicated that teachers experienced moderate stress in various ways and therefore they did not require to get confused on what they did out of the various tasks vested on them.

Interview results with the Sub County boss and BSQASO acknowledged that the job of a teacher was not clearly defined. As service providers to students, they had to be up to the task. Any service a student required, teachers were always supposed to be ready to assist for the best interest of the learners. Qualitative findings with Borabu Sub County Education Officer were supported in the excerpt as shown.

'...I am aware that teachers multitask. They do teach and ensure student behave well by enforcing discipline. Sometimes students fall sick and the teacher has to address that,he naturally becomes the nurse,in other occasions students are stressed and the teacher is automatically the counselor.....teachers serve all round...'[BSDE].

BSDE expression indicated that teachers multitask in their work.They were able to combine the teaching role with other roles that were supposed to be done by other professionals. Similar assertions were pointed out by the BSQASO. The findings confirmed the assertions of Kipkoech and Chesire (2011) study in Keiyo, Rift valley that revealed that secondary school teachers were also involved in managerial decision making in addition to their classroom responsibilities. Additionally, manabete, Makinde and Duwa (2016) study in Nigerian secondary schools identified role ambiguity, poor relations with boss, work overload, thwarted ambition and job insecurity as workplace sources of stress. In addition, Mengistu (2012) study found that teachers with an experience of 21 years and more were significantly more satisfied with their work and did not find the work stressful. The teachers did not get stressed with their job since they were in the profession long enough and new how to multi task and finally navigate through their work without getting highly stressed.

Interview results from qualitative findings supported the teachers' assertions that many a times they received various instructions to carry out from different

departments of the ministry of education. When those guidelines/directives were expected to be instituted at similar times, they burdened the teachers.

Qualitative findings from interview with P5 were in line as shown.

'...the ministry of education has a chain of officers who have a duty of supervising and monitoring the curriculum, policies, directives and guidelines of the ministry. All these officers are meant to ensure that teachers implement the directives. It overwhelms the teachers...[P5]'

P5 expression indicated that teachers were often supervised by a chain of officers that rendered their work to be over whelming. The findings were in line with the submissions of Alison (2019) study in Philippines that there was a feeling of excessive monitoring and demands for outputs from the administration which were compounded with conflicting instructions. Further, Yusuf, Olufunke and Valentine (2015) study revealed that stress had negative impact on teachers' productivity because of conflicting roles. However, the observations of Mohamed (2018) study in Turkey asserted that the least source of occupational stress suffered by teachers was the nature of work which was thought not to be very demanding and conflicting.

Further qualitative results from interview with P3 are shown. Multiple responsibilities rendered the teachers work to be confusing and unclear and spilled over to their personal time.

... teachers would prefer to leave school on the official time to deal with personal issues but sometimes it becomes difficult especially in boarding schools and when a teacher is in boarding or on duty. There is no freedom of dealing with the kind of personal issues that one would like. We have to keep watch over the students...[P3]'

P3 assertions implied that the teacher's work intruded to his own personal time. When personal time is interfered with multiple responsibilities that need the teacher's attention, the teacher experiences role ambiguity. The findings complimented the study by Yunus (2017) which spelled four dimensions of occupational stress namely role overload, work hour ambiguity, family conflicts, financial factors and work location. The research also indicated that three variables workload, work hour, family conflicts had a significant relationship with teachers stress. Further, Kendi (2012)

found that the position of headship, stake holders and families were the sources of stress to the head teachers; the level of stress differed with head teachers' biological, psychological and social systems; head teachers stress affected other teachers and the school performance.

Qualitative results from interview with BSTSCD pointed out that if a teacher discharged his duties fully as required, he will have minimal time for himself. Qualitative excerpt by BSTSCD confirms as shown.

'...a teacher will engage students in co and extra curricular activities. The same teachers will protect the student against any harm especially in boarding schools or any body confusing them, they are the security officers. The teacher is again the pastor and counselor of the student. He will also act as the parent... The list is not exhaustive. It is definite that teachers experience ambiguity in their roles. There is no clear definition of job description/roles they play...' [BTSCD]

The expressions of the BTSCD point out that there was no clear definition of the teachers' job. The findings concurred with Bhatti, Hashmi, Raza, Shaikh and Shafiq (2011) study that conducted a survey among teachers in Pakistan and found the determinants of job stress to include; management roles, relationship with others, workload pressure, homework interface, role ambiguity and performance pressure. The results revealed that there was a significant relationship between four of the constructs tested and there was significant negative relationship between job stress and job satisfaction. The findings resonated well with Juma, Simatwa and Ayodo (2016) study on factors influencing female principal's stress in Kenya; A case of Rachuonyo North and Homabay Sub Counties that reported that role ambiguity was among the factors that influenced the work stress of female principals.

To investigate whether there was any statistical significant influence of role ambiguity on occupational stress among public secondary school teachers, the null hypothesis was tested. The scores of teacher role ambiguity as the independent variable and the level of occupational stress among public secondary school teachers as the dependent variable were shown. The significant level (p-value) was set at 0.05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 14 showed a

correlation analysis output between role ambiguity and occupational stress among public secondary school teachers.

Table 14: *Correlation between Role Ambiguity and Occupational Stress among Public Secondary School Teachers*

		Role Ambiguity	Teacher Occupational Stress
Role Ambiguity	Pearson Correlation	1	.635**
	Sig. (2-tailed)		.000
	N	188	188
Teacher Occupational Stress	Pearson Correlation	.635**	1
	Sig. (2-tailed)	.000	
	N	188	188

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

Correlation analysis established a fairly strong positive ($n=188$, $r = .635$; $p < .05$) correlation between role ambiguity and occupational stress among public secondary school teachers, with higher role ambiguity associated to higher teacher occupational stress levels, as indicated in the SPSS output in Table 14. From the results, a Pearson's correlation Coefficient of $r = .635$ was obtained. This indicated that role ambiguity greatly influenced occupational stress. Hence, from these findings a conclusion was drawn that there was statistically significant positive relationship between role ambiguity and occupational stress among public secondary school teachers. This resounded well with the findings of Lokanadha and Vijaya (2013) study in Tamil Nadu on occupational stress of higher secondary school teachers that revealed that teachers were perennially exposed to higher levels of stress cutting across all cultures which included long working hours, insufficient pay, role ambiguity among others which made up a stressful recipe. The findings also were supported by Ssenyonger and Hecher (2021) study in Uganda that pointed out that teachers experienced teaching difficulties and feelings of pressure at work. However, the findings were in contradiction with Nyakundi (2012) study in Thika that observed that majority of teachers reported that they did not suffer occupational stress due to their flexible work schedules. Chang and Lu (2009) study equally revealed significant differences across occupations with teachers experiencing the least work stressors.

In addition, to estimate the level of influence of role ambiguity on occupational stress among public secondary school teachers, a coefficient of determination was computed using regression analysis and the result was as shown in Table 15.

Table 15: *Regression Result: Influence of Role Ambiguity on Occupational Stress among Public Secondary School Teachers*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.403	.400	.58366

a. Predictors: (Constant), Role Ambiguity

b. Dependent Variable: Teacher Occupational Stress

It was evident from Table 15 that the level of role ambiguity accounted for 40.0% (Coefficient of Adjusted $R^2=.400$) of the variation in occupational stress among public secondary school teachers. This finding suggested that variation in the level of role ambiguity explained 40% of the variability in occupational stress among public secondary school teachers and it was a fairly strong influence on a dependent variable by one variable.

This signified that the null hypothesis that: “There was no statistically significant influence of role ambiguity on occupational stress among public secondary school teachers in Borabu Sub County, Kenya”, was rejected. It was therefore concluded that there was a statistically significant positive influence [$F(1, 186) = 125.598, p < .05$] of role ambiguity on occupational stress among public secondary school teachers in Borabu Sub County, with role ambiguity accounting for 40.0% of the variation in occupational stress among public secondary school teachers.

The study used a scatter plot to support the study findings that role ambiguity influenced occupational stress among secondary school teachers.

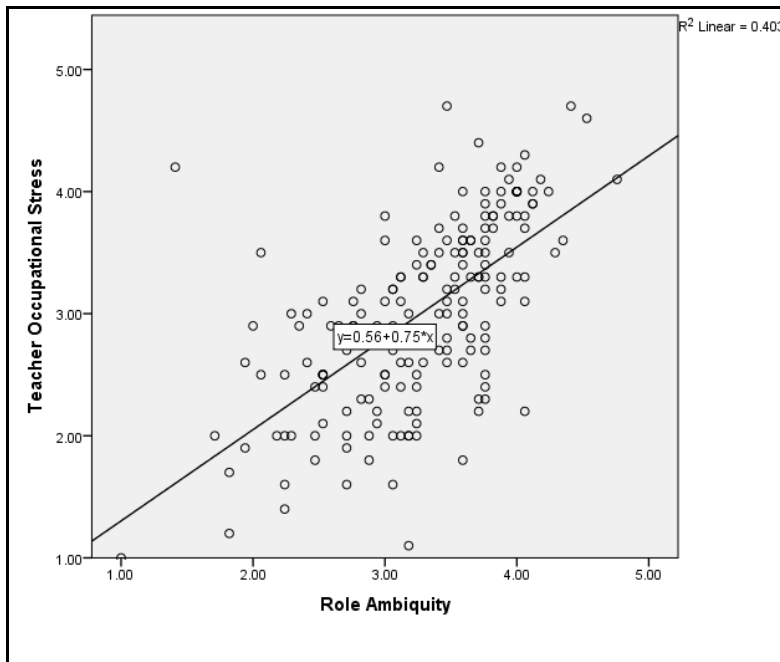


Figure 6: Scatter plot graph: Role Ambiguity and Occupational Stress

Figure 6 further elaborated that role ambiguity influenced occupational stress of secondary school teachers. Yacoob and Sang Long (2015) study in Malacca agreed that the level of role ambiguity and role overload was high and that there was a significant relationship between occupational stress and job satisfaction. In addition, Baliyan, Baliyan, Mokoena (2018) study in Botswana affirmed that school policies that contradicted with the working environment, too much work load (teaching and extra duties) and pupils' indiscipline in classes were the topmost factors that expose teachers to multiple tasks in class. The following were also identified as the three most important effects of stress among teachers; low morale and motivation, increase in job dissatisfaction and conflict at work the place. However, Sultana, Bano and Mola Dad Shafa (2012) indicated that the stress factor fell either positively or negatively on teachers' professionalism. Further, Eres, Atanoska (2011) studied Occupational Stress of Teachers: A comparative study between Turkey and Macedonia and found that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels.

4.4 Promotion Prospects and Stress among Public Secondary School Teachers

The third objective investigated the influence of promotion prospects on occupational stress among public secondary school teachers in Borabu Sub County, Kenya. The

study employed quantitative data, which was collected through questionnaires and qualitative data which was obtained from interview schedules.

Table 16: Mean Response on Promotion Prospects

Statement	SD	D	N	A	SA
1. Iam contented with the TSC methods and procedures for teachers promotion	72(38.3%)	64(34.0%)	2(6.4%)	26(13.8%)	14(7.4%)
2. Iam not motivated to continue in the teaching profession because there are no chances of being promoted	28(14.0%)	24(12.8)	15(8.0%)	64(34.0%)	57(30.3)
3. I like my job because it provides training opportunities for	48(25.5%)	55(29.3%)	34(18.1%)	24(12.8)	27(14.4%)
4. I am satisfied with the progress am making in my career	41(21.8%)	47(25.0%)	25(13.3%)	41(21.8%)	34(18.1%)
5. Higher qualifications of teachers are not recognized by T.S.C.	23(12.2%)	24(12.8%)	28(14.9%)	49(26.1%)	64(34.0%)
6. There are several opportunities of attending in service training, workshops and seminars organized within and outside the school in my teaching career	35(18.6%)	71(37.8%)	31(16.5%)	35(18.6%)	16(8.5%)
7. I have not been considered for a position of responsibility by my employer	25(13.8%)	36(19.1%)	27(14.4%)	57(30.3%)	42(22.3%)
8. The employer uses fair methods and procedures of teacher promotion	55(29.3%)	62(33.0%)	35(18.6%)	21(11.2%)	15(8.0%)
9. Work experience is not always considered during	17(9.0%)	33(17.6%)	33(17.6%)	54(28.7%)	51(27.1%)
10. Irregular teacher promotions with myemployer leads to career stagnation.	24(12.8%)	23(12.2%)	28(14.9%)	64(34.0%)	49(26.1%)
11. Iam happy with the appreciations from my employer	25(13.8%)	36(19.1%)	27(14.4%)	57(30.3%)	42(22.3%)
12.If I get a better opportunity, I will quit TSC	24(12.8)	28(14.0%)	15(8.05)	64(34.0%)	57(30.3%)

Source: Survey Data, 2018

From Table 16, the first question on promotion prospects set to find out whether the respondents were contented with the methods and procedures for teachers' promotion by Teachers Service Commission. It emerged from the study that majority of the respondents 72% (SD 38.3% D34.0%) disagreed with the methods and procedures for

promotion of teachers by the Teachers Service Commission. Only 12% (6.4) of the respondents were neutral while a small proportion of the respondents 26% (13.8) and 14% (7.4) confirmed that there was contentment with the methods and procedures for teachers' promotion. It was concluded that the respondents had a discontent with the methods and procedures of promotion by the employer. The findings resonated well with the sentiments of Kagwe, Mutisya and Ngigi (2018) study in Kenya that pointed out that unfairness in promotions was among the sources identified to raise occupational stress among teachers. The findings were similar to the observations of Kaminyonge (2014) study in Tanzania that indicated that lack of promotions caused high level stress among employees. The study findings observed that the teachers stagnated in the job groups for long and that the promotions were limited. However, Sultana, Bano and Mola Dad Shafa (2012) indicated that the stress factor fell either positively or negatively on teachers' professionalism more especially on the aspect of their promotions. Similarly, Eres, Atanasoska (2011) studied Occupational Stress of Teachers: A comparative study between Turkey and Macedonia and found that Turkish teachers have mild stress levels and Macedonian teachers have moderate stress levels.

On the finding that teachers like their job because it provides training opportunities for them to do better, over 54% of the respondents (SD 25.5% , D 29.3%) strongly disagreed with the statement. Only a proportion 27% (A 14.4, SA 12.8) of the respondents concurred with the finding that they liked their job since it provided training opportunities for them to perform better. The findings confirmed the submissions of Mengistu (2012) study that showed other areas of dissatisfaction that increased teachers' stress to include poor fringe benefits and opportunities for promotion. The findings were in harmony with Ndirangu, Sang and Okao (2014) study in Nakuru that also established that teachers' perceived remuneration, opportunity for further training and responsibility as impacting on the level of gender , age, experience and commitment to their duties. In contrast, Karavas, (2010) study in Greece asserted that majority of the teachers (almost 70%) found that teaching increased their self-esteem and did not show any intention of leaving the teaching profession since they expressed total commitment to teaching and did not regret their career choice regardless of their minimal salaries. Similarly, Hatti, Aneeraji, Kalita

and Baruah (2016) study found that majority of the respondents were moderately stressed with their job despite stagnation in their careers.

Further, 46% (SA 21.8%, A 25.0%) of the respondents disagreed with the finding that teachers were satisfied with the progress they were making in their career. However, 40% (A 21.8%, SA 18.1) consented to the finding that teachers were satisfied with the progress they made in their career. The findings alluded that, close to half of the respondents disagreed that they were satisfied with the progress they made in their career. The findings were supported by the revelations of Nzuki, Benard, Kilika and Nzulwa (2014) study in Makadara in Nairobi that established that many teachers stagnated in particular job groups. The revelations implied that promotions were not easily forthcoming and it was the reason many teachers indicated stagnation. However, Kanene (2016) study found that teachers moderately experienced patterns of stress and rarely experienced stress in terms of behavioral manifestation.

