

**CAUSES OF STRESS AMONG SECONDARY SCHOOL
TEACHERS IN GETEMBE DIVISION**

BY

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requirements for Master of Education Degree in Guidance and Counseling of
Egerton University

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DECLARATION

This research project is my original work and has not been previously presented for the award of a Diploma or Degree in any University.

Signature:



Date:

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RECOMMENDATION

This research project has been submitted for examination with my approval as the University Supervisor.

Signature



Date

2/10/2003

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ABSTRACT

Teachers serve one of the most stressful professions. Extreme levels of stress might be harmful to teachers and can affect their teaching, personal lives and, most importantly, their students. Stress can have a negative influence on schools and thus can pose a significant challenge to the future of education in a country. This study investigated the specific causes of stress, which make the work of secondary school teachers in Getembe Division in Kisii District demanding. It sought to determine the levels of stress experienced by the teachers hence making them vulnerable to physical as well as psychological ill health and unproductiveness. A finite population, $N = 207$, was involved in the study. Questionnaires were administered to a simple random sample of teachers ($n=103$) and means and standard deviations were calculated to identify the causes and levels of stress inherent in the teachers. Frequency distributions, percentages and a t-test for independent samples were also used in data analysis. The most important stressors among teachers were: poor pay that was also delayed, low social status of the teaching profession, constant change of expectations and roles in work, the feeling that other professionals disregard teachers and poor student performance and progress. There was no significant difference in the stress levels of males and females and 26.2% of the sample population needed stress management therapy. The study recommends that teachers should be empowered through Employment Assistance Programs (EAP) recommended in this study, to recognize and manage their stress levels. One EAP centre would be sufficient for Getembe Division. Principals need to monitor sick offs and check them against stress symptoms with a view of formulating a proactive intervention. This study recommends more research on the effects of stress on teacher performance in Getembe Division.

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CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education is the key to the development of any country. For this reason, Kenya invests large sums of public funds in the development of appropriate human resources in this sector.

However, current trends in the teaching profession raise concern as to whether the country could be incurring ineffective and inefficient service from teachers due to stress. Teacher stress is a response syndrome of negative affect that is developed when there is prolonged and increased pressure resulting from the teacher's work that can not be controlled by the individual coping strategies. It is of critical importance to note that it is expensive, both in time and resources, to train a secondary school teacher. This country, therefore, cannot afford ineffective and inefficient service as a result of stress. It is imperative that any trained teacher should remain efficiently and effectively productive throughout the entire period of his/her employment.

On the other hand, the weight of the teachers' salary on the national budget is heavy. It can only be justified if the teachers can efficiently and effectively deliver their services to the children under their care. To a large extent, this can only be realized if the teachers are in sound psychological and physical health. Since the loss of teachers' efficiency and effectiveness as a result of stress can easily go undetected, a study of this kind was necessary in order to facilitate a strong safeguard to the teachers' psychological health.

1.2 Statement of the Problem

The Ministry of Education, Science and Technology (MOEST) seem to be at risk of incurring ineffective and inefficient services from teachers due to stress. This is a unique loss in that it is qualitative rather than quantitative and hence can take root undetected. Basically the teachers remain on the payroll and attend to their duties but with decreased efficiency and effectiveness.

Teachers suffering from unchecked stress pose a potential risk as abusers of children under their care. There are indications of stress symptoms among secondary school teachers. The teachers appear to demonstrate discontent, frustration and apathy, loss of idealism, energy, enthusiasm and purpose in their work. Although the developed world has carried out teacher stress research since the late 1970's, (Antoniou, Polychroni & Walters 2000), studies of stress in secondary school teachers in Kenya need to be explored. Results from the developed world cannot safely be generalized to Kenya due to differences in the physical, social, political, economic as well as the teaching environment.

1.3 Purpose of the Study

The purpose of this study was to investigate the causes of stress among the secondary school teachers teaching in Getembe Division, Kisii Central District, Nyanza Province – Kenya. The study also sought to determine the degree of stress that these teachers experience and how the gender variable affects it.

It is hoped that the findings of the study will trigger debate among the stakeholders regarding the preventive and remedial measures that need to be put in place in order to safeguard the teachers' mental health. It is anticipated that the debate will culminate into positive legislation and policy that will enhance the welfare of the teaching profession to the benefit of the child and society. This should include the establishment of Employment Assistance Programs (EAP) in schools to offer counseling services for teachers. It is further hoped that this study will provide the necessary impetus for continued similar studies in the Republic of Kenya.

1.4 Objectives of the study

The main objective of this study was to investigate the causes of stress among secondary school teachers in relation to their vulnerability to suffer from the effects of stress. The specific objectives of the study were:

1. To identify the specific work-related factors that cause stress among secondary school teachers in Getembe Division.
2. To determine whether stress levels in male and female secondary school teachers in Getembe Division are different.
3. To determine the percentage of teachers in need of stress management therapy.

1.5 Research Questions

The study attempted to answer the following questions.

1. What are the specific work-related factors that cause stress among secondary school teachers teaching in Getembe Division?
2. Are the stress levels in male and female teachers different?
3. What percentage of the secondary school teachers is in need of Stress Management Therapy?

1.6 Significance of the Study

The results of this study would be used by the school management and the MOEST to develop a teaching environment that does not put undue pressure on the emotional and mental capacities of the teachers. This would translate into good psychological and physical health of the teacher and therefore save the Education Ministry valuable financial and time resources lost through ill health, sick leaves and absenteeism. The school management and MOEST would find the evaluation of teacher stress levels important since it reveals the vulnerability of the Education Ministry to incurring inefficient and ineffective services due to teacher stress.

The trade unions representing secondary school teachers would also find the results of the study an important eye opener to the teachers' psychological needs and hence advocate for the development of remedial measures that safeguard the teachers' mental health. Professional counselors interested in teacher stress management therapy would also derive useful information from the results of this study. The individual secondary school teachers

would also find information from this study invaluable to their strategies to steer off high levels of stress. A study of this nature therefore, is not only important and relevant but also desirable.

1.7 Assumptions of the Study

The researcher assumed that all respondents gave honest responses to items in the survey questionnaire. It was also assumed that the stress attributes being measured were distributed normally or nearly so in the population. The results of the study confirmed that the stress attributes were distributed almost normally in the population.

1.8 Definition of Terms

Classroom discipline: The maintaining of order and protocol in the classroom for the purpose of creating an environment conducive to learning.

Constant change of expectations refers to the shifting of achievement goals that the teacher is expected to meet from time to time in his/her overall assignment of duties, including changes in the national curriculum.

Depersonalization: A detached, negative and sometimes cynical attitude of the teacher in regard to the recipient of services offered.

Emotional exhaustion: A teachers feeling of being emotionally drained to the extent of being unable to emotionally offer to the students receiving his/her services.

Factors intrinsic to teaching refers to the stress factors that exist and emanate from the teacher's assigned roles and / or job description: this includes such factors as workload, remuneration, classroom discipline and management, excessive working hours and role overload.

Lack of personal accomplishment: A pervasive sense of not having attained any significant accomplishment in one's work which is coupled with the tendency of the individual to evaluate himself negatively, especially in terms of his work and the recipient of his services.

Leadership style: Manner in which the Principal conducts the affairs of a school in relation to the teachers under him/her.

Principal: Teacher bestowed with the executive authority to administer the day to day running and management of secondary school affairs and programs.

Post-traumatic stress disorders: A severe set of anxiety related symptoms characterized by maladaptive behavior such as feeling numb to the world, sleep disturbances, lack of concentration, over-alertness, a sense of estrangement from others and re-experiencing of the trauma that come as an aftermath of a traumatic event

Psychosomatic Symptoms: Symptoms that are an outcome of the interaction between psychological and biological (bodily) events that result to physical illness.

Public secondary school: Any secondary school that receives the services of teachers who are on the Teachers' Service Commission payroll.

Role overload: A condition in which a teacher has to cope with a number of competing roles within his/her job description.

Self – efficacy: Teacher's confidence in his/her ability to teach and manage students efficiently and effectively.

Stress: Pressure that the teachers feel from something related to their work happening around them.

Stress symptomatology: Study of stress related symptoms.

Stressors: Physiological, psychological and environmental demands on the human organism.

Systemic factors: Organizational factors that are not intrinsic to the nature of teaching, but rather dependent on the climate of the educational institution or the wider context of education including the political domain.

Teacher burnout: A syndrome resulting from prolonged teacher stress, characterized by physical emotional, and attitudinal exhaustion, that begins with a feeling of uneasiness and mounts as the joy of teaching begins gradually to slip away.

Teacher stress: A response syndrome of negative affect developed when there is prolonged and increased pressure resulting from the teacher's work that cannot be controlled by the individual coping strategies.

CHAPTER TWO

LITERATURE REVIEW

According to Schammer and Jackson (1996), teachers tend to be affected by burnout (the extreme results of stress) more than any other public service professionals. The international concern with teachers' stress stems from the mounting evidence that prolonged occupational stress can lead to both mental and physical ill-health and also concern that this problem will impair the quality of teaching (Antoniou Polychroni and Walters, 2000). This is basically true because when individuals suffer from the effects of stress, their perceptive abilities, memory, ability to reason and common sense actually increase for a limited time and then begin to decline as the stress continues over time. Individuals experience intellectual difficulties and their concentration becomes difficult and eventually memory is lost. The ability of reasoning and problem solving as well as decision making also gets impaired. Cognitive impairment during stressful periods often leads people to adhere rigidly to behavior patterns because they can not consider alternatives (Melgosa 2001). Moreover the effects of extreme or unproductive levels of stress can cause teachers to have negative attitudes toward students and to lose their idealism, energy and purpose (Schammer & Jackson). Stress can make teachers become ineffective and inefficient in their teaching roles (Eskridge & Coker, 1985; Ferber 1984). Stress can also have a negative influence on schools' overall teaching performances, the physical and emotional well being of teachers, and their students (Kyriacou, 1987; Philips, 1993). Teachers, therefore, require good coping skills and support if they are not to succumb to the physiological and psychological problems associated with stress (Schammer & Jackson).

Whereas developed countries have carried out extensive studies on teacher stress no such study has been conducted and documented with special reference to teachers teaching in Kenyan secondary schools. Therefore there is need to explore stress among these teachers.

2.1 Causal Factors In Teacher Stress

Ivancevich and Matteson (1980) defines stress as an adaptive response, mediated by individual characteristics and / or psychological processes, that is a consequence of any external action or event that places special physical and / or psychological demands upon a person. According to Adams (1999), this definition includes three concepts important to the overall study of stress: First, situational demands or stressors cause persons to adapt; Second, individuals tend to react and adapt in different ways to the stressors they are presented, and lastly some form of physical and or psychological responses will occur.

The good as well as bad things that happen to us cause stress. These things carry with them adjustive demands that require change or adaptation if an individual is to meet his or her needs (Coleman, Morris, and Glaros, 1980). The causes of stress are both external and internal.

Goodall and Brown (1980) identify them as stressors from "without" and stressors from "within". Without stressors originate outside individuals and include such things as traumatic experiences, unpredictable events, uncontrollable events, events challenging one's limits, and physical as well as social environment (Atiknson, Smith and Bem, 1993). Within stressors are those from within individuals. These stressors tend to include individuals values, attitudes, and self-concepts. Atiknson et al also views within stressors as including unresolved conflicts that may be conscious or unconscious. Conflict occurs when a person must choose between incompatible or mutually exclusive goals or courses of action

There are numerous studies that have attempted to identify sources of teacher stress. According to Gupta (1981), there are three major types of stressors: environmental, organizational and individual. Environmental stressors emanate from the circumstances of the teachers' physical,

social and psychological environment. The organizational stressors are perceived as those stressful circumstances and conditions that are intrinsic to the organization and administration of the teaching programs. On the other hand, individual stressors are conceptualized as comprising the individual teacher's personality and his/her ability to adapt to the demands of pressure from within or without him/herself. Smith and Milstein (1984) found stressors to emerge from the environment and individuals. According to Kyriacou and Suttcliffe (1978), stress results from the teacher's perception that, demands were being forced on them; they are unable to or have difficulty in meeting these demands and failure to do so threatens their mental and physical well being. The key element here is the teachers' perception of threat: either this is self imposed or imposed by others.

There is evidence that specific factors are responsible for high levels of psychological pressure for teachers thus causing stress to them. This include: high ratio between teacher – pupils, limited progress of pupils, heavy workload, role overload and role conflict, relationships with colleagues / poor working environment, insufficient salary, poor status, time / resource difficulties, professional recognition needs (Borg et al 1991; Kyriacou and Suttcliffe, 1979; Kyriacou, 1987; Manthei and Solman, 1988; Travers and Cooper, 1996; Guliemi and Tatrow, 1998). Children with special educational needs have been recognized as creating additional pressures for teachers (Galloway, 1985; Upton and Verma 1996). According to Lewis (1999) Classroom discipline is also a significant source of stress. Lewis examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment. In a study by Morton et al, (1997) classroom management was found to be a great source of anxiety to students training to be teachers. Of all the other stressors reported, classroom management anxiety was the only

one that did not decline following teaching practice. Therefore, they were likely to carry it with them as a stressor into their career life. A study by Male and May (1998) found that there was strong evidence for associating work overload and excessive working hours with emotional exhaustion.

Researchers have found that internal characteristics could contribute to teachers' susceptibility to stress and that these factors may even dictate how teachers handled the stress that they encountered (Byrne 1992; Fimian 1982). According to Iwanicki (1983) role – related stress was a function of the teacher's personality and teaching preparation. Teachers' stress is likely to include medium or low levels of job satisfaction and high levels of turnover. Three measures have been widely employed as response correlates or indices of occupational stress. They include, job satisfaction, absenteeism and intention to leave (Kyriacou & Suttcliffe, 1979). Relevant research evidence derived from studies in main stream secondary schools in Greece show that secondary school teachers draw increased stress from negative feelings, the area of school, occupational and financial goals, and gender because women appeared more vulnerable than men (Papastylisnou. 1998). Some people develop stress because they have learned to see things negatively; they have a mental set that causes them to see threats and personal failure when others do not. Having a negative self –concept also generates stress. Other cognitive factors that could cause stress include irrational ideas about how things "should" or "must be"; believing that we are helpless and cannot handle the situation; drawing faulty conclusions from our observations such as, 'they don't like me', or 'I am inferior to them'. Pushing oneself to excel and /or failing to achieve the desired goal and ideals may also cause stress. The cognitive learning theory holds that placing blame on self or others, holding ideas of dying or losing what we value such as our job, and realizing that we may have been wrong but want to be right can stress us (Tucker- Ladd, 2000).

A substantial body of contemporary research has examined the cognitive factors affecting individual susceptibility to stress amongst teachers. Chorney (1998) investigated self-defeating beliefs by asking 41 teachers to identify what they must do to be a good teacher. Ninety-two percent of responses were couched in absolute terms such as 'must', need etc. Endorsement of these beliefs was widespread in the sample and significantly associated with high levels of stress. In another study by Bibou- Nakou et al (1999) the role of attributions was examined. Two hundred primary school teachers were presented with four hypothetical class management situations and they were questioned as to their attributions in each case. There was a significant association between internal attributions and symptoms of burnout, suggesting that teachers who blame themselves for difficulties are more vulnerable to stress. Teachers self – efficacy (confidence in ability to teach and manage students) has also been researched as a cognitive vulnerability factor to stress. Friedman (2000) examined the self report of newly qualified teachers and respondents revealed sharp declines in self efficacy as they found that they could not live up to their ideal performances. This made them cognitively vulnerable to stress.