In addition, it was notable that over 60% (A 26.1% , SA 34.0%) of the respondents admitted that higher qualifications were not recognized by T.S.C. The findings concurred with the sentiments of Mutune and Orodho (2014) study in Embu that argued that the main reasons for teacher turnover were job dissatisfaction among teachers, limited avenues for promotion and professional growth. However 25% (SD 12.2%, D 12.8%) disagreed to the sentiment. The findings reinforced the revelations by Nyongesa, Manduku and Shiundu (2010) study that questioned the value of SMASSE (in service training programme) noting that the programme did not earn merit during promotions and TSC did not recognize many other qualifications earned by teachers. However, Sultana, Bano and Mola Dad Shafa (2012) observed that stress factor fell either positively or negatively on teachers' professionalism more especially on the aspect of their promotions. In addition, a study by Mengistu in Ethiopia (2012) found that many of the secondary school teachers spoke positively about their profession and the value of their profession for the development of children.

From the study, over half of the respondents 56% (SA 18.6% , A 37.8%) disagreed with the fact that there were several opportunities of attending in service training, workshops and seminars organized within and outside the school in the teaching career. A few respondents were neutral 16.5% (32) but the remaining 27% (A 18.6, SA 8.5%) consented to the finding. It was concluded that many of the respondents

indicated that the opportunities for attending in service courses that could lead to the teachers, career progression and personal development were not availed or they were limited. The findings agreed with the submissions of Jemutai, Cheruto and Chemwei (2014) that asserted that TSC did not recognize higher qualifications to promote the teachers. In addition, Mengistu (2012) observed that the teachers' greatest satisfaction to the emotional rewards of teaching included the opportunity to use their skills at school and their view that teaching developed the children. So, they valued the rewards as a motivation to offer their skills better to improve the capacity of the children.

Also, it emerged from the study that 52% of the respondents (SA30.3% , A 22.3%) affirmed to the statement that they have not been considered to a position of responsibility by their employer. However, 14.4% of the respondents were neutral but 32% of the respondents (SD13.8%, D 19.1%) disagreed with the statement. Also, on the aspect that I am not motivated to continue in the teaching profession because there were no chances of being promoted, 28(SD 14.0%, D 24 12.8%) indicated that 52 (26.8%) disagreed while 121(64.3%) agreed. However, 15(8.0%) were neutral.

Similarly, on the fact that teacher promotion were not regular with my employer which led to career stagnation that influenced stress amongst teachers, 47(SD12.8%, D12.2%) did not concur while 113(A 34.0%,SA 26.1%) agreed but 28(14.9%) were neutral. It was concluded that many respondents had not been considered for a position of responsibility by their employer. This indicated that many respondents were working as ordinary teachers and had not had an opportunity to rise to a higher cadre in their career. The sentiments were supported by Mugo and Guyo (2018) study in Embu County that observed that the factors that contributed to high turnover of teachers included lack of recognition and involvement during decision making, low payments, high workload and lack of time for self-development, lack of an effective reward system and lack of further professional development. The finding reinforced the study by Mutune and Orodho (2014) study in Embu that pointed out that the main reasons for higher turnover were job dissatisfactions as a result of limited avenues for promotions and professional growth due to unsupportive school and government policies.

Further, 62% percent of the respondents (SA 29.3% , A 33.0%) disagreed with the fact that the employer used fair methods and procedures of teacher promotion. A few respondents 19% (A 11.2%, SA 8.0%) alluded to the finding that the teachers employer uses fair methods and procedures for teacher promotion. It was clear that the employer did not use fair methods and procedures in promoting teachers. The observation implied that there was bias in the way the employer was giving promotions. The findings were in tandem with Kaminyoge (2014) study in Tanzania that indicated that limited promotions can erode the morale of employees. The findings were consistent with the sentiments of Nyongesa, Manduku and Shiundu (2010) study that questioned the allocation of limited vacancies for promotion and selection of a small group of teachers for promotion which was not clear. In contrast, Karavas (2010) study in Greece asserted that majority (almost 70%) found that teaching increased their self-esteem (68.8%) and did not show any intention of leaving the teaching profession since they expressed total commitment to teaching (72.1%), and did not regret their career choice (75.2%). The study asserted that the teachers were willing to work despite the limited promotions or stagnation in their job groups.

Over 57% (SA 28.7%, A 27.1%) of the respondents confirmed the statement that work experience was not always considered during promotions. A limited number 26% of respondents disagreed (SD 9.0%, D 17.6%) with the finding that work experience was not considered during promotions. It was concluded that the employer was not keen with the working experience of its employees when offering promotions because work experience contributed to teacher effectiveness. The sentiments were in line with a survey conducted by Siringi, (2010) to find out how the Teachers Service Commission as the employer satisfied the teachers. The survey established that teachers' wanted among other things faster promotions and review of methods used to reward hard working teachers. Promotion procedures were found to be slow and merit was not adequately considered resulting to stagnation at the same job group which negatively affected teachers' job satisfaction and motivation and resulted to occupational stress. The findings also corroborate the assertion by Nyambala (2009) that indicated that one of the discouraging factors for teachers' morale was remuneration and stagnation and that several teachers in public schools had stagnated in certain job grades.

Qualitative findings from the interviews concurred with **P 4** and **P10** that indicated not being contented with the procedures of promotion by T.S.C as the employer as shown by the excerpt.

Principal **4** and principal **10** excerpts are shown: Qualitative excerpt from **P10** confirm the quantitative findings.

'... our employer does not have clear policies of promotion of teachers and this kills the teachers' morale especially those who have attained higher qualifications...they suffer occupational stress because they have spent resources to attain higher grades but they have not been rewarded for attaining those grades...'[P,10]

P10 points out that the employer does not recognize higher qualifications attained by teachers for promotion. The findings resonated well with the sentiments of Kagwe, Mutisya and Ngigi (2018) study in Kenya that pointed out that unfair promotions were among the sources identified to raise occupational stress among teachers. However, Sultana, Bano and Mola Dad Shafa (2012) indicated that the stress factor falls either positively or negatively on teachers' professionalism more especially on the aspect of their promotions. Similarly, Eres, Atanasoska (2011) studied Occupational Stress of Teachers: A comparative study between Turkey and Macedonia and found that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels.

Additional interview findings by **P8** agreed to the fact of stagnating in job groups for a long time was a matter that had been overlooked for long.

P8 pointed out that teachers had stagnated in the same job groups for a long time and this had increased their stress. Similarly, qualitative findings from **BSED** are in tandem with **P8**.

'... teachers employer (TSC) does not guarantee automatic promotions for teachers. Some of the teachers have worked for along time without getting promoted. They have stagnated in the same job groups for over ten years. I acknowledge that. However teachers have to note the changing trends in interviews conducted for promotions by the employer and keep abreast with the requirements...'[BSDE].

BSDE sentiments pointed out that teachers were not guaranteed automatic promotions but they needed to keep a breast with the current trends in interviews conducted for their promotions. The observation also reinforced Nyange (2013) study in Voi which indicated that employees' satisfaction with promotion opportunities depended on the probability that employees will be promoted, that there will be a basis for fairness of those promotions and that promotions provide opportunities for personal growth, increased responsibility and increased social status. However, Oplatka (2007) as quoted by Mutune and Orodho (2014) in a review of research, noted that for some teachers in developing countries, mainly female teachers, a career in teaching was viewed as an avenue to service, a noble profession to which people are called. The choice of teaching was often a tangled web of idealism, a love of children, or compliance to entrenched social roles concerning femininity and a career as indicated by Pakistan female teachers and hence with or without promotion the female teachers felt called to do the job.

In addition, qualitative findings from interview disagreed with the fact that there were several opportunities of attending in service training. The excerpt by respondent P 13 aligned with the quantitative findings as shown.

'...limited opportunities for training on career progression left teachers without motivation, it has become a big challenge. Teachers have been left wondering which criteria is used to upgrade them if there are only few opportunities for inservice...this has left them vulnerable to much suffering and stress as a result of their profession...'[P,13]

P13 expression indicated that limited training opportunities for career progression of teachers demoralized them. The finding has been complimented by the observation of Mugweru (2013) study in Nyandarua that pointed out that people take jobs where they are entrusted with important tasks and professional development chances that also lead to personal growth. The findings contrasted Mocheche, Bosire and Raburu (2017) study that revealed that the teachers found teaching interesting irrespective of their stagnation in their work.

Additionally, qualitative study findings from interview by P14 and BSQASO asserted that teachers' promotions took so long to be given. It is a situation that left the teachers stressed.

'...it has taken long since any of my teachers was promoted, seems promotions are not easy to come by of late....my teachers have been anxiously waiting...' [P, 14]

P14 sentiments implied that teachers had overwaited for promotions. The observation of **P14** implied that the teachers' employer did not promote them regularly which left many of them to stagnate for a long time. Similar observations were made by BSQASO.

'...The employer has kept a data base of teachers who are legible for promotion especially to positions of principals, deputies and heads of departments. It is implied that promotions will be in tandem with increased remuneration. So, those who may have qualified but have not been considered need to be patient. I understand that it is stressful and it kills their morale but they have no option than to wait...' [BSQASO]

The findings reinforced the study by Mutune and Orodho (2014) study in Embu that pointed out that the main reasons for higher turnover were job dissatisfactions which resulted from limited avenues for promotions and professional growth due to un supportive school and government policies. In contrast, Ferris, Lian, Pang, and Keeping, (2010) study in Singapore observed that although individuals may encounter successes and failures in many different domains during their lifetime, it is likely that only a small subset of these outcomes will have the ability of influencing how they felt about themselves.

Further qualitative findings pointed out that promotion opportunities in Kenya have remained relatively limited for over two decades. Quantitative sentiments compliment the excerpt of respondent **P2**. **P2** expression implied that limited promotions increased inefficiency and lack of commitment among teachers.

' ... limited promotions has led to apathy and lack of seriousness or efficiency of majority of teachers and this has made them to experience occupational stress and boredom...' [P,2]

The study results are supported by the qualitative findings of Borabu Sub County TSC Director of Education.

'...indeed it is clear that some teachers have been frustrated in their line of duty. Actually some of the teachers are not fully committed to their work because they have worked for along time without being considered for promotion. This has contributed to a drop in performance of some of the schools since the teachers morale is low...,other teachers have decided to combine the teaching job with farming or engaging in other income generating activities. Some even absconded duty and this can lead to their interdiction...'
 [BSTD]

BSTD expressions pointed out that teachers were frustrated with their profession and some had opted to combine their work with other businesses to supplement their income. This greatly affects service delivery of the teachers and propels their occupational stress. The findings reinforce the revelations of Nyongesa, Manduku and Shiundu (2010) study that questioned the value of SMASSE (in service training programe) noting that the program did not earn merit during promotions and TSC did not recognize many other qualifications earned by teachers. The study results however contrasted the study by Jyoti and Sharma (2006) investigation that revealed that the teachers found teaching interesting in disregard to stagnation. Further, the study by Koros, Momanyi and Chakua (2018) recommended that it was imperative for the government and other stakeholders in education to ensure a high level of career satisfaction for highly qualified and experienced teachers through promotions.

Pearsons Product Moment Correlation was used to test the hypothesis on how promotion prospect influenced occupational stress among secondary school teachers. The result of the test was indicated in table 17. Table 17 showed a correlation analysis output between promotion prospects and occupational stress among public secondary school teachers.

Table 17: *Correlation between Promotion Prospects and Occupational Stress among Public Secondary School Teachers*

		Promotion prospects	Teacher Occupational Stress
Promotion prospects	Pearson Correlation	1	-.154*
	Sig. (2-tailed)		.035
	N	188	188
Teacher Occupational Stress	Pearson Correlation	-.154*	1
	Sig. (2-tailed)	.035	
	N	188	188

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

The correlation analysis established a weak negative ($n=188$, $r = -.154$; $p = .035$) correlation between promotion prospects and occupational stress among public secondary school teachers, with higher promotion prospects associated to lower teacher occupational stress levels, as indicated in the SPSS output in Table 17.

Hence, from these findings it was concluded that there was a statistically significant negative or reverse relationship between promotion prospects and occupational stress among public secondary school teachers. The findings reinforce the study findings of Kariuki, Ndirangu, Sang and Okao (2014) study in Nakuru District that established that teachers perceived remuneration, opportunity for further training, responsibility, social status, a sense of belonging and job security as impacting on the level of gender, age, experience and commitment to their duties. The study further indicated that teachers were primarily motivated by intrinsic rewards like respect, responsibility, advancement, promotion, recognition and a sense of accomplishment. The current study used a scatter plot to give additional information regarding the influence of promotion prospects on occupational stress. Figure 8 postulates the findings.

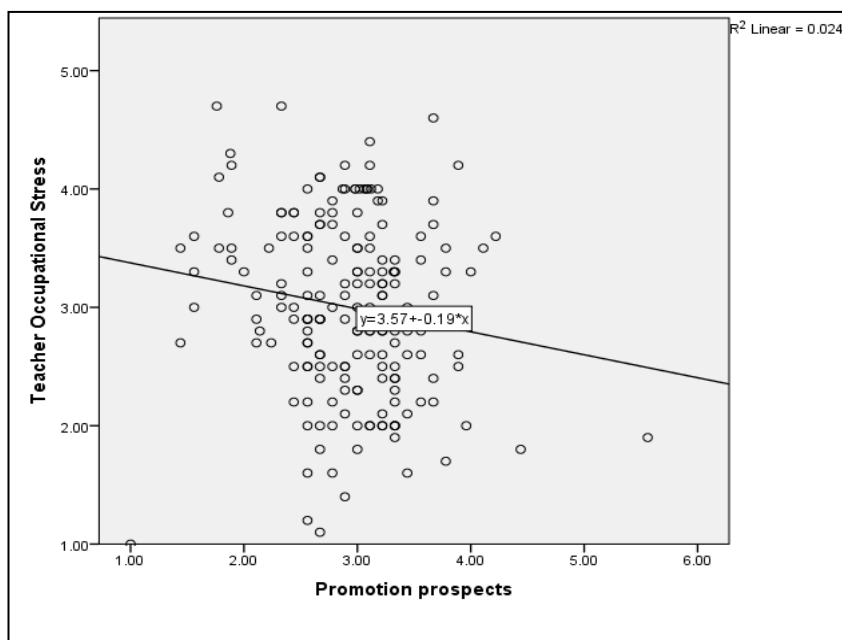


Figure 8: Scatter plot graph: Promotion Prospects and Occupational Stress

(Source; Researcher, 2018)

It is evident from Figure 8 that the scatter points show a negative relationship between the two variables. The dots do not show any clear impression of the slope moving

from lower right to upper left, as expected, signifying a very weak correlation between the two variables. However, the line of best fit seem to slope from lower right to upper left an indication of some negative relationships between the two variables. The graph in figure 8 gives additional confirmation that there was a weak negative influence between promotion prospects and occupational stress. Similarly, Nyongesa, Manduku and Shiundu (2010) noted that application of policy on promotion of secondary school teachers in Kenya did not cater for the variety of school categories, thus eliciting concerns among teachers and stakeholders as to the criteria and consequent role of the promotion process. Further, allocation of vacancies for promotion and selection of a small group of teachers for promotion did not seem to be clear. Similarly, Naidoo, Botha and Bisschoff (2013), identified the causes of stress in public schools of educators in KwaZulu-Natal to include organizational support, overload, remuneration, control, job insecurity, relationship opportunities and growth opportunities. However, Mengistu (2012) study in Ethiopia reported that many of the secondary school teachers spoke positively about their profession and the value of their profession for the development of children. In addition, Nyakundi (2012) study in Thika observed that 75% of teachers reported a high level of job satisfaction and did not suffer occupational stress. The satisfaction was attributed to recognition and respect accorded to them by the community, opportunities for further development, more time to pursue their other activities due to their flexible work schedules and the relatively low cost of living in their community.