Systemic factors are also known to cause teacher stress. This is a broad cluster of organizational factors that are not intrinsic to the nature of teaching, but rather dependent on the climate of the educational institution or the wider context of education including the political domain. Travers & Cooper (1997) found that teachers named lack of government support, lack of parental support, lack of information about changes and demands of the national curriculum as among their greatest sources of stress.

At the level of the institution, factors such as social support among colleagues and leadership style have been found to be important in affecting levels of stress. Dussalt et al (1999) assessed

isolation and stress in 1110 Canadian teachers and as hypothesized found a positive correlation. In another study, Van Dick et al (1999) questioned 424 teachers from across all German sectors about their work stress, social support and physical illnesses. It was found that social support had both a direct positive effect on health and a buffering effect in respect to work stress. Therefore lack of social support among teachers may cause stress.

According to Harris (1999) leadership style has also emerged as a significant organizational factor. Harris assessed teacher stress and leadership style in three American primary schools, using the Wilson stress profile for teachers. The Principal in each school was classified differently, and teachers had significantly lower stress in the school where the Principal was classified as high in both task and relationship focus. This leadership style was associated with both strategic vision and a close personal relationship with staff. Leadership style appears in part to be a response to 'trickle-down' stressors. Hoel et al (1999) Surveyed English teachers and found that 35% reported having been bullied by a manager in the last five years as opposed to an average of 24% across all occupational sectors. Cooper interpreted this in terms of managers failing to cope with workloads and resorting to bullying as a maladaptive coping strategy.

A specialized study carried out by Antoniou, Polychroni and Walters (2000) among special education needs (SEN) teachers in Greece identified some important sources of teacher stress. This include lack of pupils progress, limited pupils interest, heavy workload, special attention to individual pupils, continuous responsibility for pupils, demands of the curriculum, lack of help from the government, significant lack of resources and equipment, minor jobs unrelated with job description, lack of cooperation with colleagues, few opportunities for promotion, increased number of pupils, lack of support staff and facing difficult pupils. Self-esteem as an

internal characteristic, has been reportedly linked to teacher stress (Byrne 1992; Farber, 19991) According to Byrne, persons possessing low self-esteem tend to be more susceptible to stress than those having high self-esteem. Teachers with high self-esteem tend to handle stressors in a more productive manner. The genetic constitutional theory that explains stress attempts to link genetic makeup (genotype) and some physical characteristic (phenotype) that lower the person's ability to resist stress. According to this view, the genetic constitutional and intrauterine factors influence stress. This means that some of us may have been born nervous or with traits predisposing us to stress. We, therefore, inherit a propensity for certain serious disorders (Tacker-Ladd 2000).

The learning theory holds the view that stress may also be acquired through learning processes. For example, having "bad experience" causes one to later be stressed in that situation, that is, pairing a neutral stimulus (situation) with a painful, scary experience will condition a fear response to the previously neutral stimulus. This is called classical conditioning. On the other hand, fears and other weaknesses may yield payoffs. The payoffs (like attention or dependency) cause the fear to grow and hence stress. This is called operant conditioning. Avoiding frightening situations may reinforce and build fears and stress.

2.2 Symptoms of Teacher work – related stress

People suffering from stress experience several and varied signs and symptoms. Marshall (1983) categorized them into three stages. In the first and initial stage, the patient feels irritable, excessively tired, and inefficient at performing tasks. He/She may also experience poor memory, tense neck and back muscles and lack of appetite. If the stress is not managed, the patient may move on to the second phase of symptoms and experience problems such as

lack of sleep, severe headaches, backaches, skin rashes, bowel disorders or severe indigestion. Abdominal pains, excessive sweating even without exercises may occur. The patient may cry easily and be prone to frequent anxiety. In the final phase, stomach ulcers, high blood pressure, allergies and coronary disease occur. It is important to note that some people don't experience all the warning stages and go straight from exhaustion to heart attack.

Fatigue (tiredness, lack of energy) is one of the first symptoms to arise from

Stress and one of the last to disappear. If one experiences chronic (long-term) fatigue, other symptoms need to be monitored (Posen, 1995). Stress can contribute or mimic just about any symptom one can think of. The list in table 2:1 developed by Posen (1995) contains some common symptoms categorized into physical, behavioral, mental and emotional domains.

Blase (1986) found illness symptoms to be linked to stress reported by teachers. According to a survey report (Landsmann 1979) specific illness symptoms were associated with teacher stress.

These symptoms included migraine and sinus headaches; allergies, colds, post nasal drip; hypertension; bladder; kidney, and bowel disorders; colitis; nervous stomach; acne; and weight problems.

Table 2:1 Common Symptoms of stress

PHYSICAL	BEHAVIOURAL
<ul style="list-style-type: none"> • Fatigue • Headache • Insomnia • Muscle aches/ stiffness (especially neck, shoulders and low back) • Heart palpitations • Chest pains • Abdominal cramps • Nausea • Trembling • Cold extremities • Flushing or sweating • Frequent colds 	<ul style="list-style-type: none"> • Pacing • Fidgeting • Nervous habits (nail- biting, foot tapping) • Increased eating • Smoking • Drinking • Crying • Yelling • Swearing • Blaming • Throwing
MENTAL	EMOTIONAL
<ul style="list-style-type: none"> • Decrease in concentration and memory • Indecisiveness • Mind racing or going blank • Confusion • Loss of sense of humor 	<ul style="list-style-type: none"> • Anxiety • Nervousness • Anger • Frustration • Worry • Fear • Irritability • Impatience • Short temper

(Source: Posen, David B. "Stress Management for patient and physicians", *The Canadian journal of continuing medical education*, April 1995. Published on the web on www.mentalhealth.com)

2.3 Effects of Teacher Stress

Stress can make teachers become ineffective and inefficient in their teaching roles (Eskridge and Coker 1985, Faber 1984). It can have a negative influence on schools, the overall teaching performances, the physical and emotional well being of teachers and their students (Kyriacou, 1987; Philips 1993). The reason for this phenomenon is that stress has several undesired effects to the body and mind, which wear and tear the individual physically and psychologically. This includes anxiety, anger and aggression, apathy and depression, cognition impairment and illness.

According to Atkinson et al (1993), anxiety is the unpleasant emotions characterized by such terms as worry, apprehension, tension and fear. Anxiety related symptoms are known as post-traumatic stress disorders. People with these disorders feel numb to the world, lack interest in former activities and feel estranged from other people. They relive the trauma and become less or completely unproductive in their daily life. On the other hand, anger and aggression are usually an outcome of stress. Whenever a person's effort to reach a goal is blocked, an aggressive drive is induced that motivates behavior to injure the object or person causing the frustration. At times direct aggression toward the source of the frustration may not be possible or wise. The source may at times be vague or intangible. In this case the individuals may displace their anger (Atkinson, Smith and Bem, 1993). This explains why child abuse by the teacher may be seen as an effect of teacher stress.

According to Melgosa (2001) people who are experiencing intense stress may decide not to fight back but withdraw. They develop apathy and get depressed. These people learn to feel helpless and easily give up when exposed to difficult events. Individuals experiencing depression can simply not perform even the simplest tasks because the morale is completely

wiped out. Cognition impairment is correlated with intense stress. Melgosa (2001) points out that when someone suffers from the effects of stress, their perceptive abilities, memory, ability to reason and common sense may actually increase for a limited time. However, when the stress continues for too long their abilities begin to decline. Research has found that the amount of stress and degree of job satisfaction experienced by teachers directly influenced the quality of teacher work life (Pelsma and Richard, 1988). According to Kyriacou (1979) high levels of occupational stress often lead to job dissatisfaction, absenteeism and poor work turnover. A teacher may also decide to leave the profession because they cannot cope with the stress inherent in the job. A study of 42 special education teachers from Virginia who decided not to return to their teaching positions for the 1991-92 school year indicated that stress was one of the leading factors in the decision to leave the profession (Krause, 1993).

Although stress is often viewed negatively, it has positive effects too. It is important to note that a moderate level of tension is necessary to maintain an active and productive life. Many researchers contend that certain amounts of stress are necessary to maintain an active and productive life (Melgosa, 2001; Alley 1980; Goodall and Brown, 1980, Kaiser and Polczynski, 1982; Kreitner, 1989; Selye, 1980; Terry, 1997; Schamer and Jackson, 1996). The term eustress is employed to describe good or productive amounts of stress and Distress describes bad stress (Selye 1976, 1980). According to Alley, productivity levels decrease when individuals are over or under stressed. Terry (1997) points out that the amount of stress we need to be productive and the amount of stress that causes us to be unproductive can be as individual as our own personalities.

2.4 Teacher Burnout

Burnout has been conceptualized as a negative reaction or syndrome of stress, with three components; depersonalization, a detached callous attitude toward those with whom one works; emotional exhaustion, a feeling of being emotionally drained and exhausted; and lack of personal accomplishment, a pervasive sense of not having attained any significant accomplishment in one's work (Maslach and Jackson, 1982). Burnout can be regarded as an indication of a person's psychological and emotional well being: the more one experiences burnout, the more distressed and dissatisfied one is with one's work and hence develops an intention to leave. According to Cooper (1995) stress often contributes to professional burnout. However, being under stress does not necessarily predict who will burnout. The development of professional burnout is tied to a number of factors, including genetic predisposition, environment, experience, business type and management, and lifestyle choices. High stress combined with a sense of loss of control over one's life and work most certainly contributes to burnout. Previously conducted studies also indicate that stress tends to affect individuals differently and hence their vulnerability to burnout may not necessarily be the same (Eskridge and Coker, 1995; Fimian, 1982; Fimian and Santoro, 1983; Ivancevich and Matteson, 1980).

According to Schwab (1983), teacher burnout is one of the most significant challenges facing the future of education. This is true because teachers suffering from burnout may stay on the job counting the days until weekends and ultimately, their retirement. They lack the energy to execute their duties and do not realize any joy or satisfaction from their job. These teachers lack enthusiasm, motivation, interest, zest, ideas concentration, self-confidence, humor and dreams for life that are necessary in realizing efficiency and effectiveness in their work (Mcgee- Cooper 1990).

2.5 Theoretical Framework

The general adaptation syndrome theory was used to guide and support this study

According to this theory postulated by Hans Selye (1974), all biological organisms have an innate drive to maintain a state of internal balance. Stressors, therefore disrupt internal equilibrium and thus compel the body to create extra energy in preparation for fight or flight (Melgosa 2001). The human organism experiences stress when the body does not use up all the extra energy that has been created. According to this theory, there are three basic stages that the human organism goes through when reacting or adjusting to stressors. First, alarm reaction where the body is alerted and activated. Second, resistance stage in which the body defenses attempt to adapt. Lastly, exhaustion stage where the bodies defenses towards stress become totally depleted because the organism has a finite reserve of adaptive energy. Stress levels in individuals are very high during the first stage and begin to reduce during the second stage. In the third stage, individuals experience physical and mental breakdown, individual performance plummets and illness develops (Hubert, 1984). Work –related factors that precipitate extreme physiological, psychological or environmental demands on the teachers disrupt their internal balance causing them to experience stress. Given that the teachers (like any other organisms) have a finite reserve of adaptive energy, unchecked exposure to work-related stressors could lead to their mental and physical breakdown, poor work performance and illness.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study made use of the ex-post facto survey design. The design was adopted as the most appropriate because it can be used to determine the nature of prevailing conditions without manipulating the subjects. The survey method used is a cost-effective way to gather information from a large group of people within a short time.

3.2 Location of the study

The study was carried out in Getembe Division, Kisii Central District in Nyanza Province-Kenya. Getembe is an educational administration Division that covers the political boundaries of Kisii Municipality.

3.3 The Population

All teachers teaching in public secondary schools in Getembe Division constituted the population (N) from which the sample (n) was randomly drawn. Current data available in the District Education officer's office indicated that the Division had a total of 207 teachers teaching in 6 public secondary schools.

3.4 The Sample

A sample size of 132 cases was drawn through simple random sampling from a randomized list of 207 secondary school teachers in Getembe Division. Published tables (Israel, G.D, 1992; Kathuri & Pals, 1993) indicated that a sample size of this magnitude was needed for an alpha level set at 0.05 and based on a corresponding 95% level of confidence and 0.5 population variability. In order to attain complete randomness, the researcher made use of computer generated random numbers in the selection process. There were 62 males and 70 females selected for the study. However, due to non-responses, only 49 males and 54 females

were included in the final analysis of results. Since descriptive statistics were the main tool for data analysis, the sample size of 103 respondents was sufficient to generate valid results.

3.5 Instrumentation

The researcher developed a scale for assessing the sources of stress particularly among secondary school teachers, that was distributed to the sample. The items for the scale were generated from the common sources of teacher stress as reviewed in the literature. The scale was a 34-item self – report instrument (see appendix 2). The stressors were measured on an additive 6 – point Likert type scale and the responses were rated as follows.

- 6 = strongly agree
- 5 = agree
- 4 = tend to agree
- 3 = tend to disagree
- 2 = disagree
- 1 = strongly disagree

The response scale rating indicates that the higher the score, the greater the amount of stress experienced by the teacher from that particular source. The mean scores were consequently interpreted as follows:

- 1.0 – 1.99 =Very low stress
- 2.0 – 2.99 =Low stress
- 3.0 – 3.99 =Moderate stress
- 4.0 – 4.99 = High stress
- 5.0 – 6.00 =Very high stress.

In order to assess the degree of teacher stress experienced by the teachers, the researcher adapted and modified a stress inventory developed by Melgosa (2001). The 96 – item self



report instrument (see appendix 3) assessed stress on an additive 6- point Likert type scale.

The responses ranged from 5 = strong agreement to 0 = strong disagreement indicating the higher the score the greater the teacher s' level of stress. The individual case cumulative scores for this scale were interpreted as follows:

Very low stress = 55 to 110

Low stress = 111 to 165

Moderate stress = 166 to 220

High stress = 221 to 275

Very high stress = 276 to 330

3.6 Instrument validity and reliability

The research supervisor was used to review and evaluate the content of the study instruments. This was to ensure that they measured the intended attributes and that the content was representative of the area that it was intended to cover. Items that were ambiguous or irrelevant were replaced. Using the Cronbach alpha method, the stress factor inventory (instrument 1) met the reliability coefficient of 0.81 whereas instrument 2 (stress levels inventory) met the reliability coefficient of 0.91 in a pilot study with 29 cases. The questionnaire pilot study was done outside the study population with a population that had similar traits as those in the target population.

3.7 Data collection procedures

Permission to visit the schools was acquired from the District Education officer for Kisii Central District.

The teachers identified for the study were given the stress factor and stress level inventories shown in appendix 1 and 2. A letter that described the study and solicited for the voluntary

participation and honesty of the teachers was enclosed with the instruments. The letter also stressed anonymity, stated that there was no right or wrong answers, and asked for first reaction of feeling about the item statements for an answer. The researcher personally delivered the instruments to the respondents and agreed with them on an appropriate time of collection.

3.8 Data Analysis

Both descriptive and inferential statistics were used in data analysis. Therefore, means standard deviations, frequency distributions and percentages were used to analyse descriptive data. The t-test for independent samples was used to test for differences in gender. Table 3:1 is a summary of the analysis procedures. The data was coded and analysed with the aid of Statistical Package for Social Sciences (SPSS).

Table 3:1 Data-analysis summary

Research question	Independent variable	Dependent variable	Statistical analysis
What are the specific work-related factors that cause stress among secondary school teachers?	Stress factors	Stress score	Means and standard deviations
Is there a significant difference in the stress levels of male and female teachers?	Gender	Stress	T-test for independent samples
What is the percentage of secondary school teachers in need of stress management therapy?	Stress level	Stress therapy	Frequency distributions and percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the research. The analysis was guided by research objectives and questions. The results are presented as means, standard deviations, T-test for independent samples, frequency distributions and percentages. All tests of significance were at $p < .05$. Presentation of results has been done in three sections in response to the research questions.