This signifies that the null hypothesis that: “There is no statistically significant influence of promotion prospects on occupational stress among public secondary school teachers in Borabu Sub County, Kenya”, was rejected. It was therefore concluded that there was a statistically significant negative influence [$F(1, 186) = 4.532, p < .035$] of promotion prospects on occupational stress among public secondary school teachers in Borabu Sub County, with promotion prospects accounting for only about 2% of the variation in occupational stress among public secondary school teachers.

4.5: Compensation and Occupational Stress among Public Secondary School Teachers

The fourth objective of the study investigated how compensation influenced occupational stress among public secondary school teachers in Borabu Sub County, Kenya. The study employed quantitative data, which was collected through questionnaires and qualitative data that was obtained through interview.:

Table18: Responses on Compensation among Public Secondary School Teachers

	SD	D	N	A	SA
1 The salary paid and yearly increments for my job compared with similar qualifications in other professions is not satisfactory	17(9.0%)	20(10.6%)	12(6.4%)	83(44.1%)	56(29.3%)
2 I am not happy with the rewards and bonuses I get for doing a good job in school	25(13.3%)	24(12.8%)	12(6.4%)	68(36.2%)	57(30.3%)
3 I am well remunerated for the job I do in school	54(28.7%)	76(40.4%)	14(7.4%)	20(10.6%)	24(12.8%)
4 The amount of salary earned is commensurate with the work I do	63(33.5%)	71(37.8%)	14(7.4%)	16(8.5%)	24(12.8%)
5 I do other income generating activities to supplement my	41(21.8%)	18(9.6%)	29(15.4%)	48(25.5%)	52(27.7%)
6 Teachers efforts are not recognized due to low salaries and lack of rewards for work well done	21(11.2%)	15(8.0%)	18(9.6%)	70(37.2%)	64(34.0%)
7 I am not paid for working extra hrs hours	17(9.0%) 61(32.4%)	19(10.1%)	15(8.0%)	76(40.4%)	
8 I am impressed by the timely payment by T.S.C	26(13.8%)	20(10.6%)	25(13.3%)	58(30.9%)	59(31.4%)
9 The salary I receive is in tandem with other professionals in the same job group	57(30.3%)	70(37.2%)	13(6.9%)	24(12.8%)	24(12.8%)
10 I am satisfied with the amount of annual increments awarded to me as a teacher	63(33.5%)	74(39.4%)	10(5.3%)	21(11.2%)	20(10.6%)
11 Teachers work is undervalued due to low remuneration	13(6.9%)	41(21.8%)	22(11.7%)	77(41.0%)	35(18.6%)
12 I feel comfortable with my future incomes	41(21.8%)	18(9.6%)	29(15.4%)	48(25.5%)	52(27.7%)
13 I feel happy with my present fringe benefits	25(13.3%)	24(12.8%)	12(6.4%)	68(36.2%)	57(30.3%)

Source: Survey Data 2019

Quantitative study findings indicated that majority of the respondents 73% (A 44.1 , SA 29.3%) admitted that the salary paid and yearly increments for the teaching job compared with similar qualifications in other professions was not satisfactory but a

minority 17% disagreed (SD 9.0 %, D10.6%) to the finding. A conclusion was made that the salary paid and yearly increments for the teaching job compared with similar qualifications in other professions was not satisfactory. Majority of the respondents agreed that they were not satisfied with the salary inequalities between teachers and members of other professions. The findings confirm the study in Britain by Brackett, Polamera and Salovey (2010) that established that teaching was one of the most stressful occupations where by sources of stress and decreased job satisfaction included the following: inadequate salary and perceived low status of the profession. The findings were also supported by the observations of Kabutu (2011) that pointed out that teachers have been induced to accept poor working conditions and poor salaries. The study further observed that teachers should secure the esteem of people whose opinion they respect by being paid at least as much as men and women with similar qualifications who play an important role in society. However, these findings contrasted Nyakundi (2012) study of factors affecting teacher motivation among public secondary school teachers in Thika District and observed that 75% of teachers reported a high level of job satisfaction and did not suffer occupational stress. The satisfaction was attributed to recognition and respect accorded to them by the community, opportunities for further development, more time to pursue their other activities due to their flexible work schedules and the relatively low cost of living in their community. The findings tallied with Mohamed (2018) study in Turkey that reported that the last source of occupational stress among teachers were remuneration and incentives.

Also, majority 66% of the respondents (SA 36.2 % , A 30.3%) agreed to the fact that they were not happy with the rewards and bonuses they got for doing a good job in their school. A few respondents 26% refuted (SD 13.3% , D 12.8%) the statement. It was therefore concluded that many respondents were not happy with the rewards and bonuses they got for doing a better job in their school. There was need for the teachers to be given bonuses so that they can enjoy the discharge of their duties. The findings concurred with the observations of Muguongo, Muguna and Muriithi (2015) study in Maara in Tharaka Nithi that pointed out that the basic pay and allowances did not correlate with job satisfaction and that teachers were highly dissatisfied with all aspects of compensation they received. The findings were further supported by the observation of Warraich, Ahmed and Khoso (2014) study in Pakistan that revealed

that inadequate monetary rewards are the prime reasons causing stress on employees and this stress reduced their efficiency. The findings contrasted Mwamwenda (2000) study in South Africa that found no significant difference between respondents when salary was used as criteria for satisfaction. In addition, Papanastasiou and Zembylas (2005) observed that well compensated and satisfied teachers positively influenced the quality of teaching.

On similar note, 69% (SD 28.7%, D 40.4%) of the respondents disagreed with the fact that they were well remunerated for the job they did in school with only a small percentage of respondents 23% (A 10.6% , SA 12.8%) agreeing. It was concluded that teachers were not well remunerated for the job they did in school. The findings were in line with the sentiments of Kahatano (2015) study in Tanzania that indicated that low salary package was one of the major causes of work related stress. The findings were also consistent with the submissions of Mengistu (2012) that revealed that teachers were dissatisfied with most aspects of their work where by salary and fringe benefits emerged as the primary dissatisfying aspect. In contrast, Day (2006) study pointed out that majority of teachers who chose to enter the teaching profession were driven by their desire to work with young people and in this case students in schools and did not mind much about the rewards and incentives offered by the employer. Also, the findings were consistent with Barmby (2006) study findings that observed that many teachers joined the teaching career to help students succeed and did not give priority to monetary gain. These findings asserted that offering service in the teaching profession was highly regarded than the rewards offered in terms of monetary gain attached to the job.

In addition, majority of the respondents 71% disagreed (SD 33.5% , D 37.8%) with the fact that the amount of salary earned was commensurate with the work they did with a small proportion of respondents 21% consenting (A 8.5% , SA 12.8%) with the statement. A conclusion was drawn that the amount of salary earned was not commensurate with the work the teachers did. The results agreed with studies done by Poipoi (2011) study in Vihiga that found that teachers stress was caused by heavy workload, lack of clarity on their duties and responsibilities, poor management and insufficient salaries. The findings were in line with Jamilu (2015) study in Uganda that observed that teachers pointed out heavy paper work and student indiscipline with

low salaries as the major cause of stress among secondary school teachers. In contrast, Karavas, (2010) study in Greece asserted that many teachers entered the teaching career because of their interest in and love for their subject and did not consider salary as the main reason for the choice of the teaching career.

Further results indicated that 53% of the respondents 53% (SA 25.5%, A 27.7%) admitted to be doing other income generating activities to supplement their pay but a minority 31% (SD 21.8%, D 9.6%) refuted the finding. It was therefore concluded that over half of the respondents engaged in other income generating activities to supplement their pay. The findings were in line with Ansarul (2014) study findings on occupational stress of primary school teachers in India that reported that private school teachers face more stress than government teachers due to low salaries and more burdening work in private schools and were forced to engage in other income generating activities to compensate for the low earnings. The findings corroborated with the revelations of Jerotich, Jeruto and Chemwei (2014) study in Nakuru that pointed out that teachers had turned to mass job boycotts through strikes, absenteeism and seeking co-current alternative engagements to compensate for the uncaring attitude of their employer due to low pay.

In contrast, Moran (2001) study findings asserted that many teachers remained in teaching because they valued the job security teaching offered and because teaching fitted in their lifestyle regardless of its low rewards and incentives. Moreover, Bakioglu and Guner (2016) study resonated that the actual motivation for one to be committed to the teaching career is one's intrinsic motivation because intrinsic motivation is more permanent and pertinent in the individual to work than extrinsic motivation.

Further results found that majority of the respondents 71% (SA 37.2% , A 34.0%) agreed to the fact that teachers efforts were not recognized due to low salaries and lack of rewards for work well done. However, a limited number of respondents 17% negated (D8.0%, SD9.6%) the statement. A conclusion was made that teachers' efforts were not recognized due to low salaries and lack of rewards for work well done. The findings affirmed the revelations of Kabutu (2011) study in Nakuru that indicated that teachers had been induced to accept poor working conditions and poor salaries. The findings were consistent with the assertions of Ogochi (2014) study in

Transmara West that further pointed out that the major reason teachers cited for their occupational stress that occasioned their turnover or intention to leave was salary. Majority of the respondents strongly agreed that they were not paid for working extra hours 72 % (SA 40.4%, A 32.4%) but a minority 19% refuted (SD 9.0% , D 10.1%) the statement. It was concluded that majority of the respondents were not paid for working extra hours or going an extra mile while 15 (N 8.0%) were neutral. The findings agreed with the observation of Macharia (2015) study in Dagoretti that pointed out that teachers experienced workload pressures making their working hours spill over to their personal and social time yet they received no tangible rewards despite their efforts and tedious work. The findings reinforced the observations of Emoja (2016) that indicated that teachers exhibited low level of job satisfaction and high turnover intention and stress resulting from low remuneration yet they worked beyond official hours. In contrast, Mohamed (2018) study in Turkey reported that the last source of occupational stress among teachers were remuneration and incentives. In addition, a study by Manduku, Koech and Chepkirui (2016) in Sabatia on stress management strategies observed that majority of teachers believed that teachers self-efficacy contributed to their satisfaction and reduced their stress irrespective of low salaries by their employer.

Further study findings indicated that over 60% of the respondents admitted to the fact that they were impressed by the timely payment by their employer, Teachers Service Commission but a minority 23% (D13.3%, SD 10.6%) disagreed with the statement. A conclusion was drawn that many respondents were impressed by the timely payment of salaries by their employer and that the salary was not delayed. The findings confirmed the study by Naidoo, Botha and Bischoff (2013) that postulated that among the key causes of teacher stress was low remuneration that stimulated their occupational stress. Similarly, Maphalala (2014) study in South Africa revealed that there were teaching stressors which the teachers found stressful that included curriculum changes, workload pressures, job insecurity and poor relationship with colleagues and rewards in terms of remuneration. However, the findings contrasted Day (2006) study in Greece that asserted that teacher efficacy made the teachers to develop a self-belief that through their teaching they can exert a positive effect on their students' progress and success despite their low pay and rewards. The findings were in tandem with Mwamwenda (2000) study in South Africa that found no

significant difference between respondents when salary was used as a criteria for satisfaction.

Separately, a good number of respondents 67% (SA 30.3% , A 37.2%) refuted the fact that the salary they received was in tandem with other professionals in the same job group but a minority of respondents 25 % (A 12.8%, SA 12.8%) accepted the claim. It was concluded that the salary received by the respondents was not in tandem with other professionals in the same job group. The findings aligned with the observation of Kabutu (2011) that postulated that one prominent characteristic of any profession is that members of a profession have to be seen by the public as enjoying a prestigious salary comparable to other professions. Further, Ng'ethe (2013) observed that the most key teachers left teaching due to poor remuneration to join other sectors with more competitive rewards. For a long time in Kenya, teachers' salaries had remained very low compared to those of their counterparts in the civil service with the same qualifications. This scenario compelled Kenyan teachers to go on strike on several occasions asking for pay increments. The findings contrast Mocheche, Bosire and Raburu (2017) study in Kenya on influence of self-esteem on job satisfaction of secondary school teachers that revealed that the teachers found teaching interesting and that working with students was one of the reasons for their satisfaction with teaching. Similarly, Morgan (2007) study resonated that teachers with high self-efficacy quickly recover following setbacks and stresses in their teaching efforts and this resilience was crucial in helping students to maintain their persistence and self-belief.

Majority of the respondents 72% (SA 33.5% , A 39.4%) disagreed with the aspect that they were satisfied with the amount of annual increments they were awarded by the employer. Ogochi (2014) postulated that salary was an important issue in the teaching profession and that it needed to be reviewed and improved periodically to factor in the cost of living and general movement of wage or salary levels in line with other professionals in the same job group. Areekkuchiyilis (2014) found that exploratory factor analysis revealed nine factors, which significantly influenced organizational stress which included: Interpersonal relationship in the organization, professional and competence development, recognition in the organization, work environment, autonomy in work, work family interaction, role conflict, job security and

remuneration. The findings were in harmony with the sentiments by Usman, Akbar, and Ramzan (2013) study in Pakistan that reported a significant relationship between job satisfaction and salary of teachers.

In the same vein, a small proportion of respondents 21.8% (SA 11.2%, A 10.6%) conceded with the aspect that they were satisfied with the amount of annual increments they were awarded by the employer. The findings contradicted Njiru (2014) study that reported that most of the teachers in Kiharu District were stressed with their job because of inadequate remuneration, too much workload and lack of promotion opportunities. Also, Lin, Jiang and Lam (2013) study in China showed that respondents had a high level of turnover intention because of untimely payment of salaries and that job dissatisfaction and emotional exhaustion predicted turnover intention strongly. The finding implies that nonpayment of salaries in time could stress the teachers and they could therefore harbor turnover intentions when they get better opportunities.

Similarly, a substantive proportion 59% of the respondents (SA 41.0%, A18.6%) were in tandem with the fact that teachers work is undervalued due to low remuneration but a minority of 29% (S D 6.9% , D 21.8%) refuted the statement and 22(11.7%) of the respondents were non-committal. It was confirmed that teachers work was undervalued due to low remuneration. The findings affirmed the revelations of Nyambala (2009) that pointed out that the most discouraging factors for teachers' morale were low remuneration and stagnation. The findings were consistent with Kagwe, Mutisya and Ngigi (2018) study in Kenya that noted that low salaries and lack of motivation were among the sources of teachers stress. Moreover, the results corroborate with Ngimbudzi's (2009) study in Tanzania that submitted that majority of secondary school teachers suffered occupational stress and held an intention of quitting the teaching profession due to low salaries. The perceived low salaries affected the value, respect and status teachers had in their societies. They pointed out working from hand to mouth and the salary did not meet their financial requirements. Qualitative study findings from interview with BSQASO pointed out similar sentiments as shown.

'... None of the teachers that I lead is satisfied with their pay. No amount of money can be enough or sufficient. However, I

opine that the teachers salary need to be revised upwards regularly to motivate the teachers... '[BSQASO]

The expression by BSQASO pointed out that money or salary can never be sufficient or enough. However, whichever amount teachers are paid, it needed to be revised upwards so that they were not demoralized in their career. In contrast, Ellickson's (2002) study showed that despite the low salary offered by the employer, the teachers professed to love teaching and clearly voiced their concern to students.

In addition, qualitative study findings from interview revealed that teachers were lowly compensated as shown by the excerpt by P1.

'...as teachers, we are poorly compensated, it is almost impossible for us to meet our budgets.... we actually struggle to meet our basic needs and this contributes to our stress out of the job we do... '[P,1].

Further qualitative study findings asserted that they were not pleased with how teachers were rewarded out of the work they did. P3 confirmed by the except shown.

...I can confirm without contradiction that in the teaching profession we are not motivated with rewards and bonuses for doing a good job in school. [P3]

P1 and P3 pointed out that teachers were under paid and they could not fully meet their budgets and they actually got stressed. Qualitative results by P1 indicated a situation whereby teachers struggled to meet their basic financial requirements due to low salaries, limited rewards and bonuses. The findings confirmed the study in Britain by Brackett, Polamera and Salovey (2010) which established that teaching was one of the most stressful occupations where sources of stress and decreased job satisfaction included the following: inadequate salary and perceived low status of the profession. The findings were also supported by the observations by Kabutu (2011) that pointed out that teachers had been induced to accept poor working conditions and poor salaries. The study further observed that teachers needed to secure the esteem of people whose opinion they respected by being paid atleast as much as men and women with similar qualifications who play an important role in society. In contrast,

Mohamed (2018) study in Turkey reported that the last source of occupational stress among teachers were remuneration and incentives.