4.2 Results of question 1

Question 1 was stated as follows: What are the specific work-related factors that cause stress among secondary school teachers teaching in Getembe Division?

Analysis of instrument 1 (see appendix 2) indicated that teachers in Getembe Division experienced high levels of stress from ten stress factors in which they registered a mean score of 4 and above at the 6 point scale. Table 4:1 illustrates that the most important stress factors refer to poor pay that was also delayed. Next in frequency was the low social status of the teaching profession, Constant change of expectations and roles in work, attitudes and behavior of other professionals that indicate that they do not regard teachers highly. The other stress factors include poor student progress and performance in examinations, lack of resources and equipment and lack of government support. The long working hours, large number of students in class and lack of recognition and appreciation for good work were also identified as important factors that cause high levels of stress among teachers.

Table 4:1 Work-related stress factor ranking among secondary school teachers in Getembe Division (N=103).

Rank order	Stress Factor	Mean Score	SD	Stress Level
1	Poor pay that was also delayed	5.51	1.03	V. High
2	Low social status of the teaching profession	4.65	1.45	High
3	Constant change of expectations and roles in work	4.56	1.18	High
4	Attitudes and behavior of other professionals	4.54	1.24	High
5	Poor student progress and performance	4.47	1.37	High
6	Lack of resources and equipment	4.33	1.66	High
7	Lack of Government support	4.14	1.69	High
8	Long working hours	4.08	1.58	High
9	Large number of students in class	4.05	1.76	High
10	Lack of recognition and appreciation for good work	4.02	1.61	High
11	Role overload	3.95	1.51	Moderate
12	Limited student interest in subject	3.93	1.72	Moderate
12	Poor career and promotion opportunities	3.93	1.70	Moderate
14	Lack of support from parents	3.90	1.46	Moderate
15	Life satisfaction	3.85	1.52	Moderate
16	Demands of the national curriculum	3.84	1.51	Moderate
17	Minor jobs unrelated job description	3.76	1.70	Moderate
18	Poor working environment	3.69	1.72	Moderate
19	Lack of involvement in decision making	3.66	1.70	Moderate
20	Leadership style of the school administration	3.60	1.51	Moderate
21	Job satisfaction	3.59	1.63	Moderate
22	Lack of information on changes affecting the teacher and his/her work	3.48	1.51	Moderate
23	Work overload	3.47	1.53	Moderate
24	Teachers' perception of work demands	3.33	1.46	Moderate
25	Lack of support staff	3.19	1.72	Moderate
26	Attitudes and behavior of other teachers	3.13	1.36	Moderate
27	Evaluation of teachers' work by supervisors	3.02	1.44	Moderate
28	Facing difficult students	2.90	1.58	Low
29	Inadequate discipline policies	2.85	1.48	Low
30	Political interference	2.67	1.62	Low
31	Dealing with parents on their children's matters	2.45	1.32	Low
32	Lack of respect from students	2.26	1.28	Low
33	Lack of social support among colleagues	2.23	1.31	Low
34	Self-efficacy	1.78	2.43	V. Low

Tables 4:2 and 4:3 present a breakdown of the descriptive results by gender. Female teachers reported 13 high stress level factors, whereas the male teachers reported ten. The high stress level factors that female teachers did not share with their male counterparts were:

Lack of support from parents; large number of students in class; limited student interest in subject; life satisfaction and poor career and promotion opportunities. On the other hand, role overload and the lack of recognition and appreciation for good work that were reported by male teachers as causing them high levels of stress, only caused moderate stress among female teachers. For both male and female teachers, the most important job stressor was associated with poor pay that was also delayed.

Table 4:2 Work-related stress factor ranking among female secondary school teachers in Getembe Division (N=54)

Rank order	Stress factor	Mean score	SD	Stress level
1	Poor pay that was also delayed	5.52	1.08	V. High
2	Low social status of the teaching profession	4.89	1.34	High
3	Attitudes and behavior of other professionals	4.65	1.22	High
4	Poor student progress and performance	4.61	1.35	High
5	Constant change of expectations and roles in work	4.54	1.16	High
6	Lack of resources and equipment	4.35	1.62	High
6	Lack of support from parents	4.35	1.23	High
8	Large number of students in class	4.15	1.83	High
9	Lack of Government support	4.13	1.65	High
10	Long working hours	4.11	1.56	High
11	Limited student interest in subject	4.09	1.67	High
12	Life satisfaction	4.02	1.50	High
13	Poor career and promotion opportunities	4.00	1.73	High
14	Lack of recognition and appreciation for good work	3.98	1.56	Moderate
15	Lack of involvement in decision making	3.89	1.67	Moderate
16	Demands of the national curriculum	3.82	1.49	Moderate
17	Poor working environment	3.80	1.70	Moderate
18	Minor jobs unrelated job description	3.69	1.77	Moderate
19	Role overload	3.67	1.64	Moderate
20	Leadership style of the school administration	3.61	1.43	Moderate
21	Lack of information on changes affecting the teacher and his/her work	3.50	1.48	Moderate
22	Job satisfaction	3.46	1.73	Moderate
23	Teachers' perception of work demands	3.44	1.51	Moderate
24	Work overload	3.22	1.53	Moderate
25	Attitudes and behavior of other teachers	3.15	1.39	Moderate
26	Inadequate discipline policies	3.13	1.51	Moderate
27	Facing difficult students	3.09	1.62	Moderate
28	Evaluation of teachers' work by supervisors	2.98	1.61	Low
29	Lack of support staff	2.91	1.66	Low
30	Political interference	2.61	1.60	Low
31	Dealing with parents on their children's matters	2.37	1.42	Low
32	Lack of respect from students	2.30	1.38	Low
33	Lack of social support among colleagues	2.20	1.37	Low
34	Self-efficacy	1.93	3.27	V. Low

Table 4:3 Work-related stress factor ranking among male secondary school teachers in Getembe Division (N=49).

Rank order	Stress factor	Mean score	SD	Stress level
1	Poor pay that was also delayed	5.49	0.98	V. High
2	Constant change of expectations and roles in work	4.59	1.21	High
3	Attitudes and behavior of other professionals	4.43	1.28	High
4	Low social status of the teaching profession	4.39	1.53	High
5	Lack of resources and equipment	4.31	1.72	High
5	Poor student progress and performance	4.31	1.39	High
7	Role overload	4.27	1.30	High
8	Lack of Government support	4.14	1.74	High
9	Lack of recognition and appreciation for good work	4.06	1.68	High
10	Long working hours	4.04	1.61	High
11	Large number of students in class	3.94	1.69	Moderate
12	Demands of the national curriculum	3.86	1.68	Moderate
12	Poor career and promotion opportunities	3.86	1.54	Moderate
14	Minor jobs unrelated job description	3.84	1.63	Moderate
15	Limited student interest in subject	3.76	1.77	Moderate
15	Work overload	3.76	1.51	Moderate
17	Job satisfaction	3.74	1.51	Moderate
18	Life satisfaction	3.67	1.53	Moderate
19	Leadership style of the school administration	3.59	1.61	Moderate
20	Poor working environment	3.57	1.74	Moderate
21	Lack of support staff	3.51	1.75	Moderate
22	Lack of information on changes affecting the teacher and his/her work	3.45	1.56	Moderate
23	Lack of involvement in decision making	3.41	1.72	Moderate
23	Lack of support from parents	3.41	1.54	Moderate
25	Teachers' perception of work demands	3.20	1.40	Moderate
26	Attitudes and behavior of other teachers	3.10	1.34	Moderate
27	Evaluation of teachers' work by supervisors	3.06	1.23	Moderate
28	Political interference	2.74	1.67	Low
29	Facing difficult students	2.69	1.52	Low
30	Inadequate discipline policies	2.55	1.40	Low
31	Dealing with parents on their children's matters	3.53	1.21	Low
32	Lack of social support among colleagues	2.27	1.26	Low
33	Lack of respect from students	2.23	1.18	Low
34	Self-efficacy	1.61	0.79	V. Low

4.3 Discussion of question 1

There are a number of observations that can be made based on the results to question 1. First, both male and female teachers identify poor pay that was also delayed as the most important source of their stress. Analysis indicated that 47 male teachers (95.92%) and 51 female teachers (94.44%) drew high levels of stress from the stressor “poor pay”, since they scored from 4 and above as shown in table 4:4 below. This could be expected since teachers have to meet their financial obligation. The frustration that they feel when they are not able to do this with ease makes them feel stressed. Moreover society assigns special recognition and value to an individual’s ability to sustain himself financially. The low social status of the teaching profession in society could be tied to the teachers’ real or imagined low financial power and inability to access the corridors of power and influence. This may lead to frustration and feelings of low self worth. It is likely that teachers have learnt that they are helpless and thus present themselves likewise to society and more especially to other professionals. The end result is that the feedback that they get creates a vicious circle of stressful encounters.