Qualitative findings from interview excerpts by P14 are shown.

...am not compensated well by my employer in tandem with the job that I do, I feel that I am overworked and under paid... Work does not match the pay given and is low compared to my counter parts in other professions and many of us work from hand to mouth, no savings at all...[P,14]

P14 assertion indicated that teachers complained of underpayment and that their salary was not in tandem with their counterparts in other professions. He further observed that the work done by the teachers did not agree with the pay given. The findings are further supported by the observation of Warraich, Ahmed and Khoso (2014) study in Pakistan that revealed that inadequate monetary rewards were the prime reasons causing stress on employees and this stress reduced their efficiency. The findings contrasted Mwamwenda (2000) study in South Africa that found no significant difference between respondents when salary was used as a criteria for satisfaction. In addition, Papanastasiou and Zembylas (2005) observed that well compensated and satisfied teachers positively influenced the quality of teaching.

The qualitative affirmations from interview with **P7** observe that when financial demands supersede the payment given, people will always be creative enough to come up with various ways to earn extra money.

'...A good number of my colleagues have devised ways of earning an extra shilling to bridge the gap of many financial challenges. Some teachers have kept cows and chicken where by they sell milk and eggs. Some do farming and other engagements which do not deprive them of working time...'[P7]

P7 expression indicates that teachers combine their teaching job with farming to meet their financial requirements.

In addition, qualitative findings from interview with **P6** compliment **P7** that often teachers put a lot of extra time to their work which is not paid . They therefore feel demoralized, demotivated and stressed with their work. They have resoved to engage in side hustles.

'...our employer does not pay us for working overtime ...no financial motivation offered and this demoralizes us as teachers ...this demoralization has made other teachers to moonlight,trying to combine businesses and teaching,they have to get the extra shilling through other sources of income...in trying to make ends meet...'[P,6]'

The findings corroborate with the revelations of Jerotich, Jeruto and Chemwei (2014) study in Nakuru that pointed out that teachers have turned to mass job boycotts through strikes, absenteeism and seeking co-current alternative engagements to compensate for the uncaring attitude of their employer due to low pay. In contrast, Moran (2001) study findings asserted that many teachers remained in teaching because they valued the job security teaching offered and because teaching fitted in their lifestyle regardless of its low rewards and incentives. Moreover, Bakioglu and Guner (2016) study resonated that the actual motivation for one to be committed to the teaching career is one's intrinsic motivation because intrinsic motivation was more permanent in the individual to work than extrinsic motivation in terms of the monetary reward given.

Similarly, qualitative study findings from interview with P8 alluded to a situation where teachers were not given yearly increments which was supposed to be given automatically or was a requirement for any worker in any organization.

'...Our employer has done away with the annual increments because of the collective bargaining agreement between TSC, KNUT and KUPPET which did not leave room for yearly increments.The implication is apparent'[P8.]'

Additional qualitative study findings from interview were confirmed by the excerpts of BSED and BSTSCD as shown.

'...remuneration is supposed to compensate against occupational stress but that is not the case.The employer (TSC) does not over high salaries for the teachers especially when they compare themselves with other professionals in the public service commission. It is my feeling that heavy workload need to be compensated through a reasonable responsibility allowance, a good annual leave allowance and other allowances that can put a smile on the face of the teachers...[BSED & BSTSCD]'

BSED and BSTSCD sentiments indicated that the heavy work done by teachers needed to be compensated with high salaries and other allowances. The findings

aligned with the observation of Kabutu (2011) that postulated that a characteristic of any profession was that members of a profession had to be seen by the public as enjoying a prestigious salary comparable to other professions. Further, Ng’ethe (2013) observed that most of the key educators left teaching due to poor remuneration to join sectors with more competitive rewards. For a long time in Kenya, teachers’ salaries had remained very low compared to those of their counterparts in the civil service with the same qualifications. In contrast, Mocheche, Bosire and Raburu (2017) study in Kenya on influence of self-esteem on job satisfaction of secondary school teachers revealed that the teachers found teaching interesting and that working with students was one of the reasons for their satisfaction with teaching. Similarly, Morgan (2007) study resonated that teachers with high self-efficacy quickly recover following setbacks and stresses in their teaching efforts and this resilience was crucial in helping students to maintain their persistence and self-belief.

To investigate whether there was any statistical significant influence of teacher compensation on occupational stress among public secondary school teachers, the null hypothesis was tested. The scores of teacher compensation were used as the independent variable and the level of occupational stress as the dependent variable. The significant level (p-value) was set at 0.05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference did not exist. Table 19 showed a correlation analysis output between teacher compensation and occupational stress among public secondary school teachers.

Table19: *Correlation between Teacher Compensation and Occupational Stress among Public Secondary school Teachers*

		Compensation	Teacher Occupational Stress
Compensation	Pearson Correlation	1	-.204**
	Sig. (2-tailed)		.005
	N	188	188
Teacher Occupational Stress	Pearson Correlation	-.204**	1
	Sig. (2-tailed)	.005	
	N	188	188

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

As shown in Table 19, the correlation analysis established a weak negative ($n=188$, $r = -.204$; $p = .005$) but statistically significant correlation between teacher compensation and occupational stress among public secondary school teachers, with higher teacher compensation associated to lower teacher occupational stress levels, as indicated in the SPSS output in Table 19. Hence, from these findings it was concluded that there was a statistically significant negative or reverse relationship between teacher compensation and occupational stress among public secondary school teachers.

This was further illustrated with a scatter plot, as shown by Figure 7.

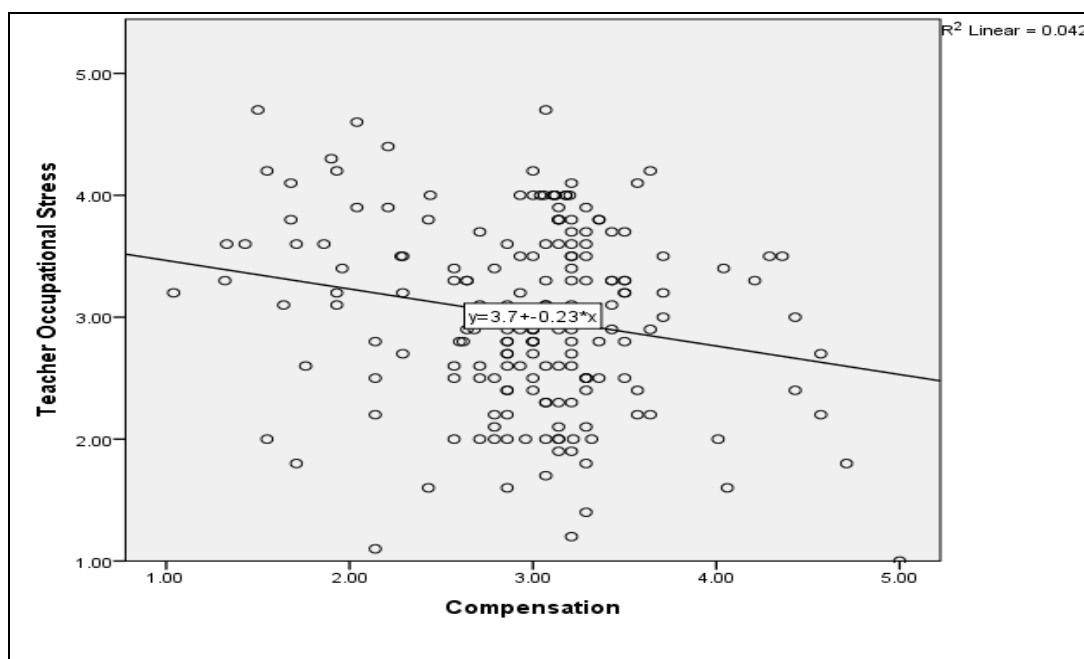


Figure 7: Scatter plot graph: Teacher Compensation and Occupational Stress

Figure 7 further elaborated that compensation influenced occupational stress among secondary school teachers in a negative way since it is a weak correlation. It is evident from Figure 9 that the scatter points show a negative relationship between the two variables. The fact that the dots do not make a clear impression of the direction of a slope, implies a very weak correlation between the two variables. However, the line of best fit seem to slope from lower right to upper left an indication of some negative relationships between the two variables. Naidoo, Botha and Bisschoff (2013), identified the causes of stress in public schools of educators in KwaZulu-Natal to include organizational support, overload, remuneration, control, job insecurity, relationship opportunities and growth opportunities. In addition, Wachira (2013)

study in Muranga revealed that majority of the science teachers (82%) would leave the teaching profession given an opportunity to serve in other departments within the formal sector. The teachers attributed this to poor pay, dissatisfaction and hence occupational stress with the profession. Moreover, these findings agree with the assertions of Ogochi (2014) that postulated that salary was an important issue in the teaching profession and that it should be reviewed and improved periodically to factor in the cost of living and general movement of wage or salary levels in harmony with other professionals in the same job group. However, Perrachione (2008) study in Ethiopia observed that working with students was one of the reasons that reduced their stress in the teaching career. It implied that the teachers enjoyed their job as they worked with the students.

4.6: Students' Discipline and Occupational Stress among Public Secondary School Teachers

The last objective of the study was to establish how students' state of discipline influenced occupational stress among public secondary school teachers in Borabu Sub County, Kenya. The study employed quantitative data, which was collected through questionnaires and qualitative data which was obtained from interview schedules. Responses were presented in means and standard deviation, as summarized in Table 20.

Table 20 : Mean Response on Students' Discipline

	Statement	SD	D	N	A	SA
1	Lack of respect from students and parents contributes to my work stress	20(10.6%)	45(23.9%)	13(6.9%)	44(23.4%)	66(35.1%)
2	Dealing with discipline problems of my students has been the most stressful part of my teaching career	32(17.0%)	42(22.3%)	9(4.8%)	45(23.9%)	60(31.9%)
3	I need to be given more freedom to select appropriate punishment	29(15.4%)	16(8.5%)	12(6.4%)	48(25.5%)	83(44.1%)
4	Students' council involvement in management of student discipline and time keeping has been	8(4.3%)	30(16.0%)	24(12.8%)	81(43.1%)	45(23.9%)
5	Abolition of corporal punishment in schools by the government makes students to behave unruly	26(13.8%)	17(9.0%)	6(3.2%)	78(41.5%)	61(32.4%)
6	Students with disruptive behavior should be suspended or expelled from school	45(23.9%)	58(30.9%)	35(18.6%)	39(20.7%)	11(5.9%)
7	Dealing with disruptive behavior is very challenging to me as a teacher	20(10.6%)	36(19.1%)	13(6.9)	43(22.9%)	76(40.4%)
8	Disruptive behavior is not punishable in my school	82(43.6%)	37(19.7%)	12(6.4%)	25(13.3%)	32(17.0%)
9	Teachers show anger towards students who display indiscipline or disruptive behavior	29(15.4%)	28(14.9%)	11(5.9%)	88(46.8%)	32(17.0%)
10	I feel challenged with solving students disputes	29(15.4%)	13(6.9%)	27(14.4%)	62(33.0%)	57(30.3%)
11	I get stressed with the theft and damage of property by the students	26(13.8%)	30(16.0%)	10(5.3%)	41(21.3%)	82(43.6%)
12	I am stressed by the bullying and frightening remarks made by the students in and outside the school	28(14.9%)	17(9.0%)	34(18.1%)	61(32.4%)	48(25.5%)
13	School rules are not helpful when dealing with students misbehavior in class	68(36.2%)	39(20.7%)	31(16.5%)	17(9.0%)	33(17.6%)
14	I am overwhelmed by students drug abuse	30(16.0%)	39(20.7%)	26(13.8%)	42(22.9%)	50(26.6%)

Source: Survey data (2019)

From the analysis of the teachers' views as shown in table 20 on students' indiscipline, the findings reveal that, on average, high school students in Borabu Sub County have behavior problems.

Study findings revealed that more than half of the respondents affirmed 58% (SA 23.4%, A 35.1%) to the fact that lack of respect from students and parents contributed to teachers stress at work but a small proportion of respondents (SD10.6% , D23.9%) objected to the statement. It was thus concluded that lack of respect from students and parents contributed to teachers stress at work. Normally students were supposed to show respect towards their teachers. So, the lack of it was indiscipline. It is stressful for teachers when they realized that their students did not regard them as they deserve. The findings contended with the submissions of Ali, Dada, Isiaka and Salmon (2014) study in Nigeria that pointed out that several factors like the schools, students and parents at large contributed greatly to the acts of indiscipline among students that made the teachers work stressful. The findings also confirmed the assertions of Gutuza and Mapolisa (2015) study in Zimbabwe which revealed that indiscipline in secondary schools was caused by lack of discipline at home and in school and irresponsible parents and guardians.

The sentiments contrasted the observation by Machumu and Kilugwe (2013) study in Tanzania which indicated that to a large extent discipline management contributed to improving and lowering the teachers stress that culminate to students' improved academic performance. The findings were further supported by Field & Fields (2006) study that observed that teacher and parental examples are productive methods of guidance and discipline that reduced misbehavior among students and ensured teachers were not stressed by indisciplined students.

Further, a substantial proportion of the respondents 56% (SA 23.9%, A 31.9%) agreed that dealing with students discipline problems had been most stressful part of the teaching career. However, a relative proportion of respondents 39% (SD 17.0% , D 22.3%) refuted the claim. The researcher deduced that dealing with students discipline problems had been most stressful part of the teaching career. The findings were aligned to the sentiments of Ferguson, Frost and Hall (2012) study in Canada that indicated that student misbehavior was a predictor of depression among teachers. The findings were consistent with Baliyan, Baliyan and Mokoena (2018)

study in Botswana that pointed out that pupils indiscipline in class was identified as the most important cause of stress among teachers.

The observations were in contradiction to the findings by Omote, Thinguri and Mosiori (2015) that emphasized the need for collaborative partnership among all stakeholders to inculcate values that enhance discipline among high school students. The values needed to be embraced as a way of mitigating against teachers occupational stress that was enhanced by the behavior problems of the students. The findings were in tandem with Omomia and Omomia (2014) study that noted that there was need to expose teachers to different skills on classroom management through conferences, seminars and in service training to overcome stress occasioned by student indiscipline.

Similarly, a good number of respondents 69% (A 25.5% SA 44.1%) admitted that teachers needed to be given more freedom to select appropriate punishment but a minority of the respondents 23% (15.4% , 8.5%) disagreed. It was therefore deduced that teachers needed to be given more freedom to select appropriate punishment to apply to the students when they misbehaved. The findings resonated with the observation by Malika (2007) study in Bungoma that affirmed that deputy principals faced many challenges among them lack of adequate authority in decision making on the disciplinary measures to apply on the many discipline cases they attended to. In addition, Madziyire (2012) argued that effective discipline is needed in school for good academic achievement since with maximum discipline in a school and in the classroom, effective teaching and learning could take place. In contrast, Kadama (2016) study in Tanzania argued that teachers and students' parents should have a strong and maximum cooperation to help promote student discipline. The findings support Unal and Unal (2012) study that observed that experienced teachers preferred to involve their students in making decisions and such worked well for them to avoid getting stressed by the behavior problems of some students.

Majority of the respondents 67% contended (SA 43.1%, A 23.9%) to the fact that students' council involvement in management of student discipline and time keeping had been helpful to the school management. However, a minority 38% of the respondents (SD 4.3%, D16.0) disagreed and 24 respondents (N, 12.8%) were non-committal to the statement. It was deduced that students' council involvement in

management of student discipline and time keeping was helpful to the school management. The findings resonated well with Kamau (2017) study that pointed out that student councils' assisted in school time keeping and management of student discipline thus alleviating the teachers' stress. On a similar note, Gutuza and Mapolisa (2015) pointed out that processes of selecting prefects should be democratized by virtue of school authorities promoting the participation of students in the selection of prefects /school leaders instead of imposing them as the common practice in many schools. Kiprop (2012) study in Kenya noted that where pupils are involved in the selection of their leaders, they most likely work harmoniously with them and this might reduce indiscipline. Disciplined students make work easier for teachers and they avoid stressful experiences in school. In contrast, Ekombe's (2010) study in Kenya too agrees that through the use of guidance and counselling, teachers had made enormous contribution towards student discipline. Similarly, Unal and Unal (2012) study in Turkey concurred that experienced teachers were more likely to prefer to have control over their classrooms when making decisions and while interacting with students.

In the same breath, majority of the respondents 73% conceded (SA 41.5% , A 32.4) to the fact that abolition of corporal punishment in schools by the government made students to behave unruly while a few respondents 23% (SD13.8%, D9.0%) and another smaller percentage were non-committal (4% N, 3.2%). The findings compliment the study by Nyabuto and Njoroge (2014) study in Ruiru that indicated that across the world acts of student indiscipline in public schools had multiplied causing a great concern among education administrators, teachers and stakeholders. The study noted that non application of corporal punishment had increased such cases of indiscipline in public secondary schools and had jeopardized the safety of teachers and students. Moreover, Mendez and Lira (2015) observed that emotional exhaustion was influenced by the stress produced by the more conflictive and violent students. In contrast Awuor, Aloka and Raburu (2017) study in Kenya pointed out that many positive behavior interventions were effective in managing student behavior problems. Moreover, Kadama (2016) study in Tanzania argued that teachers and students' parents should have a strong and maximum cooperation to help promote student discipline. Teachers needed to become students' role models and to apply guidance and counseling to indisciplined students. The statement tallied with the

study by Mwangi (2014) that pointed out that guidance and counseling contributed to positive attitude towards self-discipline, good value and enhanced behavior change. In the same vein, over half of the respondents 54 % (SA 23.9% , A 30.9%) negated the aspect of students with disruptive behavior being suspended or expelled from school. However, a few respondents 27% (SA 20.7% , A 5.9%) consented to the statement and the rest of the respondents were non-committal. A conclusion was therefore made that students with disruptive behavior should not be suspended or expelled from school. The findings collaborate with Semali and Vumilia (2016) study in Tanzania that indicated that parents and teachers knew that lack of discipline seriously impacted learners' access to education opportunities since academic success came almost with certainty when focused attention on what students learned was un-interrupted and thus suspension or expulsion was not a solution to student indiscipline. Further, the study resonated that there was need for a code of conduct to be established at each school and similar copies to be put in the students' classes so that they were always reminded. In contrast, Kadama (2016) study in Tanzania postulated that certain cases of misbehavior forced teachers to give suspension letters to the culprits and were therefore excluded from school for a period of time as a form of punishment. Moreover, the study tallied with Upindi (2012) study in Namibia that reported that most secondary schools experienced serious disciplinary problems from students which negatively impacted in teaching and learning. Also, Vacar (2011) study in America maintained that exclusion was effective in the management of behavior.

In addition, majority of the respondents 64% (SA 22.9%, A 40.4%) consented to the fact that dealing with disruptive behavior was challenging to teachers. However minority of the respondents 30% (SD10.6%, D19.1%) refuted the statement. A conclusion was drawn that dealing with disruptive behavior indeed challenged the teachers. The study findings resembled the sentiments of waithanji (2014) study in Mathira that pointed out that solutions to student discipline should be reached in order to reduce teacher burnout resulting from discipline related issues within the school. The findings also align to the assertion of Santiago et.al.(2008) study in Galacia that postulated that there was a significant relationship between students' disruptive behavior and the difficult faced by teachers in managing conflict. The quantitative findings contrasted with Sorrel (2013) study in America that reported that

teachers who had been trained in the management of a chronic problem behavior experienced decreased student misbehavior and did not suffer stress. Moreover, Omomia and Omomia (2014) submitted that students with persistent behavioral challenges also needed to be referred to a school counselor for support to deal with the deviant behavior and enhance teaching and learning.

Further, it emerged that majority of the respondents 64%(SD 43.6%, D19.7%) disagreed with the aspect that disruptive behavior was not punishable in my school but a small proportion of respondents 30.3% (SA 13.3% , A 17.0%) consented with the statement. Thus a conclusion was drawn that disruptive behavior was punishable in school. The findings agreed with the study by Omote, Thinguri and Mosiori (2015) that submitted that maintaining school discipline was a key strategy to foster academic achievement and promoted socially and morally responsible behavior among the students. The study emphasized the need for collaborative partnership among all stake holders to inculcate values that enhanced discipline among high school students. Moreover, Gutuza and Mapolisa (2016) revealed that indiscipline in secondary schools was caused by poor group influence and recommended that every school needed to have a qualified counselor to deal with student behavior problems and that schools needed to enforce school rules effectively to reduce indiscipline cases that would also reduce teacher stress in schools. The finding implied that teachers had the responsibility of upholding discipline among students in school. They were therefore to ensure a good learning and teaching environment for their own good and that of their students. The quantitative findings contrasted the suggestions of Bear (2010) that indicated that disciplinary interactions needed to be opportunities to instill desired behavior and not just to offer punishment which would promote wellness even among the teachers. Moreover, Ekombe (2013) study in Kenya agreed that through the use of guidance and counselling, teachers had made enormous contribution towards student desired behavior and for a conducive teaching and learning environment.

Additionally, many respondents 64% (A 46.8%, SA 17.0%) admitted to the fact that teachers showed anger towards students who displayed indiscipline or disruptive behavior. Only a small proportion of respondents 30% (SD15.4%, D14.9%) disagreed with the assertion. A conclusion was made that teachers got angry with students who

displayed indiscipline or disruptive behavior. The finding implied that naturally teachers got annoyed when students portrayed unbecoming behavior. The findings resonated with the submission of Maphalala (2014) study in South Africa that revealed that among the teaching stressors that teachers found stressful were learners discipline problems, poor rapport with management and role ambiguity. Further, Mendez and Lira (2015) study in Mexico revealed that emotional exhaustion was influenced by the stress produced by the more conflictive and violent students. The findings were in harmony with the revelations of Gutuza and Mapolisa (2016) that indicated that schools were required to enforce school rules effectively to reduce cases of indiscipline. In contrast, Sorrel (2013) study in America reported that teachers who had been trained in the management of a chronic problem behavior experienced decreased student misbehavior. Further, Omomia and Omomia (2014) study established that there was need to expose teachers to different skills on classroom management.

Also, many of the respondents 63 % (SA 33.0%, A 30.3%) conceded to the fact that they felt challenged with solving students' disputes. However a small proportion of respondents 22% (SD15.4%, D 6.9%) refuted the statement. A deduction was made that teachers felt challenged with solving students' disputes. The findings supported the observation of Bearschank (2010) study in South Africa that indicated that failure to maintain classroom discipline was a major source of stress among female teachers. The findings also resonated with the submission of Santiago et.al (2008) that indicated a significant relationship between students' disruptive behavior and the difficult faced by teachers in managing conflict.

The findings contradicted the revelations by Omote et.al (2015) that submitted that the school should impart self-discipline as a control of ones behavior without anticipation of external rewards or fear of punishment. In addition, Dhaliwali (2013) study in India asserted that intimate, supportive and positive relationship between the teacher and the learners is necessary for developing a mutual relationship that enabled the teacher to manage challenging behavior. Also, Simba, Kabuka and Agak (2016) study in Muhoroni, Kenya recommended enhancement of discipline by teachers among the pupils for improvement of academic performance.

On a similar note, majority of the respondents 64% (SA21.3%, A43.6%) consented to the aspect that they got stressed with the theft and damage of property by the students. A minority of respondents 30% (SD13.8%, D 16.0%) disagreed with the statement. The researcher deduced that teachers actually suffered stress with the theft and damage of property by the students. The findings resembled the revelations of Njoroge and Nyabuto (2014) that indicated that discipline related problems manifested themselves in various ways such as riots and violent strikes that might lead to grave misconduct like theft and damage of school property. In addition, Santiago et.al (2008) study showed a significant relationship between occupational stressors and students' disruptive behavior and the difficult that was experienced by teachers in managing conflict. The findings contrasted the observation of Kiprof (2012) that observed that teachers in secondary schools had their own unique ways of managing student behavior. Similarly, Kadama (2016) in Tanzania maintained that management techniques offered by teachers positively influenced the behavior of students and thus enhancing the wellness of the very teachers.

On the same breath, many of the respondents 57% (A 32.4% , SA 25.5%) agreed with the finding that they got stressed by the bullying and frightening remarks made by the students in and outside the school but a small proportion of respondents 24% (14.9% , 9.0%) negated the finding. The findings implied that educators got stressed by the bullying and frightening remarks by the students in and outside the school. The findings were supported by the submissions of Omote, Thinguri and Mosiori (2015) study in Kenya that pointed out that Kenya had experienced her share of indiscipline cases in form of arson, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy, lateness and bullying that left the teachers stressed. Moreover, Malika (2007) study in Bungoma pointed out that deputy principals of schools faced many challenges among them lack of adequate authority when discharging their duties especially in decision making due to many discipline cases they handled. Further, Shernoff, Attikins, Torf and Spencer (2011) study observed that lack of resources, excessive workload, school level disorganization and managing behavior problems as significant sources of stress for urban teachers.

It also emerged that many of the respondents 56% (SD 36.2% , D 20.7%) disagreed with the fact that school rules were not helpful when dealing with students'

misbehavior in class but a minority of respondents 27% (SA 9.0% , A 17.6%) alluded to the fact that school rules were not helpful. The researcher pointed out that schools could not run without a code of regulations. The school code or rules were meant to regulate how learners behaved in school and enhance harmony and peaceful co-existence among learners and teachers in school. When rules were carefully followed by the students, teachers had ample time and did not experience stress at the work place. The findings complimented the study by Gutuza and Mapolisa (2015) that indicated that schools needed to enforce school rules effectively to reduce cases of indiscipline. The findings reinforced the assertions of Upindi (2012) study in Namibia that reported that schools in the Khomas region experienced serious disciplinary problems from students which negatively impacted on teaching and learning. Moreover, Semali and Vumilia (2016) study in Tanzania asserted that there was need for a code of conduct to be clearly established at each school. In contrast, Dhaliwali (2013) study in Asia argued that although teachers experienced stress in dealing with challenging behaviors, they considered themselves effective in dealing with such behaviors. Similarly, Omomia and Omomia (2014) study in Nigeria pointed out that teachers needed to be exposed to different skills on classroom management through conferences, seminars and in-service training. Further the study by Simba, Agak and Kabuka (2016) study also indicated that enhancement of discipline among pupils ensured improvement in their academic performance.

A substantial proportion of the respondents 50% (A 22.9% , SA 26.6%) admitted that they were overwhelmed by students drug abuse. However a small proportion (SD 16.0%, D 20.7%) refuted the statement. The researcher deduced that teachers were overwhelmed by students drug abuse. The findings concurred with the sentiments of Omote, Thinguri and Mosiori (2015) that pointed out that Kenya had experienced her bit of indiscipline cases in various ways that included: arson, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy, lateness and bullying that left the teachers stressed. The findings were in line with Ferguson, Frost and Hall (2012) study in Canada that reported that student behavior was a significant predictor of depression among teachers. However, Dhaliwali (2013) study in Asia argued that although teachers experienced stress in dealing with challenging behaviors, they considered themselves effective in dealing with such behaviors. In addition, Upindi (2012) study findings in Namibia revealed that there

were inconsistencies in applying disciplinary measures in schools among teachers and management. There was also the aspect that learners knew their rights too much and teachers felt they were not protected by the schools or ministry of education. Also, teachers felt they were not given powers to instill discipline and the effects of disciplinary problems did not only impact negatively to learners but to teachers and management as well because they utilized most of their time on disciplinary issues. Moreover, Ekombe (2010) study submitted that teachers made enormous contribution in student discipline which included guidance and counseling and other methods. The findings implied that teachers had to devise various ways to deal with indiscipline of students since they were assured that once the students were well behaved, teachers could not suffer occupational stress.

Interview results indicated that students, parents and society disrespected teachers which actually increased the teachers stress at their places of work. Qualitative findings were reinforced by the excerpts of **P1** and **P 8**.

‘...indiscipline of students is supported by arrogant parents who are ready to take legal action against teachers whenever their children are disciplined ...it stresses us alot...[P,1]

Similar observations were made by Principal **P,8**

...at times our students and parents show outright disrespect, this indeed leaves the teacher stressed as he goes about his work ... [P,8]

P1 & **P8** expression point out that indiscipline among students is propelled by arrogant parents who want to take legal action against teachers. The teachers are left in a stressed and dumb found state.

Further qualitative findings from interview results by **P,4** are shown.

‘...as teachers we are in dilemma on the mode of punishment to apply while disciplinary measures are not clearly spelled by the employer ...when student discipline is absent or low it stresses the teachers since it reduces their devotion and commitment to work (teaching)...[P,4]

P4 expression pointed out that usually teachers’ got confused on the mode of punishment to apply since the employer was against caning students yet they exhibited unbecoming behavior. The findings agreed with Madziyire (2012) study that argued that effective discipline was needed in school for good academic

achievement because when there was maximum discipline in school and in the classroom, effective teaching and learning took place. In contrast, Kadama (2016) study in Tanzania argued that teachers and students' parents needed to have a strong and maximum cooperation to help promote student discipline. The findings were also in line with Unal and Unal (2012) study that observed that experienced teachers preferred to involve their students in making decisions and such worked well for them to avoid getting stressed by the behavior problems of some students.

Additional qualitative findings from interview were expressed by **P,9** as shown.

'...as teachers we are in dilemma on the mode of punishment to apply while disciplinary cases and their appropriate measures are not clearly spelled by the employer...childrens' act prohibits corporal or any other form of punishment and occasionally the students misbehave...you feel like spanking them but you remember the childrens act....you are left irritated and stressed...' [P,9]

P9 expression indicated that teachers were prohibited by the children's act to apply corporal punishment to students. Moreover, Mendez and Lira (2015) observed that emotional exhaustion by teachers was influenced by the stress produced by the more conflictive and violent students. In contrast Awuor, Aloka and Raburu (2017) study in Kenya pointed out that many positive behavior intervention were effective in managing student behavior problems. Moreover, Kadama (2016) study in Tanzania argued that teachers needed to become students' role models and also needed to apply guidance and counseling to indisciplined students. The statement tallied with the study by Mwangi (2014) that pointed out that guidance and counseling contributed to positive attitude towards self-discipline, good value and enhanced behavior change. Additional qualitative findings from interview with **P13** affirmed the quantitative findings as shown.

...indiscipline among students exhibits itself in various forms...deviance of school authority, absenteeism, destruction of school property, truancy, fighting, the use of profane language, violation of school dress code, theft or stealing, leaving school without permission, use of drugs...the list is long...it naturally stresses the teachers and has affected some of the teachers health...' [P,13]

P13 remarks indicated that teachers actually suffered stress with the various forms of indiscipline acts like theft and damage of property by the students. The findings are supported by Santiago et.al (2008) study which showed a significant relationship between occupational stressors and students' disruptive behavior and the difficult faced by teachers in managing conflict. Conversely, Kiprop (2012) observed that teachers in secondary schools had their own unique ways of managing student behavior.

Further interview results were shown by the expression of BSTSCD that were supported by BSQASO which further expressed that;

'... bullying is illegal. It has been firmly rejected by the Ministry of Education. If such a case is reported in any school, strict measures will be first taken to the administrators. So, that can be a reason to subject the administrators and teachers in general to stress...' [BSQASO]

In addition, qualitative findings with BSTSCD are shown.