Table 4:4 Distribution of stress level score for the stressor “poor pay”

Stress level score	Overall sample (N=103)			Male (N=49)			Female (N=54)		
	Frequency	Valid %	Cumulative %	Frequency	Valid %	Cumulative %	Frequency	Valid %	Cumulative %
6.00	71	68.93	68.93	32	65.31	65.31	39	72.22	72.22
5.00	25	24.27	93.20	14	28.57	93.88	11	20.37	92.59
4.00	2	1.94	95.14	1	2.04	95.92	1	1.85	94.44
3.00	1	0.97	96.11	0	0.00	95.92	1	1.85	96.29
2.00	1	0.97	97.08	1	2.04	97.96	0	0.00	96.29
1.00	3	2.91	100	1	2.04	100.00	2	3.70	100
Total	103	100		49	100		54	100	

The second observation is that poor student progress and performance in examinations is a major stressor among secondary school teachers. Analysis showed that 80 teachers (77.7%) from the overall sample drew high levels of stress from poor student progress and performance in examinations. There were 36 male teachers (73.5%) and 44 female teachers (81.5%) who indicated high stress levels from this source since they scored from 4 and above as shown in table 4:5 below. The frustrations that the teachers feel when they are not able to make tangible impact on the performance of their students may lead to a sense of guilt and low self-esteem and eventually increase their stress levels. Whereas it is true that students need to perform well in national examinations, teachers draw a lot of stress from irrational ideas about how student performance “should” or “must” be. The situation is complicated further by the teachers feeling that even the good work that they realize from time to time is neither recognized nor appreciated.

Table 4:5 Distribution of stress level score for the stressor “poor student progress and performance in examinations”

Stress level score	Overall sample (N=103)			Male (N=49)			Female (N=54)		
	Frequency	Valid %	Cumulative %	Frequency	Valid %	Cumulative %	Frequency	Valid %	Cumulative %
6.00	22	21.4	21.4	9	18.4	18.4	13	24.1	24.1
5.00	45	43.7	65.1	19	38.8	57.2	26	48.1	72.2
4.00	13	12.6	77.7	8	16.3	73.5	5	9.3	81.5
3.00	7	6.8	84.5	5	10.2	83.7	2	3.7	85.2
2.00	14	13.6	98.1	7	14.3	98.0	7	13.0	98.2
1.00	2	1.9	100	1	2.0	100	1	1.9	100
Total	103	100		49	100		54	100	

Thirdly, the teachers feel that they do not get adequate support from the government. This can be interpreted in the light of lack of resources and equipment, long working hours and the large number of students in class. The feeling that the government may have failed to put in place policies for the acquisition of the right teaching and learning environment may cause frustration and hence stress. It is true that the teachers work for long hours in order to prepare, teach and mark students work. Students' welfare is also part of their responsibility. This is expected to exert overwhelming pressure in them. It is important to note that there were some important gender differences in the ranking of the stress factors. For example, female teachers experience high stress from poor career and promotion opportunities, whereas their male counterparts elicited only moderate stress from the same source. This could be expected in situations where promotions to administrative positions fall short of providing equal opportunities for males and females. On the other hand while female teachers elicited low stress from evaluation of their work by supervisors, their male counterparts were more scared of evaluation and thus elicited moderate stress from the same source. Perhaps this could be expected since the males have been socialized to supervise females at home while they themselves work independently and hence may not readily adapt to an outside threat to this independence.

4.4 Results of question 2

Question 2 was stated as follows: Are the stress levels in male and female teachers different?

The t-test analysis of teacher stress levels by gender (based on data collected using instrument 2) is shown in table 4:6 No significant difference was found between the mean stress levels of males and females. The mean stress level score for males was 194.82 whereas the mean for females was 192.83. A two tailed independent samples t-test indicated that the prediction that

there would be no significant difference between the stress levels of male and female teachers was true ($t=0.226$ $p<0.05$).

Table 4:6 T-test analysis of teacher stress levels by gender

Gender	Number of respondents	Mean score	SD	Calculated t-value	Critical t-value	Degrees of freedom	2-tailed probability
Male	49	194.82	47.09	0.226	2.000	101	0.821
Female	54	192.83	41.77				

4.5 Discussion of question 2

The findings that male and female secondary school teachers in Getembe division suffer from similar amounts of stress indicates that gender is not a discriminating or vulnerability factor. Both male and female populations were equally vulnerable to high levels of stress. Any danger signals in either population could be expected to be an indicator of what the other population could also be experiencing. Intervention measures that are meant for the female population may as well address stress levels in the male population.

4.6 Results of question 3

Question 3 was stated as follows: What percentage of secondary school teachers is in need of stress management therapy? Table 4:7 gives an overall ranking of teacher stress levels. The analysis was based on data collected using instrument 2 (stress levels inventory) shown in appendix 3. The table indicates that 23.3% and 2.9% of the overall population sample

experienced high and very high levels of stress respectively. Therefore, 26.2% of sample population of secondary school teachers teaching in Getembe Division were in need of stress management therapy. According to Melgosa (2001), the 4.9% teachers with very low stress need assistance to re-examine their lives in order to rejuvenate their vigor so that their productivity can be enhanced. Figure 4:1 is a graphical illustration of data in table 4:7. It presents a near normal distribution of the levels of stress among the teachers.

Table 4:7 Overall ranking of teacher stress levels (N=103)

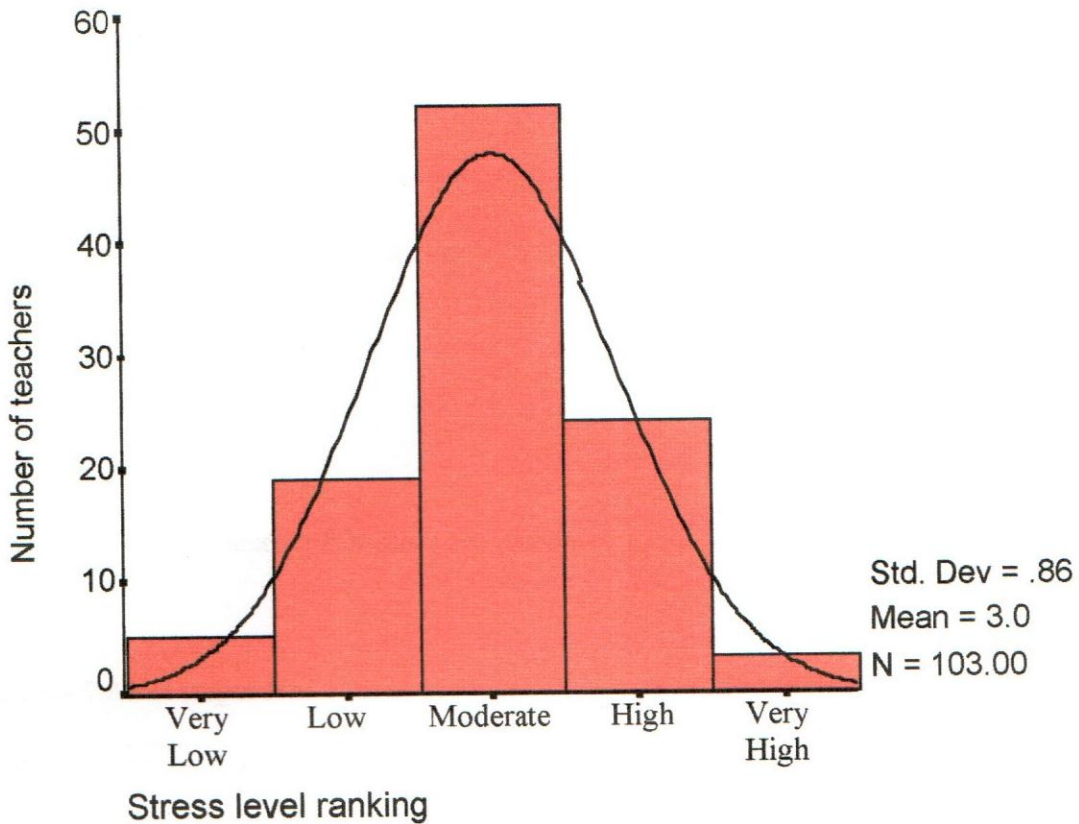
Stress level ranking category	Frequency (number of teachers)	Percentage
Very low stress	5	4.9
Low stress	19	18.5
Moderate stress	52	50.5
High stress	24	23.3
Very high stress	3	2.9
Total	103	100