...no doubt. Cases of bullying do not miss in schools. This is especially when new students join school or when form ones join secondary school. Cases of bullying and frightening remarks more so by old students are reported...' [BSTSCD]

Similar qualitative findings from interview with BSED affirm to the observation, thus

'...i admit that indisciplined students can trigger occupational stress. If students are not disciplined they even threaten the security of their teachers, some teachers may be required to work long hours in monitoring them and more especially those who engage in bullying and drug abuse. This stresses administrators and teachers further...' [BSED]

BSED remarks indicated that student with indiscipline acts triggered teachers occupational stress.

BSTSCD expressions implied that various indiscipline acts like bullying cases could not be ruled out in schools especially by old students over new students. Bullying was

occasionally done in schools by old students to scare or intimidate the new students. Usually old students argued that it is a way of familiarizing and orienting the new students. When such incidences are reported, they stress the teachers since even the government through the Ministry of Education has banned bullying in schools. If such incidences are reported to the government authorities, they jeopardize the teachers' job. The findings resembled the revelations of Njoroge and Nyabuto (2014) that indicated that discipline related problems manifested themselves in various ways such as bullying, riots, drug abuse and violent strikes that might lead to grave misconduct like theft and damage of school property. In contrast, Dhaliwali (2013) study in Asia argued that although teachers experienced stress in dealing with challenging behaviors, they considered themselves effective in dealing with such behaviors.

Pearson Product Moment Correlation was used to test the hypothesis that student discipline did not influence occupational stress among teachers. Table 21 showed the results of the test.

Table 21: *Correlation between Students Discipline and Occupational Stress among Public Secondary School Teachers*

		Students' discipline	Teacher Occupational Stress
Students' discipline	Pearson Correlation	1	-.424*
	Sig. (2-tailed)		.000
	N	188	188
Teacher Occupational Stress	Pearson Correlation	-.424*	1
	Sig. (2-tailed)	.000	
	N	188	188

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

As indicated in Table 21 there was a moderate negative (n=188, $r = -.424$; $p < .05$) but statistically significant correlation between students' discipline and occupational stress among public secondary school teachers, with higher students' discipline associated to lower teacher occupational stress levels. From Table 21 the correlation coefficient between student discipline and teachers occupational stress $r = -.424$ was obtained which denoted a negative correlation between student discipline and teachers occupational stress. Therefore student discipline influenced teachers' occupational stress negatively.

This signified that the null hypothesis that: “There is no statistically significant influence of students’ discipline on occupational stress among public secondary school teachers in Borabu Sub County, Kenya”, was rejected. It was therefore concluded that there is a statistically significant negative influence [$F(1, 186) = 40.729, p = .000 < .05$] of students’ discipline on occupational stress among public secondary school teachers in Borabu Sub County, with students’ discipline explaining about 18% of the variance in occupational stress among public secondary school teachers. The findings concurred with the sentiments of Omote, Thinguri and Mosiori (2015) that pointed out that Kenya had experienced her share of indiscipline cases in form of arson, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy, lateness and bullying that left the teachers stressed. The findings tallied with Ferguson, Frost and Hall (2012) study in Canada that reported that student behavior was a significant predictor of depression among teachers. However, Dhaliwali (2013) study in Asia argued that although teachers experienced stress in dealing with challenging behaviors of students, they considered themselves effective in dealing with such behaviors. Similarly, Omomia and Omomia (2014) study in Nigeria pointed out that teachers needed to be exposed to different skills on classroom management through conferences, seminars and in service training. In addition, Simba, Agak and Kabuka (2016) study indicated that enhancement of discipline among pupils ensured improvement in their academic performance.

The study used a scatter plot to support the study findings that student discipline influenced teachers’ occupational stress as shown in figure 9.

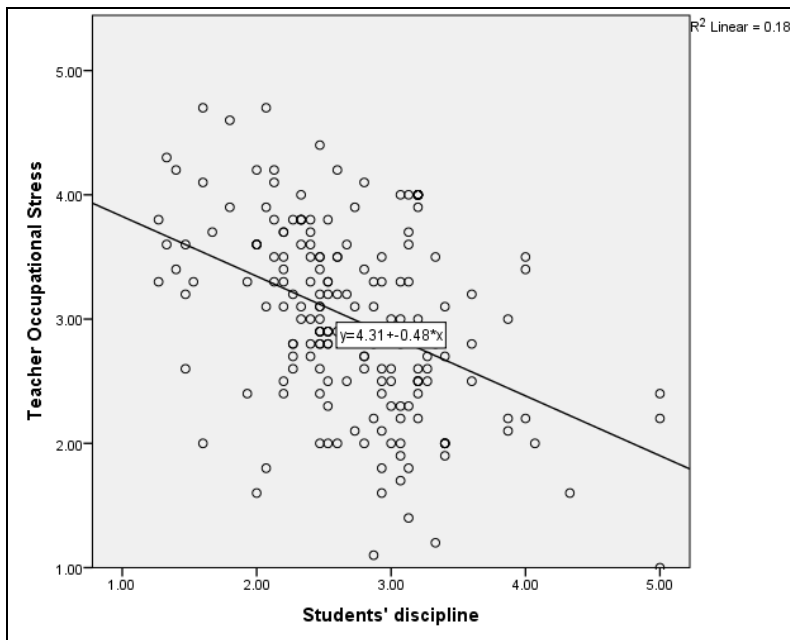


Figure 9: Scatter plot graph: students' discipline and Occupational Stress

Figure 9 elaborated that student discipline influenced teachers' occupational stress though negatively. It is evident from Figure 9 that there is an indication of a negative correlation between the two variables. Although the dots only shows scanty impression of the slope moving from lower right to upper left, the line of best fit clearly slopes from lower right to upper left an indication of a negative relationship between the two variables.

Ombui, Iravo and Wangui (2013) study in Kikuyu Sub County observed that the biggest challenge to teachers' class control was dealing with the increased students' indiscipline cases due to restrictive government legislation on child rights protection. Moreover, Vipinder (2013) study in India indicated that indifferent students' behavior and unsupportive parents' added to the teachers' occupational stress. The findings contrasted the observation of Kiprop (2012) study that observed that teachers in secondary schools had their own unique ways of managing student behavior. Similarly, Eliamani, Mghweno and Baguma (2014) study in Uganda maintained that management techniques offered by teachers positively influenced the lives of students.

4.7: Teachers Occupational Stress

The study sought to investigate teachers' occupational stress in secondary schools in Borabu Sub County because it was the dependent variable of the study. The perceived occupational stress scale was measured using a 10 itemed Likert scale questionnaire recommended for examining occupational stress related to work environment. The sampled teachers were asked to rate the indicators of perceived stress using a 5 point scale ranging from 1 (strongly disagree) to 5 (strongly agree) as presented in table 21.

Table 22:Teacher Occupational Stress

Indicators	SD	D	N	A	SA	Mean	SD
1 I can't honestly say what I really think of or get things off my chest at work	8.5(16)	37.2(70)	19.1(36)	26.6(50)	8.5(16)	2.89	1.15
2 My job has a lot of responsibility, but I don't have much authority	6.4(12)	16.5(31)	14.4(27)	42.0(79)	20.7(39)	3.54	1.18
3 I could usually do a much better job if I were given more time	4.8(9)	16.0(30)	13.8(26)	44.7(84)	20.7(39)	3.61	1.13
4 I seldom receive adequate acknowledgement	6.4(12)	25.5(48)	24.5(46)	26.6(50)	17.0(32)	3.22	1.19
5 In general, I am not particularly proud or satisfied with my job	5.9(11)	28.2(59)	19.1(36)	26.6(50)	20.2(38)	3.27	1.23
6 I have the impression that I am repeatedly on or discriminated against at work	13.3(25)	43.1(81)	22.9(43)	15.4(29)	5.3(10)	2.56	1.07
7 My work place environment is not very pleasant or safe	12.8(24)	41.5(78)	23.9(45)	15.4(29)	6.4(12)	2.61	1.09
8 My job often interferes with my family and social obligations or personal needs	9.6(18)	31.9(60)	16.0(30)	32.4(61)	10.1(19)	3.02	1.20
9 I tend to have frequent arguments with superiors, coworkers or customers	23.4(44)	38.8(73)	15.4(29)	18.1(34)	4.3(8)	2.41	1.16
10 Most of the time I feel I have very little control over my life at work	14.9(28)	36.2(68)	8.0(15)	26.1(49)	14.9(28)	2.90	1.35
Mean average level of occupational stress						3.00	0.75

Source: Survey data (2018)

Table 22 presents findings of the study that established that majority of high school teachers in Borabu Sub County suffered above normal level of occupational stress. This was reflected by an average mean of 3.00 on the scale of 1 to 5, with a fairly small variation in ratings among the respondents as indicated by a standard deviation of 0.75. All the indicators of occupational stress were rated above 2.5, except for the item “I tend to have frequent arguments with my superiors, coworkers or customers” which elicited a mean response rate of 2.41, with 62.2% of the teachers who took part in the survey insisting that they do not have frequent arguments with their superiors, coworkers or customers. This indicated that many teachers always tended to avoid

arguments with their superiors, colleagues or even students. The fact that the respondents did not argue with their superiors implied that they respected authority and had maintained a good interpersonal relationship with them.

However, some 31.1% of teachers accepted that they sometimes argued with their superiors, coworkers or customers, when it was necessary. The findings were supported by Jonker's study (2016) that indicated that organizational constraints, interpersonal conflict at work and distress tolerance were significant predictors of stress overload. The study contended that the main factors contributing to teachers' stress and teachers leaving the profession were workload, problems in the classroom, organizational contexts (such as lack of material and facilities) and interpersonal conflicts.

Similarly, the results of the survey showed that the indicators of occupational stress exhibited by many teachers were greatly related to the job itself, demands concerning meeting targets and deadlines and heavy workloads. For instance, 46.8% of teachers' accepted that they were not particularly proud or satisfied with their job, only 34.1% of them indicated that they were satisfied with their job but 19.1% remained non-committal on the matter. This reflected stress level of 3.27 (SD=1.23) among secondary school teachers. The study finding implied that teachers experienced job dissatisfaction generally and such experience led to occupational stress. The quantitative findings were consistent with the findings by Mengistu (2012) results that indicated that teachers were dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction were related to poor fringe benefits and opportunities for promotion, management style of the principals, lack of decision making opportunities for teachers as well as the opportunity to develop personally and the poor relationship teachers had with principals and parents.

Equally, 62.7% of the respondents alluded to the fact that their job had a lot of responsibility, but they did not have much authority, reflecting occupational stress level of 3.54 (SD=1.18). Majority of the teachers exhibited lack of confidence in themselves in accomplishing their work within stipulated times. This was interpreted from the assertion by 65.4% of the respondents who agreed that they could do a much better job only if they were given more time, an indication of stress at a

mean of 3.61 as a result of pressure of time-lines. The findings tallied with the study by Masuku & Muchemwa (2015) that revealed that most lecturers and teachers got stressed and exhausted as indicated by a frequency of 50%. The findings also revealed that the most common stressors were increased workloads; need to hit targets or deadlines and long working hours. Similarly, Macharia (2015) study further observed that academic governors experienced workload pressure making their working hours to spill to their personal and social time hence the administrators were burned out which resulted to anger and frustration as the workload increased and pressure to perform and finish this work also increased. It adversely impacted on educational outcomes thus leading to occupational stress. The supporting studies outline a situation which triggered teachers to stress because of much work at their disposal.

Further, it emerged from the quantitative study findings that some of the high school teachers of Borabu Sub County were stressed due to their work environment. For instance, 21.8% of the teachers observed that their work place environment was not very pleasant or safe, reflecting a mean level of occupational stress of 2.61 (SD=1.09). Equally, 20.7% of them said they were stressed from an impression that they were ignored or discriminated against at work, reflecting a mean occupational stress of 2.56 (SD=1.07). Some (31.5%) of the teachers indicated that they were stressed because they had no say in anything in their school; they could not honestly say what they really think of or get things off their chest at work. This implied a moderate occupational stress of 2.89, though with a fairly large standard deviation of 1.15 indicating considerable variation in the level of stress as a result of this item. It emerged from the quantitative findings that generally the respondents experienced stress at their work place because they suffered a discomfort or they were ignored or discriminated against. In addition, the findings pointed out that teachers were not involved in many issues pertaining to their school or work place. The findings were in tandem with Juma, Simatwa and Ayodo (2016) that pointed out that the factors that had the highest influence on the female principals' stress included working environment, pursuit for excellence and conflicting demands from stake holders. Similar findings were confirmed by Alemu et.al (2014) study that pointed out student misbehavior, inability to have contact with significant others like families and relatives and an uncomfortable working environment to be the greatest stressors in that order.

Likewise, the results of the survey established that 42.5% of the sampled teachers indicated that their job often interfered with their family social obligations and personal needs, reflecting a stress level of 3.02 (SD=1.20). In addition, four out of ten (40.0%) of the teachers who took part in the survey alluded that most of the time they felt they had very little control over their life at work, causing some amount of occupational stress (mean=2.90; SD=1.35). Quantitative findings alluded to a situation where the respondents felt that their school work spilled over to their responsibilities at home. This could be occasioned by heavy work which ate to their personal time.

Moreover, the findings also indicated that the respondents were unable to regulate how they worked. It further implied that the respondents were always guided on what to do without consulting them or seeking their input. The findings affirmed the assertions of Macharia (2015) study that observed that academic governors experienced workload pressure making their working hours to spill over to their personal time and social time. Hence the administrators were burnt out resulting to anger and frustration as the workload increased and pressure to perform and finish this work increased. Similarly, Gitonga (2016) found out that severally, employees found themselves in a position where work had to be taken home to fulfil and sustain professional standards. Such extra work reduced the opportunity for restorative psychological detachment from their job. Contrary, Manduku, Koech and Chepkirui (2016) submitted that majority of teachers believed that teachers self-efficacy contributed to teachers job satisfaction and reduced their occupational stress. Table 23 presents a summary of teacher occupational stress regression.

Table 23: *Teacher Occupational stress Regression*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709 ^a	.503	.489	.53839

a. Predictors: (Constant):Teacher Occupational Stress

As shown by table 23, the study established a linear model that was used to describe the optimal level of occupational stress among public secondary school teachers given work related variables and was done by use of regression analysis, where all the five independent variables were factored in the model at once. The coefficient of determination (R Square=.489) implied that the regression explains 48.9 percent

variation in the response variable that is the teacher occupational stress rate. This meant that the error term has 51.1 percent explanatory power of the dependent variable. Therefore the results of the study showed that there was a significant relationship between teacher occupational stress and the work related variables.

4.8 Evaluating Contribution of each of the Independent Variables

The study sought to investigate the level of contribution of the work related variables factored in the model in the prediction of the occupational stress among public secondary school teachers. This was shown by coefficients values indicating that each independent variable contributed differently to the model, as shown in Table 24

Table 24: *Individual Regression Model Parameters*

Model	Unstandardized Coefficients		Standardized Coefficients	t-statistic	Sig.
	B	Std. Error	Beta		
(Constant)	1.337	.434		3.080	.002
1 Role overload	.414	.095	.359	4.341	.000
Role ambiguity	.328	.098	.279	3.333	.001
Promotion prospects	-.087	.070	-.069	-1.244	.015
Compensation	-.011	.079	-.009	-1.136	.042
Students' discipline	-.227	.080	-.200	-2.833	.005

a. Dependent Variable: Teacher Occupational Stress

As portrayed in table 24, the teacher t statistic showed the significance of individual regression model parameters. Considering the student t statistic, it showed the significance of individual model parameters. Role overload was established to be significant since its computed $t=4.341$ was greater than its critical $t=.000$. Role ambiguity was established to be significant since its computed $t=3.333$ is greater than its critical $t=.001$. Promotion prospects was established to have a negative significance since its computed $t=-1.244$ is less than its critical $t=0.15$. Further, compensation was established to have a negative significance since its computed $t=-1.136$ was less than its critical $t=.042$. Lastly, student discipline was established to be negatively significant since computed $t=-2.833$ was less than its critical $t=.005$.

From the model it was evident that the independent variables contributed differently in influencing Teacher Occupational Stress. For example, role overload had the highest influence on Teacher Occupational Stress, while compensation made the least contribution in explaining the variability of the model. However, all the variables contributed a statistically significant change in the model.

Kales (2014) study on teachers of colleges at Kashmir asserted that workload was among the factors that significantly elicited occupational stress among teachers. Moreover, Maphalala (2014) study in Kwazulu, South Africa revealed that the teaching stressors found by teachers included; curriculum changes, workload pressures, job insecurity, poor relationship with colleagues, reward and recognition, learners discipline problems, poor rapport with management and role ambiguity. However, Baraza and Simatwa (2017) observed that teachers were moderately stressed and stress among the teachers had little influence on students' academic performance. Moreover, Vipinder and Sarita (2013) study in Punjab revealed that teacher educators experienced moderate level of occupational stress. In addition, Mohamed (2018) study in Turkey reported that the last source of occupational stress among teacher educators were remuneration and incentives.

4.9 The Regression Model

A regression equation based on all the work related variables was entered at as shown in the general model below.

In this model: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$.

Where: Y = Teacher Occupational Stress

X_1 = Role overload

X_2 = Role ambiguity

X_3 = Promotion prospects

X_4 = Compensation

X_5 = Students' discipline

The five work related variables contributed to teacher occupational stress as shown:-

$$Y = 1.337 + .414X_1 + .328 X_2 - .087 X_3 - .011X_4 - .227X_5 + e$$

From the equation, the coefficients indicated how much the teacher occupational stress varied with an independent variable when all other independent variables are held constant. For example, the unstandardized coefficient, X_2 , for role ambiguity is equal to .328 meaning that for each one unit increase in role ambiguity in schools, there is ensued increase in teacher occupational stress of .328 units. Similarly, for each one unit increase in the students' discipline, there is subsequent decrease in teacher occupational stress of .227 units. In general, given that all the variables'

contributions were statistically significant, it was concluded that the model was adequate to influence teacher occupational stress. A respectable variability [$F(5, 188) = 36.840$, Adjusted $R^2 = .489$, $\text{sig.} < .05$] in teacher occupational stress is explained by the work related variables.

From the result, the present study concluded and generalized that there was a significant relationship between selected work related variables and teacher occupational stress. Nyagaya (2015) study noted that teachers dealt with workload which was too heavy and deadlines that were impossible to reach making teachers to work so intensively to accomplish. Equally, further support had been shown by Guyo & Mugo (2018) study that observed that high labour turn over was as a result of low payments, lack of an effective reward system, workload, lack of time for self development, lack of further professional development and lack of conducive working conditions. The findings resonate with the sentiments of Kaur (2011) that noted that a teacher needs to use adequate energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which was a routine for a teacher forwarded a lot of stress to the teacher. More than ever before work was not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation. In contrast, Jeyaraj (2013) indicated that Government teachers had low stress than those of Aided school teachers. In addition, Chang and Lu (2009) study equally revealed significant differences across occupations with teachers experiencing the least work stressors and civil servants experiencing the most work stressors.

Sichambo et al. (2012) study reported on role ambiguity that when the role is not clear, there was no job description and rampant confusing assignments and responsibilities without authority; this stressed the teachers and the principals. However, Mariya and Tahira, (2012) study revealed that nearly half of the secondary school teachers experienced less stress towards their job.

Promotions were limited among the teachers and it influenced occupational stress among the teachers. Mutune and Orodho (2014) study pointed out that the main reasons for higher turnover among teachers were job dissatisfactions which resulted from limited avenues for promotions and professional growth due to un supportive school and government policies. However, Karavas (2010) study in Greece asserted

that majority of the teachers (70%) found that teaching reduced their occupational stress and did not show any intention of leaving the teaching profession since they expressed total commitment to teaching and did not regret their career choice.

Compensation was portrayed as influencing occupational stress among secondary school teachers. Brackett, Polamara and Salovey (2010) study established that teaching was one of the most stressful occupations where sources of stress and decreased job satisfaction included the following: inadequate salary and perceived low status of the profession. The findings were also supported by the observations of Kabutu (2011) that pointed out that teachers have been induced to accept poor working conditions and poor salaries.

Student discipline influenced occupational stress of teachers. Ombui, Iravo and Wangui (2013) study in Kikuyu Sub County observed that the biggest challenge to teachers' class control was dealing with the increased students' indiscipline cases due to restrictive government legislation on child rights protection. The study discussed summary of findings, conclusions and recommendations in chapter five in the next section.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations of the study. Suggestions for further research were also included.

5.2 Summary of Findings

5.2.1 Role Overload and its Influence on Occupational Stress

The first finding of the study established that, on average, high school teachers in Borabu Sub County had a significant amount of role overload at $r=.647$. The aspects of role overload alluded to influence occupational stress among the teachers included preparation of teaching tools, strive to cover syllabus within limited time and dealing with large classes of students. Also, too much paper work and targets/deadlines that were impossible to meet were pointed out. Qualitative findings established that teachers experienced intense pressure from the core work of teaching and the welfare of the students generally and the employer to ensure students attained high levels of education.

5.2.2 Role Ambiguity and its Influence on Occupational Stress

Quantitative results revealed that, high school teachers in Borabu Sub County suffered a considerable amount of role ambiguity due to a variety of conflicting roles in the teaching institutions at $r=.635$. The findings further established that teachers carried out multiple responsibilities, dealt with new education initiatives and policies and further carried out extracurricular activities with the students which were compounded by conflicting instructions and societal demands. Further, qualitative findings also revealed that teachers suffered occupational stress due to unclear job description which went beyond basic teaching roles that included discipline, guidance and counseling, ensuring student health and safety, several instructions from a variety of chains of command and even interference by politicians and sponsors.

5.2.3 Promotion Prospects and its Influence on Occupational Stress

Quantitative findings revealed a statistically significant negative or reverse relationship between promotion prospects and occupational stress among public secondary school teachers at $r= 0.-154$. The results alluded to the fact that higher

qualifications and long teaching experience were not considered for one to get a promotion. They held that stagnation in the same job group for a long period of time was experienced and that the employer did not use fair methods to promote the teachers thus the promotions were very much limited and biased. However, there were some teachers who were contented with the procedures of promotion and looked forward to being promoted when they were due for promotion provided they had the qualifications and work experience and that the employer offered training opportunities that would qualify them for promotion. Qualitative findings also portrayed a dull picture of majority of teachers who were disillusioned for having stagnated in one job group for over 20 years and experienced slow career progression.

5.2.4 Findings on Compensation and its influence on Occupational Stress

Further, quantitative results of the study portrayed a grim situation of teachers who were moderately satisfied with the compensation they got from their employer TSC. This aspect subjected the teachers to stress. Hence, from these findings it was concluded that there was a statistically significant negative or reverse relationship between teacher compensation and occupational stress among public secondary school teachers with $r = -.204$. Majority of the teachers indicated that their efforts were not recognized due to low salaries, lack of rewards for work well done and that they were not paid for working overtime and that generally the teaching job was given a low deal in terms of remuneration. Qualitative study results alluded that remuneration was not in tandem with the work teachers did and did not tally with other occupations in the same job groups.

5.2.5 Students Discipline and its Influence on Occupational Stress

Quantitative findings revealed that on average, high school students of Borabu Sub County had a moderate indiscipline that influenced the stress of teachers moderately with $r = -.424$. The study held that some of the student acts of indiscipline included disrespect to their teachers, use of drugs, theft and damage of school property, bullying and use of frightening remarks, vandalism among others. In addition, it was revealed that parents and society did not fully cooperate in management of student indiscipline. It was also noted that the government prohibited many modes of punishment and was being over protective to students; an issue that thwarted the freedom of teachers to apply their behavior management techniques on students.

Moreover, qualitative studies further noted that indisciplined students demoralized and demotivated teachers.

5.3 Conclusions

The study investigated selected work related variables and their influence on occupational stress of secondary school teachers. From the quantitative and qualitative findings, it was concluded that role overload influenced occupational stress among teachers significantly and positively.

When teachers are overloaded, they may not be fully effective in service delivery and this will affect the performance of learners.

Secondly, from these findings it was concluded that there was a statistically significant positive relationship between role ambiguity and occupational stress among public secondary school teachers and that role ambiguity influenced occupational stress. The study portrayed that multitasking by teachers will finally affect service output to the learners' performance.

Third, the findings of the current study revealed that promotion prospects influenced occupational stress of secondary school teachers. It was concluded that promotion prospects were limited and many teachers stagnated in their job groups for a long time. It was also noted that there was slow career progression of teachers in terms of moving from one job group to another and it was concluded that promotion prospects were thwarted and influenced occupational stress significantly though in a negative way.

Fourth, compensation equally influenced occupational stress though in a moderate way at a Pearson correlation of $r = -0.204$. From these findings it was concluded that there was a statistically significant negative or reverse relationship between teacher compensation and occupational stress among public secondary school teachers. The employer did not appreciate teachers' efforts due to poor remuneration, lack of rewards for work well done and that they were not paid for working overtime. It was also concluded that it was necessary for the teachers' employer to consider remunerating the teachers appropriately since underpayment stresses teachers and suppresses the teachers' morale to such extent that they could not be fully committed to their duty for better service delivery to the students.

Finally, student discipline influenced occupational stress moderately and hence a statistical significant negative relationship at a Pearson's' correlation of $r=-.424$. From the findings, it was concluded that students of Borabu Sub County had moderate indiscipline which included portrayal of disrespect to teachers, use of drugs, theft, vandalism, bullying and use of frightening remarks among others. Also, Parents needed to cooperate with teachers to uphold student discipline which would translate to better academic performance of the students. Student indiscipline affected the morale and motivation of teachers in discharging their duties. Moreover, teachers needed to be left to choose the most appropriate mode of discipline for student indiscipline so that they are not stressed. A conclusion was made that student discipline influenced teachers' occupational stress significantly though negatively.

5.4 Recommendations

From the study findings, the following recommendations were made:

- There was need to for the Teachers Service Commission through the ministry of Education to increase the human resource to lower the load on the teachers who were already burdened and experiencing occupational stress. There was also need to limit additional non-teaching activities for teachers in response to dealing with role ambiguity. The government needed to ensure that there were enough teachers in schools to avoid role overload and role ambiguity. The Ministry of Education need to recruit other service providers like nurses, counselors and clerks to do clerical work that sometimes involved teachers to lighten the teachers load.
- Promotions motivate teachers. Automatic promotions need to be given by the T.S.C after a teacher has worked for a specified period like after three years; a teacher is moved to the next job group. Additional academic qualifications to be accompanied by a specified remuneration package as a motivator for continuing education.
- Compensation is one of the drives that motivate workers. Teachers' salaries and other fringe benefits should be improved in line with the economic trends and inflations. The government through the Salaries and Remuneration Commission should put in place realistic and attractive professional compensation packages, modes of staff recognition and other all-round motivational programs.

- Considering that the students of Borabu have moderate indiscipline that influences the stress of teachers, the study recommends that parents need to cooperate with teachers and the school administration to ensure student discipline. There is also need for the Ministry of Education to provide a frame work to guide school principals on the types and extent of administering punishment in schools.
- Also, behavior modification techniques to be employed by school managers to manage unruly behaviors of students as alternative to expulsion and corporal punishments of different kinds. School principals should involve students' council in the management of discipline in their schools by engaging them in amendment, formulating and enforcing school rules and regulations.

5.5 Suggestions for Further Research

- The present study was conducted among schools of Borabu Sub County of Nyamira County. There is need for further research on the emerging occupational stress concerns such as the effects of new performance appraisal on teachers in secondary schools since the study indicated that it has contradictory standards and expectations beyond teachers' abilities, resources and job description causing role conflicts, role overload and negative work stress.
- Future study similar to this should be carried out in public secondary schools in other Sub Counties across the country and findings be compared to help education planners and managers to find concrete solutions to other variables that influence teachers occupational stress.
- Since the study concentrated on public secondary schools under the government, there is also need for similar studies to be undertaken in private schools operating in Kenya or be done among primary school teachers to understand whether there are work related variables which influence their occupational stress.

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APPENDICES

Appendix 1: Questionnaire for High School Teachers

Instructions to participants

This questionnaire is to secure information from respondents concerning influence of selected work related variables on occupational stress among teachers of public secondary schools of Borabu Sub County, Kenya. Please respond appropriately to the questionnaires given. All information supplied will be treated confidentially and will be secured for the purposes of this research.

This questionnaire has two sections. Most of the questions are seeking facts while the last questions will seek for your opinion. Please read each question carefully and choose ONE appropriate response only. There is no right or wrong response to any of these items. So, please give your factual and frank opinion.

Thank you.

SECTION A (DEMOGRAPHIC DATA)

A Tick the appropriate answer or fill the spaces provided.

- 1.) Kindly tick your gender. Male () Female ()
- 2.) Indicate your age _____ yrs.
- 3.) What is your highest academic qualification?
Diploma () Degree () Masters () Doctorate ()
- 4.) Please indicate your position/staff grade: Please Circle

Untrained Teacher Graduate	1
Assistant Teacher Graduate	2
Senior Assistant Teacher Graduate	3
Principal Graduate Teacher	4
Head of Department	5
Management post	6

- 5) What is your marital status?
Single () Married () Divorced () Widowed ()
- 6.) In which category does your school belong?
Boarding () Day () both Day and Boarding ()
- 7.) Indicate whether your school is-
(1) A boys only () (2) A Girls only () (3) Co-educational School ()

- 8) What is the category of your school? National () County () District ()
- 9) a) Kindly indicate the number of lessons you teach per week
- b) How will you categorize the teaching load you currently have? a) Under loaded ()
 b) Sufficient () c) Overloaded ()
- 10) Which department do you belong to?.....
- a) Sciences b) Humanities c) Technical d) Applied e) Other (Specify)

PART TWO: STRESS SYMPTOMS

11) How would you describe your general health 3 years ago and now?

Please circle

3yrs ago	Present
1	2
1	2
1	2

SECTION B: WORK RELATED VARIABLE QUESTIONNAIRE

Occupational stress survey

Introduction:

I am requesting you as a respondent to this questionnaire to give your experience about Occupational Stress in your work place. It is hoped that the information you provide will be useful in improving your life at work.

This questionnaire is anonymous, and all information will be treated with confidentiality.

The questionnaire was developed by the researcher with the assistance of University supervisors from the department of Educational Psychology (JOOUST)

If you have any enquiries please contact:

Lucy K. Omwenga at lucykemunto14@gmail.com or

Dr.Judith Owaa@

The survey should take at least 30 minutes.

Thank you for taking part in this survey.

School code:_____ (To be inserted by researcher).