Table 4:8 presents a breakdown of the descriptive results by gender. The table indicates that 26.5% of the male teachers and 26% of the female teachers were in need of stress management therapy since they experienced high and very high levels of stress.

Table 4:8 Teacher stress levels ranking by gender (Male N=49, Female N=54).

Stress level ranking category	Male		Female	
	Frequency	Percent	Frequency	Percent
Very low stress	3	6.1	2	3.7
Low stress	10	20.6	9	16.7
Moderate stress	23	46.9	29	53.7
High stress	11	22.4	13	24.1
Very high stress	2	4.1	1	1.9
Total	49	100	54	100

Figure 4:1 Distribution of stress levels



KEY: *Line Graph* = *Normal distribution curve*
Bar graph = *Observed distribution of stress*

4.7 Discussion of question 3.

The results indicate that 26.2 % of the population are in need of stress management therapy. This means that out of the total population of 207 teachers in Getembe Division, fifty four teachers would be expected to be suffering from high levels of stress. By all standards this is a large proportion given the potential amount of damage that would be caused to the students and to the teachers themselves. This means that the same teachers would be ineffective, inefficient and more likely to negatively affect the students. Bearing in mind that students can model the stress and emotional wellbeing of the teacher, the 26.2% stressed teachers can be of disastrous effect to the students.

According to Melgosa (2001) those teachers experiencing very low stress, need to re-examine their life for there is a possibility that they could be performing below their real potential. On the other hand, those who are experiencing high and very high levels of stress need to identify their sources of intense stress and work to alleviate them. There is danger that those teachers experiencing moderately high levels of stress could easily fall into the high levels of stress category unless they guard against the sources of their stress. It is worth noting that almost equal proportions of male and female (26.5% and 26% respectively) are in need of stress management therapy.

4.8 Chapter Summary

The most important teacher Stressors are presented in table 4:9 below.

Table 4:9 Most important causes of stress among secondary school teachers (N=103)

Rank order	Stress Factor	Mean Score	SD	Stress Level
1	Poor pay that was also delayed	5.51	1.03	V. High
2	Low social status of the teaching profession	4.65	1.45	High
3	Constant change of expectations and roles in work	4.56	1.18	High
4	Attitudes and behavior of other professionals	4.54	1.24	High
5	Poor student progress and performance	4.47	1.37	High
6	Lack of resources and equipment	4.33	1.66	High
7	Lack of Government support	4.14	1.69	High
8	Long working hours	4.08	1.58	High
9	Large number of students in class	4.05	1.76	High
10	Lack of recognition and appreciation for good work	4.02	1.61	High

No significant difference was reported in terms of levels of stress between men and women.

This means that gender is not a vulnerability stress factor. There was 26.2% of the teacher population in need of stress management therapy. This translates to 54 teachers in Getembe Division.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the key causes of stress among secondary school teachers in relation to their vulnerability to suffer from the effects of stress. The intention was to provide quantitative data relating to sources of stress and hence the Secondary School teachers' need for stress management therapy. This chapter presents the summary, conclusions and recommendations of the study.

5.2 Summary.

Stress is a phenomenon that can produce both positive and negative results in teachers. According to Schammer and Jackson (1996), teachers tend to be affected by burnout (the extreme results of stress) more than any other public service professionals. This study has established that there are 10 most important work-related factors that cause stress among secondary school teachers in Getembe Division. These include; poor pay that was also delayed, low social status of the teaching profession, constant change of expectations and roles in the teachers' work and concern over the attitudes and behaviour of other professionals towards the teachers. Others are poor student progress and performance, lack of government support, long working hours, large number of students in class and, lack of recognition and appreciation for good work. The study further established that there was no significant difference between the mean stress levels of male and female teachers and that more than one quarter of the overall population of teachers needed Stress Management Therapy.

5.3 Conclusions

Based on the findings of this study the following conclusions were made:

1. Factors intrinsic to teaching as well as those related to the organization and administration of learning and teaching programs cause stress to teachers.
2. Stress among secondary school teachers posed a significant challenge to the future of education in Getembe Division.
3. There was an urgent need to establish stress management programs for secondary school teachers.
4. The gender factor does not predispose the teachers to different levels of stress. Therefore, in the planning of intervention measures, gender can not be viewed as a vulnerability factor.

5.4 Recommendations.

The findings of this study identify factors that affect teacher stress levels and also indicate the proportions of teachers in need of stress management therapy. Therefore, these, as well as other findings in the literature review, pose a variety of subsequent recommendations.

1. The ministry of Education, Science and Technology (MOEST) and the school boards of governors need to formulate and/ or review the policies pertaining to the enabling environment for the discharge of the teachers' duties. Particular attention should be given to the motivation factors such as pay and its disbursement, recognition and appreciation of the teachers' good work, career development and promotion opportunities.
2. The Principals need to be sensitized to be captains of teams that involve each teacher as a team player in decision-making.

3. Secondary school teachers should learn to monitor the stress they experience and the results that this stress imparts on their teaching roles and abilities. They need to consider undertaking strategies that can help reduce the extreme levels of stress they might experience. This can be enhanced if the MOEST puts in place a policy that supports the establishment of Employment Assistance Programs (E.A.P) to cater for teachers counseling needs.
4. It is recommended that Getembe Division can be sufficiently served by one E.A.P center that is well staffed and equipped. The E.A.P center's mandate could include:
 - (i) Helping teachers to learn more about their own stress levels
 - (ii) Assisting teachers to develop and enhance their abilities to manage and reduce their stress
 - (iii) Assisting teachers to learn more about their individual psychological, physical and emotional reactions to the stress they experience.
 - (iv) Helping teachers to learn to identify specific sources of their stress and hence attempt to alleviate them.
5. Illness symptoms can occur because of the secondary school teachers' level of stress. It is recommended that school Principals should observe the amount of sick days taken by their teachers and watch for physical and mental signs of distress. By being conscious of their teachers' illness symptoms, the principals could possibly identify unproductive or extreme levels of stress and help to alleviate eventual burnout.
6. School systems should take inventory of their teachers' stress levels at regular intervals. It is recommended that this should be done atleast once every term. Trends and patterns can be built which could be useful to administrators and teachers alike in guarding against undesirable levels of stress. Though the exercise may need financial investment, the returns could prove high and profitable in terms of maintaining the utility of teachers.

7. The teachers' trade unions and MOEST should work hand in hand to restore the glory of the teaching profession. Programs that uplift the image of the teacher in society could help in boosting the teachers' status in society and thus enhance his/ her self-worth. This could drastically reduce stress in teachers. However, it is important to note that the teachers' own perception on their status need to be changed by the teachers themselves.