*Please respond to closed question by putting an 'X' in the appropriate box
 where:SD= Strongly Disagree D=Disagree ; N- Neutral; AG-Agree
 SA=Strongly Agree*

SN	Statement/Question (Role Overload)	S D	D	N	A G	S A
1	I always carry my work home to complete it at night					
2	I have to neglect some tasks because I have too much to do					
3	I am subject to personal harassment at work.					
4	My stress increases when working under deadline pressures and pressure to produce better exam results					
5	I have to work very intensively to accomplish my work.					
6	I find myself thinking about the work I do when iam supposed to be relaxing					
7	I have to neglect some tasks because of too much work to do.					
8	I experience increase in muscular aches and pains especially in the neck, head,lower back and shoulders					
9	I donot have time for many interests and hobbies outside work					
10	Dealing with larger classes and many students has increased my workload					
11	I am not able to take sufficient breaks from my work.					
12	I often lack time to pay attention to each special need of each student					
13	I am forced to work long hours.					
14	I feel overwhelmed by changes in curriculum,school organization,instructional methods and assessment techniques /staff appraisal in my teaching career					
15	I have to work very fast to hit my school targets and deadlines					
16	My job makes it difficult to maintain the kind of personal life that I want					
17	I have unrealistic time pressures.					
18	I am always asked to work on assignments that are not necessarily to the profession					
19	Iam required to do another teachers' job because of inadequate teaching staff					
20	Am assigned excessive paper work to handle					

Role Ambiguity						
		SD	D	N	AG	SA
1	I prefer taking students out for co curricular activities even without being asked by the school principal					
2	I am pressured by carrying multiple responsibilities in a short time span					
3	Too many orders and instructions from my seniors increase my stress					
4	Over the years,more and more responsibility has been added to the jobs of teachers like being counselors,career advisors and I feel overstretched/undergoing unclear job description					
5	I experience stressful interactions with parents and lack parental support in my work					
6	There are conflicting demands in my teaching roles					
7	I often get interrupted when changes are made without consultation					
8	Dealing with new education initiatives and policies has made my work stressful					
9	I come home from work too tired to do the things I like.					
10	My job makes it difficult to maintain the kind of personal life I would like.					
11	I often neglect my personal needs because of the demands of my work.					
12	I often miss out of important personal activities due to the amount of time I spend working.					
13	Teaching is a tedious work and very challenging					
14	My personal life suffers due to my work					
15	Iam not contented with the autonomy I have in making decisions about my daily tasks					
16	Iam involved in various activities in my school besides teaching.					

	Promotion prospects	SD	D	N	AG	SA
1	I am contented with the methods and procedures for teachers promotion by T.S.C					
2	I am not motivated to continue in the teaching profession because there are no chances of being promoted					
3	I like my job because it provides training opportunities for me to perform better					
4	I am satisfied with the progress am making in my career					
5	Higher qualifications of teachers are not recognized by T.S.C.					
6	There are several opportunities of attending in service training, workshops and seminars organized within and outside the school in my teaching career					
7	I have not been considered for a position of responsibility by my employer					
8	The employer uses fair methods and procedures of teacher promotion					
9	Work experience is not always considered during promotions					
10	Teacher promotion are not regular with my employer which leads to career stagnation that influences stress amongst teachers					
11	I am happy with the appreciations from my employer since they enhance my promotion					
12	If I get a better opportunity, I will quit TSC.					

	Compensation	SD	D	N	AG	SA
1	The salary paid and yearly increments for my job compared with similar qualifications in other professions is not satisfactory					
2	I am not happy with the rewards and bonuses I get for doing a good job in school					
3	I am well remunerated for the job I do in school					
4	The amount of salary earned is commensurate with the work I do					
5	I do other income generating activities to supplement my pay					
6	Teachers efforts are not recognized due to low salaries and lack of rewards for work well done					
7	I am not paid for working extra hours					
8	I am impressed by the timely payment by T.S.C					
9	The salary I receive is in tandem with other professionals in the same job group					
10	I am satisfied with the amount of annual increments awarded to me as a teacher					
11	Teachers work is undervalued due to low remuneration					
12	I feel comfortable with my future incomes					
13	I am happy with my present fringe benefits					
14	Finance is adequately rewarded in profession as a teacher					

	Students state of discipline	SD	D	N	AG	SA
1	Lack of respect from students, parents and society contributes to my stress at work					
2	Dealing with discipline problems of my students has been the most stressful part of my teaching career					
3	Teachers need to be given more freedom to select appropriate punishment					
4	Abolition of corporal punishment in schools by the government makes students to behave unruly					
5	Students with disruptive behavior should be suspended or expelled from school					
6	Dealing with disruptive behavior is very challenging to me as a teacher					
7	Disruptive behavior is not punishable in my school					
8	Teachers show anger towards students who display indiscipline or disruptive behavior					
9	I feel challenged with solving students disputes					
10	Corporal punishment is appropriate for maintaining good conduct in my school					
11	I get stressed with the theft and damage of property by the students					
12	I am stressed by the bullying and frightening remarks made by the students in and outside the school					
13	School rules are not helpful when dealing with students misbehavior in class					
14	I am overwhelmed by students drug abuse					
15	Teachers tolerate disruptive behavior in school					

Appendix 2: A Introductory letter to School principals' Interview Schedule

Dear respondent,

I am a post graduate student taking a PhD course in Psychology, Guidance and Counselling at JOOUST. I will be visiting your school to conduct an interview with you and it will be gathering information about the INFLUENCE OF SELECTED WORK RELATED VARIABLES ON OCCUPATIONAL STRESS AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS, KENYA. The interview will take between 45 minutes to one hour at your office. The data to be collected will assist teachers, teacher counselors, education providers and stake holders seek mitigating measures on occupational stress of teachers.

Please be assured that the information will be used solely for academic purposes and will be strictly kept confidential. Anonymity will also be ensured.

I will be grateful if you truly respond to the interview schedule for school principals here attached (see appendix 2B).

Omwenga Lucy Kemunto

Appendix 2:B Interview Schedule for Borabu Sub County Principals

- 1) How long have you held your position in Borabu Sub County? (Indicate length of time)
- 2) **From your own interaction and encounter with your teachers and other teachers within your Sub County; what would you say concerning them on the following:**
 - 2) How does role over load of teachers influence occupational stress among public secondary school teachers of Borabu Sub County, Kenya?
 - 3) How does role ambiguity influence occupational stress among public secondary school teachers of your Sub County ?
 - 4) How does compensation in terms of remuneration for the work teachers do influence occupational stress among teachers of Borabu Sub County?
 - 5) How does limited promotion prospects influence occupational stress among public secondary teachers of Borabu Sub County?
 - 6) To what extent does students discipline influence occupational stress among public secondary teachers of Borabu Sub County?
 - 7) What are the two things, which would make a significant difference to the occupational stress concerns among public secondary school teachers of Borabu Sub County, identified above?
 - 9) Please provide any other information or comments you wish to make about public secondary teachers of Borabu Sub County, Kenya on occupational stress.

Appendix 3: Interview Schedule for Borabu SubCounty Quality Assurance and Standards Officer

1) How long have you held your position in Borabu Sub County? (Indicate length of time)

From the reports you receive from principals and your own interaction with the teachers you encounter or interact with in your SubCounty; what would you say concerning the teachers on the following:

2) How does role over load of teachers influence occupational stress among public secondary school teachers of Borabu Sub County, Kenya?

3) How does role ambiguity influence occupational stress among public secondary school teachers of your Sub County ?

4) How does compensation in terms of remuneration for the work teachers do influence occupational stress among teachers of Borabu Sub County?

5) How does limited promotion prospects influence occupational stress among public secondary teachers of Borabu SubCounty?

6) To what extent does the students' state of discipline influence occupational stress among public secondary teachers of Borabu Sub County?

7) What are the two things, which would make a significant difference to the occupational stress concerns among public secondary school teachers of Borabu Sub County, identified above?

8) Please provide any other information or comments you wish to make about public secondary teachers of Borabu Sub County, Kenya on occupational stress.

Appendix 4: Code of Ethics

Background Information

This research study is about selected work related variables and their influence on occupational stress among public secondary school teachers of Borabu Sub County. You were selected as a possible participant because you are currently a teacher in this Sub-County. Carefully read through this handout. Ask about anything you want to be clarified before agreeing to be in the study. The study will compare the perspectives of teachers and principals about occupational stress. The study is being conducted by Lucy Kemunto Omwenga, a Doctor of Philosophy student at the Jaramogi Oginga Odinga University of Science and Technology.

Procedures:

If you agree to be in this study, you will be asked to participate in a survey, and/or interview conducted by the researcher. The survey will take approximately 30 minutes to complete, and the interview will take about 45 minutes. The interviews may be audio recorded.

Anonymity:

I guarantee not to use any names or addresses in the final report, nor will I store or categorize information using names and addresses.

Confidentiality:

No information will be disclosed to third parties without prior permission. You are expected to respect the confidentiality of individuals and refrain from disclosing any information directly or otherwise to third parties. All data obtained for this study will be kept private and confidential in line with the Data Protection Act of 1998, 2009, 2012. Participants will not be identified in any publications that arise from this study. Research documents and data will be stored securely and will only be accessed by the researcher.

Conditions of the Study:

Participation in the study is voluntary and will not affect your relations with the researcher and/or the university. You will not be forced to answer any question(s). I will keep you informed about the progress of the study and you will be free to make comments during the research or after the final report is ready. You can withdraw at any time during the study without any consequences. The final copy of the research will be availed to the ministry, the university and to you if you so request.

Contacts and Questions to:

1. Lucy Kemunto Omwenga Phone: 0726-860 208; 0754679595
Box 3923 - 40200, KISII E-mail: lucykemunto14@gmail.com
- 2 Dr. Pam Raburu Phone: 0711-980 871 praburu@jooust.co.ke
Jaramogi Oginga Odinga University of Science and Technology
- 3 Dr.Judith Owaa Phone:0734226114
Jaramogi Oginga Odinga University of Science and Technology

Appendix 5: Letter of Informed Consent: Principal

Dear Participant,

Ms/Mrs _____

Section A: Introduction

My name is Lucy Kemunto Omwenga. I am a student at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) where I am studying for a Doctor of Philosophy degree in Guidance and Counseling. Presently I am carrying out research on the topic: INFLUENCE OF SELECTED WORK RELATED VARIABLES ON OCCUPATIONAL STRESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS OF BORABU SUB COUNTY, KENYA". I will be coming to your school to interview you about your experiences on occupational stress among your staff. Consequently I wish to seek for your consent to take part in this study because it will involve oral interaction with you.

I assure you that you will be safe during the research. I would also request through your office to collect data from the teachers by use of questionnaires. I further request you to inform the teachers about the research project. The information obtained will be treated with strictness and utmost confidence and will be used for the purpose of this study only. The names of all the participants will be falsified to keep their identity anonymous.

Thank you most sincerely for agreeing to take part in this research study

Yours sincerely,

Lucy Kemunto Omwenga: PhD. Guidance and Counseling Student

Phone: 0726-860-208

Jaramogi Oginga Odinga University of Science and Technology.

Section B: Consent form schedule

As a declaration of your willingness to participate in this study I kindly request you to sign this letter.

Instructions:

Tick in the check box at the beginning of the statement if you consent to it.

I hereby:

- Agree to take part in the above study.
- Consent to the audio/video recording of my contributions.
- Request to be allowed to review the report before its publication.
- Consent to allow the teachers in my school to participate in the study.
- Understand that I may withdraw from participation in the study at any time.

I have read the code of ethics about this research study and understood my role in it. I have also asked and received additional details I wanted to understand about the study.

Signature _____ e-mail address: _____

Appendix 6: Letter of Informed Consent: Teachers

Dear Participant

Section A: Introduction

My name is Lucy Kemunto Omwenga. I am a student at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) where I am studying for a PhD course in Guidance and Counseling degree. Presently I am carrying out research on the topic: INFLUENCE OF SELECTED WORK RELATED SCHOOL VARIABLES ON OCCUPATIONAL STRESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN BORABU SUB COUNTY, KENYA.” I will be coming to your school to collect data through questionnaires. Consequently I wish to seek for your consent to take part in this study because it will involve filling a questionnaire about occupational stress.

I assure you that you will be safe during the research. The information obtained from you will be treated with strictness and utmost confidence and will be used for the purpose of this study only. I wish also to assure you that even the school authorities will not have access to this information and your name will be falsified to keep your identity anonymous.

Thank you most sincerely for agreeing to take part in this research study.

Yours sincerely,

Lucy K. Omwenga: PhD. Guidance and Counseling Student - Phone: 0726-860-208
Jaramogi Oginga Odinga University of Science and Technology.

Section B: Consent form schedule

As a declaration of your willingness to participate in this study I kindly request you to sign this letter.

Instructions: Tick in the check box at the beginning of the statement if you consent to it.

I hereby:

- Agree to take part in the above study.
- Consent to the audio/video recording of my contributions.
- Request to be allowed to review the report before its publication.
- Understand that I may withdraw from participation in the study at any time.

I have read the code of ethics about this research study and understood my role in it. I have also asked and received additional details I wanted to understand about the study.

Signature _____ e-mail address: _____

Appendix 7: University Transmittal Letter



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES

Office of the Director

Tel. 057-2501804

Email: bps@jooust.ac.ke

P.O. BOX 210 - 40601

BONDO

Our Ref: E361/4334/2013

Date: 4th December 2018

TO WHOM IT MAY CONCERN

RE: OMWENGA LUCY KEMUNTO – E361/4334/2013

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing PhD in Guidance and Counseling. She has been authorized by the University to undertake research on the topic: *“Influence of Selected Work Related Variables on Occupation Stress among Teachers in Public Secondary School in Kenya.”*

Any assistance accorded to her shall be appreciated.

Thank you.

Prof. Dennis Ochuodho


DIRECTOR, BOARD OF POSTGRADUATE STUDIES



Appendix 8: Research License

THIS IS TO CERTIFY THAT:
MS. LUCY KEMUNTO MOMANYI
of JARAMOGI OGINGA ODINGA
UNIVERSITY, 3923-40200 KISII, has been
permitted to conduct research in
Nyamira County
on the topic: INFLUENCE OF SELECTED
WORK RELATED VARIABLES ON
OCCUPATION STRESS AMONG TEACHERS
IN PUBLIC SECONDARY SCHOOLS IN
KENYA
for the period ending:
14th February, 2020

Permit No. : NACOSTI/P/19/60410/27406
Date Of Issue : 15th February, 2019
Fee Received :Ksh 2000



[Signature]
Director General
National Commission for Science,
Technology & Innovation


THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

Serial No.A 23168

CONDITIONS: see back page

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix 9: Authorization Ministry of Interior

REPUBLIC OF KENYA



THE PRESIDENCY
Ministry of Interior and Coordination of National
Government

Telephone: 058-6144446

Email: ccnyamira@yahoo.com.
ccnyamira2012@gmail.com.

OFFICE OF THE COUNTY COMMISSIONER
NYAMIRA COUNTY
P.O. BOX 2 - 40500
NYAMIRA

When replying please quote our

Ref. No. NYRC/ED.2/VO.III/16

DATE: 29th October, 2019


DEPUTY COUNTY COMMISSIONER,
BORABU SUB-COUNTY.

RE: RESEARCH AUTHORIZATION –LUCY KEMUNTO MOMANYI
JARAMOGI OGINGA ODINGA UNIVERSITY

Reference is made to the letter Ref. NACOSTI/P/19/60410/27406 dated 15th February, 2019 on the above mentioned subject matter from National Commission for Science, Technology and Innovation to authorize **LUCY KEMUNTO MOMANYI** to carry out research on “*Influence of selected work related variables on occupation stress among teachers in public secondary schools in Kenya*” in Nyamira County.

This is to inform you that the planned research will be conducted in Nyamira County for the period ending 14th February, 2020

Kindly accord her the necessary assistance.


WALTER MISERA
FOR: COUNTY COMMISSIONER
NYAMIRA

Copy to:

National Commission for Science, Technology
& Innovation
P.O. Box 30623,
NAIROBI

The County Director of Education,
P.O.Box 4,
NYAMIRA.

Appendix 10: Authorization County Education Office

MINISTRY OF EDUCATION



Telegram: "EDUCATION", Nyamira
Telephone: (058) 6144224

**COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O.BOX 745
NYAMIRA**

When replying please quote

NCEO/1/25 VOL.II/132

29TH OCT, 2019

REF.....

DATE:

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH BY LUCY KEMUNTO
MOMANYI**

The above named person is a student at **JARAMOGI OGINGA ODINGA UNIVERSITY**. She has been given authority by the National Commission for Science, Technology and innovation to conduct research on "**influence of selected work related variables on occupation stress among teachers in public secondary schools in Kenya in Nyamira County**"

The research will commence immediately and end on 14th February, 2020.

Please accord her your assistance.

**MICHAEL MIRUKA
FOR; COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY.**