5.5 Research Recommendations

1. More research needs to be conducted on the effects of stress on teacher performance in Getembe Division.
2. Another study focusing on the relationship between student anger/aggression in school unrests and their teachers' emotional health would be desirable and hence is recommended.

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APPENDIX 1

EGERTON UNIVERSITY

P.O. BOX 536,
NJORO

Date 1st March 2003

TO ALL PARTICIPANTS

RE: SURVEY RESPONSES

Dear participant,

There is a growing concern that teachers serve one of the most stressful professions. The faculty of Education and Human Resources of Egerton University wishes to ask you to voluntarily participate in this survey that seeks to establish the sources of stress among secondary school teachers. Please take note that you were selected purely at random and hence we kindly solicit for your honest answers to the questionnaire items. **There are no right or wrong answers.** You are encouraged to give your first reaction of feelings about the item statement for an answer.

This survey requires all respondents to remain anonymous. For this reason, please **do not** write your name on the questionnaire. All information obtained from you will be strictly confidential. The findings of the study will be used pro-actively. **Please answer all questions.**

Thank you for accepting to participate in this worthy exercise

Yours truly,

R.M. Onsarigo

Researcher

Department of Educational Psychology & Counseling

APPENDIX 2 :INSTRUMENT ONE

STRESS FACTOR INVENTORY

Gender

Male-----

Female ----- (Tick one)

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing a cross (an X) in the appropriate box.

1. My school has adequate discipline policies.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
2. I am comfortable with the social status of the teacher in society	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
3. I have adequate parental support needed for my work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
4. I am a work horse who is never appreciated or recognized for good work	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
5. Evaluation and assessment of my work by supervisors cause me a lot of anxiety	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
6. I feel that other professionals regard me highly.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
7. I feel that other teachers regard me highly	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
8. I have excellent opportunities for promotion and career development	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
9. I work for long hours even when I do not want to.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
10. My workload is heavy and unbearable	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
11. I experience frequent and irritating political interference with my work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

12. My salary and allowances are sufficient.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
13. I feel overloaded with competing roles of the teaching duty	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
14. Often, I have to put up with detestable minor jobs unrelated with my job	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
15. I hate the experience of having to deal with parents on their children's matters.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
16. I feel competent and adequate in teaching and in classroom management.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
17. I enjoy government support in my efforts of molding good citizens.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
18. I feel pressurized with my students' lack of good progress.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
19. I am bothered with students' lack of interest in my subject.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
20. Lack of resources and equipment make my teaching duty too demanding.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
21. I have trouble facing "difficult" students.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
22. My school has sufficient support staff.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
23. I enjoy the cooperation of my teaching colleagues.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
24. I am happy and satisfied with my job.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
25. My working environment is good.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
26. I often feel that work demands, that I have difficulty in meeting, are forced upon me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

27. I am generally satisfied with my life.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
28. The demands of the National Curriculum produce stress in me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
29. I am constantly informed on any changes affecting my work and me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
30. I often have to cope with constant change of expectations and roles in my work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
31. I am worried of the large number of students that I teach in particular classes.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
32. I feel part and parcel of the decision-making machinery in the school.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
33. I am contented with the leadership style practiced by the school administration.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
34. My students have little respect and appreciation for me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

APPENDIX 3: INSTRUMENT TWO

STRESS LEVELS INVENTORY

Gender:

Male -----

Female----- (Tick one)

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing a cross (an X) in the appropriate box.

1. Lifestyle

1. I sleep an adequate number of hours for my personal needs.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
2. I eat at regular times.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
3. When I'm nervous I take tranquilizers.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
4. During my free time, I watch television or videos.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
5. I exercise regularly.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
6. I eat hurriedly.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
7. I eat as much as I like of the foods which are high in cholesterol e.g. eggs, liver etc.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
8. I eat lots of fruits and vegetables.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
9. I drink water through out the day between meals.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
10. I eat between meals.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

11. I eat a big breakfast.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
12. I eat a small supper.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
13. I smoke.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
14. I drink alcoholic beverages.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
15. In my free time I go outdoors to enjoy nature and pure air.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
16. I have a hobby, which relaxes me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

2. Environment

17. My family is noisy.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
18. I feel as if I need more space in my house.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
19. All my things are in the right place.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
20. I enjoy a "homey" atmosphere	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
21. My neighbors are noisy.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
22. There are a lot of people in the area where I live.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
23. My house is clean and neat.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

24. When at home, I can relax peacefully.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
25. My bedroom is too small.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
26. I feel as if there are too many of us living under the same roof.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
27. I am satisfied with the way my house is decorated.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
28. I think my house is big enough for our needs.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
29. There are bad smells in my neighborhood.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
30. The area where I live is noisy.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
31. The air where I live is pure and clean.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
32. The streets and yards in my neighborhood are clean and cared for.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

3. Symptoms

33. I have headaches.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
34. I have abdominal pain.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
35. I suffer digestive problems.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
36. I have normal bowel movements.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

37. My back aches.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
38. I have tachycardia (excessively rapid heartbeat).	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
39. I suffer from allergies.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
40. I feel as if I am choking.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
41. My neck and back muscles tense up.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
42. My concentration levels are generally high and consistent.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
43. I have normal memory.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
44. I have little appetite.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
45. I feel tired and lack energy.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
46. I suffer from insomnia (lack of sleep).	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
47. I sweat a lot (even without exercising).	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
48. I cry easily and suffer from frequent anxiety.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

4. Employment / Occupation

49. My daily work produces a lot of stress.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
50. In my free time, I think about work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
51. My work schedule is regular.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
52. My work allows me to eat peacefully at home.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
53. I take work home at night and on the weekends.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
54. I have several competing roles within my job description.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
55. When I am working, time flies.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
56. I feel useful and satisfied at work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
57. I am afraid I will lose my job.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
58. I have problems to get along with my work colleagues.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
59. I have a good relationship with my boss.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
60. I am proud to be a teacher.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
61. I have problems with the level of discipline displayed by my students.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

62. I forget to eat when I am trying to finish a job.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
63. I feel competent in my work.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
64. I think that my boss and my family appreciate the work I do.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

5. Relationships

65. I enjoy being courteous and polite.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
66. I tend to confide in others.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
67. I get upset when my plans depend upon others.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
68. Fights upset me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
69. I have friends who are willing to listen to me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
70. I am satisfied with my sexual life.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
71. What others think of me concerns me.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
72. I want to do things better than others.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
73. My work colleagues are my friends.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
74. I have the patience to listen to the problems of others.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
75. I think my spouse/boyfriend /girlfriend, needs to change in many aspects for the relationship to be fulfilling.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

76. I talk too much.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
77. When I disagree with someone, I realize that I raise my voice.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
78. I am jealous of those who have more than I do.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
79. When I fight with someone, I think about what I will say next while he/she speaks.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
80. I get nervous when someone gives me orders.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

6. Personality

81. I am generally satisfied with my life.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
82. I like to speak well of others.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
83. I get nervous when someone in front of me is driving or walking slowly.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
84. When there is a line of people waiting to be served in an establishment, I leave.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
85. I tend to be generous with myself when I set deadlines.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
86. I have confidence in the future.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
87. Although I don't like to, I tend to think the worst.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
88. I like to do things in my own way and I become irritated when this is not possible.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
89. I have a good sense of humor.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

90. I like the way I am.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
91. I get nervous if I am interrupted when I am in the middle of some activity.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
92. I am a perfectionist.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
93. I think about those who owe me money.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
94. I get nervous when I am caught in the middle of a traffic jam.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
95. I get bored during vacations and want to return to doing something "productive".	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree
96. I am afraid that one day I may come down with some fatal disease like AIDS or cancer.	Strongly Disagree	Disagree	Tend to disagree	Tend to Agree	Agree	Strongly Agree

Thank you for your cooperation.

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